

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • September 8, 2011 (5-L-6)**

AGENDA

I. Welcome

II. Approval of May, 2011 Minutes

III. Additions to/Approval of the Agenda

IV. Curriculum Guides/Courses

Note: Any revision to the curriculum guide requires the curriculum guide to be brought forward for approval with the revised document.

- | | |
|-------------|--|
| Info Only | A. Digital Communication – new KROP/HW course for 2011-12 (Peters) |
| Info Only | B. Public Safety – new KROP/SP course for 2012-2013 (Hartman) |
| Information | C. Honors U.S. History – Caudillo, Revious-Uhlik, Griffin |
| Information | D. English 1 Guide & Pacing Guide – Potter, Hardgrave & Dull |
| Information | E. English 2 Guide & Pacing Guide – Potter, Hardgrave & Dull |
| Information | F. English 3 Guide & Pacing Guide – Potter, Hardgrave & Dull |
| Information | G. Racquet Sports – Hartman |
| Action | H. ASL 1 (<i>new textbook</i>) – Ayala |

Tabled *Tabled Curriculum Guides/Courses*

- *Earth Science A (no guide) — Compagno, Dixon (April)*

V. Textbooks

New textbooks or new editions of a textbook require the curriculum guide to be brought forward for approval with the revised document.

- | | |
|-------------|--|
| Information | A. Anatomy/Physiology Honors – Mizner, Hendricks |
|-------------|--|

Tabled *Tabled Textbooks*

- *Honors World History – Caudillo, Revious-Uhlik, Griffin (September 2011)*

VI. Discussion/Reports

- | | |
|----|---|
| A. | Transcripts – geography |
| B. | Net Sports – Proposed SP PE elective (grades 11 & 12) – Hartman |
| C. | Intel-Assess |
| D. | Illuminate Education |
| E. | September 2 PD Day Report |

VII. Updates

VIII. 2011-2012 Curriculum Committee Meeting Dates at the District Office

September 8, 2011

October 13, 2011

- Course Catalog 2012-2013 review begins
- Submit changes to course prerequisites for Curriculum Committee and Board approval
- Begin process for new textbook proposals

November 10, 2011

- Last meeting to submit new course proposals

December 8, 2011

- December 1—Schedule all first semester finals in Measures.
- Last meeting to approve changes to the Course Catalog

January 12, 2012

- Last meeting for new textbook proposals for information

February 9, 2012

March 8, 2012

- Last meeting for new textbook proposals for approval

April 19, 2012

May 10, 2012

- May 1—schedule all second semester finals in Measures
- Submit purchase orders for approved and replacement textbooks for next year

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • May 12, 2011 (5-L-6)**

MINUTES

- I. Welcome** – Bill opened the meeting at 11:59 a.m. and welcomed everyone.

Voting Members Present: Xiomara Ayala, Carol Bennetts, John Craft, Cheryl Hunt, Nancy Nagatani, Ellice Blevins, Myndi Hardgrave, Bobby Peters, Brian Dull, Roger Hartman, Cheryl Silva, Ward Whaley and Bill Fishbough.

Non-voting Members Present: None

Visitor(s) Present: None

- II. Approval of April, 2011 Minutes** – With no corrections, Ellice motioned to approve the minutes and Nancy seconded the motion. The minutes were unanimously approved.

- III. Additions to/Approval of the Agenda** – Cheryl H. requested that “a-g” course requirements on Anatomy/Physiology be added as Item IV.B and Ward requested that textbook purchasing be added as Item V. A. With these additions, Roger motioned to approve the agenda and Myndi seconded the motion. The amended agenda was unanimously approved.

IV. Curriculum Guides/Courses

Information A. ASL 1 (*new textbook*) – Xiomara presented this site approved revised guide to reflect their new textbook. The guide was revised by Pulliam and Hazen. This item will return in September for action.

Information B. Anatomy/Physiology “a-g” requirements – Cheryl H. received an email notification that we must offer a regular Anatomy/Physiology course in order for our honors course to qualify for “a-g” credit. John will develop the course guide, which will be brought to the September District Curriculum Committee for info/action in order to meet the UC’s September 2011 deadline.

Tabled Curriculum Guides/Courses

- *Earth Science A (no guide) — Compagno, Dixon (September)*

V. Textbooks

Information A. 2011-2012 Textbook Purchases – Ward shared that Carol has audited our textbook inventory and prepared a quote for replacement core textbooks estimated to be around \$75,000. He states that available funding for textbooks is currently at \$103,000; therefore, we do not anticipate that we will be able to order newly adopted non-core textbooks for the 2011-2012 school year. However, once the master scheduling is complete, he will meet with staff to determine a priority list in the event funding becomes available for limited purchases. Cheryl H. noted HHS is using a web-based program called ePath-Knowledge for its CAHSEE English and math classes which is paid for out of categorical funding. The cost is \$4 per student, with \$1.75 for an additional game program component.

Tabled Textbooks

- *Honors World History – Revious-Uhlik, Caudillo (September)*

VI. Discussion/Reports

A. Intel-Assess – Bill noted that he wants to clarify the benchmark schedule for 2011-2012.

All core areas using Intel-Assess will administer benchmarks as follows:

- Fall Semester: 6 weeks, 12 weeks and final
- Spring Semester: 9 weeks and final

After discussion by the committee, it was determined that all non-core areas will follow the same benchmark schedule as core areas.

Bill noted that we have officially entered into contracts with Intel-Assess and Illuminate Ed. At present, we are working to convert data from DataWise to Illuminate Ed with assistance from Chris Covert from KCOE. Cheryl S. noted that Illuminate Ed has not yet made this transfer with DataWise; therefore, they are writing a format to do so. Bill noted that Illuminate Ed training is being scheduled for 2011-2012. Nancy shared that staff has requested this training not occur in August, as the program will not be used until later in the fall. Bill agreed and is looking at the September 2 District PD Day along with possible Wednesday mornings. Bobby inquired about possible ABI training in August due to the pending program upgrade. Bill noted that Positive Coaching Alliance training is also slated for the August PD days.

- B. 2011-2012 Curriculum Calendar & Schedule Review – The curriculum dates will be reviewed following next week’s testing schedule meeting.

VII. Updates

- Math – Nancy shared the District math team has had a most productive year. They discussed the need for a sophomore math intervention course and what the curriculum would look like. She noted this group of students seems to be falling through the cracks and deficiencies are not being noticed until well into their junior year, which means they have lost a whole year of needed intervention.
- Science – John noted the science department appreciated the opportunity to meet district-wide last week and that it was most productive. They are moving along with their Intel-Assess blueprints and benchmarks and will be ready for next year. SJVWP Cadre 2 reviewed the strategies shared over the past three years and noted the impact the project has had and believes it will have a lasting impact on the District.
- Visual Arts – Ellice shared student art work is currently on display at the Kings County Government Center.
- English – Myndi stated they revised English 1, 2 and 3 curriculum and pacing guides this year. Next year they will tackle Lit Survey, English 4 and other singletons. The department is pleased with their progress. Brian added it is good to see this work coming to fruition.
- Library – Carol stated they are busy determining textbook needs for 2011-2012.
- Site Admin
 - HHS – Cheryl noted she is in the process of master scheduling and year-end programs. She shared her thoughts on the need for a comprehensive intervention program for our sites. We do a good job with baseline students; however, have a more difficult time meeting the needs of those students failing multiple classes. She would like to see a cultural shift regarding “late work” and how/when we accept it. Bill noted that the shift to closed campus will hopefully add incentive for students to remain eligible.
 - HWHS – Bobby noted the success of last week’s Prom, with 325 attendees filling the Event Center. Tonight is Senior Dinner, which is always a well attended event. He noted that he and Cheryl H. met with West Hills regarding connections we need to make to get our students more “college aware”. They would like to work with our Success 101 staff in developing a four-year plan. Bobby is in agreement that late work is a problem on all sites. He also noted the need to develop a standardized District benchmark scoring system. Discussion regarding grading ensued. Bill noted that while homework assignments do give students a bit of a grade bump, it should not be the driving factor to demonstrate knowledge. Bobby noted he feels a tiered approach may

work well, beginning with the freshman year and gradually increasing so that assessments play a larger role in the student grade as they progress through their four years.

- SPHS – Roger shared SP students performed well on the CAHSEE with over 80% passing on both English and math. Discussion ensued regarding high stake tests and our need to find a way of capturing kids their freshman year.
- District Admin
 - Cheryl S. – IT is busy working on ABI revisions, DataWise/Illuminate Ed transition and a multitude of various projects. They have just completed a 14 day assessment with Dell on our servers. The District is checking into the possibilities of a virtualized server, pending its affordability.
 - Ward –Success 101 training is scheduled on June 6, from 8:00 a.m. to 2:00 p.m., in the SP computer lab for program teachers and principals. Cheryl H. asked at what point the District will review the strengths and weaknesses of this program to determine if it is meeting the needs that we intended. We are in the final preparation stages for next week’s CPM visit. At this time, it looks like we are compliant in Uniform Complain Procedures. Ward noted that many districts in the state have not been able to meet these requirements.

The meeting was adjourned at 1:11 p.m.

VIII. 2011-2012 Curriculum Committee Meeting Dates at the District Office

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Kings Regional Occupational Program

9-12

Course Information

Course Title: Digital Communication **Course Number:** 16DC

CBEDS Title: Media Arts **CBEDS Number:** 2455

Industry Cluster: Arts, Media and Entertainment **Career Pathway:** Media and Design Arts

Job Titles:

15-1099	Web Developer, Web Administrator	27-3022	Journalist
27-1014	Multimedia Artists and Animators	27-4011	Audio and Video Equipment Technician
27-3043	Copy writer	27-4032	Film/Video Editors

Course Description:

This course is designed integrate video, sound, web design and presentation media and utilize these formats to communicate and publish information through digital venues. Students will not only learn the technical aspects of each media but will learn to apply language art skills in a journalistic manner by writing articles, scripts, and promotional materials. Students will bring all learned skills together in a on-line publication.

Total Hours: Classroom Instruction 155 hours

Textbooks/Materials: A variety of software reference materials, on-line resources, and a writing handbook.

Recommended Prerequisites: Multimedia, Web Design, or teacher permission

Certification: Maintain a minimum "C+" grade point average for length of course

Academic Credit: Corcoran High School – 1-period block for 2 semesters for 10 units

Articulation: None

Last Update: June 2008

Kings Regional Occupational Program

Digital Communication Course Outline

- I. Introduction to Digital Communication** 5 hours
- A. Understand the scope of the course
 - B. Understand the aspects of employment in the multimedia industry.
 - C. Demonstrate an understanding of the classroom policies and procedures regarding
 - D. Understand occupational safety issues regarding hazards, safety procedures, and OSHA regulations.
 - E. Demonstrate an understanding of required competencies for the classroom and Certificate of Completion
 - F. Discuss the use of the internet for research, marketing photographic portfolios and job skills
 - G. Explore recent digital innovations
- II. Web Design** 20 hours
- A. Review web page elements, layout, and production tools
 - B. Understand the relationship between user interface, usability, and navigation
 - C. Create site maps that as promote function and usability
 - D. Integrate different forms of media into a web site
 - E. Design interactivity elements into a web site
 - F. Utilize meta-tags to provide high product ranking
 - G. Test site for errors
 - H. Optimize web site for speed
- III. Publishing, Transfer, and Storage** 8 hours
- A. Understand the need to adapt to new and emerging technologies
 - B. Explore different types of media storage devices, their limitations and advantages
 - C. Demonstrate appropriate file compression and graphic sizing to facilitate data transfer
 - D. Discuss the differences between an intranet and internet
 - E. Demonstrate various means of publishing content to the internet
- IV. Legal and Ethical Issues** 2 hours
- A. Discuss ethical issues involved in broadcasting
 - B. Understand copyright protection and how it applies to stock libraries
 - C. Create and use talent releases in projects
 - D. Understand the difference between slander and libel and the implications involved with them.
 - E. Discuss the duties of the Federal Communications Commissions
 - F. Discuss the use of filters, how they work and their purpose
- V. Writing for Digital Media** 10 hours
- A. Demonstrate the ability to utilize different styles of writing in copy – Descriptive, Narrative, Expository, and Persuasive
 - A. Develop presentations by using clear research questions and creative and critical research strategies
 - B. Understand the application of research and analysis skills to the creation of content
 - C. Create media interaction and flow through script writing and storyboarding.
 - D. Write accurate, attractive cutlines and captions
- VI. Photography** 10 hours
- A. Understand the relationship of DPI to image quality
 - B. Examine the purpose of photography from a publication perspective
 - C. Contrast the differences between feature photos and advertising photography

- D. Evaluate the effects of photographic lighting: direction, quantity, quality, color
- VII. **Videography** 10 hours
- A. Synthesize different subjects, themes, images, and visual metaphors in creating a video
 - B. Understand the technical aspects of equipment as they apply to the creative process
 - C. Demonstrate camera viewpoint and picture composition
 - D. Sharpen the visual message through image editing
- VIII. **Audio** 10 hours
- A. Understand the sources of production audio
 - B. Insert audio from commercial media into projects
 - C. Demonstrate the use of audio equipment and techniques: mixing boards
 - D. Edit video tape taking into consideration time and artistic constraints
 - E. Understand the differences between live inputs vs. recorded inputs
- IX. **Opinionated Responses** 15 hours
- A. Understand appropriate uses of blogs, forums, and surveys
 - B. Create a variety of web site response elements appropriate for the needed outcome
 - C. Explore various web based survey types
- X. **Marketing** 15 hours
- A. Demonstrate effective web site advertising including banner advertising
 - B. Understand the different pricing structures for advertising or sponsorship
 - C. Create spots to the customer's specifications
- XI. **Project Based Learning** 50 hours
- A. Integrate learned skills with the development of a video using the elements and principals of design
 - B. Reflect personal style while conveying an idea or emotion in a project.
 - C. Explore different career areas by participating in different positions while working as a group.
 - D. Create a video from conception through design and editing to preparing the video for distribution
 - E. Create written pieces using a variety of strategies
 - F. Develop web pages to publish various forms of media
 - G. Edit and proof all materials to insure a technically correct final project
 - H. Incorporate reader response opportunities in a variety of ways
- XII. **Career and Employability** 10 hours
- A. Understand the occupational, personal safety and health requirements for careers in video and radio broadcasting.
 - B. Understand career paths by identifying entry, technical, and professional positions in multimedia
 - C. Explore career opportunities and projected trends; investigate required education, training, and experience; and develop an individual education plan
 1. Identify steps for setting goals and writing personal goals and objectives
 2. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities
 - D. Develop job acquisition documents including applications, resume, appropriate cover and follow-up correspondence
 - E. Create an electronic portfolio of employment documents and work samples
 - F. Identify and demonstrate effective interviewing techniques
 - G. Understand employer expectations for keeping a job
 - H. Understand and adapt to changing technology

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
NEW COURSE OUTLINE - INITIAL PROPOSAL**

I. Course: (Name) **KROP Public Safety**

Grade Level: **11-12** **Duration:** **1 year**

Prerequisite:
 16 years or older

Credit to be given in what discipline: **CTE or elective**
(i.e. Taught in English discipline but receives Vocational Education credit.)

II. Course Description:

This course will provide the students an introduction to different career options within the fields of Law Enforcement and Public Safety, including police, correctional personnel, peace officers, security guards, and fire fighters. The course will feature many guest speakers. Professionals from the related areas will instruct various class modules. One semester would focus on Law Enforcement occupations and one semester would focus on fire safety and protection occupations.

KROP Course outline is attached.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
Signature Page for Proposed New Course/Revised Course/Curriculum Guide Submission

Course/Curriculum Guide Title: Public Safety

Grade Level: 11-12 Duration: 1 year

Prerequisite: 16 years or older

Credit to be given in what discipline: CTE or elective

Curriculum Facilitator's Signature: (Core courses require signatures from all sites)

Signature Site

Signature Site

Signature Site

Principal's Signature: (All Principals must sign unless the course/curriculum guide is site specific)

Signature Site

Signature Site

Signature Site

Electronic Copy enclosed: _____

▪ Initial

XX Electronic Copy sent: dstout@hjuhsd.k12.ca.us (date) 8/26/2011

Date: 8/26/2011

This form must be completed and attached to the course description/curriculum guide before it will be placed on the District Curriculum agenda.

a:course.frm.2002

*Kings County Board of Education Approval – December 10, 2008
California Department of Education Certification – December 2008*

Course Title: **Public Safety**

Course #: 07PS

CDE #: 4348

CBEDS Title: Other Public Service

CBEDS #: 5898

Industry Sector: Public Services

Pathway: Protective Services

Career Cluster: Law, Public Safety, Corrections and Security

Jobs Titles

33-3051.00	Police Officers	33-9032.00	Security Guard
	Code Enforcement Officer	33-9099.99	Protective Service Worker
	Community Service Officer		Alarm Operator
33-3011.00	Bailiff	33-2011.00	Fire Fighter
33-3012.00	Correctional Officers, Jailers	33-2021.01	Fire Inspector
43-5031.00	Dispatcher	33-2021.02	Fire Investigators

Course Description:

This course will provide students an introduction to different career options within the fields of law enforcement and public safety, including police, correctional personnel, peace officers, security guards, and fire fighters. The course will feature many guest speakers. Professionals from the related areas will instruct the various class modules.

Total Hours: 210-300 hrs Classroom / 90 hrs. Community Classroom (optional)

Textbook/Materials/Resources:

Cole & Smith, American System of Criminal Justice, Wadsworth Publishing
Essentials of Firefighting, International Fire Service Training Association
Fire Service Orientation and Terminology, International Fire Service Training Association
Assorted informational and training videos
A variety of resource books, guest speakers, field trips

Recommended Prerequisites: none

Certification: Certificate will be awarded after completion of course with a minimum grade of "C"
Students may also earn a First Aid and CPR certificate

Academic credit:

Sierra Pacific (20 units)
Classroom participation.

Articulation: Proposed

West Hills Community College
AOJ2 - Intro. to Law Enforcement 3 units
College of Sequoias
AJ011-Intro to Criminal Justice or AJ175-Study of Public Safety

Last Update: October 2008

Standard Alignment	
Academic Standards	CTE Standards
<i>Writing 9/10-2.5</i>	
<i>Writing 11/12-2.5</i>	
<i>Speaking 9/10-2-3</i>	

Job Readiness Skills (ELRs) - All Industry Standards -

Public Safety

Course Outline

- I. Career Preparation Standards (concepts infused within the curriculum)
 - A. Personal Skills - Positive Attitude, Self-confidence, Honesty, Perseverance
 - B. Prioritizing Tasks and Meeting Deadlines
 - C. Importance of Life Long Learning
 - D. Principles of Group Dynamics, Conflict Resolution and Negotiation
 - E. Good academic, critical thinking, and problem solving skills
 - 1. Estimations, measurements, and calculation skills
 - 2. Read and implement written instructions and reference books
 - 3. Critical and creative thinking and logical reasoning
 - F. Effective Communication
 - 1. Verbal and non-verbal communication
 - 2. Active listening
 - G. Job Search and retention
 - 1. Selection
 - 2. Applications and resume development
 - 3. Interviewing
 - 4. Academic and critical thinking testing
 - 5. Training requirements

- II. Introduction to Public Safety Course 4 hrs.
 - A. Classroom Policies and Procedures
 - B. Professional Conduct
 - 1. Accepting supervision and sharing responsibility
 - 2. Sexual harassment

- III. First Aid / CPR 30 hrs.
 - A. Scene evaluation, extrication and rescue
 - B. Trauma and emergencies
 - C. Treatment of specific injuries
 - D. Environmental emergencies

- LAW ENFORCEMENT**

- IV. The Criminal Justice Process 276 hrs.
 - A. The Criminal Justice System in America
 - 1. Crime and Justice as Public Policy Issues
 - 2. Examine crime control versus due process
 - 3. Describe multicultural issues and their role in criminal justice
 - 4. The Federal System
 - a) Describe governmental structure and its relation to criminal justice
 - b) Explain the components of the criminal justice system
 - 5. Operations of Agencies
 - 6. The Flow of Decision Making Process
 - B. Crime, Victimization and Criminal Behavior
 - C. Define crime and its relationship to criminal law
 - D. Describe the major causes of crime
 - E. Distinguish between substantive law and procedural law
 - F. Explain the protections ensured by the 4th, 5th, 6th, and 8th amendments
 - G. Discuss search and seizure
 - H.

- V. Police
 - A. Describe the historical development of police agencies and their jurisdictions
 - B. Discuss the delivery of police services
 - C. Demonstrate the gathering and working with evidence
Describe the stages of investigation, arrest
 - D. Understand community crime prevention
 - E. Examine and evaluate policing issues and trends
- VI. Courts
 - A. Discuss the structure and functions of the courts
 - B. Describe the roles played by the of prosecuting and defense attorneys
 - C. Describe booking, initial appearance, preliminary hearing, indictment
 - D. Examine the trial process, court proceedings, and post trial procedures
 - E. Examine and evaluate standardized and alternative sentences including fines, community service, electronic monitoring, probation, incarceration, and death
- VII. Corrections
 - A. Probation and Intermediate Sanctions
 - B. Incarceration
 - C. Parole
- VIII. Juvenile Justice System
 - A. Development of the Juvenile Justice
 - B. The Juvenile Justice System
 - C. Juvenile Justice Process
 - D. Problem and Perspectives.
- IX. Identify employment opportunities and requirements in the criminal justice field

X. FIREFIGHTING

276 hrs

- A. History of Fire Service
 - 1. Understand the evolution of firefighting, apparatus and equipment
 - 2. Discuss the formation of career fire departments
- B. Fire Department Organization and Careers
 - 1. Understand the different types of departments
 - 2. Categorize the roles and responsibilities of different ranks and positions
 - 3. Analyze the roles of fire departments in federal, state, county, and municipal government
 - 4. Examine the ethical considerations for potential and existing firefighters
 - 5. Discuss pay, benefit packages, and worker's compensation laws
- C. Fire Department Facilities and Apparatus
 - 1. Compare the characteristics of facilities used in urban, rural, wildland, airport, and industrial fire protection
 - 2. Identify the various fire apparatus use in different locals
- D. Education and Recruitment
 - 1. Understand the education and training necessary for employment and continued professional development
 - 2. Recognize the benefits of volunteer work
 - 3. Prepare work place documents: application, resume, cover letter
 - 4. Discuss the different employment tests/screenings: written, oral, agility, drug, background
 - 5. Demonstrate appropriate interview answers and techniques
- E. Firefighter Safety
 - 1. Discuss the role of OSHA and NFPA in the safety of firefighters
 - 2. Describe how safety is a teamwork concept
- F. Personal Protective Equipment
 - 1. Identify the components of PPE
 - 2. Compare PPE for different types of firefighting
 - 3. Understand the care and maintenance of PPE
- G. Fire Science and Behavior

1. Identify the stages and development of fire
 2. Define combustion, oxidation, pyrolysis, fire triangle and tetrahedron
 3. Discuss fuel arrangement and ignition sources
 4. Understand the methods of heat transfer and measurements of heat energy
- H. Fire Control
1. Describe the methods of fire control
 2. Categorize the classes of fires
 3. Prioritize firefighting tactics
- I. Building Construction
1. Classify building types by NFPA classifications
 2. Describe structural components, common building materials, and roof construction types
 3. Recognize the effect of fire on building materials
- J. Fire Extinguishers
1. Select the appropriate fire extinguisher for the class of fire
 2. Deter when appropriate to fight or flee
 3. Understand the health effects of extinguishing agents
- K. Incident Command System
1. Understand the incident command system using ICS100
 2. Discuss the differences between general and command staff roles
- L. Water Supply
1. Understand municipal water systems and their components
 2. Explain fire hydrant operation
 3. Discuss water tender shuttle operations and drafting
- M. Fire Hose and Appliances
1. Describe the construction, care and maintenance of fire hoses
 2. Demonstrate rolling and coupling of hoses
 3. Understand hose appliances and their uses
 4. Demonstrate hose lays for fire attack and water supply
- N. Ventilation
1. Explain the necessity for ventilation
 2. Contrast the characteristics of vertical, horizontal, forced and positive pressure ventilation
- O. Salvage and Overhaul
1. Recognize the importance of salvage operations
 2. Distinguish between the time of implementing salvage and overhaul
 3. Discuss exposure of hidden fires by opening ceilings, walls, floors, and pulling apart burned materials
- P. Wildland Fire Control
1. Discuss wildland fire parts and behavior
 2. Describe how weather, topography, and fuel types effect wildland fires
 3. Identify the specialized apparatus and tools
- Q. Hazardous Materials
1. Define hazardous materials
 2. Identify materials using the UN, NFPA 704, and DOT labels and signs
 3. Discuss the hazmat ICS system and procedures
- R. Sprinklers and Alarm Systems
- S. Self Contained Breathing Apparatus
1. Describe the different types of SCBA
 2. Understand the safe use of SCBA
- T. Ladders
1. Describe the different types of ladders
 2. Understand the safe use of ladders
- U. Confined Space Rescue

- 1. Discuss team rescues from confined spaces
- 2. Understand the legal considerations
- V. Utility Services
 - 1. Understand the components of electrical and natural gas distribution systems
 - 2. Describe the securing of utilities at emergency scenes
- W. Pre-Fire Planning
 - 1. Understand the purpose and use of pre-plans
 - 2. Diagram a pre-plan using appropriate forms and symbols
- X. Investigation
 - 1. Discuss cause and origin of fire determination
 - 2. Describe the role of the investigator
 - 3. Discuss the legal considerations and constraints during a fire investigation
- Y. Automobile Extrication
 - 1. Understand the role of the fire department in responding to vehicle accidents
 - 2. Discuss methods of disentanglement and extraction tools
 - 3. Describe how to maintain safety for the victim and fire personnel
- Z. Communications
 - 1. Identify the components of a communication system
 - 2. Describe the role and responsibilities of the dispatcher
- AA. Fire Department Emergency Medical Service
 - 1. Understand the fire departments role in responding to medical emergencies
 - 2. Discuss training requirements

XI. Community Classroom (optional)

90 hrs

Students will be assisted in obtaining a placement with a Public Safety related agency or business security department. Students will demonstrate good employment skills as well as develop a better understanding of one or more areas of Public Safety.

Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	English 1/English 1-Adv.
Grade Level:	Freshman (College Preparatory/9th Grade)
Prerequisite:	None
Duration:	1 Year (2 Semesters)
Credit:	English
Guide – Board Adoption	Revised: October, 2011
Text – Board Adoption	2005-2006
Textbook Name:	The Language of Literature 9
Publisher:	McDougal Littel
Publication	2006
Year/Edition:	
ISBN – Student Text:	ISBN-10: 0618690174
ISBN – Teacher Text:	

II. COURSE DESCRIPTION

This is a college preparatory writing and literature course in which the literature is integrated with language skills to include writing workshops, grammar/vocabulary instruction, oral communication activities, critical reading and listening skills, and research skills. The basic genres of literature are introduced, including a Shakespearean play. Literary selections are from classic and contemporary literature and emphasize multicultural perspectives.

III. CENTRAL INTELLECTUAL PURPOSE/COMMUNICATIONS

Reading

Comprehension as shown through discussion of and writing about literature in a variety of genres, including nonfiction, short story, poetry, myth and legend, drama, novel.

Writing

Instruction/review/practice of writing conventions
Expository writing, including written analysis of pieces of literature, a short research paper, and myriad responses to literature.

Speaking

Class/group discussions of literature
Oral presentations of information
Oral interpretation of selected pieces of literature
Dramatic presentations of selected readings.

Critical Thinking/Problem Solving

Comprehension and analysis of literature at the literal, inferential, and

interpretive levels.

Research

Utilization of various sources of information from library and computer network. Application of specific research skills through interaction with the library media specialist.

Technology

Use of library/media center and computer labs
Application of technology to research process.

Ethics

Knowledge of and adherence to school/classroom rules, with particular emphasis on honesty policy, respect for self and others.
Emphasis on personal responsibility for attentiveness, constructive use of class time, diligence in daily assigned work and projects.

IV. CONTENT / TIMELINE / PERFORMANCE STANDARDS

Although academic freedom is supported and encouraged, **essential elements presented must be covered.** Teachers are encouraged to supplement the required elements with additional selections provided in the text or ancillary materials.

Literary selections in the timeline are correlated with the content standards.

Refer to English-Language Arts Content Standards for California Public Schools (California Department of Education, 1998).

Literature

Within the core literature study, the attached list of literary concepts should be introduced and reinforced throughout the year.

Essential core literary selections

Novels: *Whirligig*, by Fleischman
 The Odyssey (Books 1, 9, 10, 12, 21, 22, 23 from textbook)
 One novel from the *California Young Reader Medal Collection*
 Lord of the Flies, by Golding.

Drama: *Romeo and Juliet*, by Shakespeare (from textbook).

Extended reading selections:

In addition to the core works, teacher must give students a minimum of two opportunities per semester to self-select literature to read outside of class.

Vocabulary

- Learn the meanings of Greek and Latin roots and prefixes.
- Use context clues within literary text to discern the meaning of new words, while also understanding the value of the dictionary as a resource.

- Learn the significance of denotative and connotative meanings of words (and understand the impact on language thereof).

Grammar

- Focus on capitalization, punctuation, structure and usage.
- Exercises from *Daily Language Skill Builder* (McDougal Littell) and mini-lessons that accompany selections from *The Language of Literature TE*.

Writing applications

All formal writing must go through the process of editing, revision, and final draft.

- Introduce the principles of **expository writing**.
- Master writing a structured, supported, thesis-driven essay (**without** using 5-paragraph formula).
- Write **responses to literature** that support important ideas and viewpoints through accurate and detailed references to the text(s).
- Write an **autobiographical reflection (in narrative or poetry form)**.
- Write an **expository** compare and contrast essay.
- Write a **mini-research paper**, using the process of paraphrasing, note taking, outlining, and formulating a thesis that is defensible and supported.

Listening and Speaking

- Organize and deliver at least one oral presentation using appropriately chosen language and effective public speaking techniques.
- Communicate effectively in collaborative working environments.
- Communicate effectively by developing appropriate listening skills.

Use of Technology

Technology should be an integral component in the research and presentation of student work.

- Utilize computer software programs for research and presentation of research.
- Access Internet web sites for information.

FOCUS STANDARDS FOR 9TH GRADE MASTERY

The 9th grade teachers identified the following ELA standards as Focus Standards to be addressed in every assignment where applicable so that the students have mastered them prior to moving to English 2 as sophomores. Each of these standards is covered on the CST and the CAHSEE and serves as a scaffold to build upon in the next level of the vertical team. It is understood that these standards are covered in every assignment; therefore, the remaining standards listed with an activity are particular content-specific areas of emphasis. Focus Standards are indicated with an asterisk in the timeline.

1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)

2.1 Analyze the structure and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose(s).

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

3.0 LITERARY RESPONSE AND ANALYSIS

3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.

1.0 WRITING STRATEGIES

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.4 Develop the main ideas within the body of the composition through supportive evidence.

1.0 WRITTEN AND ORAL LANGUAGE CONVENTIONS

1.1.2 Understand sentence construction (e.g. parallel structure, proper placement of modifiers, etc.) and proper English usage (e.g. consistency of verb tenses).

9th Grade Grammar/Writing Skills Focus as identified on CST and CAHSEE:

1. *Fragments and run-ons*
2. *Basic sentence structures (s-v; s-v-o, s-v-io-do, s-v-sc)*
3. *Capitalization*
4. *Comma use*
5. *Content and organization: topic sentence, supporting sentence*
6. *Content and organization: sentence combining*

ESSENTIAL QUESTION FOR THE ENTIRE YEAR:

***Can a person’s actions impact others in ways he or she could not have predicted?**

Unit 1-Mythology

SDAIE Instructional Strategies for Semester 1:

- KWL*
- Journaling*
- Think-Pair-Share*
- Anticipatory Guides*
- Graphic Organizers*
- In-Text Questions*
- Quick-writing*

Hook question:

How do we use stories to confront uncertainty and explain the unknown in our world?

Learning Objectives/Outcomes:

Students will...

- Read excerpts from *The Odyssey*, by Homer and selections from Greek mythology.
- Demonstrate an overall understanding of the stories and make some interpretations about the texts.
- Identify the elements of a classic hero’s journey and explain their literary significance within selected texts.
- Explore parallels between the text structure and the essential question.
- Determine and explicate character traits from narration.
- Identify examples of figurative language (within the context of the works) and explain their effectiveness. Discuss the significance of these examples as they relate to the myth itself as well as to their personal experiences and to world events.

- Understand the etymology of words and their modern derivations through mythological names research project and additional vocabulary development practice.
- Write responses to the myths in their teacher-created (dialectical) journal.
- Discuss the connections between the events in the epic poem and other mythological texts.

Literature

Assorted selection of Greek myths (Origin, nature and creation myths; Hero myths of Heracles, Perseus, and Theseus). *The Odyssey, by Homer* (Books 1, 9, 10, 12, 21, 22, 23 from textbook, pgs 884-967)

- R3.4 Determine characters' traits by what the characters say about themselves in narration dialogue, dramatic monologue, and soliloquy.
- R3.7 Recognize and understand the significance of various literary devices.
- R3.3 Analyze interactions between main and subordinate characters in a literary text.
- R3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Related Readings:

- “Ithaka,” by C.P. Cavafy, LoL, Unit Six, pp. 971-2
- “Penelope,” by Dorothy Parker, LoL, Unit Six, pp. 970
- “Siren Song,” by Margaret Atwood, LoL, Unit Six, pp. 938

- R3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

Related Viewings:

Excerpts from *Clash of the Titans*, *Jason and the Argonauts*, *Percy Jackson and the Last Olympian* or another movie based upon Greek mythology.

Vocabulary

Root words: Students study Greek and Latin root words and the modern English words derived from those roots. Key concepts/terms: hero, journey, myth, conflict (internal and external).

Names/Mythology Inquiry:

Students research the etymology and modern adaptations of the names of selected mythological figures.

- R1.1 Identify literal and figurative meanings of words and understand word origins.
- R1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to

understand the origin and meanings of new words (e.g. the word narcissistic is drawn from the myth of Narcissus and Echo)

Writing/Myth Response Journal

Students write responses to the mythological works discussed in class, focusing on the key elements of each myth and any modern day connections thereof.

Optional Activities and Assignments:

***Create Your Own Hero:** Students produce an original hero and accompanying myth.

***Hero Resumes and/or Job Postings/Want Ads**

- W2.1 Write biographical narratives or short stories with clear sequence, setting, sensory details, effective pacing, and description.
- W2.6 Write technical documents that report information logically and correctly; offer semi-detailed and accurate specifications; include scenarios, definitions, examples to aid understanding; and anticipate readers' problems, mistakes, and misunderstandings.
- R2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

UNIT II: Short Story/Literary Terminology Exploration

Hook questions:

How do people and experiences in our lives shape how we see ourselves?

Can pride be a wonderful and a terrible thing?

Can something good come from something bad?

Do we find or create our true selves?

Learning Objectives/Outcomes

Students will...

- Read the poems/short stories, "The Road Not Taken," "Song of the Open Road," "Thank you Ma'am," "The Scarlet Ibis," "Marigolds," "The Bass, the River and Sheila Mant," "A Christmas Memory," "since feeling is first," and "Woman with Flower," from textbook.
- Learn about/apply annotating strategies to make sense out of challenging texts (in this case, the Whitman and Frost poems).
- Use graphic organizers to increase comprehension and support analysis of texts.
- Identify examples of figurative language (within the context of the aforementioned short stories) and explain their effectiveness.
- Discuss the significance of these examples as they relate to the stories themselves as well as to their personal experiences, and world events.
- Read a variety of informational texts that are related to the story on a variety of

- different levels to extend student comprehension and empathy.
- Explore parallels between the text structure and the essential questions.
 - Use art to develop analytical thinking.
 - Create a mandala that represents how people and experiences have shaped their lives.
 - Write a response in which they draw personal connections between themselves and themes in two out of the core stories/poems.

Literature

Assorted selection of poetry and short stories including, but not limited to the following: “The Road Not Taken,” “Song of the Open Road,” “Thank you Ma’am,” “The Scarlet Ibis,” “Marigolds,” “The Bass, the River and Sheila Mant,” “A Christmas Memory,” “since feeling is first,” and “Woman with Flower.”

- R3.4 Determine characters’ traits by what the characters say about themselves in narration dialogue, dramatic monologue, and soliloquy.
- R3.7 Recognize and understand the significance of various literary devices.
- R3.3 Analyze interactions between main and subordinate characters in a literary text.

Writing/Formal Response

In “Marigolds” the girl realized that her destruction of the flowers changed her understanding of her world; she felt older and understood why they had been grown in the first place. In “The Scarlet Ibis,” the narrator’s relationship with his brother teaches him the value of life, making him more aware of the consequences of his actions. Write about an experience that shaped your self-image. Explain how the experience impacted your understanding of yourself.

- W2.1 Autobiographical Narrative: How do our experiences shape the way we see ourselves?

Mandala Project - Students will complete a four part mandala in which they’ll address the essential question by reflecting on personal influences including persons, places, things, and experiences in their lives, and how these affect their perception of themselves. This will act as pre-writing/scaffolding to the formal writing assignment.

Unit III -Contemporary Novel Unit

NOTE: THIS NOVEL IS TO BE INSTRUCTED AND SUPPORTED! THIS NOVEL IS NOT TO BE ASSIGNED AS AN INDEPENDENT READING VEHICLE! The AUDIO-VERSION of the novel is a wonderful vehicle with which to share the novel aloud.

Hook questions:

Do we ever make decisions that are not in our best interests?

Can a person's actions impact others in ways he or she could not have predicted?

Learning Objectives/Outcomes:

The Student will...

- Read the novel *Whirligig*, by Paul Fleischman.
- Demonstrate an overall understanding of the story and make some interpretations about the text.
- Identify and relate nuances of the text to its overall meaning.
- Explore parallels between the text structure and the essential questions.
- Determine and explicate meaningful passages from the novel.
- Identify examples of figurative language (within the context of the novel) and explain their effectiveness. Discuss the significance of these examples as they relate to the novel itself as well as to their personal experiences and to world events.
- Read a variety of informational texts that are related to the story on a variety of different levels to extend student comprehension and empathy.
- Write responses to the novel in their teacher-created journal.
- Chart connections between the vignettes in the novel and Brent's journey in teacher-created journal.
- Write a postcard from Brent to Mrs. Zamora at the end of the novel.
- Use examples from *Whirligig* in the writing of their final exam essay.

Literature

Whirligig, by Paul Fleischman

- R3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shares the theme or topic.
- R3.3 Analyze interactions between main and subordinate characters in a literary text.
- R3.4 Narrative analysis of grade-level appropriate text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.

Related Readings/Text Set

This text set will contain a variety of informational texts that are related to the story on various levels, namely on how peoples' actions can impact others' in unpredictable ways.

- R2.4 Comprehension and Analysis of Grade-Level Appropriate Text: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Vocabulary

Use concept map to introduce the students to the following key terms/concepts from novel: Redemption, restitution, retribution, and karass.

- R1.3 Vocabulary and Concept Development: Identify and use the literal and figurative

meanings of words and understand word derivations.

Literary terms most pertinent to the text:

Allusion, personification, symbol, metaphor, simile, and imagery.

Writing/Teacher-Created Journal

This teacher-created journal is one that will be used to document students' responses to/observations about Brent's journey and his character changes.

- At the conclusion of each Brent-related chapter, students will write teacher-directed responses in their journals. Responses should primarily be focused upon Brent and what they are noticing about his changing character.
- At the conclusion of each vignette (aka the "state chapters"), students will identify/explain meaningful passages as they relate to the essential question.
- Students, along with the help of their teachers, will document the setting, characters, lesson(s) learned in these chapters, as well as the impact of the whirligig found in each.
- In addition, the journal should be used as a place to collect/examine the literary terms most pertinent to the text -- allusion, metaphor, simile, personification and tone.

R3.7 Narrative Analysis of Grade-Level Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Writing/Character Reflection

Postcard prompt: You are Brent and you have completed your journey. You have been to the four corners of the USA and have made your restitution. Have you found redemption?

Your task is to write a postcard from Brent to Mrs. Zamora. In your letter, you must identify a minimum of four ways that this journey has changed you. You must also provide evidence to support each change. For example, if you tell Mrs. Zamora that you have become a much more patient person, you would also need to give her an example that demonstrates how patient you have become. Remember that you should be grateful to her for giving you this opportunity.

W1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

FINAL EXAM ESSAY PROMPT:

Can a person's actions impact others in ways he or she could not have predicted? Write an essay in which you answer this question. Use evidence from the literature we have read throughout the semester (i.e. *Whirligig* by Paul Fleischman, *the Greek myths*, and *The Odyssey* by Homer) as well as your personal experiences, observations, and/or other readings to support your response.

- W1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- W1.2 Organization and Focus: Use the precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W2.2 Demonstrate a comprehensive grasp of the significant ideas of literary works.
- W2.2 Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

SECOND SEMESTER

SDAIE Instructional Strategies:

Anticipatory Guide
Graphic Organizers
Journals
Think-Pair-Share
Hot Topics
In-Text Questions

UNIT IV- Self-Selected Novel Exploration

Hook Questions:

What brings people together? What keeps them apart?
Why should people read?

Learning Objectives/Outcomes:

Students will...

- Self-select and read a minimum of two “reading level appropriate” novels.
- Analyze/appreciate author’s craft.
- Demonstrate an overall understanding of each story and make interpretations about each.
- Determine and explicate meaningful passages from the novel.
- Explore parallels between the text structure and the essential questions.
- Identify examples of figurative language (within the context of the novel) and explain their effectiveness. Discuss the significance of these examples as they relate to the novel itself as well as to their personal experiences and to world events.
- Respond, in writing, to the text.
- PARTICIPATE IN CST TEST PREPARATION MINI-LESSONS AT THE BEGINNING OF EACH PERIOD.

Literature

“To Build a Fire,” by London

“Into Thin Air,” (excerpt) by Krakauer

“A Narrow Fellow in the Grass,” by Dickinson

Self-selected novel from school library, including current/past CYRM titles as presented by the LMS

- R3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shares the theme or topic.
- R3.3 Analyze interactions between main and subordinate characters in a literary text.
- R3.4 Narrative analysis of grade-level appropriate text: Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.
- R3.7 Recognize and understand the significance of various literary devices.

Related Readings

Articles related to the topic of each novel.

2.3 Generate relevant questions about readings and issues that can be researched

Writing

Students will write a response to both of their self-selected novels. Their 1-2 page responses should demonstrate that they have completed each novel. Their responses should also demonstrate their observations about author’s craft and theme as applicable to each novel.

UNIT V -Author Study/Research Paper

Hook Questions:

When does too much of a good thing become not such a good thing?

What influences how we act?

What does it really mean to communicate?

What deserves our care and respect?

Learning outcomes

Students will...

- Appreciate the works of a great literary figure
- Interpret the possible influences of personal events/concerns in the author’s life on his literary works
- Analyze/appreciate/recognize author’s craft
- Understand the concept of author’s purpose
- Use a concern of the selected author’s to segue into the mini-research paper

Literature

Teachers may choose the author they wish to have their students study, but must keep in mind that there must be a viable way to transition between the author study and the research paper topic. *The Language of Literature textbook has an author study devoted

to Edgar Allan Poe (pp. 194-228), one devoted to Sandra Cisneros (pp. 691-730) and one devoted to Maya Angelou (pp 476-505).

For the sake of this example, literary collections include:

Bradbury's, "There Will Come Soft Rains," The Veldt," and "Zero Hour."

Literary terms most pertinent to the texts:

Symbolism, metaphor, simile, irony, personification, tone, and plot

- R2.4 Synthesize the content from several sources or works by a single author; paraphrase the ideas and connect them to other sources and related topics
- R3.3 Analyze interactions between main and subordinate characters in a literary text.
- R3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R3.7 Recognize and understand the significance of various literary devices and explain their appeal.

Example Activities

- In pairs, students are asked to brainstorm a list of all of the items they possess that they do not feel they can live without. They are then asked to group the items into categories (e.g. entertainment, necessity, etc.) and then share with the class.
- They are then asked to interview a parent or guardian about an item he/she possesses today (that he did not possess in high school) that he feels he cannot live without (a computer, a cell phone, a microwave oven, etc). Students report their findings the next day.
- After students report out, the teacher introduces pertinent background information about Ray Bradbury, emphasizing that he had definite concerns about the impact of technology on society, as well as the effects of over-indulging children.
- Together, over the period of three days, the teacher and students read/discuss the aforementioned short stories. Students "collect" observations and engage in conversations about Bradbury's writing style, how he conveyed his concerns, etc.
- Next, students are asked to address the following questions: How would we describe our society? What do we value? How do we interact with one another? This leads directly into the research topic.

Writing:

Social networking sites are places on the Internet where people meet in cyberspace to chat, socialize, debate, and network. Some examples include MySpace, Friendster, and Facebook. Regardless of the language, culture, or the nation where the Social Networking Site originates, all of them share the same feature of helping people connect with others who have similar interests. The popularity of social networking sites more than

quadrupled from 2005 to 2009. Many users say the sites are good for our society, but others contend that the dangers of social networking outweigh the benefits.

Writing Directions:

Write a two-to-three-page response to the question, “**Are social networking sites good for our society?**” **Your typed final draft must include the following:**

- An introductory paragraph with a clear thesis statement
- Body paragraphs with supporting points and properly cited evidence
- A concise conclusion
- A correctly formatted works cited page

Related Readings

Four to five articles related to the research topic.

Related Viewings

One documentary pertinent to the teacher-chosen topic.

2.3 Generate relevant questions about readings on issues that can be researched.

Additional Activities:

After reading one of the articles, students will write about six different “sides” of social networking (in five minute increments) as a way to draft their papers. Cubing “sides” are as follows: Describe social networking – What is it? Who does it? Why do they do it? Compare social networking – What is it similar to? Contrast social networking – What is it different from? Explain how social networking works – How do you get started? How do you become more social? Argue for social networking – What are its positive aspects? Argue against social networking – What are its negative aspects?

Teachers will lead students through the research paper writing process, weaving in mini-lessons that address the aforementioned components. The additional articles and documentary are used to gather information and to reinforce note taking and paraphrasing skills. A short sample research paper will also be used for discussions about formatting.

- W1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing
- W1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice

- W1.4 Develop the main ideas within the body of the composition through supporting evidence
- WC1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization
- WC1.9 Revise writing to improve logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Unit VII –Classic Novel Unit

Hook Questions:

Can our actions impact others in ways we could not have predicted?

Are all human beings good at heart?

Can problems in society can be traced back to problems in individuals.

Learning Objectives/Outcomes:

The Student will...

- Read the novel, *Lord of the Flies*, by William Golding.
- Demonstrate an overall understanding of the story and make some interpretations about the text
- * Determine an overall theme and identify details in the text, evidence, to support this theme.
- Explore parallels between the text structure and the hook questions.
- Identify and analyze meaningful passages from the novel.
- Determine and explicate meaningful passages from the novel.
- Identify examples of figurative language (within the context of the novel) and explain their effectiveness. Discuss the significance of these examples as they relate to the novel itself as well as to their personal experiences and to world events.
- Read a variety of informational texts that are related to the story on a variety of different levels to extend student comprehension.

Literature

Lord of the Flies, by William Golding

- R3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- R3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- R3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

R3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Related Readings/Text Set

This text set will contain a variety of informational texts that are related to the story on various levels, namely on statistical data that emphasizes the behavioral differences in boys and girls.

R2.3 Generate relevant questions about readings on issues that can be researched.

Vocabulary

Key terms/concepts from the novel:

Loss of innocence, civilized society, savagery

R1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Literary terms most pertinent to the text:

Symbolism, metaphor, simile, irony, personification, tone, and plot

R3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Writing/Response Journal

- At the conclusion of each chapter, students will write teacher-directed responses in their journals. Responses will focus on the main characters noting each of the characters' slow decent from civilized to savage.
- In addition, students, along with the help of their teachers, will document the setting, characters, lesson(s) learned in these chapters, as well as the impact of the character's actions within the novel.

Writing/Formal Essay

Your task is to write a Persuasive/Response to Literature:

Prompt: "Through *Lord of the Flies*, Golding makes an assertion that human beings are truly savage at heart in the absence of order and civilization." Do you agree or disagree with Golding? Use details and examples from the text to support your response.

W.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

W.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

W.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each

- medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- W.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Highly Recommended (optional)

The AUDIO VERSION and FILM ADAPTATION of the novel is a great vehicle with which to share the novel aloud and visually.

UNIT 6—Shakespearean Drama

Hook Questions:

- Are there forces in life over which people have no control?
Are our lives governed by the choices we make?
Do all good decisions take a long time to make?

Learning Objectives/Outcomes:

The student will...

- Students will read a Shakespearean drama and complete a variety of activities to clarify and develop their understanding of the play and its literary elements in accordance with the CA State Standards.
- Participate in a class reading of the play *Romeo and Juliet* by William Shakespeare.
Demonstrate an overall understanding of the story by interpreting the characters' words and actions.
- Interpret subtleties and ambiguities presented in the text.
- Identify examples of figurative language (within the context of the play) and explain their effectiveness.
- Recognize universal themes in the drama and support the themes with evidence from the play

Literature: *The Tragedy of Romeo and Juliet* or *Romeo and Juliet* (McDougal Littell), *Interactive Reader* pp. 326-365

Related Readings/Text Set

This text set will contain a variety of informational texts that are related to the story on various levels, namely about modern day family feuds and teenage love.

- R2.3 Generate relevant questions about readings on issues that can be researched.

Literary Response and Analysis

- R3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot
- R3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.
- R3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Assignments and Activities

ROMEO AND JULIET “into” ACTIVITIES:

Examples include but are not limited to:

- *Social Offense Ranking
- *Opinion Survey: Love or Loyalty
- *Shakespearean Sonnet Paraphrase
- *Coat of Arms
- *The Language of Shakespeare
- *Shakespearean Insults
- *Prologue Paraphrase

“Through” ACTIVITIES:

Examples include but are not limited to:

- *Quickwrites on various topics throughout the play,
- *Act I scene summary (pg. 39 Unit Six Resource Book),
- *Act II scene summary (pg. 43),
- *Soliloquy/Aside: Act II (pg. 44),
- *Act III scene summary (pg. 47),
- *Allusion: Act III (pg. 48),
- *Act IV scene summary (pg. 51),
- *Comic Relief: Act IV (pg. 52),
- *Whole Play Plot Chart (pg. 55),
- *Tragedy: Act V (pg. 56)

Teacher generated reading quizzes (or quizzes from the Resource Book) for Act 1, Act 2, Act 3, Act 4, Act 5

Teacher generated *Romeo and Juliet* Cumulative Test

“Beyond” ACTIVITIES:

- **Romeo and Juliet* project

Writing/Formal Essay

The Prologue of Act I speaks of Romeo and Juliet as “a pair of star-crossed lovers.” Do you think that fate or individual characters are more responsible for the deaths of Romeo

and Juliet? Write a two-page response to this question using thoughtful examples from the text to reinforce your thinking.

W1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

W1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, and definitions).

Vocabulary

- Focus on literary terms/concepts from the play, such as aside, soliloquy, monologue, theme, dramatic irony, foil, allusion, and symbolism.
- Vocabulary taken from context of play

Spring Semester Final Exam Essay

WRITING TASK:

A theme is an important idea that a story conveys to the reader. Identify a significant theme from one piece of literature we have read this year. Write an essay in which you discuss how this theme is present in no less than three pieces of literature we have read in English 1 this year.

You may choose from the list of themes below or you can identify one of your own.

- There are forces in life over which people have no control.
- We all make decisions that are not in our best interest.
- Sometimes the choices we make set into motion a series of events we could not have predicted.
- As a result of the choices we make, all of the lessons we learn are valuable ones.
- Pride can be a wonderful, terrible thing.

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 1

STANDARDS: RW 1.1, 1.3 RC 2.3, 2.4 RL 3.2, 3.4, 3.7 WC 1.3, 1.4

Essential question: Can a person’s actions impact others in ways he or she could not have predicted?

Readings/Activities/Assignments	Location of Resource	Supplemental Resources
<p>Hook Question: How do we use stories to confront uncertainty and explain the unknown in our world?</p> <p>Welcome to high school! Introduction to/application of classroom procedures, rules, and expectations</p> <p>Community Building Activity (choose 1):</p> <ul style="list-style-type: none"> • Peer Interviews/Introductions • “Where I’m From” poetry activity • SJVWP Hands unit • Other <p>Writing: <i>It is recommended that teachers introduce an E1 Interactive Notebook that will be maintained over the course of the year. Such a notebook will be used to house literary terms/concepts/examples, literature-related quick writes, writing rough drafts, and test-prep bell ringer assignments.</i></p>	<p>Dropbox</p>	

ASSESSMENTS: Diagnostic writing samples

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall **WEEK:** 3

STANDARDS: RW 1.1, 1.3 RC 2.3, 2.4 RL 3.2, 3.4, 3.7 WC 1.3, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduction to literary terms (plot, foreshadowing, conflict and symbolism)</p> <p><i>Literature:</i> <i>Continuation of Hero Myths, Root Word Exploration and Response Journal from previous week...</i></p> <p>Choose 2 of the following myths: “Eros and Psyche” “Echo and Narcissus” “Daedalus and Icarus” “Hades and Persephone” “Aphrodite and Adonis”</p>	<p>Unknown</p>	

ASSESSMENTS: Teacher-created quizzes and journal responses.

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 4

STANDARDS: RW 1.1, 1.3 RC 2.3, 2.4 RL 3.2, 3.4, 3.7 WC 1.3, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Continuation of Root Exploration and Response Journal from previous week(s)...</i></p> <p>Introduction to literary terms (simile and epic simile, epic poem and allusion) Introduction to “close reading” strategy</p> <p><i>Literature:</i> Read excerpts from <i>The Odyssey</i> (pp. 884-967)</p> <p><i>Research:</i> Names/Mythology Inquiry: Studying mythological allusions in the modern world</p> <p>Teacher should model the “close reading” strategy and use all applicable literary terms in context as often as possible.</p>	<p><u>The Language of Literature</u>, textbook</p> <p><u>The Language of Literature</u>, textbook</p> <p>Dropbox</p>	<p>Lang. of Lit. teacher resources</p>

ASSESSMENTS:

Selection quizzes from textbook resources; teacher-created quizzes

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 5

STANDARDS:	RW 1.1, 1.3	RC 2.3, 2.4	RL 3.2, 3.4, 3.7	WC 1.3, 1.4
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduction to literary term (imagery)</p> <p><i>Literature:</i> <i>Continuation of The Odyssey, the Root Exploration, the Myth Response Journal, and the Names/Mythology Inquiry from the previous week(s)...</i></p> <p>Teacher should model the “close reading” strategy and use all applicable literary terms in context as often as possible.</p>	<p><u>The Language of Literature</u>, textbook</p>	<p>Lang. of Lit. teacher resources</p>

ASSESSMENTS:

Preparation for District Fall 6 benchmark; selection quizzes from textbook resources; teacher-created quizzes

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 6

STANDARDS: RW 1.1, 1.3 RC 2.3, 2.4 RL 3.2, 3.4, 3.7 WC 1.3, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Continuation of The Odyssey, the Root Exploration, the Myth Response Journal, and the Names/Mythology Inquiry from the previous week(s)...</i></p> <p>Literature:</p> <p>“Ithaka,” Cavafy, LOL, (pp 971-2) “Penelope,” Parker, LOL, (pp. 970) “Siren Song,” Atwood, LOL (pp. 938)</p> <p>Writing:</p> <ul style="list-style-type: none"> Hero cover letter and resume assignment <p>Teacher should model the “close reading” strategy and use all applicable literary terms in context as often as possible.</p>	<p><u>The Language of Literature</u>, textbook</p> <p><u>The Language of Literature</u>, textbook</p> <p>Dropbox</p>	<p>Lang. of Lit. teacher resources</p>

ASSESSMENTS: District Fall 6 benchmark

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 7

STANDARDS: RW 1.2 RC 2.1 RL 3.3, 3.5, 3.7 WS 1.1, 1.4, 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Do we find or create our true selves?</i></p> <p>Introduction to annotating as a reading strategy Introduction to paraphrasing as a writing strategy Introduction to key literary terms (metaphor and tone) Introduction to identifying meaningful passages</p> <p><i>Literature:</i></p> <ul style="list-style-type: none"> “The Road Not Taken,” Frost, (p. 290) “Song of the Open Road,” Whitman, (p 289) “Thank you, Ma’am,” Hughes (Dropbox) <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Annotations of poems <p>Practice applying reading/writing strategies, recognizing literary terms, and identifying meaningful passages throughout the interaction with these texts. Teacher should use (and have students use) these terms in context as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook Dropbox</p>	

ASSESSMENTS: Collect/assess progress on work samples from in-class interaction

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 8

STANDARDS: RW 1.2 RC 2.1 RL 3.3, 3.5, 3.7 WS 1.1, 1.4, 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: <i>How do people and experiences in our lives shape how we see ourselves?</i></p> <p>Introduction to new literary terms (personification, hyperbole and irony)</p> <p>Literature: “A Christmas Memory” “The Bass, the River, and Sheila Mant” “since feeling is first,” cummings (p. 313)</p> <p>Practice applying reading/writing strategies, recognizing literary terms (including those previously introduced), and identifying meaningful passages throughout the interaction with these texts. Teacher should use (and have students use) these terms in context as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p>	

ASSESSMENTS: Collect/assess progress on work samples from in-class interaction

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 9

STANDARDS: RW 1.2 RC 2.1 RL 3.3, 3.5, 3.7 WS 1.1, 1.4, 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: <i>Can something good come from something bad?</i></p> <p>Introduction to the idea of drawing conclusions/making inferences Introduction to new literary terms (setting and flashback) and explicit review of those previously introduced</p> <p><i>Literature:</i> “Marigolds,” by Eugenia Collier</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> Literary analysis activity (p. 85) <p>Practice applying reading/writing strategies, recognizing literary terms and identifying meaningful passages throughout the interaction with this text. Teacher should use (and have students use) these terms in context as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p>	

ASSESSMENTS: Literary analysis activity

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 10

<p>STANDARDS : RW 1.2 RC 2.1 RL 3.3, 3.5, 3.7 WS 1.1, 1.4, 1.9</p>

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: <i>Can pride be a wonderful and a terrible thing?</i></p> <p>Introduction to new literary term (theme). Review of the previously introduced strategies and terms, as well as the application thereof.</p> <p>Literature: “The Scarlet Ibis,” by James Hurst “Woman with Flower,” by Naomi Long Madgett</p> <p>Writing:</p> <ul style="list-style-type: none"> • Literary analysis activity (p. 605) <p>Poetry annotations</p> <p>Practice applying reading/writing strategies, recognizing literary terms (including those previously introduced), and identifying meaningful passages throughout the interaction with these texts.</p>	<p><u>The Language of Literature</u>, textbook</p>	

<p>ASSESSMENTS: Literary analysis activity</p>

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 11

STANDARDS: RW 1.2 RC 2.1 RL 3.3, 3.5, 3.7 WS 1.1, 1.4, 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Writing:</p> <ul style="list-style-type: none"> • Structuring/drafting/revising the formal writing response: • In “Marigolds” the girl realized that her destruction of the flowers changed her understanding of her world; she felt older and understood why they had been grown in the first place. In “The Scarlet Ibis,” the narrator’s relationship with his brother teaches him the value of life, making more aware of the consequences of his actions. Write about an experience that shaped your self-image. Explain how the experience impacted your understanding of yourself. 	<p><u>The Language of Literature</u>, textbook</p>	<p>Lang. of Lit. teacher resources</p>

ASSESSMENTS: Final draft of above written response.
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BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 12

STANDARDS: RW 1.2	RC 2.1	RL 3.3, 3.5, 3.7	WS 1.1, 1.4, 1.9
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Abstractions:</p> <ul style="list-style-type: none"> • Mandala Project - Students will complete a four part mandala in which they'll address the essential question by reflecting on personal influences including persons, places, things, and experiences in their lives, and how these affect their perception of themselves. This will act as pre-writing/scaffolding to the formal writing assignment. <p>Review for 12 week benchmark</p>	<p>Dropbox</p>	

ASSESSMENTS: 12 week benchmark

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 13

STANDARDS: RW 1.1, 1.2, 1.3	RC 2.1, 2.4	RL 3.2, 3.4, 3.7	WS 1.1, 1.4, 1.2
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: Can a person’s actions impact others in ways he or she could not have predicted? Do we all make decisions that are not in our best interest?</p> <p>*Review of all previously introduced literary terms</p> <p>Literature: <i>Whirligig</i>-related text set <i>Chapter 1 of <u>Whirligig</u></i></p> <p>Vocabulary: Use concept map to introduce students to the following key terms/concepts from Whirligig: Redemption, restitution, retribution and karass</p>	<p>Dropbox</p> <p>Library/Each student should check out his own copy and bring to class each day</p>	

ASSESSMENTS: Application of lit terms to chapter 1 of <i>Whirligig</i>

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall **WEEK:** 14

STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> Read chapters 2-4 of <i>Whirligig</i></p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Complete applicable pages in teacher-created <i>Whirligig</i> journal <p><i>Vocabulary:</i> Teacher will direct students' attention to redemption, restitution, retribution and karass, as they apply in story</p> <p>Practice applying reading/writing strategies, recognizing literary terms and identifying meaningful passages throughout the interaction with this text. Teacher should use these terms in context as often as pertinent and possible.</p>	<p>Dropbox</p>	

ASSESSMENTS: **Journal entries regarding Brent's character**

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 15

STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Read chapters 5-7 of Whirligig</p> <p>Writing:</p> <ul style="list-style-type: none"> • Complete applicable pages in teacher-created Whirligig journal <p>Vocabulary: Teacher will direct students' attention to redemption, restitution, retribution and karass, as they apply in story</p> <p>Practice applying reading/writing strategies, recognizing literary terms and identifying meaningful passages throughout the interaction with this text. Teacher should use these terms in context as often as pertinent and possible.</p>		

ASSESSMENTS: Journal entries regarding Brent's changing character

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 16

STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Read chapter 8 of Whirligig</p> <p>Writing:</p> <ul style="list-style-type: none"> • Complete applicable pages in teacher-created Whirligig journal • Character Reflection/Postcard from Brent to Mrs. Zamora <p><i>Your task is to write a postcard from Brent to Mrs. Zamora. In your letter, you must identify a minimum of four ways that this journey has changed you. You must also provide evidence to support each change. For example, if you tell Mrs. Zamora that you have become a much more patient person, you would also need to give her an example that demonstrates how patient you have become. Remember that you should be grateful to her for giving you this opportunity.</i></p>	<p>Dropbox</p>	

ASSESSMENTS: Completed postcard with evidence of Brent's growth

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 17

STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Final exam review</p> <p>Final exam essay preparation</p>		

ASSESSMENTS: Final exam

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Fall

WEEK: 18

STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
FINAL EXAM WEEK		

ASSESSMENTS: E1- FINAL EXAM

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring **WEEK:** 1

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Overview of self-selected novel endeavor Introduction to literary terms (foil, character, style, denotation and connotation) and review of imagery and theme</p> <p><i>Literature:</i> Read/discuss, “To Build a Fire”</p> <p><i>Writing (choose 1 of the following):</i></p> <ul style="list-style-type: none"> • Yukon News Report (p. 536) • Fire Building Instruction (p. 536) <p>Practice applying reading/writing strategies and recognizing literary terms. Teacher should use these terms, especially denotation and connotation, in context as often as pertinent and possible.</p>	<p>Dropbox</p> <p><u>The Language of Literature</u>, textbook</p> <p><u>The Language of Literature</u>, textbook</p>	

ASSESSMENTS: Final draft of teacher selected writing activity
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BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 2

STANDARDS : RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduction to terms (diction, author’s purpose, mood, repetition, and parallelism)</p> <p><i>Literature:</i> Self-selected novel Read “Into Thin Air” “A Narrow Fellow in the Grass” On Being Seventeen, Bright and Unable to Read</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Process Description (p. 576) <p><i>Vocabulary:</i> Close Encounters with Unfamiliar Words, LOL 572</p> <p>Practice applying reading/writing strategies and recognizing literary terms. Teacher should use these terms, especially denotation and connotation, in context as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p>	

ASSESSMENTS: Teacher-directed application of reading/writing strategies/terms in context of core titles
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BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 3

STANDARDS: RW 1.2	RC 2.7, 2.8	RL 3.8, 3.9	WS 1.2, 1.5
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduction to purposes for writing, LOL, pg 653</p> <p><i>Literature:</i> Self-selected novel “Black Boy” (pg. 655) “Daughter or Invention” (pg. 653) “Metaphor” (pg. 675) “A Voice” (pg. 681) “The Journey” (pg. 683) “Powder” (pg. 687)</p> <p><i>Test Prep:</i> Intel Assess Bell Work</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p> <p>Dropbox</p>	

ASSESSMENTS: Verbal application of reading/writing strategies/terms in context of self-selected novel

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring **WEEK:** 4

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Purposes for writing, continued...</p> <p>Literature: Self-selected novel Reading and Writing for Assessment, (pp. 731-735)</p> <p><i>Test Prep:</i> Intel Assess Bell Work</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p> <p>Dropbox</p>	

ASSESSMENTS: Verbal self-selected novel response; application of bell work

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 5

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Self-selected novel</p> <p><i>Test Prep:</i> Intel Assess Bell Work</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p>Dropbox</p>	

ASSESSMENTS: Formal written self-selected novel response; application of bell work

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 6

STANDARDS: RW 1.2	RC 2.7, 2.8	RL 3.8, 3.9	WS 1.2, 1.5
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: Pending chosen author</p> <p>Literature: Author-in-Context/ Author determined by teacher (choose 1 of the following) <i>(See curriculum guide for more information on author study)</i></p> <ul style="list-style-type: none"> *Ray Bradbury *Sandra Cisneros *Maya Angelou *Edgar Allan Poe <p>Read selected stories/poems by chosen author</p> <p>Writing:</p> <ul style="list-style-type: none"> • Students will use a graphic organizer to document observations about the chosen author’s craft <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p>*Drop box *<u>The Language of Literature</u>, textbook *<u>The Language of Literature</u>, textbook *<u>The Language of Literature</u>, textbook</p> <p>Teacher-selected</p>	

ASSESSMENTS: Completed graphic organizer

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 7

STANDARDS: RW 1.2	RC 2.7, 2.8	RL 3.8, 3.9	WS 1.2, 1.5
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> <i>Author-in-Context stories/poems, continued...</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • Students will generate a list of concerns conveyed by the author. This list will serve as a segue to the research paper question/topic. <p><i>Test Prep:</i> Intel Assess Bell Work</p>		

ASSESSMENTS: Student-generated author concerns

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 8

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Articles related to research topic (see curriculum guide)</p> <p>Writing:</p> <ul style="list-style-type: none"> • Cubing <p>Vocabulary: Key terms related to research paper writing</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p>Curriculum guide</p>	

ASSESSMENTS: Cubing draft

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 9

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Documentary related to research paper topic</p> <p>Writing:</p> <ul style="list-style-type: none">• Research paper draft <p>Vocabulary: Key terms related to research paper writing</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>		

ASSESSMENTS: 9 WEEK BENCHMARK (may take 2 days)

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring **WEEK:** 10

<p>STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Sample research paper</p> <p>Writing:</p> <ul style="list-style-type: none"> • Research paper final draft <p>Vocabulary: Key terms related to research paper writing</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p>Dropbox</p>	

<p>ASSESSMENTS: Research paper final draft</p>

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring WEEK: 11

<p>STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Questions: <i>Can our actions impact others in ways we could not have predicted?</i> <i>Are all humans good at heart?</i> <i>Can problems in society be traced back to problems in certain individuals?</i></p> <p>Literature: <i>Lord of the Flies</i> text set Lord of the Flies, chapters 1-4</p> <p>Writing:</p> <ul style="list-style-type: none"> • Author notes emphasizing Golding’s purpose for writing LOTF • LOTF journal <p>Vocabulary concepts: Loss of innocence, civilized society, savagery</p> <p>Practice applying reading/writing strategies, recognizing literary terms (especially character development, setting, mood and foreshadowing), and identifying meaningful passages throughout the interaction with these chapters.</p>	<p>LOTF to be checked out from library by individual students</p> <p>Dropbox</p>	

<p>ASSESSMENTS: Journal responses; teacher-generated quizzes</p>

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 12

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Video clips Lord of the Flies, chapters 5-8</p> <p>Writing:</p> <ul style="list-style-type: none"> • LOTF journal documentation <p>Practice applying reading/writing strategies, recognizing literary terms (especially character development, setting, mood, symbolism, conflict, foreshadowing and theme), and identifying meaningful passages throughout the interaction with these chapters.</p>		

ASSESSMENTS: Journal responses; teacher-generated quizzes

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring **WEEK:** 13

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Video clips Lord of the Flies, chapters 9-12</p> <p>Writing:</p> <ul style="list-style-type: none"> • LOTF journal documentation • Formal essay <p>Practice applying reading/writing strategies, recognizing literary terms (especially character development, setting, mood, symbolism, conflict, foreshadowing and theme), and identifying meaningful passages throughout the interaction with these chapters.</p>	<p>Curriculum guide</p>	

ASSESSMENTS: Final draft of formal essay

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 14

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Hook Questions:</i> Are there forces in life over which people have no control? Are our lives governed by the choices we make? Do all good decisions take a long time to make?</p> <p><i>Literature:</i> Background information on Shakespeare's world (pp. 983-986) Romeo and Juliet, Shakespeare, Act 1</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Introductory questions or opinion survey that encourage exploration of beliefs about love, loyalty and social offenses • Prologue/sonnet paraphrase • Shakespearean insults • Coat of Arms <p><i>Vocabulary:</i> Shakespearean drama terms (pgs (pp. 983-986)</p> <p>Students will read an act, then watch the play acted out via film. As always, students will practice applying reading strategies/recognizing literary terms (and the significance thereof) in context as applicable.</p>	<p>Interactive Reader and/or <u>The Language of Literature</u>, textbook</p> <p>Dropbox</p> <p><u>The Language of Literature</u>, textbook</p>	<p>Zeffirelli R&J film</p> <p>Luhrman R&J film</p> <p><i>William Shakespeare: A Life of Drama, DVD</i></p> <p><i>The Reduced Shakespeare Company, The Complete Works of William Shakespeare DVD</i></p>

ASSESSMENTS: Teacher generated quizzes for R&I Act I

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 15

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> R&J, Act II</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Quickwrites on topics related to Act II • Soliloquy/Aside sheet (p. 44) • Acts I-II scene summaries <p>Students will read an act, then watch the play acted out via film. As always, students will practice applying reading strategies/recognizing literary terms (and the significance thereof) in context as applicable.</p>	<p>Interactive Reader and/or <u>The Language of Literature</u>, textbook</p> <p>ML Resource book</p>	

ASSESSMENTS: Teacher generated quizzes for R&J Act II
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BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 16

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> R&J, Acts III-IV</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Quickwrites on topics related to Acts III-IV • Allusion sheet (p. 48) • Comic Relief sheet (p. 52) • Acts III-IV scene summaries <p>Students will read an act, then watch the play acted out via film. As always, students will practice applying reading strategies/recognizing literary terms (and the significance thereof) in context as applicable.</p>	<p>Interactive Reader and/or <u>The Language of Literature</u>, textbook</p> <p>ML Resource book ML Resource book</p>	

ASSESSMENTS: Teacher-generated quizzes for R&J Acts III-IV

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 17

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> R&J, Act V</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Quickwrites on topics related to Act V • Act V scene summary • Whole play plot chart (p. 55) • Tragedy in R&J (p. 56) <p>Students will read an act, then watch the play acted out via film. As always, students will practice applying reading strategies/recognizing literary terms (and the significance thereof) in context as applicable</p>	<p>Interactive Reader and/or <u>The Language of Literature</u>, textbook</p> <p>ML Resource book ML Resource book</p>	

ASSESSMENTS: Teacher-generated quizzes for R&J Act V

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 18

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Romeo and Juliet</i> projects</p> <p>Review and re-teach for final exam</p> <p>Writing:</p> <ul style="list-style-type: none"> Final exam essay preparation <p>Students will read an act, then watch the play acted out via film, and will practice applying reading strategies/recognizing literary terms at work in context as applicable.</p>	Dropbox	

ASSESSMENTS: Teacher generated cumulative unit test for *Romeo and Juliet*; *Romeo and Juliet* Projects

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

September, 2011

SEMESTER: Spring

WEEK: 19

STANDARDS:

Fall and Spring semester standards

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
FINAL EXAM		

ASSESSMENTS:

HJUHSD Spring Final English 1

BOLD font indicates mandatory items
REGULAR font indicates optional items

Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	ENGLISH 2
Grade Level:	Sophomore (College Preparatory/10th Grade)
Prerequisite:	English 1 or 1H
Duration:	One Year (2 Semesters)
Credits:	10 (5 per semester)
Textbook Name:	The Language of Literature (Grade 10)
Publisher:	McDougal Littell
Publication Year/Edition:	2002/4th Edition
Date:	Revised September, 2011

II. COURSE DESCRIPTION

This is a college preparatory writing and literature course with the emphasis on reading comprehension, literary response and analysis, writing strategies and applications (including grammar skills), and vocabulary development. The basic genres of literature will be covered, including a Shakespearean play. The literature complements the sophomore world history class by focusing on selections dealing with world history and cultures. The sequence of this course is also designed to enhance the student's learning experience by echoing the time frame presented in world history.

III. CONTENT/TIMELINE/ PERFORMANCE STANDARDS

Although academic freedom is supported and encouraged, **essential elements presented must be covered.** Teachers are encouraged to supplement the required elements with additional selections provided in the text or ancillary materials. **Literary selections in the timeline are correlated with the content standards.** Refer to English-Language Arts Content Standards for California Public Schools (California Department of Education, 1998).

Literature

The literary selections should reflect the impact of cultural values and history on literature. The major themes of absolutism vs. freedom, man's inhumanity to man, and cultural integration should assist the students in understanding

Vocabulary

Learn and use vocabulary from literature

Grammar

Focus on compound, complex, and compound/complex sentences, subordination, transitions, punctuation (emphasis on semi-colon), and verbals.

Exercises from Grammar Mini-Lessons (GML) and *Language Network* can be added as needed.

Exercises from Daily Language Skill Builder (McDougal Littell); skill builders and mini-lessons that accompany selections from *The Language of Literature* (teacher's edition)

Writing Applications:

All formal writing must go through the process of editing, revision, and final draft. The principles of expository writing should be reviewed and reinforced. Students will:

- Review the essay process, emphasizing thesis, introduction, support, concluding paragraph.
- Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text. (This activity occurs throughout the year.)
- Write a **persuasive** essay.
- Write a **descriptive** essay.
- Write a **literary analysis**.
- Write a formal **historical investigative report**.
- Write a formal **business letter**.

Listening and Speaking

- Organize and deliver at least one oral presentation using appropriately chosen language and effective public speaking techniques.
- Communicate effectively in collaborative working environments.
- Take notes from videos and teacher and student presentations.

Use of Technology

- Technology should be an integral component in the research and presentation of student work.
- Utilize computer software programs for research and presentation of research.
- Access Internet web sites for information.

FOCUS STANDARDS FOR 10TH GRADE MASTERY

The English teachers have identified the following E/LA standards as Focus Standards to be addressed in every English 2 assignment, where applicable, so that the students have mastered them prior to moving to English 3 as Juniors. Each of these standards is covered on the STAR test and the CAHSEE and serves as a scaffold to build upon in the next level of the vertical team. It is understood that these standards are covered in every assignment; therefore, the remaining standards listed with an activity are particular content-specific areas of emphasis. Focus Standards are indicated with * in the timeline.

WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

- 1.1 - Vocabulary and concept development: identify and use the literal and figurative meanings of words and understand word derivatives.**

READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)

2.7 - Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

2.8 - Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

LITERARY RESPONSE AND ANALYSIS

3.3 Analyze interactions between characters.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.7 Understand significance of literary devices.

Writing Strategies

1.9 - Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Written and Oral Language Conventions

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction and proper English usage.

10th Grade Grammar/Writing Skills Focus as identified on SAT 9 and CAHSEE:

- 1 Compound/complex sentences
- 2 Subordinate clauses
- 3 Transitions
- 4 Punctuation – semi-colons
- 5 Verbals: participle; gerund; infinitive (minimal)

SDAIE Instructional Strategies

- **Anticipatory Guide:** Students are given a series of statements that relate to reading selections.
- **Focus on Vocabulary**
 - Use of context clues and other word-attack strategies to understand essential vocabulary from the text and academic language
 - Vocabulary Cards: Word and definition in the front of the card and a drawing and a vocabulary word on the back
- **Prediction:** Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question
- **Metacognition & Authentic Assessment:** Utilize rubrics for student self-assessment and goal setting (writing assessment)

- **Modeling, Visualizing and Graphic Organizers**
 - Use of graphic organizers to scaffold writing.
 - Use of graph/ paper dolls to develop a list of characteristics and traits.
 - Use of photographic images to help create background knowledge.
 - Using student models to demonstrate qualities of a good editorial.
 - Interpretive responses to literature that may consist of a graphic essay, 8 pocket book, or other visual representation
- **Guided Instruction**
 - Demonstration of textual analysis, annotation, evaluation, and synthesis.
- **Tapping into Prior Knowledge**
 - Writing about Roman/Greek Mythology and its impact on the characters and plot
- **Cooperative Learning**
 - Working in groups to share responses to literature

FIRST SEMESTER

First Six Weeks

SHORT STORY UNIT

Learning Objectives/Outcomes:

The student will...

- Distinguish word meanings by the use of context clues.
- Apply learned mechanics in order to correctly form compound/complex sentences
- Differentiate between object and subject pronouns
- Recognize figurative language
- Analyze the effect of figurative language on the reader
- Write a two-voice poem
- Recognize literary devices, including irony and symbolism

Word Analysis, Fluency , and Systematic Vocabulary Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

Writing Strategies

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Written and Oral English Language Conventions

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

Activities/Assignments for Short Story Unit

INTO ACTIVITIES

Vocabulary:

Review English 1 Literary Terms and introduce new terms.

Vocabulary from *Vocabulary for the High School Student*, emphasizing knowledge and use of context clues, vocabulary from literary selections, and literary terms

THROUGH ACTIVITIES (Texts include but are not limited to):

- **“The Interlopers” Sake** (pg. 8)

Optional story: “The Lottery” Jackson (text set)

- **“Harrison Bergeron” Vonnegut** (pg. 20)

2-Voice Poem*

- **“A Sound of Thunder” Bradbury** (pg. 71)
- **“By the Waters of Babylon” Benet** (pg. 42)

Extension examples include but are not limited to:

Graphic Essay, Mandala poster, or Literary Analysis Essay analyzing a theme presented in the stories

Suggested Optional Texts:

- **“The Prisoner Who Wore Glasses” Head** (pg. 652)
- **“A Chip of Glass Ruby” Gordimer** (pg. 965)
- **“Searching for Summer” Aiken** (pg. 30)

Poetry

- “Those Winter Sundays” Hayden (pg. 228)
- “Piano” Lawrence (pg. 228)

-

Additional Resources and Materials:

*Colon/Semicolon Rules Handout

*Colon Worksheet/Key

Semicolon Worksheet/Key

Two-Voice Poem Sample/Rubric

Text sets at teacher discretion

Second Six Weeks

WILLIAM SHAKESPEARE UNIT

Literature: Julius Caesar or Othello

Julius Caesar (McDougal Littell), Interactive reader pp.245-289

Julius Caesar: Literature Connections Sourcebook (McDougal Littell)

Learning Objectives/Outcomes:

The student will...

- Students will read a Shakespearean drama and complete a variety of activities to clarify and develop their understanding of the play and its literary elements as pertains to the CA State Standards.
- Participate in a class reading of the play *Othello* or *Julius Caesar* by William Shakespeare
- Demonstrate an overall understanding of the story by interpreting the characters' words and actions
- Interpret subtleties and ambiguities presented in the text
- Identify examples of figurative language (within the context of the play) and explain their effectiveness
- Recognize universal themes in the drama presented, and support the theme with evidence from the play
- Analyze the dynamics of differing interpretations of the same events
- Discuss the factors that contribute to the impact a play has on its audience

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Writing Strategies

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Vocabulary

- **Focus on literary terms/concepts from the play:** aside, soliloquy, monologue, theme, dramatic irony, foil, allusion, symbolism
- Vocabulary taken from context of play

JULIUS CAESAR ACTIVITIES: INTO ACTIVITIES

Examples include but are not limited to:

*“FYI” Julius Caesar Glossary terms Handout (Sourcebook p.38-39)

*“FYI” Julius Caesar Background and Act 1-5 information handouts (p.26-32)

THROUGH ACTIVITIES

Examples include but are not limited to:

*Characters Chart: Act 1 (Sourcebook p.40), *Act 2 Time Line (p.41), *Act 3 Time Line (p.42), *Observing Changes in Characters: Act 4 (p.43), *Act 5 Time Line (p.45), *Julius Caesar: Persuasion (p.46), *Julius Caesar: Tragedy/Tragic Hero (p.47)

Teacher generated reading quizzes for Act 1, Act 2, Act 3, Act 4, Act 5

Teacher generated Julius Caesar Cumulative Test

BEYOND ACTIVITIES

Persuasive Essay Topic: “Who is the REAL antagonist in Julius Caesar?”

In groups, select a scene from the play and act it out in modern language and dress

Research and report on the complete story of Julius Caesar's Life

OTHELLO ACTIVITIES:

INTO ACTIVITIES

Examples include, but are not limited to:

- Introductory questions that encourage the students to explore their feelings and beliefs about jealousy
- Background information on Shakespeare, the Globe Theater, and Elizabethan England
- Initial set of Shakespearean vocabulary from play

THROUGH ACTIVITIES

- Questions and quote identifications for each act, to be answered as the play is read in class*
- Students will read an act, then watch the act played out in film
- Teacher generated reading quizzes for each act
- Foil comparison Venn Diagram chart*
- Puzzle pieces graphic organizers for interpreting Iago's soliloquies*
- Tragedy chart to analyze the elements of a tragic hero and tragic flaw*

BEYOND ACTIVITIES

- Persuasive essay topic: "Who is the main character of the play *Othello*, Othello or Iago?"
- Graphic essay on Jealousy as the Green-Eyed monster*
- Teacher generated cumulative unit test

* Refers to shared documents

Third Six Weeks

TO KILL A MOCKINGBIRD UNIT

Learning Objectives/Outcomes

Students will:

- Read the novel *To Kill a Mockingbird*, by Harper Lee
- Demonstrate a general understanding of the text and themes of the novel.
- Make connections between events in the story to issues/events in history or current events.
- Determine character traits and their implications to the story.
- Identify themes in the novel and demonstrate awareness of their impact and implications in real life.
- Identify passages in the text that demonstrate literary terms and interpret their significance.
- Evaluate articles with historical or current relevance related to the themes/issues of the novel and synthesize/communicate the connections between the novel and real life experiences.
- Write responses to the literature in daily journals.
- Write persuasive compositions that demonstrate awareness of significant events/themes in the text and life.

Literature

To Kill a Mockingbird by Harper Lee

Reading Comprehension (Focus on Informational Materials)

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Writing Strategies

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Writing Applications (Genres and Their Characteristics)

2.2 Write responses to literature

Written and Oral English Language Conventions

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Activities/Assignments

INTO ACTIVITIES

Examples include but are not limited to :

* Dear Abby Letters, * Take a Stand, 1930s-1960s Text sets portraying life and times in the South, * TKM and the Blues.

THROUGH ACTIVITIES

Examples include but are not limited to:

Character Logs i.e.: * Character Trait Graphic, TKM Paper Doll Chain, “T” Chart, etc.

Vocabulary Enrichment i.e.: * Vocabulary Graphic, Connotation/Denotation,
*Resource Guide

Reading Quizzes

Selection Tests (CST Styled Tests) * Chs. 1-6, * Chs. 7-11, * Chs. 12-20,
*Chs. 21-31

Theme Development i.e.: * TKM Theme Sheet, Theme “T”, Theme as Character

BEYOND ACTIVITIES

Examples include but are not limited to:

TKM Soundtrack, Maycomb Tribune Newspaper

WRITING ACTIVITIES

Examples include but are not limited to:

Daily Journal

Responses to Literature

* Letter to the Editor

* Letter to Judge

* To Ban or Not to Ban

* Refers to “Shared” documents

SECOND SEMESTER

SDAIE Instructional Strategies

- **Clustering/Webbing/Mapping:** Students in a large group, small group, or individually begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled.
- **Brainstorming:** Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment.
- **Explicit Instruction:** Directly model technique
 - Move from whole to part to whole.
 - : Provide cognitively demanding tasks (e.g., analyze, evaluate, interpret, compare, classify)
- **Directed Reading-Thinking Activities:** Predict, read, and discover.
- **Anticipatory Guide:** KWL Chart
 - Elicit students’ background knowledge as a conceptual springboard to new learning.
- **Vocabulary & Language Development:** Identify, highlight, and refer to key vocabulary.
- **Explicit Instruction:** Directly model technique
- **Poster:** Students create (thematic) posters in small groups.
- **In-Text Questions:** Students answer teacher-constructed questions about a reading selection as they read it.
- **Meaning-Based Contexts & Universal Themes:** Use culturally responsive themes, literature, materials, or primary language interactions.

First Six Weeks

RESEARCH PAPER UNIT

Learning Objectives/Outcomes:

The student will...

- Generate research questions
- Differentiate between primary and secondary sources
- Conduct research
- Create Works Cited Cards/Note Cards
- Evaluate reliability of Internet sources
- Synthesize relevant information from Internet and print sources
- Establish a clear thesis that answers main research question
- Draft outline

- Write research paper
- Integrate quotations
- Create Works Cited Sheet
- Use correct MLA citations
- Revise writing

Reading Comprehension

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

2.3 Generate relevant questions about readings on issues that can be researched

Writing Strategies

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Writing Conventions

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Activities/Assignments

INTO ACTIVITIES

Examples include but are not limited to:
Mini-lesson regarding differentiating between primary and secondary sources
Instruction on how to effectively create note cards and source cards
Evaluation of website activity (e.g., .gov, [.edu](#) vs .com)
Generate research questions

THROUGH ACTIVITIES

Examples include but are not limited to:
Library: Students conduct research using Internet and print sources
Create note cards and source cards
Teacher modeling of how to create an outline
Typing draft of research paper
Peer review of draft
Revision of draft

BEYOND ACTIVITIES

Examples include but are not limited to:
Students share their research reports with classmates

WRITING ACTIVITIES

Examples include but are not limited to:
Research paper: Outline, drafts, final draft

CAHSEE PREPARATION UNIT

Learning Objectives/Outcomes:

The student will...

- demonstrate mastery of each of the 5 CAHSEE Strands
- identify, from the essay prompt, the purpose for writing the essay, the topic, and the audience
- be able to plan for an essay (create an outline) and write an effective Thesis Statement

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1.1 Vocabulary and concept development: identify and use the literal and figurative meanings of words and understand word derivatives.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.

Reading Comprehension

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

ARTHURIAN LEGEND UNIT

Learning Objectives/Outcomes:

The student will...

- be presented with the mythology of Arthurian Legend.
- be able to connect the characters of the Arthurian Legend to allusions and other figurative language.
- understand the difference between connotative and denotative words.
- analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- analyze interactions between characters to explain how those interactions affect the plot.

Literature

Arthurian Legend

Word Analysis, Fluency, and Systematic Vocabulary Development

1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Reading Comprehension

2.3 Generate relevant questions about readings on issues that can be researched.

Literary Response and Analysis

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Activities/Assignments

INTO ACTIVITIES

Examples include but are not limited to:

- Background discussion on original characters, King Arthur, Merlin, Guinevere, Lancelot, Morgana, Mordred, etc.
- Read "King Arthur and the Knights of the Round Table" by Emma G. Sterne and Barbara Lindsay

THROUGH ACTIVITIES

Examples include but are not limited to:

- Comparison of passages to analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- Suggested comparison of Sir Thomas Mallory's *Le Morte d'Arthur* (pp.1064-1081) and Steinbeck's *The Acts of King Arthur and his Noble Knights* (pp. 1090-1101)
- Reading of the selections in the text book from pages 1064 to 1104
- Vocabulary exercises in context from the text book
- Comprehension Questions from the text book
- Direct instruction on connotation vs. denotation

BEYOND ACTIVITIES

Examples include but are not limited to:

- Teacher generated reading and/or vocabulary quizzes
- Mini project Suggestions:
 - The Holy Grail as a metaphor
 - Character traits to quotes connection chart
 - Arthurian Family Tree etc.

Second Six Weeks

CST PREPARATION

Learning Objectives/Outcomes:

The student will...

Word Analysis

- 1.1 Vocabulary and concept development: identify and use the literal and figurative meanings of words and understand word derivatives.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.

Reading Comprehension

- 2.2 Prepare a bibliography of reference materials for a report using a variety of documents.

Literary Response and Analysis

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

ALL QUIET OR WWI TEXT SET UNIT

Learning Objectives/Outcomes

Students will:

- Read the novel *All Quiet on the Western Front* or read the “WWI Era” Text Set
- Demonstrate a general understanding of the text and themes of the novel.
- Distinguish word meanings by the use of context clues
- Demonstrate an overall understanding of the story by interpreting the characters' words and actions
- Determine character traits and their implications to the story.
- Identify themes in the novel and demonstrate awareness of their impact and implications in real life.
- Evaluate articles/text with historical or current relevance related to the themes/issues of the novel and synthesize/communicate the connections between the novel and real life experiences.

Literature

All Quiet on the Western Front(NU) **or** *WWI Literature/Text Set*(TS)

Reading Comprehension

2.3 Generate relevant questions about readings on issues that can be researched.

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Writing Strategies

1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

Written and Oral English Language Conventions

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Activities/Assignments

INTO ACTIVITIES

(NU) Examples include but are not limited to :

“Trench Warfare”, “War Letters”, Vocabulary, poetry/music, “War Is _____”
and Editorial on War

THROUGH ACTIVITIES

(NU) Examples include but are not limited to:

Character Logs: “T” charts, Character Venn, Character Map, Character Symbols

Literature Journal: Dialectical Journal, 1st person Journal, Book as “News” Journal

Theme Analysis/ Development: Theme Notebook, Theme Log, Theme Connection

Vocabulary Enrichment

Reading Quizzes

BEYOND ACTIVITIES

(NU) Examples include but are not limited to:

Newspaper Project

War in a Bag

Movie (Animoto/PowerPoint)

Point of View Switch

Extended reading i.e.: *Private Peaceful*, *War Letters*, *No Hero for the Kaiser*,

The German Lesson

WRITING ACTIVITIES

(NU) Examples include but are not limited to:

- War letters/ Postcard project
- Mercy Killing essay
- Camaraderie essay
- Who Should Fight the War Analysis
- If Paul Didn't Die (Alternate Ending)

Third Six Weeks

Learning Objectives/Outcomes

Students will:

- Read the novel *Night*, by Elie Wiesel
- Demonstrate a general understanding of the text and themes of the novel.
- Distinguish word meanings by the use of context clues
- Demonstrate an overall understanding of the story by interpreting the characters' words and actions
- Determine character traits and their implications to the story.
- Identify themes in the novel and demonstrate awareness of their impact and implications in real life.
- Evaluate articles with historical or current relevance related to the themes/issues of the novel and synthesize/communicate the connections between the novel and real life experiences.
- Write responses to the literature in daily journals.
- Write persuasive compositions that demonstrate awareness of significant events/themes in the text and life.

Literature;

Novel: Night, Wiesel

Nonfiction: "The Nobel Prize Acceptance Speech," Wiesel, McDougal Littell (Purple) p. 599

Reading Comprehension (Focus on Informational Materials)

- 2.3 Generate relevant questions about readings on issues that can be researched
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation and elaboration.

Literary Response and Analysis

- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Written and Oral English Language Conventions

- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Activities/Assignments

INTO ACTIVITIES

Examples include but are not limited to:

- Read Wiesel’s Nobel Speech
- *Pre-Reading Questions
- *”I have you Covered!”
- *The Destructive Power of Hatred
- *My Most Precious Possessions

THROUGH ACTIVITIES

Examples include but are not limited to:

- *”Vocabulary Definition List” Packet
- *”Novel Road Map to Success” (Chapter Questions Packet)
- *Plotting Through Memories One Track at a Time
- *Determining Tone, Vocabulary
- *Foreshadowing: A closer look at Mdm Schachter
- *Timed Writing (Use of Imagery to create Tone)**
- *Using Figurative Language Through Poetry
- *Ethics: Evaluating Elie’s Beliefs
- *Taking a Different Perspective: Voices of the Victims**
- *Similes and Metaphors: Describing the Unthinkable
- *Conflict (chart plotting internal and external conflict)
- *Timed Writing (Hanging of the pipel experince)**
- *Plot Analysis: Rising Action (group activity)
- *Literary Devices
- *Allusions and Meaning
- *Journal Topic (Writing activity about the “selection”)**
- *A Novel with Many Themes
- *Irony at Work

BEYOND ACTIVITIES

Examples include but are not limited to:

- *Who Said It? (Quotations Quiz)
- *Creating Book Marks

*Project Genocide: Images of Today Creating a Scrapbook (rubric attached)

*Final Test

EXTENDED READING i.e.: *Maus*, *Stones from the River*, *All but My Life*, *The Book Thief*, *Freedom Writers*

WRITING ACTIVITIES

Examples include but are not limited to:

Daily Journal

Responses to Literature (see “Through Activities”**)

* Refers to “Shared” documents

VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE

The designated textbooks, materials, and technologies meet the state standards for this content area.

A. Primary text: The Language of Literature (Grade 10)

B. Supplementary texts: Novels, Language Network, Interactive Readers

C. Literature/Outside reading: Teacher Assigned

D. Videos from video library: Noted in Pacing Guides

E. Teacher/student resources:

Internet web sites :

Subject Matter Resources: Kings County Office of Education

<http://www.kings.k12.ca.us/kcoe/curric>

TeachNet (Teacher-designed projects and activities by subject)

<http://www.teachnet.org/docs.cfm>

VII. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF English Language Arts CONTENT STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner’s Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

creative writing

oral reports

essays

dramatic readings/performances

debates and speeches

storytelling

LOGICAL/MATHEMATICAL LEARNER

graphic organizers
timeline
prediction exercises
coded messages
models
computer project
science experiments

SPATIAL LEARNER

drawings and paintings
comic strips
maps and flow charts
dioramas, displays, and murals
collages
photography activities

MUSICAL LEARNER

interpretive dances
musical plays and compositions
rap songs, jingles, and melodies
playing musical instruments

BODILY-KINESTHETIC LEARNER

demonstration speeches
experiments
impersonations, role playing
using gestures, facial expressions, and pantomime

INTERPERSONAL LEARNER

discussions
cooperative and collaborative projects
peer coaching
conducting interviews
simulation activities

INTRAPERSONAL LEARNER

response journals/learning logs
observations
photo essays
autobiographical stories

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 1

STANDARDS: ESLRs

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Make sure students have checked out textbook.</p> <p>Community Building i.e.: Name Game, Give one Get one, Interviews, Classroom Rules, Quotables, Think/Pair/Share, etc.</p>	<p>Site Library</p> <p>Materials marked with an * are available at dropbox.com Create an account and share that information with your CF to be added to the shared account.</p>	

ASSESSMENTS: N/A

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall **WEEK:** 2

STANDARDS: Word Analysis 1.1 Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9
Written Conventions 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Review/Re-teach E1 Literary Terms and Introduce E2 Literary Terms Review/Teaching examples include but are not limited to: MC tests, poster assignments, open sort, group project, poetry activities, handouts, etc.</p> <ul style="list-style-type: none"> • “The Interlopers” Sake (pg. 8) <p style="padding-left: 40px;">Reader’s Notebook: Strategies - Predict, Visualize, Connect, Question, Clarify, and Evaluate</p> <ul style="list-style-type: none"> • “The Lottery” Jackson (text set) 	<p>The Language of Literature</p>	

ASSESSMENTS: Literary Terms Test
Preparation for District Fall 6 English 2
Teacher generated reading quizzes focusing on reading strategies and Literary Response and Analysis standards: 3.7, 3.8

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall **WEEK:** 3

STANDARDS: Word Analysis 1.1 Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9
Written Conventions 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none">• “Harrison Bergeron” Vonnegut (pg. 20) 2-Voice Poem* • “A Sound of Thunder” Bradbury (pg. 71)	The Language of Literature Teacher's Resource Package	

ASSESSMENTS: Preparation for District Fall 6 English 2
Teacher generated reading quizzes on vocabulary and literary terms

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 4

<p>STANDARDS: Word Analysis 1.1 Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9 Written Conventions 1.1</p>

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none"> • “By the Waters of Babylon” Benet (pg. 42) <p>Extension examples include but are not limited to: Graphic Essay, Mandala poster, or Literary Analysis Essay analyzing a theme presented in the stories</p>	<p>The Language of Literature</p>	

<p>ASSESSMENTS: Preparation for District Fall 6 English 2 Extension Assignment</p>

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 5

STANDARDS: Word Analysis 1.1 Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9
Written Conventions 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p style="text-align: center;">Grammar in Short Stories and additional texts</p> <p>Grammar Review/Skills Evaluation</p> <ul style="list-style-type: none"> *Colon/Semicolon Rules Handout *Colon Worksheet/Key 	<p>Teacher's Resource Package</p>	<p>Some Sites have access to <i>Language Network</i></p>

ASSESSMENTS: Preparation for District Fall 6 English 2

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 6

<p>STANDARDS: Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9 Written Conventions 1.1</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none"> • “Those Winter Sundays” Hayden (pg. 230) • “Piano” Lawrence (pg. 229) <p>Optional Texts:</p> <ul style="list-style-type: none"> • “The Prisoner Who Wore Glasses” Head (pg. 652) • “A Chip of Glass Ruby” Gordimer (pg. 965) • “Searching for Summer” Aiken (pg. 30) 	<p>The Language of Literature</p>	

<p>ASSESSMENTS: District Fall 6 English 2 Benchmark</p>
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 7

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>Introduction to background information on Shakespeare, the Globe Theater and Elizabethan England – pages 683-687 in <i>The Language of Literature</i>, McDougal Littell Practice note taking on Shakespearean England. Use note cards to scaffold for second semester research.</p> <p>Introductory questions that encourage exploration of beliefs about jealousy and ambition</p> <p>Questions and Quote IDs for each act, to be answered as play is read in class</p> <p>Students will read an act, then watch the act played out in the film</p> <p>*(JC) “FYP” Julius Caesar Glossary terms handout *(JC) “FYP” Julius Caesar Background and Act 1- Info handouts *(JC) Characters Chart: Act 1</p> <p>*(O) Play Map *(O) Questions Act I *(O) Quote Identifications Act I *(O) Movie Permission Slip (O) Paraphrase Iago’s Act I soliloquy to determine character traits and set up his plan (O) Puzzle pieces for Iago’s plan</p>	<p>Textbook, Interactive Reader and “Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i> Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	<p>“Shakespeare in the Classroom” Video</p> <p><i>Othello</i> DVD, Kenneth Branagh version</p>

ASSESSMENTS: Preparation for District Fall 12 English 2

Teacher generated Quiz on background information (Shakespeare, Globe Theater, Elizabethan England)

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 8

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>Questions and Quote IDs for each act, to be answered as play is read in class</p> <p>Students will read an act, then watch the act played out in the film</p> <p>*(JC) Act 2 Time Line *(JC) Act 3 Time Line</p> <p>*(O) Questions Act II *(O) Quote Identifications Act II (O) Paraphrase Iago’s Act II, Scenes 1 and 3 soliloquies to determine character traits and set up his plan (O) Puzzle pieces for Iago’s plan</p>	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i> Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	<p>J.Caesar Film</p> <p><i>Othello</i> DVD, Kenneth Branough version</p>

ASSESSMENTS: Preparation for District Fall 12 English 2 Teacher generated reading quizzes for JC Act 1, Act 2
 Teacher generated reading quizzes for *Othello* Act II

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 9

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>Questions and Quote IDs for each act, to be answered as play is read in class</p> <p>Students will read an act, then watch the act played out in the film</p> <p>*(JC) Observing Changes in Characters: Act 4</p> <p>*(JC) Act 5 Time Line</p> <p>*(JC) Julius Caesar: Persuasion</p> <p>*(O) Questions Act III</p> <p>*(O) Quote Identifications Act III</p> <p>*(O) Green-eyed Monster Graphic Essay</p>	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i></p> <p>Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	<p>J.Caesar Film</p> <p><i>Othello</i> DVD, Kenneth Branough version</p>

<p>ASSESSMENTS: Preparation for District Fall 12 English 2 Teacher Generated Quizzes JC Act 3, Act 4</p> <p>Teacher generated reading quizzes for <i>Othello</i> Act III</p>

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 10

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>Questions and Quote IDs for each act, to be answered as play is read in class</p> <p>Students will read an act, then watch the act played out in the film</p> <p>*(JC) Julius Caesar: Tragedy/Tragic Hero</p> <p>*(O) Questions Act IV & V</p> <p>*(O) Quote Identifications Act IV & V</p> <p>*(O) Othello: Tragedy/Tragic Hero</p> <p>*(O) Character Foils handout</p>	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i></p> <p>Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	<p>J.Caesar Film</p> <p><i>Othello</i> DVD, Kenneth Branagh version</p>

<p>ASSESSMENTS: Preparation for District Fall 12 English 2 Teacher generated Reading Quiz JC Act 5</p> <p>Teacher generated reading quizzes for <i>Othello</i> Act IV and V</p>
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BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 11

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>(JC) Persuasive Essay Topic: “Who is the REAL antagonist in Julius Caesar?”</p> <p>(O) Persuasive Essay Topic: “Who is the main character, Othello or Iago?”</p> <p>Essays should incorporate quotes and correct citations from the play, as well as specific details of events and characters’ actions to support the thesis. Essays should also show evidence of knowledge of persuasive techniques previously covered.</p>	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i></p> <p>Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	

ASSESSMENTS: Preparation for District Fall 12 English 2 Teacher generated cumulative unit test prepared with CST-style questions Unit tests should include reading comprehension questions, and questions that support the standards, 3.3, 3.4, and 3.7

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 12

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>(JC) Graphic Essay on “Power Corrupts”</p> <p>(O) Final creative project which exhibits students’ understanding of 3.3 (Interactions between main and subordinate characters) and/ or 3.4 (Determine characters’ traits by what they say about themselves)</p> <ul style="list-style-type: none"> • For example, <i>The Important Book</i> rewritten to reflect <i>Othello</i> • Board game created to reflect Iago’s plan for other characters • Foil chart exhibiting a character and his/her foil 	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i> Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	

ASSESSMENTS: 12 week District Benchmark test

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 13

STANDARDS: Reading Comprehension 2.4, Literary Response and Analysis 3.5, Writing Strategies 1.2,
Written and Oral English Language Conventions 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Check out: <u>To Kill a Mockingbird</u></p> <p>Present introductory materials and context for novel. Must include non-fiction material.</p> <p>Ideas include but are not limited to:</p> <ul style="list-style-type: none"> * Dear Abby Letters * Take a Stand <p>1930s-1960s Text sets portraying life and times in the South – Practice MLA citations for each article used to scaffold for second semester research</p> <ul style="list-style-type: none"> * TKM and the Blues. 	<p>School Library</p> <p>* items in Dropbox</p>	

ASSESSMENTS: Preparation for District Fall Final English 2 Teacher generated test on MLA format/ Standard 2.4

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 14

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.2
Written Conventions 1.1, 1.2, 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read Chs 1-6 of TKM</p> <p>Students will complete and participate in work on the following throughout the novel:</p> <p>Character Logs i.e.: * Character Trait Graphic, TKM Paper Doll Chain, “T” Chart, etc.</p> <p>Vocabulary Enrichment i.e.: * Vocabulary Graphic, Connotation/Denotation, Resource Guide</p> <p>Theme Development i.e.: * TKM Theme Sheet, Theme “T”, Theme as Character</p> <p>Journal</p> <p>Writing Activities i.e.: Responses to Literature, * Letter to the Editor, * Letter to Judge, * To Ban or Not to Ban</p>	<p>* items in Dropbox</p>	

ASSESSMENTS: Preparation for District Fall Final English 2 Selection Tests (CST Styled Tests) * Chs. 1-6

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 15

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.2

Written Conventions 1.1, 1.2, 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read Chs 7-11 of TKM</p> <p>Continue novel activities</p>		

ASSESSMENTS: Preparation for District Fall Final English 2

Selection Tests (CST Styled Tests) * Chs. 7-11

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 16

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.2

Written Conventions 1.1, 1.2, 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read Chs 12-20 of TKM</p> <p>Continue novel activities</p>		

ASSESSMENTS: Preparation for District Fall Final English 2

Selection Tests (CST Styled Tests) * Chs. 12-20

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 17

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.2

Written Conventions 1.1, 1.2, 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read Chs 21-31 of TKM</p> <p>Conclude and collect novel activities</p>		<p>Film: To Kill a Mockingbird (1962)</p> <p>Check your site library to see if they have a copy.</p>

ASSESSMENTS: Preparation for District Fall Final English 2

Selection Tests (CST Styled Tests) * Chs. 21-31

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Fall

WEEK: 18

STANDARDS: Fall Semester Finals

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Review Fall Semester Finals and prepare for exam</p>		

ASSESSMENTS: HJUHSD Fall Final English 2

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 1

STANDARDS: Reading Comprehension 2.3 Writing Strategies 1.1, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>RESEARCH PROJECT <i>(This section will be taught prior to the end of week 12 but not all teachers will be able to start Spring week 1 due to limited library/lab resources. Pacing of this assignment will vary and is not limited to three weeks.)</i></p> <p>Generate research questions</p> <p>Evaluating Internet Sources Activity</p> <p>Differentiating Primary and Secondary Sources Activity</p> <p>Teacher modeling of creation of Works Cited Cards/Note Cards/ student practice</p>	<p>Language Network</p> <p>Teacher-generated guides</p>	

ASSESSMENTS: Preparation for District Spring 9 English 2

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 2

STANDARDS: Reading Comprehension 2.2 Writing Strategies 1.1, 1.4, 1.5, 1.6, 1.7, 1.9

Written Conventions 1.3, 1.5, 1.7

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Conduct Research (3-4 days) Create Note Cards/Source Cards Create Formal MLA format Works Cited Sheet</p> <p>Students should develop a list of questions that should be answered in the paper Students should develop a cohesive, supportable thesis statement with the assistance of the teacher</p>	<p>Site Library</p>	

ASSESSMENTS: Preparation for District Spring 9 English 2 MLA Format Test

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 3

STANDARDS : Reading Comprehension 2.2 Writing Strategies 1.1, 1.4, 1.5, 1.6, 1.7, 1.9

Written Conventions 1.3, 1.5, 1.7

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Create Outline</p> <p>Typing multiple drafts</p> <p>Peer review and revision</p> <p>Share research project with classmates</p>	<p>Library/Computer Lab</p>	

ASSESSMENTS: Preparation for District Spring 9 English 2 Term Paper Graded w/ Teacher-Generated Rubric

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 4

STANDARDS :	Word Analysis 1.1, 1.2 Reading Comprehension 8.2.1, 2.1, 2.4, 2.5, 2.7, 2.8 Literary Response and Analysis 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 8.3.7 Writing Strategies 1.1, 1.2, 1.4, 1.5, 1.9 Writing Conventions 1.1, 1.2, 1.3 Writing Applications 2.1, 2.2, 2.3, 2.4, 2.5
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Readings/Assignments/Activities	Location of Resource	
<p>CAHSEE Practice Pre-Test via Scantron (2-3 days) Student Self-Identification of Weakest Strands (1 day)</p>	<p>Drop Box -- test & student scoring form</p>	

<p>ASSESSMENTS: Preparation for District Spring 9 English 2 Preparation for CAHSEE</p>
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BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 5

STANDARDS: Word Analysis 1.1, 1.2 Reading Comprehension 8.2.1, 2.1, 2.4, 2.5, 2.7, 2.8
 Literary Response and Analysis 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 8.3.7 Writing Strategies 1.1, 1.2, 1.4, 1.5, 1.9
 Writing Conventions 1.1, 1.2, 1.3 Writing Applications 2.1, 2.2, 2.3, 2.4, 2.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources								
<p>CAHSEE Test Preparation</p> <p>1) Vocabulary – Denotative vs. Connotative Decode from Context Clues</p> <p>2) Reading Comprehension Strategies & Literary Analysis Practice with</p> <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">Informational Articles</td> <td>Homework of same</td> </tr> <tr> <td>Short “stories”</td> <td>“</td> </tr> <tr> <td>Poetry</td> <td>“</td> </tr> <tr> <td>Informational Documents</td> <td></td> </tr> </table> <p>3) Essay – Create a Plan Before Writing Introduction – Restate Prompt, Hook, Transition, Thesis Biographical Essay – Study Sample; Practice with Several Prompts Expository Essay – Study Sample; Practice with Several Prompts Response to Literature -- “ “ “ Persuasive and Business Letter “ “</p> <p>4) Writing Conventions/Grammar Drills</p> <p>5) Writing Strategies Drills Practice with released “Student Essays”</p>	Informational Articles	Homework of same	Short “stories”	“	Poetry	“	Informational Documents		<p>Drop Box for practice by strand</p> <p><i>Preparing for the CAHSEE – CA DOE</i></p> <p><i>Measuring Up</i></p> <p>Additional Measuring Up Practice Tests</p>	
Informational Articles	Homework of same									
Short “stories”	“									
Poetry	“									
Informational Documents										

ASSESSMENTS: Preparation for District Spring 9 English 2 **CAHSEE EXAM (results not available until early May)**

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 6

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Arthurian Legend</p> <p>Background discussion on original characters, King Arthur, Merlin, Guinevere, Lancelot, Morgana, Mordred, etc.</p> <p>Layering of characterization and character traits through chosen readings from the text. Focus on Standards 3.3 and 3.4 Suggested readings: Set of stories in drop box from “King Arthur and the Knights of the Round Table” by Emma G. Sterne and Barbara Lindsay</p>	<p><i>The Language of Literature</i> (pp. 1064-1104)</p>	<p>*Items in Drop box</p> <p>“King Arthur and the Knights of the Round Table” by Emma G. Sterne and Barbara Lindsay</p>

ASSESSMENTS: Preparation for District Spring 9 English 2 Teacher Generated Quizzes preferably in CST format

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 7

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9
Word Analysis and Fluency 1.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Arthurian Legend</p> <p>Comparison of passages to analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text, Standard 3.9. And direct instruction on connotation vs. denotation, Standard W 1.2</p> <p>Suggested comparison of Sir Thomas Mallory’s <i>Le Morte d’Arthur</i> (pp. 1064-1081) and Steinbeck’s <i>The Acts of King Arthur and his Noble Knights</i> (pp. 1090-1101)</p> <p>Mini project Suggestions: The Holy Grail as a metaphor Character traits to quotes connection chart Arthurian Family Tree etc.</p>	<p><i>The Language of Literature</i> (pp. 1064-1104)</p>	<p>*Items in Drop box</p> <p>“King Arthur and the Knights of the Round Table” by Emma G. Sterne and Barbara Lindsay</p>

ASSESSMENTS: Preparation for District Spring 9 English 2 Teacher Generated Quizzes and/or Mini Project

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 8

<p>STANDARDS : Word Analysis 1.1 - 1.3 Reading Comprehension 2.1 - 2.8 Literary Response and Analysis 3.1 – 3.12 Writing Strategies 1.1 - 1.9 Writing Conventions 1.1 - 1.5</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>CST Test Preparation Focus on Differences from CAHSEE Review Literary Devices Synthesize 3 Informational Documents Writing Strategies – Different focus from CAHSEE Review Typed Research Paper Issues Vocabulary Drills – different format than CAHSEE</p>	<p>CA DOE released ELA test questions online “shared” documents</p>	

<p>ASSESSMENTS: Preparation for District Spring 9 English 2 Preparation for CST</p>

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 9

STANDARDS: Reading Comprehension 2.3 Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9, 3.12

Writing Strategies 1.1 Written Conventions 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Select either the Novel Unit (NU) or WWI Era Text Set Unit (TS)</p> <p>Present introductory materials and context for novel. Must include non-fiction material.</p> <p>(NU) Introduction to <i>All Quiet on the Western Front</i> Examples include but are not limited to : “Trench Warfare”, *<i>War Letters</i>, *<i>Vocabulary</i>, poetry/music, articles, primary source material *<i>“War Is _____”</i> , *<i>Editorial on War, Non-Fiction Texts</i></p> <p>(TS) Introduction to WWI Era Text Set Discuss universal themes as they appear in historical articles, primary source documents, short stories, poetry, art, editorials and background notes Practice MLA citations and note taking from sources Practice annotation and analysis of poetry and short stories</p>	<p>AQ in site library</p> <p>*Materials in the Dropbox</p>	<p>Teacher Tube has good trench warfare footage pieces.</p> <p>http://www.webenglishteacher.com/</p>

ASSESSMENTS: District Spring 9 English 2 Preparation for CST

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring **WEEK:** 10

STANDARDS: Reading Comprehension 2.3 Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9, 3.12
Writing Strategies 1.1 Written Conventions 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Select either the Novel Unit (NU) or WWI Era Text Set Unit (TS)</p> <p>(NU) Character Logs: “T” charts, Character Venn, Character Map, Character Symbols</p> <p>Literature Journal: Dialectical Journal, 1st person Journal, Book as “News” Journal</p> <p>Theme Analysis/ Development: Theme Notebook, Theme Log, Theme Connection</p> <p>Vocabulary Enrichment: *Vocabulary Lists</p> <p>Read CHs 1-3</p> <p>(TS) Introduction to WWI Era Text Set Discuss universal themes as they appear in historical articles, primary source documents, short stories, poetry, art, editorials and background notes Practice MLA citations and note taking from sources Practice annotation and analysis of poetry and short stories</p>		

ASSESSMENTS: Preparation for District Spring Final English 2 CHs 1-3 tests

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REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring **WEEK:** 11

STANDARDS: Reading Comprehension 2.3 Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9, 3.12

Writing Strategies 1.1 Written Conventions 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>(NU) Continue Logs, Journals, Theme, and Vocabulary work Read Chs. 4-8 In-Class writing (topic drawn from literature): i.e. “Mercy Killing”, “Death Imagery in AQ and its Irony”, “Baumer, Loss of Innocence—Loss of Self”</p>		

ASSESSMENTS: Preparation for District Spring Final English 2 CHs 4-8 tests, Short Essay

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 12

STANDARDS: Reading Comprehension 2.3 Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9, 3.12

Writing Strategies 1.1 Written Conventions 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>(NU) Continue Logs, Journals, Theme, and Vocabulary work Read Chs. 9-12 Novel test (MC) or Essay Project based upon novel or Era i.e. “Lost Generation,” Alternate Ending, Newspaper project</p>		<p>MOVIE: <i>All Quiet on the Western Front</i> (1930) or other version/clip may be available in site library</p>

ASSESSMENTS: Preparation for District Spring Final English 2 CHs 9-12 tests/ Novel Exam

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 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring **WEEK:** 13

STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12
Written and Oral English Language Conventions: 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>“Nobel Prize Acceptance Speech,” Wiesel</p> <p>“Voices of the Holocaust,” Documentary (or other video documentary source)</p> <p><u>Night</u>, Wiesel</p> <ul style="list-style-type: none"> *Pre-Reading Questions * “I have you Covered!” *The Destructive Power of Hatred *My Most Precious Possessions * “Vocabulary Definition List” Packet * “Novel Road Map to Success” (Chapter Questions Packet) 	<p>Textbook, p.599</p> <p>Video Library</p> <p>Novel</p> <p>All *assignments are “Shared” Documents</p>	<p>Library has good video resources about the holocaust.</p> <p>McDougal Littell supplementary book of stories and essays about the holocaust also in library.</p>

ASSESSMENTS: **Preparation for District Spring Final English 2** Preparation for assessments in Weeks 14, 15, 16, and 17

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring **WEEK:** 14

STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12
Written and Oral English Language Conventions: 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Night</u>, Wiesel (Chapters 1-3)</p> <ul style="list-style-type: none"> *Plotting Through Memories One Track at a Time *Determining Tone, Vocabulary *Foreshadowing: A closer look at Mdm. Schachter *Timed Writing (Use of Imagery to create Tone)** *Using Figurative Language Through Poetry *Ethics: Evaluating Elie’s Beliefs *Taking a Different Perspective: Voices of the Victims** *Similes and Metaphors: Describing the Unthinkable *Conflict (chart plotting internal and external conflict) 	<p>Novel</p> <p>All *assignments are “Shared” Documents</p>	

ASSESSMENTS: Preparation for District Spring Final English 2 Timed Essay Write indicated ABOVE by ** at end of assignment, “Taking a Different Perspective” Writing assessment (above), Teacher generated Reading Quiz (ch. 1-3)

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring **WEEK:** 15

STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12
 Written and Oral English Language Conventions: 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Night</u>, Wiesel (Ch. 4-6)</p> <p>*Timed Writing (Hanging of the pipel experince)** *Plot Analysis: Rising Action (group activity) *Literary Devices *Allusions and Meaning</p>	<p>Novel</p> <p>All *assignments are “Shared” Documents</p>	<p>Oprah and Wiesel tour Auschwitz (video)</p>

ASSESSMENTS: Preparation for District Spring Final English 2 Timed Essay Write indicated ABOVE by ** at end of assignment, Teacher generated Reading Quiz (ch. 4-6)

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring **WEEK:** 16

<p>STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12 Written and Oral English Language Conventions: 1.2</p>

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Night, Wiesel (Ch. 7-9)</u></p> <p>*Journal Topic (Writing activity about the “selection”)**</p> <p>*A Novel with Many Themes</p> <p>*Irony at Work</p> <p>*Who Said It? (Quotations Quiz)</p> <p>*Creating Book Marks</p>	<p>Novel</p> <p>All *assignments are “Shared” Documents</p>	

<p>ASSESSMENTS: Preparation for District Spring Final English 2 Journal Topic Write indicated ABOVE by ** at end of assignment, Teacher generated Reading Quiz (ch. 7-9), “Who Said It?” Quotations Quiz (Above)</p>
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 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring **WEEK:** 17

STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12
 Written and Oral English Language Conventions: 1.2
 :

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Night</u>, Wiesel</p> <p>*Project Genocide: Images of Today Creating a Scrapbook (rubric attached) *Final Test (<u>Night</u>)</p>	<p>Novel</p> <p>All *assignments are “Shared” Documents</p>	

ASSESSMENTS: Preparation for District Spring Final English 2 **Final Test (Night)**, Genocide Scrapbook Projector or other Holocaust related project

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring **WEEK:** 18

STANDARDS: Fall and Spring semester standards

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none">• Review and re-teach as needed for final		

ASSESSMENTS: Preparation for District Spring Final English 2

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

SEMESTER: Spring

WEEK: 19

STANDARDS: Fall and Spring semester standards

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none">• Review and re-teach as needed for final• Take Spring Final		

ASSESSMENTS: District Spring Final English 2

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

September, 2011

BOLD font indicates mandatory items
REGULAR font indicates optional items

Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	ENGLISH 3
Grade Level:	11
Prerequisite:	English 1 and English 2
Duration:	1 Year (2 Semesters)
Credit:	10 (5 per semester)
Guide – Board Adoption	Revised: October, 2011
Text – Board Adoption	1999-2000
Textbook Name:	The Language of Literature: American Literature Grade 11
Publisher:	McDougal Littell
Publication Year/Edition:	1997
ISBN – Student Text:	ISBN-10: 0395931819 ISBN-13: 9780395931813
ISBN – Teacher Text:	0-395-73713-3

II. COURSE DESCRIPTION

This is a college preparatory writing and literature course with the emphasis on reading comprehension, literary response and analysis, writing strategies and applications, and vocabulary development. The basic genres of literature will be covered, with more emphasis on depth of analysis. The literature focuses on American selections from early American traditions to modern works in order to complement the U.S. History course of study.

III. CONTENT/TIMELINE/ PERFORMANCE STANDARDS

Literature

The literary selections should reflect the impact of cultural values and history on literature. The major themes of absolutism vs. freedom, man's inhumanity to man, and cultural integration should assist the students in understanding

Vocabulary

Learn and use vocabulary from literature

Grammar

Focus on capitalization, punctuation, structure and usage. Exercises from Grammar Mini-Lessons (GML) and Writing Mini-Lessons (WML) are integrated with the teaching of literature and writing. Specific lessons created/adapted for skills tested on CSTs are required.

Writing applications

All formal writing must go through the process of editing, revision, and final draft. The principles of **expository writing** should be reinforced.

Students will:

Write **responses to literature** that support important ideas and viewpoints through accurate and detailed references to the text. (This is an activity that should continue throughout the year.)

Write an expository **cause and effect** essay.

Write a **reflective** essay.

Write an **expository descriptive** essay.

Analyze the persuasive techniques of writing and write a **persuasive** essay.

Listening and Speaking

Recognize, interpret and evaluate strategies used by the media to inform, persuade, entertain, and transmit information.

Organize and deliver at least one oral presentation using appropriately chosen language and effective public speaking techniques.

Communicate effectively in collaborative working environments.

Analyze and effectively use elements of persuasion.

Use of Technology

Technology should be an integral component in the research and presentation of student work.

Utilize computer software programs for research and presentation of research.

Access Internet web sites for information.

Create and deliver a multimedia presentation

FIRST SEMESTER

First Six Weeks

[Use the focus areas of your curriculum, where applicable, as organizational headings for the description of the course's required assignments]

SDAIE Instructional Strategies

Mnemonics: A memory system often involving visualization and/or acronyms

SQP2RS: An instructional framework for teaching content with expository texts that can include these steps:

1. Surveying (scanning the text to be read for 1-2 minutes)
2. Questioning (having students generate questions likely to be answered by reading text)
3. Predicting (1-3 things students think they will learn based on the generated questions)
4. Reading (searching for answers to questions and confirming/discussing predictions)
5. Responding (answering questions and formulating new ones for the next section of text to be

used)

6. Summarizing (orally or in writing summarizing the text's key concepts)

PENS: Students are taught to Preview ideas, Explore words, Note words in complete sentence, and see if sentence is okay

GIST: This summarization procedure assists students in “getting the gist” from extended text. Together, students and teacher read a section of text. After reading, teacher assists student in identifying words or concepts that are deemed “most important” to understanding the text. These are listed on overhead/board/Elmo and together write a summary statement or two using as many of the listed words as possible. Repeat process and needed. When finished, write a topic sentence to precede the summary sentences; the end result is a summary paragraph

Comprehension Strategies

- Prediction, Self-questioning, Monitoring, Determining, Importance, Summarizing

Graphic Organizers: These are graphic representations of key concepts, literary terms, vocabulary, etc.

Instructional Scaffolding: Use of graphic organizers as pre-reading tool or to illustrate text structure or to compare/contrast, organize ideas for writing, etc.

Procedural Scaffolding: Instructional Framework that includes but is not limited to explicit teaching, modeling, practice opportunities with others, expectations for independent application; one on one teaching, coaching, and modeling; small group instruction with students practicing a newly learned strategy with another experienced student; partnering or grouping students for reading activities, with more experienced readers assisting those with less experience

Verbal Scaffolding

- Teacher to student/class, student to student, and student to class--verbalization of knowledge in these relationships within the classroom
- Paraphrasing, “Think-Alouds,” Reinforcing contextual definitions

Questioning: Ask questions that promote critical thinking at the Literal, Interpretive, and Applied levels [While yes/no questions are necessary at times, the goal is to incorporate higher level of thinking by asking questions at a variety of levels to promote responses that are beyond the one word yes or no answer]

Guided Instruction

- Use of Elmo and projector to guide students through the use of writing models for class assignments/projects.

Early Native American Unit (3 weeks)

Objectives:

Literature

- Early Native Americans Unit may include the following selections:
 - Myth: *The World on Turtle's Back*
 - Songs: *Song of the Sky Loom*; *Hunting Song*
 - Folk Tales: *Coyote and the Buffalo*; *Fox and the Coyote and Whale*
 - Fiction: Silko, *The Man to Send Rain Clouds*
- **Literature Response and Analysis**
 - 3.0 - Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science
 - 3.2 - Analyze the way in which the theme or meaning of a selection represents a view or comment of life, using textual evidence to support the claim
 - 3.3 - Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic effects
 - 3.4 - Analyze ways in which poets use imagery, personification, figures of speech, sounds to evoke readers' emotions
- **Written and Oral Language Conventions**
 - 1.0 - Students write and speak with a command of English conventions
 - 1.1 - Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English language
 - 1.2 - Produce legible work that shows accurate spelling and correct punctuation and capitalization
- **Reading Comprehension**
 - 2.5 - Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject

Vocabulary

Content-based vocabulary

void, ritual, devious, contend, succumb (*The World on Turtle's Back*); warp, weft (*Song of the Sky Loom*); arroyo, mesa, cloister, cassock, perverse (*The Man to Send Rain Clouds*)

Literary Terms/Concepts for Native American Unit include myth, folk tale, symbolism, inference, anthropomorphism, hypothesizing, drawing conclusions, synthesizing, repetition, metaphor, repetition, trickster tale, personification, conflict, internal conflict, external conflict, tone, setting, speculating

Writing and Research

Outline introductory material of Native Americans on pg. 18-19 for purpose of summary

Comparison-contrast mini-essay Native American unit

Speaking skills

- Students can share/perform myth, folk tale, sacred song, and/or poem

Activities/Assignments

- Outline information on pg.18-19 and then use outline to write summary on Native Americans [2 separate activities that should take place on different days]
- Use water colors to depict scene/moment from 1 or more myths, songs, folk tales
- Organize a tableau of scene, moment from myth, song, folk tale
- Compose a myth and/or sacred song
- Compose a Poem for 2 Voices that explores the differences of and appreciation for the Early Native American perspective and Modern American one
- Express 1 or more of myths, folk tales, and/or sacred songs in graphic form such as panel comic strip
- Narrative piece that explores a conflict of cultures or central conflict of a particular myth
- 2-3 paragraph essay that compares-contrasts one Native American creation myth with another
- Begin and maintain journal over the course of semester that can be used for ‘bell-ringers,’ essay ideas, short writing assignments, rough drafts, identification and explanation of vocabulary, literary terms, concepts, etc.
- Persuasive Advertisement

Intro to Rhetorical Devices Unit (2 weeks)

Objectives

Students will

- Be able to identify the following rhetorical devices:
 - **Rhetorical Devices** include Logos (appeal to logic), Ethos (appeal to credibility), Pathos (appeal to emotion), Rhetorical Question, Analogy, Repetition, Call to Action, etc.
- Be able to explain the effects of various rhetorical devices.
- Be able to use rhetorical devices effectively.

Standards

Reading

- 2.1. analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices
- 2.2. analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text
- 2.6. critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion)

Writing

- 1.1. demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments
- 1.3. structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples

- 1.4. enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action

Conventions

- 1.1. demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- 1.2. produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

Activities/Assignments

- Notes on the rhetorical devices
- Analyze Print Ads
 - Students analyze magazine ads
 - Identify the persuasive devices used and include the examples from the ad
 - Identify the intended audience
 - Evaluate the effectiveness of the ad
- Create a Print Ad
 - Select a product to sell
 - Identify your target audience
 - Create an ad that incorporates at least 5 rhetorical devices
 - On the back explain where and how you used each device in your ad
- Analyze Movie Reviews
 - Select one positive and one negative review for the same movie (select a movie that was popular over the summer)
 - Students read and analyze the rhetorical devices used
- Write a Movie Review
 - Students write a movie review using rhetorical devices to persuade the intended audience to either see or avoid the movie
 - Highlight and label the rhetorical devices used

Second Six Weeks

Colonial American Unit (4 weeks)

Objectives:

Students will ...

- Be able to identify major plot elements within a play and trace the dramatic impact of each element.
- Be able to analyze characters, identifying both their roles as individuals and the interpersonal interactions that lend power to the play.
- Read and compare a set of informational and persuasive texts related to issues explored in the play.

- Be able to identify the characteristics of Puritanism and how this Early American philosophical/religious point of view affected the true events depicted in the play.
- Be able to write an opinion or research paper exploring the issues and events related to *The Crucible* and/or the social context within which it was written.

Literature

- Colonial American Unit may include the following selections:
Drama: Miller, *The Crucible*
Related Readings: Bradstreet, *Upon the Burning of Our House*; Salem Court Public Documents, *The Examination of Sarah Good*; Edwards, *Sinners in the Hands of an Angry God*; Red Jacket, *Lecture to a Missionary*; Irving, *The Devil and Tom Walker*; Hawthorn, *Young Goodman Brown*
- Optional extended readings may include texts that concern *The Crucible's* themes, as well as relevant historical events, such as the McCarthy-led Committee on UnAmerican Activities and the McMartin sex abuse trial.*

LR 3.9 - Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach).

LR 3.1 - Structural Features of Literature: analyze characteristics of sub-genres (e.g. satire, parody, **allegory**, pastoral) that are used in poetry, **plays**, novels, short stories, essays, and other basic genres.

WS 1.9 - Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

RC 2.6 - Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Vocabulary

Content-based vocabulary
Literary terms

Writing

- Anticipation Guide (and "Deep Thought" essay)*
- Journal prompts and literary/dialectic journal*
- Final project: a research or opinion essay *

Activities/Assignments

- Annotate and analyze John Winthrop's text (introduction to textbook's unit) to identify Puritan ideals.
- Identify persuasive rhetoric and literary devices in "Sinners in the Hands of an Angry God"
- Compare Salem Court Documents with events in *The Crucible*
- *The Crucible* anticipation guide - discuss how you feel about these issues before reading the play and, again, after. Write a 300-word essay explaining your point of view on one of the statements.
- **Read *The Crucible*, incorporating a variety of activities to identify major plot elements, characterization, and major themes that run throughout the play.**
- Regular journal prompts and/or dialectic journal during the reading of the play
- Vocabulary and selection quizzes
- Plot diagram
- Character wheels or other graphic devices for highlighting characterization throughout the play
- Conflict Chart

Additional/Extended Learning Activities

Read and compare articles about major themes in *The Crucible*:

- articles about mass hysteria
- articles about Puritan (and other) attitudes toward witches
- articles about McCarthyism
- articles about the McMartin Preschool sex abuse trials

Other optional activities:

- create a wanted poster for a witch
- prepare and perform a mock trial
- write a letter from Elizabeth Proctor to her condemned husband

Literature of the American Revolution- 2 weeks

Objectives:

1.) Students will gain an understanding of the American Revolution through the examination of historical writings.

2.) Students will understand the rhetorical techniques used by authors in making both appeals to emotion and reason. Students will understand how audience effects a writers choice of persuasive techniques.

3.) Through writing prompts, students will examine:

- **The historical perspective of the pieces of literature as well as their importance**
- **Speakers use of appeals (emotion vs. reason)**
- **Analyze different perspectives from a single historical event**

4.) Examine patterns of organization of persuasive speeches

Literature

* This unit may include two or more of the following pieces:

What is an American? - J. Hector St. Jean De Crevecoeur - 1759

Speech to the Virginia Convention - Patrick Henry - 1775

The Declaration of Independence - Thomas Jefferson - 1776

The Crisis - Thomas Paine - 1776

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Literary Criticism

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to

Vocabulary

Content Based Vocabulary (Pre-reading activity of 10 selected vocabulary words from each essay)

Literary Devices

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Writing applications:

1.) Did King George III of Great Britain have the right to tax and control the American colonies? Why or why not? Support your opinion with evidence from the literature.

2.) How did most of the American colonists view England? How much did this have to do with the Revolutionary War? In other words, did Americans resent the British? Use supporting evidence from the literature.

3.) Patrick Henry, Thomas Paine and Thomas Jefferson were all considered leaders of the Revolution. In the literature that we read in class, do these men better appeal to emotions or facts to support their arguments against the British? Support your answers with examples.

2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

Listening and Speaking:

Through the writing prompts, students will:

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

1.3 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

Third Six Weeks

Transcendentalism Unit (3 weeks)

Objectives:

- **Students will be able to identify ideas presented in Transcendental thought**
- **Students will be able to relate Transcendental thought to today's world**

Literature

Note: the Transcendental unit begins the last week (or near) of the Second Six-Week session. There may be some crossover with assignments completed previous to this unit.

Transcendentalism unit may include the following selections:

"A Psalm of Life," Longfellow; "Self Reliance," Emerson; "Civil Disobedience," Thoreau; "On Civil Disobedience," Gandhi; "From Walden," Thoreau; excerpts from *Into the Wild*, Krakauer. And other related works.

- **Literature Response and Analysis**

3.1 Narrative Analysis of Grade-Level-Appropriate Text: analyze characteristics of sub-genres (e.g. satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres (lyric poetry, short story elements)

3.2 Narrative Analysis of Grade-Level Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: evaluate the philosophical, political, religious, ethical, and social influences of the historic period that shaped the characters, plot, and settings.

3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach).

- **Written and Oral English Language Conventions**

1.1 Written and Oral English Language Conventions: Students write and speak with command of standard English conventions; demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English.

Vocabulary

Content based Vocabulary
Literary Devices

Grammar

Activities may include:

“Transcendentalist Quotes” handout; “Henry Thoreau and Civil Disobedience” response sheet to expository text; Tone, Audience, Purpose handout on various selections (handout); “Self Reliance” Summarizing Activity/Clarifying Argument activity;

Writing and Research

- **Transcendental Philosophy - Making connections - writing assignment after each selection completed**
- **Response and Persuasive essay** - “Christopher McCandless from an Alaska Park Ranger’s Perspective” -
- **Various written assignments throughout unit** - responses to literature

Transcendentalist Project; Transcendentalism Poster; “Walden” Assignment; Viewing of “Dead Poets Society” (Character trait list; transcendental review); Viewing of “Into the Wild,” (Response sheet)

Speaking Skills

Presentation of Transcendentalist project

Activities/Assignments

Students will complete a variety of activities with the Transcendentalism unit. Some of these activities may include the following: _____

Activities may include:

*“Imagine” handout (introductory notes), *Anticipation guide, *“A Psalm of Life” poem and *literary device handout, various anticipation guides, *aphorisms review sheet

Activities may include:

“Transcendentalist Quotes” handout; “Henry Thoreau and Civil Disobedience” response sheet to expository text; *Tone, Audience, Purpose handout on various selections (handout); * “Self Reliance” Summarizing Activity/Clarifying Argument activity;

Transcendental Philosophy - Making connections - writing assignment after each selection completed

Response and Persuasive essay - “Christopher McCandless from an Alaska Park Ranger’s Perspective” -

Various written assignments throughout unit - responses to literature

Refer to Shared Documents for handouts and activities for Transcendentalism unit.

Contemporary Novel Unit (4 weeks)

Fahrenheit 451 by Ray Bradbury

Novel should be instructed to not simply assigned for independent reading.

Objectives

Students will be able to:

- analyze the development of themes and motifs throughout the work
- analyze the ways diction, syntax, and figurative language contribute to the author’s style
- analyze figurative language and imagery and their effects
- write a well-organized literary analysis of one aspect of the novel

Standards

Reading

- 3.2. analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims

- 3.3. analyze how irony, tone, mood, style, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes
- 3.4. analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions
- 3.5. Analyze recognized works of American literature representing a variety of genres and traditions:
 - b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.9. analyze the philosophical arguments presented in literary works to determine whether the authors' position have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)

Writing

- 1.1. demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments
- 1.3. structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Conventions

- 1.1. demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- 1.2. produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

Anticipatory Activities

- Anticipation Guide*

Required Activities/Assignments

- Read the novel
- Novel Journal to include: dialectical journal*, literary terms chart*, character chart*, Technology Today and in F451*
- Return to the Text Assignment*

Supplementary Activities

- Censorship presentation given by Carol Bennets, librarian
- Web video: Project natal--Meet Milo
<http://ishare.rediff.com/video/entertainment/xbox-360-project-natal-meet-milo/639238>
- Related Readings
Poem: *Dover Beach**, Arnold
Letter: *You Have Insulted Me**, Vonnegut
Articles: *Teen Violence Shocks*, ABCNews.com (with assignment*); *Books Spirited to Safety Before Iraq Library Fire**, The New York Times; *On Display**, The Fresno Bee

Culminating Activities

- *Fahrenheit 451* Project*
- Final Exam Essay: Literary Analysis of themes in *F451* *

SECOND SEMESTER

SDAIE Instructional Strategies

SDAIE Instructions

Modeling, Visualizing and Graphic Organizers

- Use of graphic organizers to scaffold learning
- Use of technology (movies) to inspire love/beauty of nature as witnessed in Transcendental thought
- Use of student writing as good writing models to help guide students in the writing process

Verbalizing

- Teacher to student/class, student to student, and student to class-- verbalization of knowledge in these relationships within the classroom

Guided Instruction

- Use of Elmo and projector to guide students through the use of writing models for class assignments/projects.

First Six Weeks

Poetry Unit (3 weeks)

Conflict and Expansion Unit: 1850-1900 (3 weeks)

Objectives

Students will be able to:

- Make connections between the political and social issues of the time period and the literature produced during that time.
- Identify the political and/or social message in works of art, speeches, and literature.
- Critique the validity of the arguments presented in speeches and how they appealed to both friendly and hostile audiences.
- Identify the author's philosophical beliefs about a subject.

Literature may include the following selections:

- Narrative of Frederick Douglass, Douglass
- Coming of Age in Mississippi, Moody
- Ballad of Birmingham, Randall

- Occurrence at Owl Creek Bridge, Bierce
- Gettysburg Address
- Stride Towards Freedom, MLK Jr.
- Necessary to Protect Ourselves, Malcom X

Standards

- 3.5(3) Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and setting.
- 3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's role in organized labor) (Political Approach).
- 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze both the features and the rhetorical devices of different types of public documents.
- 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations.
- 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- 2.6 Expository Critique: critique the power, validity, and truthfulness or arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g. appeal to reason, to authority, to pathos and emotion).
- 1.1 Organization and Focus: demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments.

Vocabulary

- Content-based vocabulary
- Literary terms

Writing

- Daily journal prompts
- Reflection paper discussing the political and/or social issues that influenced one of the pieces of literature read.
- Compare/Contrast essay choosing two of the characters that appeared in the literature.

Activities/Assignments

- Vocabulary Worksheets and Quizzes found at www.classzone.com
- Look at art that communicates a political message. Draw a picture that raises awareness for a certain political or social issue.

- Watch youtube videos of MLK Jr. and Malcom X speaking. Split students into groups and assign speeches to analyze. Use the speech worksheets to guide their conversation.

Second Six Weeks

Satire Unit (3.1 unit - including parody, allegory, pastoral, fable, tall tale, elegy, memoir)

Reading Comprehension Unit (last week of this six week grading period)

Objectives

Students will be able to:

- identify satirical elements found in a variety of different works
- identify the different sub-genres found in literature
- identify symbolism and meaning in a variety of works related to sub-genres
- read and distinguish differences in workplace documents

Literature

Literature May Include the following:

- “If We’re Gonna Have Guns, Let’s Get ’em Out in the Open - or Else,”* Mike Royko
- “I’m the Reason There Are Signs Warning You Not To Play On the Luggage Conveyor Belt,”* anonymous
- “The Diary of Adam and Eve,”* Mark Twain
- “The Story of an Hour,” Kate Chopin
- “Why I Want a Wife,”* Judy Brady
- “Turkeys in the Kitchen,”* Dave Barry
- “The Men We Carry in Our Minds,”* Scott Russell Sanders
- “When Will Woman’s Mental Thought Begin?” Arthur Brisbane
- “Why Women Should Vote,” Arthur Brisbane
- “A Red, Red Rose,”* Robert Burns
- “The Seven Ages of Man,” unknown author
- “The Masque of Red Death,” Edgar Allen Poe
- “Dr. Heidegger’s Experiment,” Nathaniel Hawthorne
- “The Solace of Open Spaces,” Gretel Ehrlich
- Reading Comprehension Packet (variety of workplace documents)

Standards

Literary Response and Analysis

- 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Written and Oral Language Conventions

- 1.0 Students write and speak with a command of standard English conventions.
- 1.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Reading Comprehension

- 2.0 Reading Comprehension (focus on informational materials): Students read and understand grade-level-appropriate material
- 2.2 Comprehension and Analysis: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Comprehension and Analysis: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.6 Expository critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Anticipatory Activities

- Reading of introductory articles
- Classroom brainstorm of parody
- Photo activity (leading into gender types and satire)
- “Connect to life” Activities - short stories

Vocabulary

- Content Based Vocabulary (optional or as needed)

Writing Activities

- Response Questions
- Graphic Organizers
- Connect to life activities
- Quickwrite response
- Modeling parody from original text
- Optional formal paper: gender roles in “The Diary of Adam and Eve” or “The Story of an Hour”
- Perspective paper

Activities/Assignments

- Read assigned articles on satire, parody, pastoral, etc.
- Satire Signs
- Optional presentations of signs
- Group work analyzing photos on gender roles
- Read short story, “The Diary of Adam and Eve”
- Character Traits Graphic organizer of Adam and Eve

- Charting quotes in parody examples
- T-chart symbolism found in allegory
- Reading documents in reading comprehension packet

Third Six Weeks

Literature

Contemporary Novel Unit (6 weeks)

Choose one of the following:

The Great Gatsby by F. Scott Fitzgerald or *The Catcher in the Rye* by J.D. Salinger

The novel should be instructed; it is not to be assigned as independent reading.

Essential Question

For *Gatsby*:

Is the American Dream a destructive or empowering force, or a combination of both?

For *Catcher*:

- What does this have to do with life and living life, especially when considering one's values as juxtaposed to those of society, family, and peers? or
- Is Holden the Quintessential Teenager or not? or
- What or Who is Normal?

Standards

Reading

- 3.2. analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims
- 3.3. analyze how irony, tone, mood, style, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes
- 3.5. Analyze recognized works of American literature representing a variety of genres and traditions: c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.9. analyze the philosophical arguments presented in literary works to determine whether the authors' position have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)

Writing

- 1.1. demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments
- 1.3. structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.

- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- Conventions**

- 1.1. demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- 1.2. produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

Learning Objectives

Students will be able to:

- analyze key symbols and symbol patterns
- analyze the development of themes throughout the work
- analyze the ways diction, syntax, and figurative language contribute to the author's style
- analyze figurative language and imagery and their effects
- write a well-organized literary analysis of one aspect of the novel

In addition to the above Objectives for *The Great Gatsby*, for *Catcher in the Rye* SWBAT

- analyze the style of an episodic novel and to explain the purpose of the flashback experience as well as 1st person stream of consciousness narration
- understand & apply ideas such as moral/morals, value/values, ethics/ethical, integrity/phoniness;
- understand Salinger's stylistic devices including but not limited to profanity and vulgarity
- discuss the outlook and expectations of upper-middle-class people
- differentiate between sincerity and artificiality
- evaluate the role rebellion and exhibitionism in adolescence
- discuss the effect of terminal illness and death on a family
- examine the importance of belonging and acceptance to emotional stability
- discuss the theme of vulnerability as an organizing motif
- account for the importance of compassion in human relations
- enumerate minor conflicts which echo the major conflict of the story
- note the effect of a limited point of view on the plot
- characterize the date and locale of the settings and the passage of time
- predict the lifestyle of an overly idealistic personality
- discuss Holden's attempts to cope with the problems of growing up
- contrast Phoebe's normalcy with Holden's maladjustment
- isolate techniques by which Holden tries to dispel loneliness
- delineate the influence of authority figures such as Mr. Antolini, Mr. Spencer, the headmaster, Miss Aigletinger, the nuns, D. B., and Holden's parents and grandmother
- characterize Holden's attempts to make friends
- comment on the relationship among the boys in Ossenburger Hall
- name admirable character traits in Holden
- characterize Holden's idealization of Jane Gallagher
- account for Holden's despair
- evaluate Holden & his actions and apply to own life
- delineate the role minor characters, particularly that of Carl Luce, Sally Hayes, Robert Ackley, Mrs. Morrow, Faith Cavendish, James Castle, Sunny, and Maurice

- discuss Mr. Antolini's advice to Holden
- explain the significance of the title

Anticipatory Activities

For *Gatsby*:

- American Dream articles, quick write, and discussion
- Personal American Dream project*
- Text set on historical context* OR related themes
Create graphic representation of knowledge gained through text set
- Anticipation Guide*
- Notes on Fitzgerald

For *Catcher*:

- How to Approach A Controversial Piece of Literature
Premise: novel can be used as vehicle to teach high school students concepts & skills valuable to their educational experiences
Prep for Students depends mainly on discussion of the following:
 - a. what is literature?
 - b. use of profanity and vulgarity in literature
 - c. phoniness
 - d. difficulties faced by teenagers
 - e. censorship - definition and reasons for and against
- Vera Panova's article "On J.D. Salinger's Novel"*
- Pick-a-Part* [choose a line, lines, passage]
- Anticipation Guide*
- Overview of American society in the 1950s with regard to norms surrounding religious views, gender roles, materialism, consumerism, acceptable sexual habits, drinking, smoking, fascination with movies, etc.*
- personal character mandala* supporting personal values associated with family, friends, society in general
- Dramatic reading of opening paragraph from Chapter One to set tone
- Sonny: Who was Salinger?*
- Profanity: Does it reveal anything about the person using it?
-

Required Activities/Assignments

For *Gatsby*:

- **Read the novel**
- **Response Journal** (including the following graphic organizers)
 - Setting Map*
 - Character Relationship Map*
 - Who is Jay Gatsby?*
 - Imagery and Symbolism*

For *Catcher*:

- **Read the novel**
- **Response Journal** with dialectical entries*, free entries*, prescribed entries* & including but not limited to the following ideas/graphic organizers
 - Map Holden's Odyssey* beginning with Pencey Prep and ending with the psychoanalyst's office in California
 - Character Relationship Map*
 - Why is Holden the Quintessential Teenager?
 - What is the root of Holden's angst?
 - Hatred of Phonies*
 - Suspicion Toward Authority Figures*
 - Disregard for Conventional Social Roles*
 - Romanticizing Nature and Longing for Innocence*
 - Questions for Discussion {QFDs}/Study Questions, Chapter by Chapter*
 - Holden as the Anti-Hero*
 - Track the following:
 - use of profanity and derogatory terms for people
 - use of the word 'phony' and who he calls phonies
 - generalizations
 - "Hates" and "Likes"
 - "People Never . . ." statements
 - self-deprecating remarks [e.g. I have a lousy vocabulary]
 - comments about girls, women, sex
 - invitations to have a drink with him
 - questions about the ducks
 - suicidal remarks/tendencies
- In-Class Short Writing Assignments [SWAs]. Recommend using Anna Quindlen Quotes* regarding life, truth, children, etc.
- Simon And Garfunkel "I Am A Rock" Lyrics*
- "Comin Thro the Rye" poem* by Robert Burns
- "Nuns Fret Not at Their Convent's Narrow Room" poem* by William Wordsworth

Checking for Understanding and clarification

- ask students for their opinions of Holden and Salinger's style. Help them understand context, not demand they accept it; quick writes about Holden's morality or his values or his integrity or lack of; explain or assist students in discovering how Holden's emotional state and thoughts correspond; discuss his mother and the values his family holds, which are basically positive.

Supplementary Activities

For *Gatsby*:

- 1920's Online Game: http://www.mccord-museum.qc.ca/en/keys/games/game_0_1920s/
- *The Great Gatsby* Online Game: <http://greatgatsbygame.com/>

- Poetry Connection Assignment*
- Modeling Fitzgerald’s Style Activity*
- *The Great Gatsby* film by Jack Clayton
- Related Readings
Poems: *The Love Song of J. Alfred Prufrock*, Eliot; *We Real Cool*, Brooks; *First Fig*, Millay

For *Catcher*:

- Holden Caulfield: Giving Voice to Generations [an National Public Radio online story: <http://www.npr.org/templates/story/story.php?storyId=18225406>]
- The Critic’s Corner*
- Sitting in the Round*
- The Hot Seat*
- Mystery Character*
- Meeting of the Minds*
- The Open Mind*
- Vocabulary Quizzes*
- Comprehension Check Quizzes*
- YouTube - Little Shirley Beans by VeniceArtists
www.youtube.com/watch?v=nU1odnQjozk
- “Homosexuals in government” from Congressional Record, 1950; volume 96, part 4, 81st Congress, 2nd Session, March 29--April 24, 1950*

Culminating Activities

For *Gatsby*:

- Final Project*
- Final Exam Essay: Literary Analysis of theme or character*

For *Catcher*:

- Quotation Quilt Project*
- Mini-Essay*: Literary Analysis of theme, character, or self-determined topic [teacher approval required]

V. STUDENT ASSESSMENT

1. [insert]

VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE

The designated textbooks, materials, and technologies meet the state standards for this content area.

A. Primary text: *The Language of Literature: American Literature*

B. Supplementary texts: *Interactive Reader*

C. Literature/Outside reading: “Chee’s Daughter” by Juanita Platero and Siyowin Miller; “This is What it Means to Say Phoneiz, AZ” by Sherman Alexie (both for Native American Unit and each has a web link below in Subsection E)

D. Videos from video library:

E. Teacher/student resources:

Internet web sites

1. <http://www.glencoe.com/sec/literature/course/course5/unit1/theme1/webresources/chees.shtml> (for “Chee’s Daughter”)
2. http://wps.prenhall.com/hss_master_lit_1/0%2C%2C732918-%2C00.html (for “This is What It Means to Say Phoenix, AZ”)
3. <http://tinyurl.com/2bfm2q7> (for text version of “The World on Turtle’s Back”)
4. <http://www.webwinds.com/yupanqui/iroquoisdreams3.htm> (for Iroquois Myths and Legends)
5. <http://www.firstpeople.us/FP-Html-Legends/TheCreationStory-Iriquois.html> (for First People-The Legends)
6. <http://tinyurl.com/24d6tvx> (for Navajo Creation Myth)
7. Subject Matter Resources: Kings County Office of Education
<http://www.kings.k12.ca.us/kcoe/curric>
8. TeachNet (Teacher-designed projects and activities by subject)
<http://www.teachnet.org/docs.cfm>
9. Page Index for *The Catcher in the Rye**

VII. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF English Language Arts CONTENT STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner’s Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

creative writing
oral reports
essays
dramatic readings/performances
debates and speeches
storytelling

LOGICAL/MATHEMATICAL LEARNER

graphic organizers
timeline

prediction exercises
coded messages
models
computer project
science experiments

SPATIAL LEARNER

drawings and paintings
comic strips
maps and flow charts
dioramas, displays, and murals
collages
photography activities
tableau

MUSICAL LEARNER

interpretive dances
musical plays and compositions
rap songs, jingles, and melodies
playing musical instruments

BODILY-KINESTHETIC LEARNER

demonstration speeches
experiments
impersonations, role playing
using gestures, facial expressions, and pantomime
tableau

INTERPERSONAL LEARNER

discussions
cooperative and collaborative projects
peer coaching
conducting interviews
simulation activities

INTRAPERSONAL LEARNER

response journals/learning logs
observations
photo essays
autobiographical stories

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall WEEK: 2

STANDARDS: Literary Response and Analysis 3.0, 3.2, 3.3, 3.4
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.5

Readings/Assignments/Activities Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Part I: The Early American Indians: Pre 1400s, cont.</p> <p>Literature Songs: <i>Song of the Sky Loom; Hunting Song</i> <input type="checkbox"/> Compose a myth and/or sacred song</p> <p>Folk Tales: <i>Coyote and the Buffalo; Fox and the Coyote and Whale</i> <input type="checkbox"/> Create a tableau of scene, moment from myth, song, folk tale <input type="checkbox"/> Use water colors or other art medium to depict scene/moment from 1 or more myths, songs, folk tales <input type="checkbox"/> Express 1 or more myths, folk tales, and/or sacred songs in graphic form such as panel comic strip <input type="checkbox"/> Compose a Poem for 2 Voices that explores the differences of and appreciation for the Early Native American perspective and Modern American one</p> <p><i>Literary Concepts:</i> repetition, trickster tale <i>Content-based vocabulary:</i> warp, weft</p>	<p>core textbook</p> <p>core textbook</p>	

ASSESSMENTS: to be given in Week 3

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall WEEK: 3

STANDARDS: Literary Response and Analysis 3.0, 3.2, 3.3, 3.4
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Readings/Assignments/Activities</p> <p>Part I: The Early American Indians: Pre 1400s, cont.</p> <p>Literature</p> <p>Fiction: Silko, <i>The Man to Send Rain Clouds</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Making inferences <input type="checkbox"/> Narrative piece that explores a conflict of cultures or central conflict of a particular myth <p><i>Literary Concepts:</i> conflict, external conflict, internal conflict, narrator, 1st POV, 3rd POV</p> <p><i>Content-based vocabulary:</i> arroyo, mesa, cloister, cassock, perverse</p>	<p>textbook</p>	

ASSESSMENTS: 2-3 paragraph essay that compares-contrasts one Native American creation myth with another myth or with creation story of own choosing

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 4

STANDARDS: Reading Comprehension 2.1, 2.2, 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Notes on rhetorical devices</p> <p>Analyze rhetorical devices and intended audience in print ads</p> <p>Create a print ad using rhetorical devices that appeal to target audience Share ads with class and evaluate effectiveness</p>	<p>Dropbox</p> <p>Ads--magazines G.O.--Dropbox</p>	

ASSESSMENTS: in week 5

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 5

STANDARDS: Reading Comprehension 2.1, 2.2, 2.6
Writing Strategies 1.1, 1.3, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Analyze intended audience and rhetorical devices in movie reviews</p> <ul style="list-style-type: none"> Use one positive and one negative review for the same film. Analyze the way in which devices are used for the two different purposes. <p>Students write a movie review for a film they've recently watched</p> <ul style="list-style-type: none"> Include appropriate rhetorical strategies to appeal to target audience. Highlight and label strategies before submitting paper <p>Rhetorical devices review game</p> <p>Rhetorical devices quiz</p>	<p>Internet (choose a popular movie kids may have seen over summer)</p> <p>Dropbox</p> <p>Dropbox</p>	

ASSESSMENTS: rhetorical devices quiz; **student movie review**

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 6

STANDARDS: Literary Response and Analysis 3.9, 3.1
Writing Strategies 1.9
Reading Comprehension 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature:</p> <ul style="list-style-type: none"> -Bradstreet, <i>Upon the Burning of Our House</i> -Edwards, <i>Sinners in the Hands of an Angry God</i> -Red Jacket, <i>Lecture to a Missionary</i> -John Winthrop’s text (introduction to textbook’s unit) <p>Activities:</p> <ul style="list-style-type: none"> -Identify persuasive rhetoric and literary devices -Annotate and analyze Winthrop’s text to identify Puritan ideals 	<p>Textbook</p> <p>Textbook</p> <p>Textbook</p> <p>Textbook</p>	

ASSESSMENTS: to be given in Week 9
6 week benchmark to be given this week

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 7

**STANDARDS: Literary Response and Analysis 3.9, 3.1
Writing Strategies 1.9
Reading Comprehension 2.6**

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature:</p> <p>Miller, <i>The Crucible</i></p> <p>Relevant historical events that concern <i>The Crucible's</i> theme, such as the McCarthy led Committee on UnAmerican Activities and the McMartin sex abuse trial.</p> <p>Activities:</p> <ul style="list-style-type: none"> -Content based vocabulary and literary terms -Vocabulary and selection quizzes -Anticipation guide -Journal prompts and literary/dialectic journal <p>-Read and compare articles about major themes in <i>The Crucible</i></p>	<p>Library</p> <p>Dropbox</p> <p>Dropbox</p>	

ASSESSMENTS: to be given in Week 9

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 8

STANDARDS: Literary Response and Analysis 3.9, 3.1
Writing Strategies 1.9
Reading Comprehension 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature:</p> <p>Miller, <i>The Crucible</i></p> <p>Salem Court Public Documents, <i>The Examination of Sarah Good</i></p> <p>Activities:</p> <ul style="list-style-type: none"> -Journal prompts and literary/dialectic journal -Vocabulary and selection quizzes -Compare Salem Court Documents with events in <i>The Crucible</i> -Prepare and perform a mock trial -Create a wanted poster for a witch -Character wheels or other graphic devices for highlighting characterization throughout the play 	<p>Library</p> <p>Textbook</p>	

ASSESSMENTS: to be given in Week 9

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 9

STANDARDS: Literary Response and Analysis 3.9, 3.1
Writing Strategies 1.9
Reading Comprehension 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Miller, <i>The Crucible</i> Irving, <i>The Devil and Tom Walker</i> Hawthorn, <i>Young Goodman Brown</i></p> <p>Activities: -Journal prompts and literary/dialectic journal -Vocabulary and selection quizzes -Conflict chart -Plot diagram -Write a letter from Elizabeth Proctor to her condemned husband</p>	<p>Library</p> <p>Textbook</p>	

ASSESSMENTS: Research or Opinion essay, Vocabulary test, Comprehension test

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 10

STANDARDS: Comprehension and Analysis of Text: 2.1, 2.2, 2.4, 2.5 Expository Critique: 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: “What is an American?” – J. Hector St. Jean De Crevecoeur – 1759 <i>Speech to the Virginia Convention</i> – Patrick Henry – 1775 “The Declaration of Independence” – Thomas Jefferson – 1776 <i>The Crisis</i> – Thomas Paine - 1776</p> <p>Literature of the American Revolution</p> <p>Persuasive Speech Device Chart Vocabulary Assignment Chart Basic Comprehension Questions</p>		<p>Persuasive Speech Chart</p>

ASSESSMENTS: to be given in week 11

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 11

STANDARDS: Structural Features of Informational Materials: 2.1 Literary Criticism: 3.8, 3.9 Write Historical Investigation Reports: 2.4a, 2.4b

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Reports / Investigative Analysis</p> <p>Literature of the American Revolution</p> <p>Basic Writing Prompts / Central Questions:</p> <p>1.) Did King George III of Great Britain have the right to tax and control the American colonies? Why or why not? Support your opinions with evidence from the literature.</p> <p>2.) How did most of the American colonists view England? How much did this have to do with the Revolutionary War? In other words, did Americans resent the British? Use supporting evidence</p> <p>3.) Patrick Henry, Thomas Paine, and Thomas Jefferson were all considered leaders or the Revolution. In the literature that we read in class, do these men better appeal to emotions or facts to support their arguments? Use examples.</p>		

ASSESSMENTS: Basic Vocabulary Quizzes, Persuasive Speech Handout, Comprehension Questions and Investigative Reports based on writing prompts.

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 12

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5
Written and Oral Language Conventions: 1.0, 1.1, 1.2
Reading Comprehension 2.5, 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introductory Assignment:</p> <ul style="list-style-type: none"> • IMAGINE Handout – Introduce components of transcendentalism • Direct instruction given with ideals of transcendentalism <p>“Psalm of Life” p. 344, Longfellow</p> <ul style="list-style-type: none"> • Elements of poetry included • Literary devices – model with students • Response questions – class review <p>“ Self Reliance” p. 364, Emerson</p> <ul style="list-style-type: none"> • Tone/audience/ purpose fill in sheet (used with several works) • Introduce aphorisms used in transcendental thought • Graphic organizer – allow students to find aphorisms in literary piece while modeling one example to start them with assignment <p>Quickwrites: How do the big ideas presented in the aphorisms handout/and/or previous assignment connect to transcendental thought?</p>	<p>dropbox items</p> <p>core textbook</p> <p>core textbook</p> <p>dropbox items</p>	

ASSESSMENTS: to be given in later weeks

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HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 14

STANDARDS: Literary Response and Analysis: 3.0, 3.2, 3.3, 3.4, 3.5
Written and Oral Language Conventions: 1.0, 1.1, 1.2
Reading comprehension: 2.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>“Into the Wild” by Jon Krakauer (Movie) (Permission slip required for some scenes) – duration 2-3 days</p> <p>Study guide follows movie and aspects of transcendentalism found in protagonist</p> <p>Venn Diagram assignment</p> <ul style="list-style-type: none"> • Compare/contrast Thoreau and Christopher McCandless in ideas of transcendentalism • Students write discoveries made from readings and movie assignment <p>“Denali National Park” – expository text</p> <p>“Christopher McCandless from an Alaska Park Ranger’s Perspective” – read as part of final assessment.</p>	Dropbox	DVD (may need to rent)

ASSESSMENTS: Short answer response to persuasive piece on McCandless; Persuasive essay on how Christopher’s philosophy on life connected to Transcendentalism philosophy through elements learned (individualism, anti-materialism, etc)

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September, 2011

SEMESTER: Fall

WEEK: 15

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.5, 3.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Librarian’s Censorship Presentation</p>		
<p>Anticipation activity Anticipation guide available if you choose</p>	Dropbox	
<p>Read <i>Fahrenheit 451</i> Part 1: The Hearth and the Salamander</p>	Novel	
<p>Assemble and begin Novel Journal</p>	Dropbox	
<p>Return to the Text assignment on characters or insect motif</p>	Dropbox	
<p>Article: <i>Teen Violence Shocks</i> and quick write</p>	Dropbox	
<p>Internet video: Project Natal—Meet Milo http://ishare.rediff.com/video/entertainment/xbox-360-project-natal-meet-milo-/639238</p>	Internet	

ASSESSMENTS: to be given in week 18

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 16

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.5, 3.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>This is Thanksgiving week</p> <p>Read <i>Fahrenheit 451</i> Part 2: The Sieve and the Sand</p> <p>Continue Novel Journal</p>	<p>Novel</p>	

ASSESSMENTS: to be given in week 18

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 17

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.5, 3.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
Read <i>Fahrenheit 451</i> Part 2: The Sieve and the Sand Begin Part 3: Burning Bright Continue Novel Journal	Novel	
Poem: <i>Dover Beach</i> by Matthew Arnold--Annotate and quick write	Dropbox	

ASSESSMENTS: to be given in week 18

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Fall

WEEK: 18

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.5, 3.9
Writing Strategies 1.1, 1.3
Writing Applications 2.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read <i>Fahrenheit 451</i> Part 3: Burning Bright Continue Novel Journal</p>	<p>Novel</p>	
<p>Read Coda and Afterward to the Novel</p>	<p>Novel</p>	
<p>Letter: <i>You Have Insulted Me</i> by Kurt Vonnegut</p>	<p>Dropbox</p>	
<p>Novel Project</p>	<p>Dropbox</p>	

ASSESSMENTS: Final exam essay (prompt on Dropbox)

BOLD font indicates mandatory items
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SEMESTER: Spring **WEEK:** 1

STANDARDS: Literary Response and Analysis 3.1, 3.2, 3.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Focus on Poetry—Select from the following poems to address standards Students annotate poems and write responses/reflections “I Hear America Singing,” Whitman “I Sit and Look Out,” Whitman “The Raven,” Poe “Danse Russe,” Williams “anyone lived in a pretty how town,” cummings “Chicago,” Sandburg “My City,” Johnson “Mirror,” Plath Choose one author study Dickinson author study Frost author study Hughes author study</p>	<p>Textbook</p> <p>Textbook</p>	

ASSESSMENTS: Concepts assessed in week 3

SEMESTER: Spring **WEEK:** 2

BOLD font indicates mandatory items
 REGULAR font indicates optional items

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STANDARDS: Literary Response and Analysis 3.1, 3.2, 3.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Finish author study</p> <p>Introduce elements of Parody Students brainstorm parodies in media, t.v, movies, etc. Poem parodies – packet Students look at parodies of poems and chart quotes which mimic each other (optional)“My Love is Like a Red, Red Rose,” Burns – poem Analyze rhyme/rhythm Students model parody based on this poem – may be humorous, romantic, or serious</p>	<p>Text book</p> <p>dropbox</p>	

ASSESSMENTS: Concepts assessed in week 3

BOLD font indicates mandatory items
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SEMESTER: Spring **WEEK:** 3

STANDARDS: Literary Response and Analysis 3.1, 3.2, 3.4
Writing Applications 2.1 or 2.2 or 2.4
Writing Conventions

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Choose one of the following essays to assess the concepts learned in wks 1-2:</p> <p>2.2 Comparison/contrast analysis of two poems such as “My City” and “Chicago”</p> <p>2.4 Literary analysis of one author—Dickinson, Frost, or Hughes</p> <p>2.1 Personal Narrative applying the concepts studied in the previous two weeks such as sensory imagery, figurative language, mood, tone, etc.</p>		

ASSESSMENTS: Essay

BOLD font indicates mandatory items
REGULAR font indicates optional items

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SEMESTER: Spring

WEEK: 4

STANDARDS: Reading Comprehension 2.2, 2.4, 2.5, 2.6
Literary Response and Analysis: 3.5 (3), 3.8
Writing Strategies: 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Conflict and Expansion Unit: 1850-1950</u></p> <p>Literature: Douglas, <i>Narrative of Frederick Douglas</i> Moody, <i>Coming of Age in Mississippi</i> Various historical documents used to build background for the issues of the day</p> <p>Activities: -Daily journal prompts -Content-based vocabulary and/or comprehension quizzes -Discuss the political and social issues that affected the characters in the short stories</p>	<p>Textbook</p> <p>www.classzone.com</p>	

ASSESSMENTS: To be given during week 6

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring

WEEK: 5

STANDARDS: Reading Comprehension 2.2, 2.4, 2.5, 2.6
Literary Response and Analysis: 3.5 (3), 3.8
Writing Strategies: 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Conflict and Expansion Unit: 1850-1950</u></p> <p>Literature: Randall, <i>Ballad of Birmingham</i> Bierce, <i>Occurrence at Owl Creek Bridge</i></p> <p>Activities:</p> <ul style="list-style-type: none">-Daily journal prompts-Content-based vocabulary and/or comprehension quizzes-Look at art that communicates a political message. Have students draw a picture that raises awareness for a certain political or social issue.-Have students write their own poem using <i>Ballad of Birmingham</i> as a model.-Look for the author's philosophical argument in these pieces of literature	<p>Textbook</p> <p>www.classzone.com</p>	

ASSESSMENTS: To be given during week 6

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring WEEK: 6

STANDARDS: Reading Comprehension 2.2, 2.4, 2.5, 2.6
Literary Response and Analysis: 3.5 (3), 3.8
Writing Strategies: 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Conflict and Expansion Unit: 1850-1950</u></p> <p>Literature: <i>Gettysburg Address</i> Martin Luther King Jr., <i>Stride Towards Freedom</i> Malcom X, <i>Necessary to Protect Ourselves</i></p> <p>Activities:</p> <ul style="list-style-type: none"> - Daily journal prompts -Content-based vocabulary and/or comprehension quizzes -Watch youtube videos of MLK Jr. and Malcom X speaking. -Have students analyze speeches for rhetorical devices and word choice -Discuss how these men influenced the political and social issues of their time 	<p>Textbook</p> <p>www.classzone.com www.youtube.com</p>	

ASSESSMENTS: Compare/Contrast essay, Reflection paper discussing the political and/or social issues that influenced the literature read

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring WEEK: 7

STANDARDS: Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral)
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Satire unit</p> <p>Introduce elements of satire</p> <p>“If We’re Gonna Have Guns, Let’s Get’em Out in the Open – or Else” Article by Mike Royko – Read through and identify satirical comments</p> <p>““I’m the Reason There Are Signs Warning you Not To Play On The Luggage Conveyor Belt” Article – Read through article with students</p> <p>Students create their own satire signs (model examples from Internet/ resources)</p> <p>Students present their posters to the class</p> <p>Discussion on elements of satire through activity</p>	<p>Dropbox item</p>	

ASSESSMENTS: To be given at a later date

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring **WEEK:** 8

STANDARDS: Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral)
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Satire and Gender Stereotypes Photo activity based on Gender types – group discussion Students analyze the photos and respond to questions based on gender</p> <p>Class discussion based on findings from activity</p> <p>Begin “The Diary of Adam and Eve” Begin with Adam’s section first Read Eve’s portion next</p> <p>Writing activities throughout the readings of “The Diary of Adam and Eve” Character traits based on Adam and Eve – graphic organizer</p>	<p>dropbox items</p> <p>dropbox items</p>	

ASSESSMENTS: To be given in week 9

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring

WEEK: 9

STANDARDS: : Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral)
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Finish <i>The Diaries of Adam and Eve</i> Graphic Organizers</p> <p>Gender based short stories “The Story of an Hour” Students identify satire in story – written response or graphic handout “Why I Want a Wife” Optional titles: “Turkeys in the Kitchen” by Dave Barry “The Men We Carry in our Minds” by Scott Russell Sanders “When Will Woman’s Mental Thought Begin?” by Arthur Brisbane “Why Women Should Vote” by Arthur Brisbane</p>	<p>dropbox items</p> <p>dropbox</p>	

ASSESSMENTS: Tentative: Formal paper on gender roles in “The Diary of Adam and Eve” or “The Story of an Hour”
(Paper may be persuasive, compare/contrast, or reflective)
9 week Benchmark given this week

BOLD font indicates mandatory items
 REGULAR font indicates optional items

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September, 2011

SEMESTER: Spring

WEEK: 10

STANDARDS: Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral, fable, tall tale, elegy)
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduce Allegory “The Seven Ages of Man”</p> <p>Writing as introduction to story – “Connect to Life” activity - pg. 454 “The Masque of Red Death” by Edgar Allen Poe Pgs. 455-462</p> <p>Response questions on pg. 463</p> <p>Symbolism t-chart – students complete symbolic representation as they read</p> <p>Writing activity: Students rewrite the story from the perspective of one of the other characters in the story (e.g. Prospero, peasant, Death)</p>	<p>Dropbox</p> <p>Core textbook</p> <p>Dropbox item</p>	

ASSESSMENTS: To be given at later date

BOLD font indicates mandatory items
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HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring WEEK: 11

STANDARDS: Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral, fable, tall tale, elegy)
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Allegory “Connect to life” Activity – pg. 500 “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne Pg. 501-513</p> <p>Writing assignment: response questions on pg. 514 Vocabulary from Text Review elements of Allegory</p> <p>Introduce Fable, Tall Tale, Anecdote, Elegy, <u>Memoir</u>, Pastoral</p> <p>“Open Spaces” – pastoral story Graphic organizer – identify quotes – pastoral</p> <p>Fable packet – Students read three short stories and identify the type of story Found in the packet. Students must prove their answers with elements Of each type of story.</p>	<p>Core textbook</p>	

ASSESSMENTS: Quiz on all of 3.1 elements (satire, parody, fable, tall tale, anecdote, elegy, memoir, pastoral)

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring **WEEK:** 12

<p>STANDARDS: Reading Comprehension and Analysis, 2.2, 2.3, 2.6 Written and Oral Language Conventions 1.0, 1.1, 1.2</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Reading Comprehension Packet</p> <ul style="list-style-type: none"> ○ Utilizing different types of workplace documents, students will respond to multiple choice type questions in an effort to prepare for benchmarks and CST testing which follows this grading session. ○ Writing activities – questions ask students to analyze correlation of type of text (lettering, font, size, etc) and the purpose in the advertisement/ document given. <p>Preparation for benchmark on reading comprehension standards</p>	<p>dropbox item</p>	

<p>ASSESSMENTS:</p>

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring WEEK: 13

STANDARDS: Literary Response and Analysis 3.9
Writing Conventions 1.1, 1.2

Readings/Assignments/Activities— CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i></p> <p>The American Dream Essential Question: Is the American Dream a destructive or empowering force, or a combination of both? American Dream articles Quick writes Personal American Dream Project</p> <p><i>The Catcher in the Rye</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> ☞ What does this have to do with life and living life, especially when considering one’s values as juxtaposed to those of society, family, and peers? or ☞ Is Holden the Quintessential Teenager or not? or ☞ What or Who is Normal? <p>How to Approach A Controversial Piece of Literature Prep for Students/Quick writes Holden as the Anti-hero Vera Panova’s article “On J.D. Salinger”</p>	<p>Dropbox</p> <p>Dropbox</p>	

ASSESSMENTS: Essay to be given in week 19

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring WEEK: 14

STANDARDS: Reading Comprehension 2.4

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i> Anticipation Activity: text set--background on the 1920's Students create a graphic that synthesizes at least 3 aspects of life in the '20s Share graphics with class and discuss Online game: http://www.mccord-museum.qc.ca/en/keys/games/game_0_1920s/</p> <p><i>The Catcher in the Rye</i> Recommended Anticipation Activities: Overview of American society in 1950s Pick-a-Part/discuss/ quick write and/or Dramatic reading of opening paragraph Sonny: Who was Salinger? Profanity: Does it reveal anything about the person using it? Anticipatory Guide Mandala</p> <p>Read Chapters 1-7 [Days 3-5] Begin Response Journal – 1. Set up pages for mapping of Holden’s Odyssey 2. Begin tracking of teacher directed or student directed or combination of the two for behaviors/patterns/idiosyncrasies of Holden 3. Discussion of possible topics taken from Objectives List</p>	<p>Dropbox</p> <p>All in Dropbox</p> <p>Novel</p> <p>Dropbox Dropbox</p> <p>Curriculum Guide</p>	

ASSESSMENTS: Essay to be given in week 19

Possible Assessment at end of Week 2 for *Catcher* is to have student generate a personal mandala based on ideas shared, discussed, and written about in class. Mandala can be adapted to include introductory knowledge of novel thus far. For example, what student and Holden have in common, don't have in common, what student admires about himself/herself and admires about Holden, etc.

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 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring

WEEK: 15

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9

Readings/Assignments/Activities— CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i></p> <p>Anticipation guide—thematic connections</p> <p>Notes on Fitzgerald’s life</p> <p>Read novel chapter 1</p> <p>Assemble and begin Novel Journals</p> <p>Modeling Fitzgerald’s Style assignment</p> <p>Poems: <i>We Real Cool</i>, Brooks; <i>First Fig</i>, Millay—quick write on connections to lifestyle of 1920’s</p>	<p>Dropbox</p> <p>Dropbox</p> <p>Novel</p> <p>Dropbox</p> <p>Dropbox</p>	
<p><i>The Catcher in the Rye</i></p> <p>Read Chapters 8-14</p> <ol style="list-style-type: none"> 1. Update map of Holden’s Odyssey 2. QFDs → response journal 3. SWA → response journal 4. Dialectical journal entry 5. “I am a Rock” lyrics 6. Discussion of possible topics taken from Objectives List 	<p>Novel</p> <p>Dropbox</p> <p>Dropbox</p> <p>Dropbox</p> <p>Dropbox</p> <p>Curriculum Guide</p>	

ASSESSMENTS: Essay to be given in week 19

Reading quizzes as needed and/or vocabulary quizzes; SWA could be used as an assessment

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring **WEEK:** 16

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9

Readings/Assignments/Activities— CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i> Read novel chapters 2-4 Continue Novel Journal Poetry connection assignment</p>	<p>Novel</p> <p>Dropbox</p>	
<p><i>The Catcher in the Rye</i> Read Chapters 15-20 1. Update map of Holden’s Odyssey 2. “<i>Comin Thro the Rye</i>” poem* by Robert Burns 3. “Nuns Fret Not at Their Convent’s Narrow Room” poem* by William Wordsworth 4. Continue Response Journal 5. Discussion of possible topics taken from Objectives List</p>	<p>Novel</p> <p>Dropbox Dropbox</p> <p>Curriculum Guide</p>	

ASSESSMENTS: Essay to be given in week 19

Reading quizzes as needed and/or vocabulary quizzes; SWA could be used as an assessment.

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HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring

WEEK: 17

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i> Read novel chapters 5-7 Continue Novel Journal Poem: <i>The Love Song of J. Alfred Prufrock</i> by TS Eliot</p> <p><i>The Catcher in the Rye</i> Read Chapters 21-26 1. Update/Conclude map of Holden’s Odyssey 2. Continue Response Journal 3. Discussion of possible topics taken from Objectives List</p>	<p>Novel</p> <p>textbook</p> <p>Novel</p> <p>Curriculum Guide</p>	

ASSESSMENTS: Essay to be given in week 19

Reading quizzes as needed and/or vocabulary quizzes; SWA could be used as an assessment [opportunity to incorporate map of Holden’s Odyssey in SWA]

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 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring

WEEK: 18

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9
Writing Strategies 1.1, 1.2, 1.3, 1.9

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i> Read novel chapters 8-9 Complete Novel Journal Novel Project—share with class</p> <p><i>The Catcher in the Rye</i> Complete Response Journal Final Discussion/Activities Discussion of possible topics taken from Objectives List Ending activities could include: The Critics Corner; Sitting in the Round; The Hot Seat; Mystery Character; Meeting of the Minds Quotation Quilt Project – Share with class</p>	<p>Novel</p> <p>Dropbox</p> <p>Dropbox Curriculum Guide</p> <p>Dropbox</p> <p>Dropbox</p>	

ASSESSMENTS: Essay to be given in week 19

Reading quizzes as needed and/or vocabulary quizzes; SWA could be used as an assessment
 Novel Project

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

September, 2011

SEMESTER: Spring

WEEK: 19

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9
Writing Strategies 1.1, 1.2, 1.3, 1.9
Writing Applications 2.2

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i></p> <p>Final Exam Essay Novel Project Film: <i>The Great Gatsby</i> by Jack Clayton</p> <p><i>The Catcher in the Rye</i></p> <p>Mini-Essay [2-3 days] Ending activities could include: The Critics Corner; Sitting in the Round; The Hot Seat; Mystery Character; Meeting of the Minds</p>	<p>Dropbox Dropbox</p> <p>Dropbox Dropbox</p>	<p></p> <p>NPR piece on Holden; “Little Shirley Beans” youtube video by Venice Artists; 1950s Congressional Record [see Curriculum Guide for all 3]</p>

ASSESSMENTS: Final Exam Essay (prompt on Dropbox); Mini-Essay

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

NEW COURSE OUTLINE - INITIAL PROPOSAL

I. Course: (Name) Racquet Sports

Grade Level: 11-12 Duration: 1 year

**Prerequisite:
10th - 12th grade, passage of the Fitness Gram**

Credit to be given in what discipline: Physical Education or elective
(i.e. Taught in English discipline but receives Vocational Education credit.)

II. Course Description:

Racquet Sports is a two-semester course, which may satisfy the second year of the two-year HJUHSD P.E. requirement. This course is designed to give the student an in depth exposure to four specific racquet sports (Badminton, Speedminton, Pickleball, and Tennis). Students will be able to focus specifically on skills that will help to make them successful and by doing so allow for a deeper appreciation for these lifetime activities.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

Signature Page for Proposed New Course/Revised Course/Curriculum Guide Submission

Course/Curriculum Guide Title: Racquet Sports

Grade Level: 10-12 Duration: 1 year

Prerequisite: 16 years or older

Credit to be given in what discipline: Physical Education or elective

Curriculum Facilitator's Signature: (Core courses require signatures from all sites)

Signature Site

Signature Site

Signature Site

Principal's Signature: (All Principals must sign unless the course/curriculum guide is site specific)

Signature Site

Signature Site

Signature Site

Electronic Copy enclosed: _____

▪ Initial

XX Electronic Copy sent: dstout@hjuhsd.k12.ca.us (date)
9/1/2011/2011

Date: 9/1//2011

This form must be completed and attached to the course description/curriculum guide before it will be placed on the District Curriculum agenda.

DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	Racquet Sports
Grade Level:	10-12
Prerequisite:	Physical Education One & Successful Execution of Fitness Tests (Pass 5 out of 6)
Duration:	One Year (two semesters)
Credit:	P.E./Elective
Guide – Board Adoption:	Tentative October 2011
Course Articulation:	No
Text – Board Adoption:	n/a
Textbook Name:	n/a
Publisher:	n/a
Publication Year/Edition:	n/a
ISBN – Student Text:	n/a
ISBN – Teacher Text:	n/a

I. COURSE DESCRIPTION:

Racquet Sports is a two-semester course, which may satisfy the second year of the two-year HJUHSD P.E. requirement. This course is designed to give the student an in depth exposure to four specific racquet sports (Badminton, Speedminton, Pickleball, and Tennis). Students will be able to focus specifically on skills that will help to make them successful and by doing so allow for a deeper appreciation for these lifetime activities.

II. CENTRAL INTELLECTUAL PURPOSE

Communications

Reading

Comprehension of the required literature through discussion, study guides, and review

Writing

Instruction/review/practice of writing conventions and note taking

Speaking

Class/group discussions
Oral presentations

Critical Thinking/Problem Solving

Comprehend and analyze a scenario that may arise in a physical activity situation
Compare and contrast lifestyle choice and consequences of behavior and actions

Research

Utilize various sources of information from library or computer network while creating Training Guidebook specific to the unit

Technology

Applying technology in the research process

1. Reference literature and computer
2. Study guides and skills tests
3. Informational sheets and charts

Ethics

Sportsmanship, fair play, self-confidence and respect (for self and others)
Attentiveness, constructive use of class time

III. CONTENT/TIMELINE/PERFORMANCE STANDARDS

The curriculum in this course is aligned with state and national frameworks. Where applicable, it meets the High School Exit Exam content standards for both mathematics and English-Language Arts. The 10th-12th grade teachers identified the following Physical Education and Health Standards as focus standards to be addressed in assignments. The focus standards in this document have been primarily adapted from the *National Physical Education Standards* and have been organized by the three major goals in the *Physical Education Framework for California Public Schools*: Movement Skills and Movement Knowledge; Self-Image and Personal Development; and Social Development.

PHYSICAL EDUCATION FOCUS STANDARDS

- 1.0 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- 2.0 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- 3.0 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

SPECIAL NOTE: *The physical education component of this course will include physical fitness activities executed throughout the year to help students achieve and maintain a healthier lifestyle. Physical fitness components include flexibility, muscular strength, muscular endurance, and cardiovascular fitness.*

FIRST SEMESTER

1st Nine Weeks: Badminton

P.E. Unit:

Physical Fitness activities include but not limited to:

- Cardiovascular activities: Low, Moderate, to High intensity activities (i.e. power walking, jogging movements, moderate/advanced sport conditioning exercises)
- Muscular Strength/Endurance: Intermediate/Advanced Level strength training specific to athletic skills involved in the game of Badminton.
- Flexibility: Low to Moderate stretches to increase range of motion as well as assist in injury prevention.

Standards

- [PE 1.1] Combine and apply movement patterns, simple to complex, in individual and dual activities.
- [PE 1.2] Demonstrate proficient movement skills in individual and dual activities.
- [PE 1.3] Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- [PE 1.5] List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- [PE 1.6] Demonstrate independent learning of movement skills in aerobic activities.
- [PE 1.9] Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in individual and dual activities.
- [PE 2.2] Participation in individual and dual activities that improve and maintain health related physical fitness.
- [PE 3.1] Display safe and responsible behavior while training..
- [PE 3.4] Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- [PE 3.8] Analyze the role of social interaction in the successful participation in enjoyment of fitness activities.
- [PE 3.9] Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities
- [PE 3.11] Engage in aerobic activities both in school and outside school.

Activities

- Students will do quick writes on the Badminton (including not limited to History, equipment, rules, scoring, etiquette, and skills involved)
 - ELA R2.4 Synthesize content; paraphrase and connect ideas
 - ELA W1.1 Establish and maintain a clear thesis
 - ELA W1.4 Develop main idea with supporting evidence
- Students will create a Training Guidebook for the Recreational Activity of Badminton
 - ELA R2.4 Synthesize content; paraphrase and connect ideas
 - ELA W1.1 Establish and maintain a clear thesis
 - ELA W1.3 Demonstrate proper usage and grammar
 - ELA W1.4 Develop main ideas with supporting evidence

SDAIE Instructional Strategies

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

2nd Nine Weeks: Tennis

P.E. Unit:

Physical Fitness activities include but not limited to:

- Cardiovascular activities: Low, Moderate, to High intensity activities (i.e. power walking, jogging movements, moderate/advanced sport conditioning exercises)
- Muscular Strength/Endurance: Intermediate/Advanced Level strength training specific to athletic skills involved in the game of Tennis.
- Flexibility: Low to Moderate stretches to increase range of motion as well as assist in injury prevention.

Standards

- [PE 1.1] Combine and apply movement patterns, simple to complex, in individual and dual activities.
- [PE 1.2] Demonstrate proficient movement skills in individual and dual activities.
- [PE 1.3] Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- [PE 1.5] List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- [PE 1.6] Demonstrate independent learning of movement skills in aerobic activities.
- [PE 1.9] Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in individual and dual activities.
- [PE 2.2] Participation in individual and dual activities that improve and maintain health related physical fitness.
- [PE 3.1] Display safe and responsible behavior while training..
- [PE 3.4] Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- [PE 3.8] Analyze the role of social interaction in the successful participation in enjoyment of fitness activities.
- [PE 3.9] Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities
- [PE 3.11] Engage in aerobic activities both in school and outside school.

Activities

- Students will do quick writes on the Tennis (including not limited to History, equipment, rules, scoring, etiquette, and skills involved)

ELA R2.4 Synthesize content; paraphrase and connect ideas

ELA W1.1 Establish and maintain a clear thesis

ELA W1.4 Develop main idea with supporting evidence

- Students will create a Training Guidebook for the Recreational Activity of Tennis

ELA R2.4 Synthesize content; paraphrase and connect ideas

ELA W1.1 Establish and maintain a clear thesis

ELA W1.3 Demonstrate proper usage and grammar

ELA W1.4 Develop main ideas with supporting evidence

SDAIE Instructional Strategies

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

Modeling, Visuals, & Graphic Organizers: Model processes and concepts in a variety of ways

2nd SEMESTER

P.E. Unit:

1st Nine Weeks: Speedminton

Physical Fitness activities include but not limited to:

- Cardiovascular activities: Low, Moderate, to High intensity activities (i.e. power walking, jogging movements, moderate/advanced sport conditioning exercises)
- Muscular Strength/Endurance: Intermediate/Advanced Level strength training specific to athletic skills involved in the game of Speedminton.
- Flexibility: Low to Moderate stretches to increase range of motion as well as assist in injury prevention.

Standards

- [PE 1.1] Combine and apply movement patterns, simple to complex, in individual and dual activities.
- [PE 1.2] Demonstrate proficient movement skills in individual and dual activities.
- [PE 1.3] Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- [PE 1.5] List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
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- [PE 3.1] Display safe and responsible behavior while training..
- [PE 3.4] Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- [PE 3.8] Analyze the role of social interaction in the successful participation in enjoyment of fitness activities.
- [PE 3.9] Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities
- [PE 3.11] Engage in aerobic activities both in school and outside school.

Activities

- Students will do quick writes on the Speedminton (including not limited to History, equipment, rules, scoring, etiquette, and skills involved)
 - ELA R2.4 Synthesize content; paraphrase and connect ideas
 - ELA W1.1 Establish and maintain a clear thesis

ELA W1.4 Develop main idea with supporting evidence

- Students will create a Training Guidebook for the Recreational Activity of Speedminton
 - ELA R2.4 Synthesize content; paraphrase and connect ideas
 - ELA W1.1 Establish and maintain a clear thesis
 - ELA W1.3 Demonstrate proper usage and grammar
 - ELA W1.4 Develop main ideas with supporting evidence

SDAIE Instructional Strategies

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

Modeling, Visuals, & Graphic Organizers: Model processes and concepts in a variety of ways

2nd Nine Weeks: Pickleball

P.E. Unit:

Physical Fitness activities include but not limited to:

- Cardiovascular activities: Low, Moderate, to High intensity activities (i.e. power walking, jogging movements, moderate/advanced sport conditioning exercises)
- Muscular Strength/Endurance: Intermediate/Advanced Level strength training specific to athletic skills involved in the game of Pickleball.
- Flexibility: Low to Moderate stretches to increase range of motion as well as assist in injury prevention.

Standards

- [PE 1.1] Combine and apply movement patterns, simple to complex, in individual and dual activities.
- [PE 1.2] Demonstrate proficient movement skills in individual and dual activities.
- [PE 1.3] Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- [PE 1.5] List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- [PE 1.6] Demonstrate independent learning of movement skills in aerobic activities.
- [PE 1.9] Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in individual and dual activities.
- [PE 2.2] Participation in individual and dual activities that improve and maintain health related physical fitness.
- [PE 3.1] Display safe and responsible behavior while training..
- [PE 3.4] Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- [PE 3.8] Analyze the role of social interaction in the successful participation in enjoyment of fitness activities.
- [PE 3.9] Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities
- [PE 3.11] Engage in aerobic activities both in school and outside school.

Activities

- Students will do quick writes on the Pickleball (including not limited to History, equipment, rules, scoring, etiquette, and skills involved)

ELA R2.4 Synthesize content; paraphrase and connect ideas

ELA W1.1 Establish and maintain a clear thesis

ELA W1.4 Develop main idea with supporting evidence

- Students will create a Training Guidebook for the Recreational Activity of Pickleball

ELA R2.4 Synthesize content; paraphrase and connect ideas

ELA W1.1 Establish and maintain a clear thesis

ELA W1.3 Demonstrate proper usage and grammar

ELA W1.4 Develop main ideas with supporting evidence

SDAIE Instructional Strategies

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

Modeling, Visuals, & Graphic Organizers: Model processes and concepts in a variety of ways

IV. STUDENT ASSESSMENT

- Teacher/Publisher-generated activities projects, writing, quizzes, and skills tests.

- The use of rubrics to grade writing, projects, as well as skills test by both teacher and student peers.

- Observational assessments of the activity to determine proper technique set forth by the instructor

- Peer Teaching activity

- Training Guidebook

V. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS/SOFTWARE

The designated textbooks, materials, and technologies meet the state standards for this content area.

A. Teacher computer generated assignments to increase student comprehension.

B. Videos from video library: Specific skills appropriate for lesson.

VI. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF PHYSICAL EDUCATION AND HEALTH ONE CONTENT STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner's Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

creative writing
oral reports
essays
dramatic readings/performances
debates and speeches
storytelling

LOGICAL/MATHEMATICAL LEARNER

graphic organizers
timeline
prediction exercises
coded messages
computer project
science experiments

SPATIAL LEARNER

drawings and paintings
comic strips
maps and flow charts
dioramas, displays, and murals
collages
photography activities

INTRAPERSONAL LEARNER

response journals/learning logs
observations

MUSICAL LEARNER

interpretive dances
musical plays and compositions
rap songs, jingles, and melodies
playing musical instruments


BODILY-KINESTHETIC LEARNER

demonstration speeches
experiments
impersonations, role-playing
using gestures, facial expressions, and pantomime

INTERPERSONAL LEARNER

discussions
cooperative and collaborative projects
peer coaching
conducting interviews
simulation activities

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Cover Page**

I. Course Title:		American Sign Language 1	
Grade Level:	10-12		
Prerequisite:	None		
Duration:	2 Semesters		
Credit:	Foreign Language		
Guide- Board Adoption Date:	September 2011		
Course Articulation:			
Text - Board Adoption Date	February 2009		
Textbook Name:	Master ASL Level One		
Publisher:	Sign Media Inc.		
Publication year, edition:	2006 1 st Edition		
ISBN-Student text	1-881133-20-6		
ISBN-Teacher text	Not available yet		

II. Course Description

This is a college preparatory beginning American Sign Language (ASL) course. Students with no prior knowledge of ASL will be able to function in a variety of situations with Deaf people. An emphasis is placed on being aware of the cultural adjustments necessary for the hearing person to communicate with the Deaf and learn to respect differences in cultures other than their own through literature and interaction. Basic survival language skills will be emphasized through various activities and projects.

III.A Timeline

First Semester Units

Unit Name:	Fingerspelling & Numbers	Length of Unit:	2 week
Unit Name:	Things to Know – Master ASL Family introductions	Length of Unit:	1 week
Unit Name:	Unit 1 - Welcome	Length of Unit:	3 weeks
Unit Name:	Famous Deaf / Miracle Worker	Length of Unit:	2 weeks
Unit Name:	Unit 2 – Getting Started	Length of Unit:	2 week
Unit Name:	Glossing words and phrases	Length of Unit:	1 weeks
Unit Name:	Unit 3 – Getting to Know You	Length of Unit:	2 week
Unit Name:	Unit 4 – Family and Friends	Length of Unit:	1 week
Unit Name:	Performance presentation	Length of Unit:	3 weeks

III.B Timeline (continued)

Second Semester Units

Unit Name:	Unit 5 – School Days	Length of Unit:	3 weeks
Unit Name:	Story-telling	Length of Unit:	2 weeks
Unit Name:	Unit 6 – Sports and Activities	Length of Unit:	3 weeks
Unit Name:	Technology for the Deaf	Length of Unit:	2 week
Unit Name:	Unit 7 – My daily routine / basic description of people	Length of Unit:	3 weeks
Unit Name:	Performance Presentation	Length of Unit:	3 weeks

IV. Appendices


Supplemental Resource:

	Master ASL Fingerspelling, Numbers and Glossing; Sign Media Inc. ISBN – 1-881133-21-4
	Master ASL Level One DVD video (insert in back of textbook)

Optional Appendices:

	ASL pro / ASL browser
	Gallaudet Dictionary of American Sign Language
	Miracle Worker DVD
	Beyond Silence DVD
	Master ASL website (supposed to be publishing teacher resources)
	Master ASL Level One – Teachers PowerPoint resource kit

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 1**

V. Unit Content/Performance Standards		
Course Name:	ASL 1	
Unit Name:	Fingerspelling And Numbers	
Length of Unit:	2 weeks	

Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings.

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers. (addition and subtraction)

Learning Objectives/Outcomes:

Students...

	Students will know the importance of fingerspelling.
	Students will be able to introduce themselves to others.
	Students will be able to express, through fingerspelling: names; places; titles of movies and books; certain foods; technical terms.
	Students will be able to use correct handshapes and palm orientation while fingerspelling.
	Students will be able to use correct handshape and palm orientation while signing numbers.
	Students will be able to sign: basic math; years; dates; numbers 1-1000.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting with hands in sign space
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One Fingerspelling, Numbers and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	
	www.aslpro.com

Projects and Activities: Introduce self to class
<u>Required Labs/Activities:</u>
Assessments Tools:

Quizzes/Tests:

Quiz

Fingerspelling quiz
Numbers quiz

Datawise:

On 6 week benchmark


Publishers test bank questions

Other assessments:

Introduce self to class

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 2**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Things to Know – Master ASL Level One Family Introductions
Length of Unit:	1 week



Standards addressed in this unit:	
<u>Subject Specific Standards: Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: a. Greetings and Introductions b. Family and Friends
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Students will introduce and respond to introductions.
	Students will begin to provide information on families and friends
	Students will be able to navigate correctly through their Master ASL textbook.
	Students will know the parameters of ASL.
	Students will know: sign space; eye contact; dominant vs. non-dominant hand; facial expressions; ASL is not English.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligence

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use,

	write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Level One

Additional Resources and Materials:

Master ASL interactive DVD

School Site Library:

HWHS: Master ASL Student Material

HHS: Master ASL Level One Student Material

SPHS: Master ASL Level One Student Material

Interactive Websites

Assessments Tools:

Projects and Activities:

Required Labs/Activities:

Students introduce their families to the class using correct handshape, fingerspelling, list classifier, and numbers.

Quizzes/Tests:

Quiz Basic ASL terms / parameters test
Family expressive quiz (to class)
Family receptive quiz

Datawise:

6-week benchmark


Publishers test bank questions

NA

Other assessments:

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 3**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Master ASL Level One Unit 1 Welcome
Length of Unit:	3 weeks



Standards addressed in this unit:	
<u>Subject Specific Standards: Foreign Language Content Standards</u>	
Content	1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. 1.1 Students address discrete elements of daily life, including: a. greetings and introductions
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To learn proper greetings and farewells in ASL
	Introduce yourself and others
	To learn basic ASL sentence structure
	To ask and answer questions
	To learn how to interact appropriately with Deaf people
	To learn the role of facial expressions and non manual signals

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Assessments Tools:

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Level One Student Material

Additional Resources and Materials:

Master ASL interactive DVD

School Site Library:

HWHS: Master ASL Student Material

HHS: Master ASL Level One Student Material

SPHS: Master ASL Level One Student Material

Interactive Websites

Quizzes/Tests:

Quiz Vocabulary check Unit 1

Quiz Sentence test – teacher signed

Test Unit 1 Test

Datawise:

on 6 week benchmark


Publishers test bank questions

ExamView Test Bank

Other assessments:

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 4**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Famous Deaf people / <i>Miracle Worker</i>
Length of Unit:	2 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: j. significant historical figures 1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
Communication	1.3 Present to an audience of listeners, readers, or ASL viewers 1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking

into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

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| 2.1 | Estimating answers and determining reasonableness of answers. |
| 2.3 | Multiply, divide, and simplify rational numbers by using exponent rules. |

Learning Objectives/Outcomes:

Students...

- | | |
|--|---|
| | To recognize significant historical figures in the Deaf culture |
| | Empathize with Deaf and Deaf history / experiences |
| | Recognize the struggles of the Deaf. |

Strategies\Accommodations

SDAIE\ELL Students

Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.

Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.

Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.")
*** One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.**

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.

MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies

SPATIAL LEARNER Drawing and painting

LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

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|---|--|
| Remembering: can the student recall or remember the information? | define, duplicate, list, memorize, recall, repeat, reproduce state |
| Understanding: can the student | classify, describe, discuss, explain, identify, locate, |

explain ideas or concepts?	recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One Student Material
<u>Additional Resources and Materials:</u>	
	<i>Miracle Worker</i> DVD; Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	
Famous Deaf searches for factual information: these sites will vary	

Projects and Activities:
<u>Required Labs/Activities:</u>

Assessments Tools:Quizzes/Tests:

Quiz	List of questions with answers
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Quiz	Presentation board
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Test	Famous Deaf test; Famous Deaf presentation
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Datawise:


	on 12-week benchmark
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	Publishers test bank questions
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Other assessments:

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 5**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Unit 2 Getting Started
Length of Unit:	2 weeks



Standards addressed in this unit:	
<u>Subject Specific Standards: Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: <ul style="list-style-type: none"> i. School classroom, schedules, subjects, numbers time, directions l. Food, meals, and restaurants f. Calendar, seasons, and weather
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.1 Students use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings.

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>	
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2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To ask for help and clarification in ASL
	To engage in basic conversation on a variety of topics
	To understand the cultural view of deafness
	To improve familiarity with ASL grammar and structure
	To learn and apply WH-signs and facial expressions
	To understand iconic and non-iconic signs

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student	define, duplicate, list, memorize, recall, repeat,
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recall or remember the information?	reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Student Material
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	
	ASL browser; ASL pro

Assessments Tools:	
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<u>Quizzes\Tests:</u>	
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Quiz	Vocabulary check Unit 2
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Quiz	Sentence test – teacher signed
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Test	Unit 2 Test
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Datawise:	
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	12-week benchmark
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Publishers test bank questions	
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Other assessments:	
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 6**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Glossing Words and Phrases
Length of Unit:	1 week



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life. 1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations 1.2 Interpret written, spoken, or signed (ASL) language
Cultures	1.1 Associate products, practices and perspectives with the target culture.
Structures	1.1 Use orthography phonology or ASL parameters to produce words or signs (ASL) and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

1.3	Convert fractions to decimals and percents and use these representations in estimations, computations and applications.
2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Students will recognize that over the years a written system has been developed by ASL teachers and researchers to translate signs into a basic form of English.
	Knowledge of glossing will enhance the overall understanding of ASL grammar and syntax.
	Students will recognize the complexity of glossing and that they are being exposed to the basics of this advanced ASL aspect.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	

Assessments Tools:	
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<u>Quizzes\Tests:</u>	
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Quiz	Glossing Words Quiz
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Datawise:	
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	On 12-week benchmark
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Publishers test bank questions	
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	NA
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Other assessments:	
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	Weekly informal glossing exercises / quizzes
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 7**

V. Unit Content/Performance Standards		
Course Name:	ASL 1	
Unit Name:	Unit 3 – Getting to Know You	
Length of Unit:	1 week	

Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: b. Family and friends d. Home and neighborhood e. Celebrations, holidays, and rites of passage f. Calendar, seasons, and weather g. Leisure, hobbies and activities, songs, toys and games, sports
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students Use appropriate responses to rehearsed cultural situations.
Structures	2.1 Use sentence level elements (morphology and/or syntax) to produce informal communications.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

1.3	Convert fractions to decimals and percents and use these representations in estimations, computations and applications.
2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Student...

	To expand ASL skills and topics of conversation
	To understand topic-comment structure
	To incorporate numbers into conversation
	To understand how ASL name signs are made
	To use possessive signs and deixis appropriately
	To talk about favorites

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting

LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Fingerspelling, Numbers, and Glossing

Additional Resources and Materials:

Master ASL interactive DVD

School Site Library:

HWHS: Master ASL Fingerspelling, Numbers, and Glossing

HHS: Master ASL Fingerspelling, Numbers, and Glossing

SPHS: Master ASL Fingerspelling, Numbers, and Glossing

Interactive Websites - ASL Browser

Assessments Tools:

Quizzes/Tests:

Quiz	Vocabulary quiz unit 3
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Quiz	Sentence quiz unit 3
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Test	Unit 3
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Datawise:

	on 12-week benchmark
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Publishers test bank questions

	NA
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Other assessments:

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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 8**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Unit 4 – Family and Friends
Length of Unit:	1 week



Standards addressed in this unit:	
<u>Subject Specific Standards: Foreign Language Content Standards</u>	
Content	1.1 Students address discrete elements of daily life, including: b. family and friends 1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.1 Use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To recognize and use gender distinction in ASL
	To understand and use contrastive structure
	To gain exposure to Deaf art
	To sign about family, friends, and relationships
	To use pronoun signs appropriately

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student	define, duplicate, list, memorize, recall, repeat,
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recall or remember the information?	reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites:</u>	
ASL browser; ASL pro	

Assessments Tools:Quizzes\Tests:

Quiz	Vocabulary
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Quiz	sentence
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Test	Unit 5
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Datawise:

	On 12-week benchmark
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Publishers test bank questions

	NA
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Other assessments:

	Introduce family
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	Describe family and friends
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 9**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Performance Presentation
Length of Unit:	3 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.2 Students address discrete elements of daily life, including: g. songs (stage I) music, recreational activities (stage II)
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.3 Present to an audience of listeners, readers, or ASL viewers.
Settings	1.0 Students use language in highly predictable common daily settings . 2.1 Participate in age appropriate cultural or language use opportunities outside the classroom.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Students will be able to interpret written language into ASL.
	Students will be able to recognize audience and purpose.
	Students will be able to use appropriate facial expressions to represent desired tone of song.
	Students will be able to sign clearly, correctly, and confidently to viewers
	Students will be able to demonstrate an understanding of appropriate attire while interpreting or performing.
	Students will increase their depth of vocabulary as well as reinforcing signs learned throughout the first semester.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting

LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Level One

Additional Resources and Materials:

Gallaudet Dictionary of American Sign Language; Master ASL Level One DVD

School Site Library:

HWHS: Master ASL Student Material

HHS: Master ASL Level One Student Material

SPHS: Master ASL Level One Student Material

Interactive Websites

ASL browser; ASL pro

Assessments Tools:

Quizzes/Tests:

Quiz	Song 1
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Quiz	Song 2
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Quiz	Song 3
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Test	Song final
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Datawise:

	District Fall Final ASL 1 expressive
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Publishers test bank questions


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Other assessments:

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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 10**

V. Unit Content/Performance Standards		
Course Name:	ASL 1	
Unit Name:	Unit 5 – School Days	
Length of Unit:	3 week	

Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. i School, classroom, schedules, subjects, numbers, time, direction
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.1 Students use orthography, phonology, or ASL parameters to produce words or signs (ASL) and phrases in context.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To improve conversational skills
	To sign about school and school life
	To identify and use the Agent Marker appropriately
	To understand contemporary Deaf education opportunities
	To understand and use these classifiers : ^, 1, 3.
	To tell time and sign about time-related issues

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy


Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One
<u>Additional Resources and Materials:</u>	
	Master ASL Level One DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Student Material
	HHS: Master ASL Level One Student Material
	SPHS: Master ASL Level One Student Material
<u>Interactive Websites</u>	
ASL Browser; ASL pro	

Assessments Tools:	
<u>Quizzes/Tests:</u>	
Quiz	Classifier quiz
Quiz	Vocabulary quiz – receptive
Quiz	Unit test
Test	Short story – signed to audience
Datawise:	
	Spring 6-week benchmark
Publishers test bank questions	
	NA
Other assessments:	

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 11**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Story-telling
Length of Unit:	2 weeks



Standards addressed in this unit:	
<u>Subject Specific Standards: Foreign Language Content Standards</u>	
Content	2.0 Stage II g. cultural and leisure-time activities, outdoor, recreational activities, music
Communication	3.0 Students use planned language (paragraphs and strings of paragraphs). 1.1 Engage in oral and written conversations
Cultures	1.0 Students Use appropriate responses to rehearsed cultural situations.
Structures	3.1 Use paragraph level discourse (text structure) to produce formal communications.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>	
1.3	Convert fractions to decimals and percents and use these representations in estimations, computations and applications.

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Engage in conversations
	Express author's voice for a Deaf audience
	Provide information within a literary context
	Understand some ideas and familiar details
	Begin to provide information in an organized way
	Adapt literature to correspond with accessed vocabulary

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student	define, duplicate, list, memorize, recall, repeat,
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recall or remember the information?	reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Level One
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	
	ASL pro; ASL Browser

Assessments Tools:Quizzes\Tests:

Quiz	Informal Group checks
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Test	Perform Group story
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Datawise:

	Spring 6-week benchmark
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Publishers test bank questions

	NA
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Other assessments:

	Written scripts due
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	Spot check group readiness
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 12**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Unit 6 – Sports and Activities
Length of Unit:	3 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.0 g. Leisure, hobbies and activities, songs, toys and games, sports
Communication	1.0 Students use created language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students Use appropriate responses to rehearsed cultural situations.
Structures	3.0 Students use knowledge of text structure to understand topics related to the external environment.
Settings	1.0 Students use language in highly predictable common daily settings .

<u>CAHSEE English Standards:</u>	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

<u>CAHSEE Math Standards:</u>	
2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To sign about sports
	To understand the Five Parameters of ASL
	To understand the different types of ASL literature
	To expand classifier skills
	To use the past present, and future tenses
	To understand and use the Rule of 9

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
<input type="checkbox"/>	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
<input type="checkbox"/>	Master ASL interactive DVD
<u>School Site Library:</u>	
<input type="checkbox"/>	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
<input type="checkbox"/>	HHS: Master ASL Fingerspelling, Numbers, and Glossing
<input type="checkbox"/>	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	
<input type="checkbox"/>	ASL Browser; ASL pro

Assessments Tools:**Quizzes/Tests:**

Quiz	Vocabulary quiz
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Quiz	Sentence quiz
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Test	Unit 5 quiz
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Datawise:

	on spring 6-week benchmark
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Publishers test bank questions

	NA
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Other assessments:

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 13**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Technology for the Deaf
Length of Unit:	2 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	2.1 Students address topics related to self and the immediate environment, including: o. Technological advances and innovation
Communication	2.3 Present to an audience of listeners, readers, or ASL viewers.
Cultures	2.2 State similarities and differences within the target cultures and among students' own cultures.
Structures	1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
Settings	1.0 Students use language in highly predictable common daily settings .

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To recognize technology for the Deaf
	To present acquired information in an organized way
	Obtain information
	Understand some ideas and familiar details
	Begin to provide information
	To show technological advancements

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student	define, duplicate, list, memorize, recall, repeat,
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recall or remember the information?	reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD; Home Makeover examples
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	
	ASL Browser; ASL pro

Assessments Tools:**Quizzes/Tests:**

Quiz	List of questions with answers (researched information)
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Quiz	Posterboard
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Test	Presentation of information to class : Deaf technology topic
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Datawise:

	Spring 6-week benchmark
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Publishers test bank questions

	NA
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Other assessments:

	Researched notes collection
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	Progress report
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 14**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Unit 7 – My Daily Routine
Length of Unit:	3 weeks



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	2.1 Students address topics related to self and the immediate environment, including: d. Home and neighborhood m. shopping clothes, colors and sizes
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students Use appropriate responses to rehearsed cultural situations.
Structures	1.2 Identify similarities and differences in the orthography, phonology, or ASL parameters of the languages the students know.
Settings	1.0 Students use language in highly predictable common daily settings.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	To sign about daily routines and activities
	To identify and understand noun-verb pairs in ASL
	To describe clothing
	To learn and use spatial area organization
	To apply turn-taking strategies in conversations
	To understand the sign language continuum

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

Primary Learning Styles: Refer to these and use as appropriate for suggested accommodations and strategies for all students including those with disabilities and those above grade level

Gardner's Intelligences

	BODILY-KINESTHETIC LEARNER Impersonations, role-playing Using gestures, facial expressions, and pantomime.
	MUSICAL LEARNER Interpretive dances Musical plays and compositions Rap songs, jingles, and melodies
	SPATIAL LEARNER Drawing and painting
	LOGICAL/MATHEMATICAL LEARNER Graphic organizers

Bloom's Taxonomy

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:	
<u>Textbook & Publisher items available:</u>	
	Master ASL Fingerspelling, Numbers, and Glossing
<u>Additional Resources and Materials:</u>	
	Master ASL interactive DVD
<u>School Site Library:</u>	
	HWHS: Master ASL Fingerspelling, Numbers, and Glossing
	HHS: Master ASL Fingerspelling, Numbers, and Glossing
	SPHS: Master ASL Fingerspelling, Numbers, and Glossing
<u>Interactive Websites</u>	
	ASL Browser; ASL pro

Assessments Tools:Quizzes\Tests:

Quiz	Sentence unit 7
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Quiz	Vocabulary unit 7
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Quiz	Fingerspelling unit 7
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Test	Unit 7 review test
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Datawise:

	Spring 12-week benchmark
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	Publishers test bank questions
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Other assessments:

	Describing people activity - pictures
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**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE
Course Unit Plan Unit 15**

V. Unit Content/Performance Standards	
Course Name:	ASL 1
Unit Name:	Performance Presentation
Length of Unit:	3 weeks (intertwined with semester review and re-teaching; readying for closure course ASL 1)



Standards addressed in this unit:	
Subject Specific Standards: <u>Foreign Language Content Standards</u>	
Content	1.3 Students address discrete elements of daily life, including: g. songs (stage I) music, recreational activities (stage II)
Communication	1.0 Students use formulaic language (learned words, signs (ASL) and phrases). 1.1 Engage in oral and written conversations
Cultures	1.0 Students use appropriate responses to rehearsed cultural situations.
Structures	1.3 Present to an audience of listeners, readers, or ASL viewers.
Settings	2.0 Students use language in highly predictable common daily settings . 2.1 Participate in age appropriate cultural or language use opportunities outside the classroom.

CAHSEE English Standards:	
ELAW 1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
ELAW 1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypothesis, and definitions).
ELAW 1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
ELAW 1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

CAHSEE Math Standards:

2.1	Estimating answers and determining reasonableness of answers.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.

Learning Objectives/Outcomes:

Students...

	Students will be able to interpret written language into ASL.
	Students will be able to recognize audience and purpose.
	Students will be able to use appropriate facial expressions to represent desired tone of song.
	Students will be able to sign clearly, correctly, and confidently to viewers
	Students will be able to demonstrate an understanding of appropriate attire while interpreting or performing.
	Students will increase their depth of vocabulary as well as reinforcing signs learned throughout the first semester.

Strategies\Accommodations

SDAIE\ELL Students

	Vocabulary Descriptions – students each have vocabulary logs: students write each new vocabulary word / fingerspelling / numbers using descriptive writing / drawing to help explain the way the sign looks.
	Pairs Check - Cooperative pairs work on warm-up and practice activities. Students have workbooks. One student expresses the signs /fingerspelling the first word while a second student receives the information. Students then reverse rolls.
	Comprehension Check - The teacher or students signs the selection. Intermittently, the teacher asks for verbal and nonverbal comprehension checks ("raise your hand", "thumbs up for 'yes' ", "thumbs down for 'no'.") * One benefit teachers of ASL have is that we can check understanding immediately through student observation as this is a visual language.

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Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

Instruction Material:

Textbook & Publisher items available:

Master ASL Level One

Additional Resources and Materials:

Gallaudet Dictionary of American Sign Language; Master ASL Level One DVD

School Site Library:

HWHS: Master ASL Student Material

HHS: Master ASL Level One Student Material

SPHS: Master ASL Level One Student Material

Interactive Websites

ASL browser; ASL pro

Assessments Tools:

Quizzes/Tests:

Quiz	Song check
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Quiz	Song check
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Test	Song final
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Datawise:

	District Spring Final ASL 1 expressive
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Publishers test bank questions

	NA
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Other assessments:

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HANFORD JOINT UNION HIGH SCHOOL DISTRICT
Textbook Selection Criteria

Discipline: Science

Date Submitted: 8/23/11

HHS Principal: Cheryl Hunt

Signature: Cheryl Hunt

HWHS Principal: Bobby Peters

Signature: [Signature]

* SPHS Principal: Roger Hartman

Signature: [Signature]

Other: _____

Signature: _____

Title: Hole's Essentials of Anatomy & Physiology Grade Level(s): 11-12

Author: David Shier, Jackie Butler, Ricki Lewis Publisher: McGraw Hill

ISBN Number: ISBN-13 9780077471897

Reading Level: 11-12 Edition/Copyright Date: 11th Edition/2012 Price: \$ 108.00

Course(s) title(s) in which used: Anatomy/Physiology Honors

Used as: Basic Supplementary

Binding: Hardbound Stapled Paperback Spiral

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Nicole German

Committee Members: 1) Nicole German Site: HW

2) John Craft Site: HH

3) Christy Kennedy Site: HW

HHS Curriculum Facilitator: [Signature]

HWHS Curriculum Facilitator: [Signature]

* SPHS Curriculum Facilitator: [Signature]

Note: Principal signature(s) – all comprehensive principals should sign, unless the course is site specific.
Facilitator signature(s) – if required, all should sign unless the course is site specific

Textbook Selection Justification Form

1. The proposed item is not currently being used in any feeder district. This class is an honors level Science course only offered at the high schools.
2. The current textbook is out of date and is not well organized with the standards and/or learning outcomes for the course. The pictures, descriptions, and diagrams do not coincide with the relevant information students are required to know. Much of the narrative portion is just that, narrative. There is no reference to real life situations and/or current events and research. Science is constantly changing and students need to be kept up with current science. Many times, students have to look elsewhere for the information and it is not student friendly.
3. The test is specifically designed with the high school student in mind; in fact, it is the high school version. Therefore, the material is aligned with the curriculum framework, state standards, the STAR test, and other courses. In regards to its alignment with the curriculum framework, the organization of this textbook is broken down according to the units set forth in the curriculum guide. Chapters focus on the specific body system at hand, rather than mixing many of the systems together in each chapter. Even though the human body systems do work together, the chapters will focus on the relevant information for one system at a time. However, throughout each chapter and at the end of each chapter, there is relevant information that ties in other chapters. In addition, the first few introductory chapters do a good review of the prior knowledge needed to fully understand the workings of the human body. This is material students would have learned in Biology and Chemistry. Thus, this textbook incorporates information from other Science courses which is beneficial when taking the Science STAR test. By being constantly exposed to the information, students are more knowledgeable with the information on the STAR test. While there are no set state standards for this class alone, it does cover the state standards found in the Physiology portion of Biology and some Chemistry standards which are both prerequisite courses for this class. When students take their STAR test, they do not take an Anatomy/Physiology test; instead, they would take the test for the highest completed Science class. Because this is an honors Junior/Senior course, the students have already passed the CAHSEE, therefore, the alignment with the CAHSEE is not as relevant as its alignment with the STAR test.
4. The textbook helps supplement the central intellectual purpose by incorporating narrative information, case studies, and real-life applications. In addition, there are end of chapter summaries and assessments. There are a good variety of various learning strategies for the material presented; all of which incorporates reading and writing into the lessons.
5. This textbook was specifically designed with the high school student in mind. However, because of the intensity, detail, and depth of understanding the human body, and the fact that this is an honors course, the reading level is definitely for your advanced junior/senior high school student.
6. There is a variety of teaching materials available. These range from the traditional study guides, lab manuals, lecture notes etc. to the more advanced technology resources such as interactive websites for both teacher and student.

7. Technology:

The publisher provides a variety of technological products to support the text. There are numerous online programs. Many of these interactive websites provide exercises on dissections, animations, histology, imaging, and self-tests. There is a workbook that can accompany the previous mentioned websites. This workbook includes review questions, tables, terminology questions, coloring activities, and exercises on the human body systems. In addition, there is an online program that is called ARIS which is a course management program. This online program entails the use of a presentation center that contains a complete set of electronic book images and assets. This is actually an online digital library which contains art, photos, tables, animations, power point lectures and slides, a test bank, transparencies, and a student study guide; all of which can be customized to fit the teacher's needs for their class.

8. Content:

The layout of the textbook provides a variety of tools to facilitate student learning. Many of these tools are not only useful for the student, but they appeal to the interest of the student as well. Each chapter begins with an excerpt that uses a current event or research news relating to the subject matter in the chapter. These demonstrate applications of the concepts related in the chapter. The chapters also begin with a set of learning outcomes/standards students should be familiar with after studying the chapter. These outcomes are a good self check for the students. Chapters also include assessments (both critical thinking and integrative), aids to understanding words (this is essential for getting a grasp on the vocabulary needed to be successful in the course), clinical applications (apply ideas and facts in the narrative portion to clinical situations), and facts of life (interesting parts of anatomy and physiology information can relate). In addition to providing the narrative facts and concepts, the textbook pulls all the concepts together with real life information such as topics of interests, genetic connections, and clinical connections. Essential to the understanding of physiology and anatomy is having updated, clear, and detailed diagrams of the human body systems. This textbook provides this in the form of reference plates. This not only includes diagrams showing vibrant detail of the body structures for that particular chapter, but includes end-of-the chapter illustrations linking the body system of focus to its connection to other body systems. These illustrations reinforce the big picture in learning and applying the concepts of the course. This textbook provides a variety of learning tools for students of all learning styles and backgrounds. Whether it is the vocabulary focus at the beginning of each chapter, the detailed, up to date and clear diagrams, or the vast amount of supplemental technology resources, this textbook is more than qualified to fulfill all student learning needs for this course.

9. Instructional Aids and Authorship:

The three authors who have contributed to the text are reliable and valid. They have extensive experience in not only teaching the course to high school, college, and medical students, but have extensive experience in teaching other Science courses that are an integral part to the understanding of human anatomy and physiology. They also are highly educated in many science fields and have written many science articles and books as well.

As stated in the content section, the textbook has end of the chapter assessments as well as quick check assessments throughout the chapters. At the end of each chapter there are also items called "web connections" which are interactive websites that have additional quizzes, learning exercises, cadaver photos, animations, radiologic imaging, etc. The textbook also includes an appendix, index, and glossary. The book comes in hardback form and is only about an inch thick, and the pricing is competitive with other textbooks of the same nature.