



ABRAHAM LINCOLN HIGH SCHOOL COMPLEX

INTERDISCIPLINARY

THEMATIC UNITS

March 31, 2010



*Submitted by the Lincoln High School Focus Team of Stakeholders:
Students, Parents, Teachers, Classified Personnel, and Administrators*

Forward

During March, all our teachers in each of our SLCs have authentically developed Interdisciplinary Thematic Units that are rigorous, standards-based, and address the different learning needs of all students, including our English Learners, students with disabilities, and students at-risk of dropping out. With the support and input of parents and students, our teachers have spent many weekends, evenings, and professional development days during the past month to construct these Thematic Units, which are still a work in progress. Our stakeholders group and school community were instrumental in providing feedback for the development of our curriculum. Our Thematic Units are organic and authentic, and they will progress and refine as we move into the next school year in order to effectively and efficiently address student learning needs and advance academic achievement. Beginning the 2010-11 school year, we will move into the structure of a learning complex with four small schools and one magnet, and we are opting in this document to honor the work of the five SLCs and the magnet school that were included in the development of these Thematic Units.

We are dedicated to closing the achievement gap and providing quality rigorous and engaging standards-based and research based instructional to all our students for their college and career aspirations for the 21st Century. Thank you for taking this opportunity to review the Thematic Units and all the hard work that we have committed to for the success and growth of our students.

Sincerely,



Jose Torres
Principal, Lincoln High School

Lincoln High School Thematic Units

As shared in the Public School Proposal and the corresponding Addendum, the stakeholders of Abraham Lincoln High School recognized the urgent need to collaborate as a learning community to provide a rigorous, culturally relevant, and motivating learning environment for all of its students. Our plan places interdisciplinary curriculum and project based learning as the overarching concept of instruction at Lincoln High School. During the month of March, we have developed interdisciplinary, thematic-based teaching units that will engage students in critical thinking and academic dialogue. As mentioned in our proposal, multiple school settings in which teachers and students engage in interdisciplinary teaching/learning and project-based learning have exhibited increased motivation and engagement of the majority of learners, increased literacy skills and provided for a rigorous, student-driven curriculum.

Teachers worked in grade level teams to plan units of instruction and larger thematic connections, in order that a sense of integrated knowledge is communicated to the students. The goal is to insure that students understand how various fields of study interrelate. The outcome of a successful interdisciplinary instructional component is a richer and more meaningful classroom experience enhanced by building on real-world experiences and using multiple sources of information. The benefits of Interdisciplinary Instruction are:

- Departments and teachers working together to improve student achievement.
- It helps students answer the question, “Why am I learning this?”
- It helps students to connect all the knowledge and skills that they are learning, and it helps them to use it and to apply it.
- It gets teachers to engage in constructive dialogue about teaching and learning.
- Students learn better when they learn information as it connects to other real-life, meaningful information.
- Integrated instruction helps teachers better utilize instructional time and look deeper into subjects with a student centered approach.
- Interdisciplinary lessons facilitate the use of culturally relevant texts, materials, and dialogue for all students.

We believe that our emphasis on Interdisciplinary teaching and Project-based learning will increase literacy across the content areas, while also allowing for larger student choice and direction. Studies have shown that students who take ownership in their learning are better equipped for college and career because they have experience with higher-level critical thinking skills. Creating an instructional plan that is based on constructivist learning theories and applying it to the entire campus will improve student motivation and ownership of individual learning. We believe that providing teachers the time and freedom to collaborate and develop curriculum within the personality and focus of the small learning communities will improve literacy skills in all subject areas, produce essential technological skills to engage in 21st century college and career expectations, and produce citizens who are engaged in their communities. We are building a school structure that is fully directed and geared towards that goal, in conjunction with our school-wide commitment to unifying rigorous, individualized instruction in our SMALL SCHOOLS, will close the achievement gap for all of our students.

With this freedom to develop and implement a teacher developed curriculum, teachers will design authentic, rigorous formative and summative assessments that lead to the development of college-level writing and literacy skills. The results will be included in digital portfolios. Performance-based assessments and projects will be published or showcased. Interdisciplinary teaching focuses on building connections between content areas that provide meaning, engagement and critical thinking activities. Project-based learning involves students in authentic assessments that require choice, analytical and conceptual thought, the use of technology and creativity, and greater collaboration among students.

Our Current Progress

To accomplish the goal of creating standards-based thematic lessons for the 2010-2011 school year, lead teachers attended a one day workshop during the first week of March. At this workshop, two teachers from each SLC (future small school) discussed and strategized how to write a full year's curriculum in approximately 20 days. A template was agreed upon, weekly benchmarks were established, and, most importantly, the teachers focused all discussions on how to work collaboratively to accomplish this goal and positively transform the curriculum to increase student engagement.

SLC(future small school) lead teachers decided to identify 16 unit themes that would be tied to the vision of the Small School and the student grade level. The thematic units of study would be approximately 10 weeks long and organized into 4 units for each grade level. For approximately one week, the lead teachers consulted and collaborated with teachers to identify thematic units that would increase student engagement and result in richer and more meaningful classroom experience enhanced by building on real-world experiences and project-based learning. After the 16 units were presented to the SLCs for approval, the SLCs divided into grade level teams to plan the units of instruction.

Lincoln High School teachers agreed on a lesson planning template that included the following items:

- Overview of theme and rationale
- Team members and subject areas
- Focus Standards and student learning outcomes
- Essential Questions and important concepts to be covered in unit
- End of unit project
- Interdisciplinary lesson prompt
- Common Instructional Strategies for all students including differentiation, intervention and enrichment for EL, RSP/SLD and GATE
- Standards Based Culturally Relevant and Responsive Texts to be used
- Formative and summative assessments
- Specific learning plan for each classroom including scope and sequences

By the end of the second week of March, it was evident that the energy of the teacher teams was having a very positive impact on the school. Teachers were meeting on a daily basis in conference rooms with laptops, textbooks, and pacing plans to develop lessons that would lead to innovative instruction in the classrooms. During the month of March, the conference room typically had a math, English, science and social studies teacher sharing ideas and working together to improve the education experience of the students in each SLC. At night, the teachers shared lesson plans online and communicated by email, so that they could still be in the classrooms teaching students during the day.

On March 20th, Lincoln High School teachers attended a Saturday Professional Development day to demonstrate and reflect on interdisciplinary lessons on the block schedule. Elective teachers and P.E teachers, along with all core subjects took this opportunity to examine the lesson plans to see if they included the necessary components to address issues of differentiation. Special education teachers added ideas to the plans to support the needs of all students, while ESL teachers shared SDAIE strategies that would be incorporated into each lesson plan.

By March 22, Lincoln High School teachers had created almost 1000 pages of standards-based interdisciplinary thematic lesson plans. These documents were collected into one huge notebook and shared with the LAUSD. It goes without saying that the teachers were proud of their work; more importantly, the collaborative spirit and conversations about instruction and curriculum were truly inspiring in ways that Lincoln High had not seen in years. We hope to continue to support the teams of teachers in each SLC working together to increase student achievement in the years ahead.

This massive collection of interdisciplinary lesson plans is a flexible living document. We do not claim perfection or even completeness. This is a starting point to build on this work and empower the teachers with owning the curriculum and working collaboratively. As the year progresses, the teachers will revisit these plans, develop and refine additions based on student need and data, and change them accordingly with the goal to improve and personalize the instruction to support rigor and increase student achievement. We believe that this work has will improve the educational experience and lead to the implementation of a wide variety of strategies and innovations in the Lincoln High School classrooms.

Access Methodologies

In order to address the needs of all learners, all SLCs/future Small Schools have committed to use the best instructional practices and access methodologies to engage diverse learners including English Learners, students with disabilities, and students identified as gifted and talented. In the development of the Thematic Units, teachers from all SLCs committed to using a menu of access methodologies and differentiated instruction to support the learning needs of our students. A number of the SLCs/future Small Schools decided to use the same instructional strategies to maintain consistency for all English Learners and students with disabilities. Other SLC/future Small Schools provided teachers with the opportunity to select the research-based instructional strategies that best suited the needs of their students based on data and teacher observation. Teachers also had the opportunity to select culturally relevant and responsive texts and materials to engage all students in the learning.

Our teachers included a variety of instructional strategies including those shown below:

- Using Accountable Talk in discussions and classroom conversations
- Interactive Journals for Literacy Across Content
- Socratic Seminars will be used to convey underlying concepts.
- Academic Vocabulary, word walls, learning vocabulary through context clues add to the basic skills.
- Cooperative learning techniques such as Think, Pair, Share Integrating the arts- music, dance, drama, and visual art into core curriculum
- Self-reflection and evaluation (meta-cognition)
- Inquiry-based research
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Rigorous writing assessments such as interdisciplinary essays, where students are required to synthesize information from a variety of sources and across disciplines.
- Use of complex Instruction
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge
- Accessing background knowledge through quick writes, inquiry-based questions, and small group to whole class discussions

To facilitate the implementation of these access methodologies, professional development to train teachers in best instructional practices within the framework of Interdisciplinary teaching and project-based learning has been provided during the months of February and March 2010 and will continue to be provided within the next two years on an ongoing basis as new teachers and faculty are added to our staff. All instructional strategies that are included in our professional development will be based on the latest and most sound educational research on interdisciplinary approach and project-based learning. This professional development will be provided to enable the transition to block schedules when classes are extended and will enable teachers to improve their instruction within the longer class periods as well as provide them with effective tools to increase student achievement. For a more detailed description of the implementation plan for our instructional professional development, please see our 2010 Public School Choice Proposal Addendum.



LINCOLN HIGH SCHOOL
Scaffolding Students' Interactions with Texts

Before	During	After	Scaffold	Description
	✓	✓	Annotating A Text	Annotating a text is an effective strategy to promote active and critical reading skills; this strategy provides a number of useful acronyms that students can use to remember different elements of writer's craft when reading and annotating a text.
✓			Anticipation Guide	Anticipation guides are typically used as a pre-reading strategy to engage students in thought and discussion about ideas and concepts that they will encounter in the text.
	✓	✓	Collaborative Annotation	This strategy engages students in a process of co-constructing their interpretations of a text through a collaborative annotation activity.
✓	✓	✓	Frame of Reference	The frame of reference strategy teaches students how to create a mental context for reading a passage; this is accomplished by helping students to consider what they know about a topic and how they know what they know.
	✓	✓	Getting the Gist	The goal of getting the gist is to teach students to re-state in their own words the most important point as a way of making sure they have understood what they have read. This instructional strategy can improve students' understanding of what they have learned. Getting the gist can be taught by focusing on one paragraph at a time.
	✓	✓	Inferential Reading	The inferential reading strategy provides a list of the various types of inferences that readers make while reading even seemingly straightforward text; recognizing that there are different types of inferences helps students to analyze text more consciously and strategically.
✓	✓	✓	Interactive Notebook	This highly adaptable strategy encourages students to use a two-column note-taking strategy. In the right column, they take notes to synthesize essential ideas and information from a text, presentation, film etc.; in the left-hand column, they interact with the content in any way they choose (personal connections, illustrations, etc.)
✓	✓	✓	Intertextuality	At first glance, intertextual reading looks like paired reading via themed reading. However, it is far more. It is an activity for before, during and after reading; and it can be led by students or the teacher. When reading intertextually, teachers and students read widely within and across genres, canons, and eras as a way of exploring one novel, short story, or poem.
	✓	✓	Key Concept Synthesis	The key concept synthesis strategy helps students to identify the most important ideas in a text, put those ideas into their own words, and then make connections between among these important ideas.
	✓	✓	Listening to Voice	This strategy helps students to analyze and interpret writer's voice through the annotation of a passage, with particular emphasis on diction, tone, syntax, unity, coherence, and audience.
		✓	Literacy Circles	Literature Circles are small, peer-led discussion groups whose members have chosen to read the same poem, essay, short story, article, or book (Daniels, 2002.) Literature Circles promote dialogic interaction among students and empower to take an active and self-directed role in their reading.

 LINCOLN HIGH SCHOOL <i>Scaffolding Students' Interactions with Texts</i>				
Before	During	After	Scaffold	Description
	✓	✓	Metaphor Analysis	This adaptable strategy teaches how to analyze a complex metaphor and substantiate interpretive claims using textual evidence.
		✓	Multiple Reads	The essence of reading comprehension is creating meaning. Multiple reads, coupled with opportunities to share thinking, support thought processes of the students as they interact with texts. Because meaning must be constructed, multiple reads provide opportunities for students to increase their understanding of texts.
	✓	✓	Parallel Note-taking	The parallel note-taking strategy teaches students to recognize different organizational patterns for informational texts and then develop a note-taking strategy that parallel the organization of the text.
✓	✓	✓	QAR: Question-Answer Relationships	The QAR strategy helps students to identify the four Question-Answer Relationships that they are likely to encounter as they read texts and attempt to answer questions about what they have read. These include "right there" questions, "think and search" questions, "author and you" questions, and "on my own" questions.
✓	✓	✓	Questions Only	The questions only strategy teaches students how to pose questions about the texts they are reading and encourages them to read actively as they work to answer the questions they have posed.
✓	✓	✓	Quick-Write	The Quick-Write is a writing activity that requires students to write non-stop for a prescribed amount of time, usually for 5-10 minutes. It should be focused on one topic, generating as many ideas as possible. It may be used as a pre-writing activity or as an opportunity for students to clarify their thinking.
		✓	RAFT	This is a flexible post-reading strategy that helps students to analyze and reflect upon their reading through writing. Based on suggestions provided by the teacher or generated by the class, students choose a <u>R</u> ole, and <u>A</u> udience, a <u>F</u> ormat, and a <u>T</u> opic on which to write in response to their reading.
✓	✓	✓	Reader's—Writer's Notebook	The conversational model says that a reader builds comprehension as he connects his own background, thoughts, prior knowledge, biases, and opinions. The Reader's-Writer's Notebook provides the place where students can conduct conversations <i>with</i> text and <i>about</i> text.
✓	✓	✓	Reciprocal Teaching	The reciprocal teaching strategy enables students to activate four different comprehension strategies—predicting, questioning, clarifying, summarizing—which they apply collaboratively to help each other understand a text they are reading.
	✓	✓	Sociograms	A sociogram is a visual representation of the relationships among characters in a literary text. Students can make use of pictures, symbols, shapes, colors, and line styles to illustrate these relationships, to understand the traits of each character, and to analyze the emerging primary and secondary conflicts.
✓	✓	✓	Think Aloud	Skillful readers unconsciously use a range of strategies to make meaning from text. The think aloud strategy involves modeling these strategies by "thinking aloud" while reading and responding to a text. By making explicit for students what is implicit for more expert readers, it becomes possible for students develop and apply these strategies themselves.

LINCOLN HIGH SCHOOL



HUMANITAS SCHOOL OF
ARTS AND MEDIA

	UNIT 1 Theme	UNIT 2 Theme	UNIT 3 Theme	UNIT 4 Theme
9th Grade	We define identity through race and culture, choices, and self-advocacy	Perspective: point-of-view shapes and directs perception, communication, and understanding among human beings.	Survival: regardless of natural attributes, response to the environment determines success or failure.	Free will is a uniquely human condition; it is through free will that human beings create and define themselves.
10th Grade	Colonization leaves an imprint and a legacy on both the perpetrators and the subjugated people.	Inquiry: Knowledge is created through observation, investigation, theory and validation.	Innovation: Science and technology influence power and prestige in a post industrialist world.	Progress is not free: the benefits of progress are quite often debited to the traditions, values, aesthetics and skills possessed by previous generations.
11th Grade	The conflict over man's relationship to land and the appropriate uses of territory and resources has defined and continues to define American life. Conservation vs. Capitalism.	America's identity and ideals were forged in a stormy conflict culminating in the Civil War; the nation needed to choose between following the European traditions of perpetual prosperity for a privileged few, or embarking on a new truly democratic society founded on Jefferson's statement that "...all men are created equal."	American identity is constantly evolving. The 20 th century was characterized by a conflict between traditional versus modern values. Traditionalists who valued self-restraint, thrift and hard work butted heads with a new generation that was more materialistic and fast-paced and less bound to rules and traditional values.	The political, ideological, and cultural struggle for equal rights has enormous consequences and implications. This fight for equality and justice has not only shaped the modern landscape and policies of the United States but has also greatly influenced media, visual arts, literature, music and the cultural tapestry of the United States.
12th Grade	Happiness: Culture is largely a manifestation of shared ideas about the nature and purpose of happiness. The pursuit of happiness is a defining characteristic of human beings, and it a uniquely human characteristic. Various, sometimes divergent, ideas about happiness are products of shared experience.	Human life is defined and determined in large part by the tension that exists between the needs and desires of the individual and the needs and desires of the community	Social class distinctions are "sticky" but not static, and they largely shape the cultural, social and political values of people in the United States.	Crime is a normal necessary function that holds society together: It serves to identify and clarify the moral boundaries of a society

Unit Theme	<i>Perspective: point of view shapes and directs perception, communication, and understanding among human beings.</i>			
Team Members:	Cathy Uchida	Marisa Crabtree	Gary Cristiano	Anahit Tatevossian
Subject Area:	Biology	English	Health	Algebra
Grade Level: 9 th				
Rationale	After discovering and considering individual identity, it is important to also focus on how individual perspective influences such important matters as truth, reality, and relationships. Truth is often a difficult term that mixes "fact" with individual perspective. Communication, which is driven by our perspective, but is necessary for all human beings, is also important as a way we deal with and communicate our individual realities. Finally, understanding of different human beings- their experiences, thoughts, emotions, and perspectives- forms the foundation on which we build relationships. Using <i>Speak</i> by Laurie Halse Anderson, as well as Biology, Health, and Mathematics texts, and other supplementary articles, poems, stories, and research, we will examine the many facets of perspective and the influence it exerts on the world.			
Student Learning Outcomes				
Focus Standards	BS:9b: Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.	2.4 Reading Comprehension- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase and connect the ideas to other sources and related topics.	Standard 1: Essential Concepts HS.1.A1 Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.	
	10b. Students know the role of antibodies in the body's response to infection.	1.2 Writing Strategies- Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	Standard 2: Analyzing Influences HS.2.A.11 Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.	
	1a. Students know cells are enclosed within semi permeable membranes that regulate their interaction with their surroundings.	1.4 Writing Strategies- Develop the main ideas within the body of the composition through supportive evidence.	Standard 3: Accessing Valid Information HS.3.A.14 Access information, products, and services related to the use of alcohol, tobacco, and	

<p>I&E Standards-Students will: d. Formulate explanations by using logic and evidence. f. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality. k. Recognize the cumulative nature of scientific evidence. m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent.</p>	<p>1.3-1.9 Listening and Speaking Strategies- Organization and Delivery of Oral Communication</p>	<p>other drugs. Standard 4: Interpersonal Communication HS.4.A.16 Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. Standard 5: Decision-Making HS.5A.A 18 Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society. Standard 6: Goal Setting Standard 7: Practicing Health-Enhancing Behaviors HS.7.A.21 Use effective coping strategies when faced with a variety of social situation involving the use of alcohol, tobacco, and other drugs. Standard 8: Health Promotion</p>
<p><i>Students will understand that...</i></p>		
<p>Point of view is a unique, individual attribute that is influenced by many factors, including life experience, background, and education.</p>	<p>How does perspective shape perception?</p>	
<p>Perspective is a leading factor in decision-making and the expression of our identities (connection to previous theme).</p>	<p>What is the link between perspective and communication? What are ways we communicate effectively and how does point of view play a role in these methods?</p>	
<p>How does our point of view lead us to understand others?</p>		

<p>Enduring Understandings/ Important Concepts</p>	<p>Perception, communication, and understanding follow from point of view and are necessary components of human interaction.</p> <p>Alcohol, tobacco, and drug use negatively affects the body, families, society, safety, and health- both short and long-term.</p> <p>Communication amongst organisms operates at different levels-molecular, cellular, systems, individual and population. Such communication impacts how messages are received which then sets into motion an appropriate response (positive or negative)</p> <p>Another example of communication amongst organisms would be how drugs and tobacco are received and acted upon by the cell membrane. This in turn sets off another series of responses from other systems and finally translates into the organisms' response, whether individually or within a group.</p>	<p>Theme-related Essential Questions</p>	<p>Why does our understanding of other humans affect important things in our lives, such as relationships, self esteem, and world view?</p> <p>How can our perspective change, especially as we traverse adolescence?</p> <p>What type of behavior would you expect to find at a party where people are drinking? Why do you think teens drink?</p> <p>What health activities can teens participate in on the weekends to help avoid pressure to use drugs?</p>
<p>Interdisciplinary Essay Prompt</p>	<p>Perspectives are judgments of facts, details, beliefs, circumstances, and ideas in regards to student perceptions for clarity on a wide range of human needs and wants. Discuss conflicts and resolutions that alcohol, tobacco, and drug use or refusal interprets reasoning and understanding of human beings choices. To shape conscience thinking alcohol, tobacco, and drug use involves negative communication invoking poor comprehensive decision-making to eliminate a healthy lifestyle. Include a defense of practiced behavior that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help protect students' health. Next, consider your English text, Speak, by Laurie Halse Anderson. How does the main character's perspective influence her ability to communicate with those around her? What is her perception of the world and her ninth grade experience and how does that change through the events in the book? Give at least two specific examples, utilizing quotations and citations, from the main shared text, and at least one quote from one other source we read to support your answer. Finally, analyze methods of non-verbal communication in the main character of Speak. Think about how Melinda communicates non-verbally with those around her (although it might be ineffective). How do Melinda's methods compare and contrast to how organisms communicate at the various levels (cellular-->systems--> organismal--> populations)?</p>		

Subject-Area Unit Plan- 9 th Grade Unit 2			
School:	Lincoln High School Complex: Humanitas School of Arts and Media	Teacher:	Crabtree
		Subject- Area:	English 9
		Unit/Quarter:	Unit 2/Fall
Focus Standards			
R 2.3 Generate relevant questions about readings on issues that can be researched.	R 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase and connect the ideas to other sources and related topics.	WS 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.	WS 1.4 Develop the main ideas within the body of the composition through supportive evidence.
Essential Understandings		Knowledge/Skills	
<i>Important Concepts</i>		<i>Students will know...</i>	
Understanding multiple perspectives on the same event and how an individual's perspective shapes his/her world view.		To synthesis of information from a variety of sources and perspectives.	
Analyzing various thoughts and opinions on a single event expressed by teenagers and adults via current event articles on important teen topics such as depression, sexual and emotional abuse in relationships, and friendship.		To analyze and reflection and different points of view on the same topic, and what different opinions on important teen topics exist.	
Recognizing an author's use of precise language to convey certain meanings and significance in different genres of writing.		To recognize precise language, including imagery and sensory details, and to use it in their own writing.	
Guiding Questions: How do different people view the same event? Is there one "right" way to look at something? Why or why not? Who decides what is "absolutely right" in our eyes? How does our perspective on events affect our everyday behavior?		To write using sensory details and precise word choice, synthesize information from a variety of sources and perspectives, analyze and integrate information from several different points of view.	
Assessment Evidence			
Formative Assessments		Summative Assessments	
Periodic Assessment: Exposition		Interdisciplinary essay	
Significant moments charts in notebooks including quotes and citations from texts. Journaling from various perspectives in the novel OTHER than the main character's perspective.		Project and presentation working in small groups to design and produce a project relating Speak to the idea of multiple perspectives.	
Online discussion responses and conversations and blogging reflections on texts using examples including quotes and citations.			
Small group benchmarks for completing final project.			

Whole group discussions

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

Speak by Laurie Halse Anderson, other articles, textual excerpts, poems, and stories that highlight issues addressed in the book.

9th Grade Instructional Guide: Unit on Exposition and Multiple Perspectives

Standards-based District approved Textbook: Perspectives in Multicultural Literature, Holt.

Access Methodologies/ Differentiated Instruction

ELL/SPED differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Subject-Area Unit Plan: 9 th Grade Unit 2			
School:	Lincoln High School Complex: Humanitas School of Arts and Media	Teacher:	Uchida
		Subject-Area:	Biology
		Unit/Quarter:	Unit 2/Fall
Focus Standards			
9e. Students know the roles of sensory neurons, interneurons, and motor neurons in sensation, thoughts, and response. 9c: Students know how feedback loops in the nervous and endocrine systems regulate conditions in the body.	BS: 9b: Students know how the nervous system mediates communication between different parts of the body and the body's interactions with the environment.	1a. Students know cells are enclosed within semi-permeable membranes that regulate their interaction with their surroundings.	1b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction and the activities of enzymes depend on the temp., ionic conditions, and the pH of the surroundings.
	10b. Students know the role of antibodies in the body's response to infection.	I&E Standards-Students will: d. Formulate explanations by using logic and evidence. f. Distinguish between hypothesis and theory as scientific terms. g. Recognize the usefulness and limitations of models and theories as scientific representations of reality. k. Recognize the cumulative nature of scientific evidence. m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent.	
Essential Understandings		Knowledge/Skills	
<i>Important Concepts</i>		<i>Students will know...</i>	
Communication occurs at different levels of organization in the biological world from micro to macro interactions among organisms.		How communication occurs at different levels of organization of biological systems from molecules (proteins), cells (neurons, macro-phages, etc), organismal (inter and intraspecies communication for survival etc.)	
At the cellular level, organisms communicate via their cell membrane proteins.		How to design controlled experiments (control vs. test group, independent vs.	

For example in the immune system, antigen-antibody interaction is fundamental to understanding how macrophages, antibiotics, herbicides, etc work on microbes.	dependent variables, error analysis)
In ecology, predator-prey, mutualistic, parasitic, interactions/communication are vital components for organisms' survival and for the health of populations in the ecosystem.	How to summarize data/results supporting their claims with evidence and making inferences based on their evidence and accepted scientific knowledge and information.
Explanations in science are based on logic and evidence. However, incorrect or fraudulent observations may contradict known scientific understanding.	That biological systems at all organizational levels maintain a state of homeostasis or equilibrium
	How structures within the cell membrane operate and function to protect and maintain homeostasis
Assessment Evidence	
Formative Assessments	Summative Assessments will include unit tests and the thematic essay.
Responses to warm-ups, quick writes, lab activities, oral questions	
District periodic assessments 1 and 3	
Learning Plan	
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation:	
Standards based District approved Textbook: McDougal Littell "Biology," by Stephen Nowick (California Edition) 2008	
Students will build visual schema with diagrams of how feedback loops work and explain why using oral and written text.	
Students will participate in a Biototoxicity lab using yeast and nano silver colloids which interferes with respiration, student made model of cell membrane and making connections with structure and function.	
ELL/SPED differentiation:	
ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.	
SPED-	
Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.	

Subject-Area Unit Plan

School:	Lincoln High School Complex: Humanitas School of Arts and Media	Teacher:	Cristiano	Subject- Area:	Health	Unit/Quarter:	Unit 2/Fall
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Focus Standards

<p>Standard 1: Essential Concepts HS.1.A.2 Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, functioning, and behavior.HS.1.a.3 Explain the impact of alcohol and tobacco use on risk of oral cancer. HS.1.A.4 Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs. HS.1A.5 Examine the use and abuse of prescription and nonprescription medicines and illegal substances. HS.1.A6 Analyze the consequences to the mother and child of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder and other birth defects.HS.1.A7 Analyze consequences of binge drinking and its relationship to cancer, liver, pancreatic, and cardiovascular diseases, as well as a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders. HS.1.A.8 Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales. HS.1.A.9 Explain the relationship between alcohol and</p>	<p>Standard 5: Decision-Making HS.5A.A 18 Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.HS.5.A19 Examine healthy alternative to alcohol, tobacco, and other drug use.</p>	<p>Standard3: Assessing Valid Information HS.3.A.14 Access information, products, and services related to the use of alcohol, tobacco, and other drugs. HS.3A15 Evaluate alcohol, tobacco, and other drug prevention, intervention, and treatment resources and programs.</p>	<p>Standard 7: Practicing Health-Enhancing Behavior HS.7.A.21 Use effective coping strategies when faced with a variety of social situation involving the use of alcohol, tobacco, and other drugs.</p>
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other drug use on vehicle crashes, injuries, violence, and sexual risk behavior. HS.1.a.10 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescences.

Standard 2: Analyzing Influence
 HS.2.A.12 Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs. HS.2.A.13 Describe financial, political, social, and legal influence regarding alcohol, tobacco, and other drugs.

Standard 6: Goal Setting HS.6.a.20 Predict how a drug-free lifestyle will support the achievement of short and long term goals.

Standard 4: Interpersonal Communication HS.4.A.16 Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. HS.4.A.17 Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.

Standard 8: Health Promotion HS.8.A.22 Participate in activities that support other individuals in school and community to make positive health choices regarding the use of alcohol, tobacco, and other drugs. HS.8.A.23 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.

Knowledge/Skills

Important Concepts

Alcohol Affects the Body - Alcohol is a dangerous drug that has serious short- and long-term effects on the body and brain. Alcohol Affects the Family and Society - alcoholism is a disease that causes a person to lose control of his or her drinking behavior. Alcoholism develops in four stages: problem drinking, tolerance, dependence, and alcoholism. Teens and Alcohol - Motor vehicle accidents are the No. 1 cause of death among teens. The majority of these deaths are alcohol related. Tobacco Use - There are many kinds of tobacco products, such as cigarettes, dip, snuff, chew, bidis, kreteks, and pipe tobacco. Dangers of Tobacco Use - The short-term effects of tobacco use include increases in heart rate, blood pressure, and breathing rate, as well as a reduction in the amount of oxygen that reaches the brain. A Tobacco-Free Life People begin smoking for many reasons. Some want to fit in with friends who smoke, some find it normal after growing up around family members who smoke, and others want to look cool

Students will comprehend alcohol is dangerous to anyone regardless of age or experience to the extent of death. Students will realize smoking is too expensive, smells, looks bad, and leads to health problems, cause premature

Students will know...

How to listen, speak, think and write about conflicts and resolutions of alcohol, tobacco, and drug use or refusal. Reasoning and understanding interprets human beings choices. Students will develop comprehension why alcohol is a drug. Students identifying the warning signs of alcoholism. Students will produce a summary paragraph how underage drinking can harm their futures. Students will identify drugs that make all forms of tobacco addictive. Student discussions/writing the factors that contribute to tobacco use. Students will write an essay of the reason drug abuse is especially dangerous. Students will write a summary paragraph on the effects of four commonly abused illegal drugs. Students will also write summary paragraph of the dangerous emotional effects that result from hallucinogen abuse. Students will participate in a dialogue and classroom discussion for each of the aforementioned topics.

aging, and possible death. Students will understand illegal drugs affect the function of the brain; they are dangerous to your health; and they can result in drug abuse and addiction

Guiding Questions

If a 160 pound boy drank five beers in two hours, what effect might the boy experience? What would you do if you noticed a friend displaying several warnings of alcohol abuse? Movies, T.V. and advertisements often encourage audiences to drink by making alcohol consumption seem appealing and sophisticated. What is the media not telling viewers about alcohol? Explain how you would address the following statement: "I am too embarrassed to go to meetings to discuss my Dad's alcoholism." Write one thing you might do to help reduce the number of teens at school who drink alcohol. What would you tell a friend who thinks smoking herbal cigarettes is safe? What would you tell a friend to discourage him or her for beginning to smoke? Imagine a friend responds to your efforts to discourage him or her from smoking by saying "Just one cigarette won't hurt." what would your reply to this statement be? Imagine that you have a family member who smokes heavily. What do you think would be the best way to try to convince them to quit smoking? Why is it important to have healthy alternatives to drug use? If a friend told you he brought some pills at a party, what advice would you give him about trying pills? Why should police be cautious when confronting someone on LSD? Why do you think it is difficult for people to stay off drugs once they have become addicted?

Assessment Evidence

Formative Assessments

In class written responses to study questions. Discussions-whole class and groups. Vocabulary quizzes. Creative response-visual and written. Magazine article/reflection

Summative Assessments

Essay exams. Multiple choice exams/short answer tests. Completion sentence questions. Interdisciplinary essay.

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

"The 7 Habits of Healthy Effective Teens" by Sean Convey, "Attitude is Everything" Music Selection

District Approved Standards Based Textbook for Health Sciences

ELL/SPED differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Unit Theme:		<i>Survival: regardless of natural attributes, response to the environment determines success or failure.</i>					
School:	Humanitas	Track:	Trad	Grade:	9th	Time Frame:	8 weeks
Team Members:	Cathy Uchida		Marisa Crabtree		Gary Cristiano	Anahit Tatevossian	Charles Yates
Subject Area:	Biology		English		Health	Algebra	Special Ed. (Math)
Rationale	<p>Charles Darwin's writing of "The Origin of the Species" 150 years ago inspires further post-Darwin research by biological and social scientists to postulate differences and similarities among communities and the individuals functioning within them. The study of these behaviors intermingles integral connections between human society and biological concepts, as well as various differences. Questions about the extent to which genetics and environment shape an individual's identity still persist in the studies of researchers. As ninth graders are exploring the effect their decisions have on their own lives and the skills they need to survive and thrive in high school and beyond, the exploration of how humans adapt and the amount of control human beings have over their responses to the environment can be personally, as well as intellectually, significant.</p>						
Student Outcomes							
Focus Standards	BS7a: Students know why natural selection acts on the phenotype rather than the genotype of an organism	Writing Strategies 1.6 Research and Technology: integrate quotations and citations into written text while maintaining the flow of ideas.	Standard 1: Essential Concepts HS.1.N.1 Distinguish between facts and myths regarding nutritional practices, products, and physical performance. HS.1.N.2. Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.				
	7c: Students know new mutations are constantly being generated in a gene pool. 7d. students know variation within a species increases the likelihood that at least some members of a species will survive under	Literary Response and Analysis 3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work.	HS.1.N.3 Explain the importance of variety and moderation in food selection and consumption. HS.1.N.5 Describe the relationship between poor eating habits and				

	<p>changed environmental conditions.</p>		<p>chronic diseases such as heart disease, obesity cancer, diabetes, hypertension, and osteoporosis. HS.1.N.7 Describe nutrition practices that are important for the health of a pregnant woman and her baby.</p>
	<p>6b: Students know how to analyze changes in an ecosystem resulting from climate, human activity, introduction of nonnative species, or changes in population size.</p>	<p>Word Analysis 1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and understand word derivations.</p>	<p>HS.1.N.8 Describe the prevalence, causes, and long-term consequences of unhealthy eating. HS.1.N.9 Analyze the relationship between physical activity and overall health.</p>
	<p>8a: Students know how natural selection determines the differential survival of groups of organisms. 8c: Students know the effects of genetic drift on the diversity of organisms in a population. 8d. Students know reproductive or geographic isolation affects speciation.</p>	<p>Written and Oral English Language Conventions 1.5 Manuscript Form: reflect appropriate manuscript requirements, including 1) title page presentation, 2) pagination, 3) spacing and margins, 4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p>	<p>HS.1.N.13 Describe the amount and types of physical activity recommended for teenager's overall health and maintaining a healthy body weight. HS.1.N.14 Analyze the harmful effects of using diet pills and anabolic steroids. and the relationship of sedentary lifestyle to chronic disease.</p>
	<p>8b: students know a great diversity of species increases the chance that at least some</p>		<p>HS.1.N.15 Explain physical, academic, mental, and social</p>

	organisms survive major changes in the environment	benefits of physical activity
<p data-bbox="432 293 768 318"><i>Students will understand that...</i></p> <p data-bbox="432 391 1121 480">A literary character's environment shapes his internal and external survival views and the adaptive measures he must take to survive or even succeed.</p> <p data-bbox="432 488 1068 545">Protein synthesis and gene expression affect survival in the animal kingdom.</p> <p data-bbox="432 553 1108 610">Availability of appropriate nutrients is an environmental factor that determines survival rates.</p> <p data-bbox="432 618 1125 675">Adaptation is often a necessary element in the determination of survival rates for animals and humans.</p> <p data-bbox="432 683 1104 740">Differences exist between adaptive capabilities of animals and humans.</p> <p data-bbox="432 781 1125 837">Human decisions as responses to the environment contribute to survival and success.</p> <p data-bbox="432 846 1121 902">Certain skills and adaptations have a higher rate of success than others.</p> <p data-bbox="432 911 1125 967">Survival rates and the probability of survival are defined through applied mathematical concepts integrating statistics and data.</p> <p data-bbox="432 1040 1125 1349">Carbohydrates, Fats, and Proteins - Food provides six classes of nutrients; carbohydrates, fats, proteins, vitamins, minerals, and water. Vitamins, Minerals, and Water-Vitamins and minerals are found in all foods, in varying amounts. A well-balanced diet can meet all your vitamin and mineral needs. Meeting Your Nutritional Needs-The RDAs are nutrient intakes that are sufficient to meet the needs of almost all healthy people. Choosing A Healthy Diet- Healthy snacks, such as fresh fruit, low-fat yogurt, or low-salt pretzels, provide a good source of essential nutrients without excessive calories and fat. Food and</p>	<p data-bbox="1184 797 1398 854">Theme-related Essential Questions</p>	<p data-bbox="1444 293 1976 383">What types of skills (adaptations) do organisms including humans need to navigate and survive a changing and complex world?</p> <p data-bbox="1444 391 1944 448">How can health decisions (mental, nutritional, diet) affect survival and success?</p> <p data-bbox="1444 488 1860 545">To what extent are we products of our environment?</p> <p data-bbox="1444 553 1990 610">How much influence does a person's environment and lifestyle experiences have on survival?</p> <p data-bbox="1444 618 1976 675">How does the biological environment differ from the social environment of human society?</p> <p data-bbox="1444 683 1965 773">What are the consequences if organisms do not adapt? What are the rewards or advantages to survival?</p> <p data-bbox="1444 781 1839 805">What are the sources of adaptation?</p> <p data-bbox="1444 846 1969 902">How do organisms, including humans, cope with changes in their environments?</p> <p data-bbox="1444 911 1997 1032">How does artificial selection compare and contrast to natural selection? What factors influence and determine whether an adaptation is favorable or not?</p> <p data-bbox="1444 1040 1997 1349">How can a person's diet affect his or her quality of life? Give possible reasons for the decrease in calcium intake by teens? Anne's diet contains the right number of servings from each of the food groups. The only vegetable she eats is french fries, her dairy intake is ice cream, and many of her grain servings are from baked goods. Is this a healthy diet? Explain. Your friend on the school wrestling team uses diuretics to help him "make weight". He says it is not harmful. What</p>

Your Body Weight- What you eat and how much you eat are affected by both hunger and appetite. Maintaining A Healthy Weight-The genes you inherit from your parents and your lifestyle choices determine your body size and shape. Eating Disorders-Individuals with eating disorders often have a distorted body image. Preventing Food-Related Illness-Common digestive disorders include heartburn, ulcers, constipation, diarrhea, and flatulence.

would be your reply? You are cooking dinner for your family. You go to the grocery store to buy the ingredients, what influences your food choices? Calculate what your BMI will be next year if you grow 1 inch and gain 5 pounds. Should you expect your BMI to change in the next year? Explain. Describe how you could help a friend you think is developing an eating disorder. Identify resources in your local community that help people with eating disorders in their families. Should someone who binges and purges about once a month be worried about the consequences of bulimia? Explain.

Interdisciplinary Essay Prompt

Write an essay in which you describe and explain how organisms change through time. In your discussion, identify sources of variations that increase survival rates and how the environment is an integral part of populations evolving. Identify limitations that biological organisms such as plants and animals experience which humans may not. To begin your essay, discuss the effects of food and nutrition on survival for humans and biological organisms. Contrast the circumstances of human nutrition to organisms. Additionally, explain how competition for limited resources in the environment is a driving force for adaptation and survival. Next, write about *The Life of Pi*, explaining the author's ideas about what contributes to human survival and success. Include an analysis of Pi's conflict over losing his loved ones and the decisions he makes to survive in spite of his circumstances. Describe the mathematical operations and functions that are used to determine survival rates, and discuss the reasons for gathering this information. Finally, identify the extra responsibility that human beings have, unshared with animals, in determining the probability of thriving.

Subject-Area Unit Plan

School:	Lincoln High School Complex: Humanitas School of Arts and Media	Teacher:	Crabtree	Subject- Area:	English 9	Unit/Quarter:	Unit 3/Spring
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Focus Standards

Written and Oral English Language Conventions 1.5 Manuscript Form: reflect appropriate manuscript requirements, including 1) title page presentation 2) pagination 3) spacing and margins 4) integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations	Word Analysis 1.1 Vocabulary and Concept Development: identify and use the literal and figurative meanings of words and word derivations.	Writing Strategies 1.6 Research and Technology: integrate quotations and citations into written text while maintaining the flow of ideas	Literary Response and Analysis 3.5 Narrative Analysis of Grade-Level-Appropriate Text: compare works that express a universal theme, and provide evidence to support the ideas expressed in each work
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Essential Understandings

Knowledge/Skills

Important Concepts Students will recognize and understand terms and people such as adaptation, environment, natural attributes, Charles Darwin, thriving, inherited characteristics, genetics, character and personality traits, internal versus external conflict, character development, universal theme, etc. Students will understand how survival skills are responses to the environment and how certain inherited traits might also contribute to one's success in surviving. Students will analyze how stories can illustrate the question of survival, and, additionally, success versus failure.	<i>Students will know...</i> How to conduct character analyses and determine character motivation and both internal/external conflicts. How to compare works of various genres in order to create a universal theme, and how to compile evidence from a variety of works to support the theme.
Guiding Questions: How are survival instincts different for humans? What other factors play into human survival? What is the difference between success and survival? What constitutes failure? In what different ways do humans respond to their environments? Where are the models for survival? What responsibilities do humans have since they are at the "top of the food chain?"	<i>Students will be able to...</i> Include evidence and examples from a variety of sources to support a thesis statement (also a theme statement). Properly cite references and resources when including evidence from a variety of sources. Utilize academic vocabulary that pertains to the subject of survival and environmental factors. Conduct a literary analysis and find evidence including specific quotations from works of fiction and non-fiction.

Assessment Evidence

Formative Assessments

Periodic Assessment: Literary Analysis

Classroom read-aloud, discussion, and analytical questions addressing issues presented in the text and through supplementary readings dealing with how response to environment contributes to survival.

Vocabulary card study and quizzes on key terms applicable to the novel and terms relating to the theme.

Summative Assessments

Interdisciplinary Essay: English skills section, writing conventions on entire essay.
Written product contributing to the How-to Survive High School Guide

Selecting images, quotes, and methods of organization to include information for How-To Survive High School Guide

Cooperative presentations organized around a jigsaw model with a final presentation including research, references to shared reading, and connections between independent reading and research to the entire class.

Learning Plan**Texts, major lessons, events, projects, activities, and ELL/SPED differentiation**

The Life of Pi by Yann Martel

"Big Two-Hearted River" by Ernest Hemingway

"The Law of Life" by Jack London

Standards Based District Approved Textbook: Perspectives in Multicultural Literature, Holt

Technology project- how-to survival guide in high school that can be disseminated to incoming 8th graders and posted on the Humanitas website with resources for students, parents, and families.

Activities include "Think, Pair, Share," quick writes, significant moments charts, vocabulary focus, and graphic organizers used to access knowledge and encourage discussion of issues presented in the novel, short stories, and articles.

ELL/SPED: ELL differentiation-

Read aloud textual segments in whole class group, in small groups, and as individuals. Highlighting and annotating reading as students' progress. Reading with a purpose. Students contribute their own commentary to the text as they read. Vocabulary is focused on and discussed while shared selections are read.

SPED differentiation-

Extended time offered to complete assignments for RSP students. Students also work in homogeneous and heterogeneous groups to discuss and practice what they have read. Students with learning difficulties benefit from annotating their thoughts and comments on the reading as they read. Information necessary for summative assessments is scaffolded and taught over time so students have a chance to access background knowledge and synthesize new concepts with already-determined knowledge. Students identify significant moments in texts and analyze how and why they are significant. Use of Dialogic Discussion Guides to help students focus on their reading analysis and comprehension. Also encourages dialogue and discussion centered on the touchstone texts that all students can participate in. Continuation of Accountable Talk strategy in online, small group, and whole class discussions where students use connecting, elaborating, and responsive phrases to dialogue with other students about their work.

Subject-Area Unit Plan

School:	Lincoln High School Complex: Humanitas Academy for Arts and Media	Teacher:	Uchida	Subject- Area:	Biology	Unit/Quarter:	Unit 3/Spring
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Focus Standards

BS7a: Students know why natural selection acts on the phenotype rather than the genotype of an organism BS7a: Students know why natural selection acts on the phenotype rather than the genotype of an organism	7c: Students know new mutations are constantly being generated in a gene pool. 7d. students know variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.	6b: Students know how to analyze changes in an ecosystem resulting from climate, human activity, introduction of nonnative species, or changes in population size.	8a: Students know how natural selection determines the differential survival of groups of organisms. 8c: Students know the effects of genetic drift on the diversity of organisms in a population. 8d. Students know reproductive or geographic isolation affects speciation.
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8b: students know a great diversity of species increases the chance that at least some organisms survive major changes in the environment

Essential Understandings

Students will understand the difference between natural selection and artificial selection

Protein synthesis and gene expression affect survival. Natural selection operates on the phenotype of the organism, not its genotype.

What are the consequences if organisms do not adapt? What are the rewards or advantages to survival? What factors influence and affect whether an adaptation is favorable or not is determined by environmental conditions.

Knowledge/Skills

Students will know that evolutionary processes involve natural selection in which organisms with traits that are "fit" (adaptations) survive to reproduce similar organisms.

Students will know that organisms cannot control the expression of genes (to a large extent) nor their traits. They will know that mutations and genetic recombinations are sources of variations within a given population.

Students will be able to analyze various models/graphs and determine what selection pressures are affecting population growth and survival rates (random pressures leading to genetic drift or natural selection where specific traits are favored over another)

Assessment Evidence

Formative Assessment:

Students will be assessed on an on-going basis of their understanding of concepts through written assignments (warm ups, quiz, quick writes), Socratic Seminar style lectures

Summative assessment: Chimera essay on adaptation in a particular biome. This essay is a continuation and culmination of their Chimera project.

Students will create models or diagrams of their Chimera, identifying traits/features that have adaptive value. In their "Protein Synthesis" essay, students will understand sources of physical traits (phenotypes)

Periodic Assessment #2; Teacher created multiple-choice/short answer assessment
Chimera essay on adaptation in a particular biome. This essay is a continuation and culmination of their Chimera project.

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

Teacher directed lectures, text readings (Biology: McDougal Littel); lab activities from both text and other references; participation in UCLA BioLab (sickle cell genetics unit); Chimera project (creating model, sketch, essays, etc.); individuals recommended for intervention (tutoring);

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually. Communication with resource teachers for IEP strategies; graphic organizers, interactive notebooks, drafts/edits on essay writing process, quick writes, whole group sharing of visuals, oral communication (public speaking) of PowerPoint presentations.

Subject-Area Unit Plan

School:	Lincoln High School Complex: Humanitas Academy for Arts and Media	Teacher:	Cristiano	Subject- Area:	Health	Unit/Quarter:	Unit 3/Spring
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Focus Standards

Standards: Essential Concepts	HS.1.N.7 Describe nutrition practices that are important for the health of a pregnant woman and her baby.HS.1.N.8 Describe the prevalence, causes, and long-term consequences of unhealthy eating.	HS.1.N.9 Analyze the relationship between physical activity and overall health. HS.1.N.13 Describe the amount and types of physical activity recommended for teenager's overall health and maintaining a healthy body weight. HS.1.N.14 Analyze the harmful effects of using diet pills and anabolic steroids. HS.1.N.15 Explain physical, academic, mental, and social benefits of physical activity and the relationship of sedentary lifestyle to chronic disease.
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Essential Understandings

Important Concepts

Student recognition of how a daily diet affects their identity for future healthy lifestyle. Students comprehend identity of what results from a junk food diet. Students realize the purpose of recommended daily serving established in the food pyramid to achieve a healthy identity. Students understanding how the change in the consumption of milk and soda lowers their healthy identity. Students organize what is the best plan to avoid obesity identity. Students identify their actions to help prevent heartburn and constipation. Students interact with friends' identity for help with their eating disorder.

Knowledge/Skills

Students will know...

Students identify with the healthy choices of the six classes of nutrients. Students realize the identity of a well-balanced diet keeping them healthy. Students understand the identity of diets high in fiber to move food through the digestive tract. Students identify the two functions of complex carbohydrates. Students identify the purpose of the Dietary Guidelines for Americans. Students identify by compare and contrast the energy needs of adults with those of teens. Students practice of eating a healthy breakfast. Students identify how their energy balance and body weight would be affected if they walked home from school every day instead of taking the bus. Students can structure a weight management diet. Students identify steps to reduce their chances of getting a food borne illness

Assessment Evidence

Formative Assessments

Teacher monitors student understanding during individual, small group, or class discussions. Teacher monitors small group interactions. Teacher observes reactions to student's task behavior. Teacher praises students for active listening, speaking, reading, and writing. In class written responses to study questions. Discussions-whole class and groups. Vocabulary quizzes. Creative response-visual and verbally. Magazine article/reflective.

Summative Assessments

Health Contract: Students develop a contract that identifies and explains self-esteem behaviors. They can adopt to improve or maintain optimum health. Behaviors should address positive self-talk, Maslow's hierarchy of needs, and defense mechanisms to increase social survival.

Reflection essay- explains one communication skill and how these healthy survival choices impact self-image and personal identity. Essay exams. Multiple choice exams/short answer tests. Completion sentence questions. Interdisciplinary essay.

Learning Plan**Texts, major lessons, events, projects, activities, and ELL/SPED differentiation****ELL Differentiation:**

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Standards-based District Approved Textbook: [Lifetime](#) (Health Text)

Subject Area Unit Plan

School:	Lincoln High School Complex: Humanitas Academy for Arts and Media	Teacher:	Yates	Subject- Area:	Algebra	Unit/Quarter:	Unit 3/Spring
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Standards

Student behavioral learning and additional skills: Understand and follow simple multiple-step oral directions for classroom or work-related activities Students use technology tools to enhance learning, increase productivity, and promote creativity.	1.0 Students know the properties of, and compute with rational numbers, expressed in a variety of forms:	1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.	1.2 Add, subtract, multiply and divide rational numbers (integers fractions, and decimals).
	1.3 Convert fractions to decimals and percent and use these representations in estimations, computations and applications.		

Essential Understandings

Important Concepts
 Certain math skills are necessary to survive in our society.
 Students need to follow written and oral multi-step instructions to survive
 Students need to apply appropriate math processes to function in today's world.

Knowledge/Skills

Students will know...
 How to find the percent and decimal and to estimate tax or tip
 how to read multistep instructions
 Using word problems, students will know how to apply appropriate math processes.

Assessment Evidence

Formative Assessments
Student participation
Work samples
Group presentations
Project based activities
On-going class discussion

Summative Assessments
 Chapter/Unit tests
 Teacher-made assessments
 Final project and Interdisciplinary essay

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation
 Unit begins with KWL - What do you know about survival, what do you want to know about survival. Discuss responses. Other lessons will incorporate Math survival skills and other survival skills, i.e. writing checks, balancing a checkbook completing basic tax forms, and following multi-step instructions.
 Lessons will include group activities for vocabulary exploration, use of Venn diagrams and word and web maps to organize meanings, similarities and differences of related vocabulary.

ELL differentiation:

SDAIE techniques will be used to help students access the language and comprehension. students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Interdisciplinary essay prompt

We often think of survival in terms of world ending, cataclysmic events, earthquakes, getting lost at sea, etc. Survival is also very important in or daily lives. There are some things that we do automatically to protect ourselves, however some things we don't think about. In an essay of at least three paragraphs, please discuss what survival skills you need to survive and function in your everyday life. Be specific and include an introduction, body and a conclusion.

Humanitas Interdisciplinary Thematic Unit 4

School	Humanitas Academy	Track:	Trad	Grade:	9th	Time Frame:	8 weeks
Team Members:	Cathy Uchida	Marisa Crabtree		Gary Cristiano		Anahit Tatevossian	Immaculee Mukamisha
Subject Area:	Biology	English		Health		Algebra	French 1

Unit Theme *Free will is a uniquely human condition; it is through free will that human beings create and define themselves.*

Rationale Is free will more of a determinant than "luck" or "destiny?" One of the concepts that separates human beings from the animals and places them at the top of the food chain is that of free will. We will explore the ideas of choice and decision-making capabilities and how humans integrate free will into their lives. We will also study the effects of free will on individual lives, and also communities. How can individuals influence the future by exercising their free will? How do concepts such as culture, survival, and perspective also interact with humanity's free will- are they influential factors or is it one's character? Finally, we will connect free will to identity, which is what we have been examining during the ninth grade coursework, and elaborate on the connection between the choices we make and who we are as individuals.

Student Outcomes

Focus Standards	BS6a: Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.	2.1 Listening and Speaking- Deliver narrative presentations.	Standard 1:Essential Concepts HS.1.P.4 Identify types of pathogens that cause diseases.	5.0 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
	6b: Students know how to analyze changes in an ecosystem resulting from climate, human activity, introduction of nonnative species, or changes in population size. 6c: Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration and death	3.11 and 3.12 Literary Criticism- Evaluate the aesthetic qualities of style and analyze the way in which a work of literature is related to themes and issues of its historical period.	Standard 2: Analyzing Influences. HS.2.P.17 Analyze how environmental conditions affect personal and community health.	15.0 Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
	6d: Students know how water, carbon, and nitrogen	1.10-1.14 Listening and Speaking- Analyze and	Standard 3: Assessing Valid Information.	17.0 Students determine the domain of independent

cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.	Evaluate Oral and Media Communications	HS.3.P.22 Assess valid information about personal products and services in the community.	variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
6e: Students know a vital part of an ecosystem is the stability of producers and decomposers.	3.3-10 Literary Response and Analysis- analyze character interactions, traits, and development, as well as an author's development of time and sequence, including the use of complex literary devices.	Standard 5: Decision-Making. HS.5.P.30 Apply a decision-making process to a community or environmental health issue.	18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion. Students demonstrate an understanding of patterns and how patterns and how patterns grow and describe them in general ways
10a, b, c, d, e Organisms have a variety of mechanisms to combat diseases. Included in content sub standards are knowledge of HIV, viruses, bacteria and how they operate at both the molecular and biological levels	1.3 Word Analysis- Identify Greek, Roman, and Norse mythology ad use the knowledge to understand the origin and meaning of new words.	Standard 8: Health Promotion. HS.8.P.39 Support personal or consumer health issues that promote community wellness. HS. 8.P.40 Encourage societal and environmental conditions that benefit health.	24.0 Students use and know simple aspects of a logical argument

Enduring Understandings/ Important Concepts	<i>Students will understand that...</i>	Theme-related Essential Questions	Is free will more important than luck? Why?
	Free will is unique to humans- no other creatures have the ability to choose, but rather are directed by instinctive reactions.		How does the ability to exercise free will separate human beings from the rest of the animal kingdom? What responsibility comes with this ability?
	With free will comes responsibility for issues under the purview of humanity.		
	Free will contributes to our identity through our choices and		Are the choices I make connected to my identity? Where do I see this in my daily life? What areas of life does free will mean greater responsibility

In order to understand the discipline of Public Health concepts involves 1) Primary focus- population 2)Emphasis - prevention, health promotion, and whole community 3) Paradigm - interventions aimed at environment, human behavior and lifestyle and medical care 4) Organizational Lines of specialization - Analytical (epidemiology); setting and population (occupational health);substantive health problem (nutrition); skills in assessment, policy development, and assurance

In biology, students will understand how human activities impact/affect populations (both human and other biological systems) in both positive and negative ways.

In biology, students will understand that humans have choices or none (such as mandates) in maintaining order in the biological world. They will understand that as future voting citizens, they will decide on regulations that affect the biological world.

for humans?

Why is public health important? Why do epidemics spread? What public health concerns exist in the United States? What do public health agencies do? How do private organizations affect public health?

What are public health concerns in overcrowding populations? Why is immunization critical? What are reasons for poor sanitation?

Why is poor nutrition a public health risk? What is Health People 2010? What is a high risk population?

Interdisciplinary Essay Prompt

Students will examine the tension between the paradoxes of destiny and free will in the play Romeo and Juliet. Where the main characters, Romeo and Juliet, reach crossroads in decisions how do you see both of these concepts struggling with each other for prominence? How are Romeo and Juliet's characters described by the choices they make? Why is free will actually the determining factor in the plot of the play? Using relevant quotations from the play cite your evidence for proving that Romeo and Juliet had a large amount of control over their lives, even though on the surface it seems they were simply "star-crossed lovers." From the biological perspective, what kinds of factors increase the risk of an epidemic spreading throughout a population? Although people are exercising their free will, how does that impact populations? Summarize the functions of local, State, and National Public Health Agencies. Community resources recently noticed that the water in your school has an unpleasant taste and smell. Why? What could you do start an investigation of the cause and what/how would you share your results with the community? Through practicing wellness, what behavior should you change to reach the "Healthy People 2010 Goal"?

Subject-Area Unit Plan

School:	Lincoln High School Complex: Humanitas Academy for Arts and Media	Teacher:	Crabtree	Subject- Area:	English 9	Unit/Quarter:	Unit 4/Spring
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Focus Standards

1.3 Word Analysis- Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.	3.11 And 3.12 Literary Criticism- Evaluate the aesthetic qualities of style and analyze the way in which a work of literature is related to themes and issues of its historical period.	1.10-1.14 Listening and Speaking- Analyze and Evaluate Oral and Media Communications	3.3-10 Literary Response and Analysis- analyze character interactions, traits, and development, as well as an author's development of time and sequence, including the use of complex literary devices.
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2.1 Listening and Speaking- Deliver narrative presentations.

Essential Understandings

Important Concepts

Literary analysis of different genres of literature (in this case, dramatic tragedy).
Character motivation, internal vs. external conflicts, character development and how that is aided through dialogue, monologue, soliloquy, etc.
Universal themes, including analysis of literary devices used by authors to construct meaning in the text.

Guiding Questions:

How do Romeo and Juliet's exercise of free will lead to their eventual downfall? What would have been other ways of dealing with their love? Who else did their decisions effect? Did they make the best possible choices? How does their free will compare with ideas of destiny in the play?

How do our choices affect who we are as human beings? Do you think it is possible for both free will and destiny to exist as ideas, or are they paradoxical?

Knowledge/Skills

Students will know...

Terms relating to dramatic tragedies, such as soliloquy, monologue, dramatic irony, situational irony, dialogue, character development, Concepts involving free will, such as consequences to actions, catalysts, effects of free will on societies, families, and larger populations.

The relationship between free will and destiny and the concept of a paradox. How this particular paradox is demonstrated in the characters Romeo, Juliet, Mercutio, and Tybalt in Shakespeare's play.

Students will be able to...define and utilize terms related to dramatic genre of writing. Integrate terms relating to drama and literary devices through their cooperative work in stage production teams. Write an essay involving logical, thoughtful examples from the play and other works shared in class, and synthesizing the information to construct a well-written answer to the interdisciplinary essay prompt.

Produce, direct, design, and act a scene from Shakespeare. They will understand nuances of the text and inferences made by the text for actors, directors, and producers. They will closely read and analyze Shakespeare's play and perform it by reading it aloud, with interpretation, for an audience.

Assessment Evidence

Formative Assessments

Periodic Assessment: Literary Analysis

Whole class discussions where students demonstrate that they are reading.

Student promptbooks and note checks for the entire play of Romeo and Juliet

Online discussion responses including quick write journal entries, discussions on "hot topics" relating to free will and Romeo and Juliet, and other readings discussed in other classes.

Blog entries recording thoughts and ideas regarding free will and how it should be exercised. Tableaux vivants presented working in small groups. Longer writing assignment on an issue related to free will

Summative Assessments

Cooperative presentation of a scene from Romeo and Juliet with justifications for directorial decisions based on close readings of the play and including sets, costumes, interpretation of lines, and blocking.

Interdisciplinary Essay

Reflection on scene production and team members' contributions

Significant moments chart using key quotes from the play and paired with written commentary of the quotes.

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

"Romeo and Juliet" by William Shakespeare

Standards-based District Approved Textbook

Excerpts from The Invention of the Human by Harold Bloom, Will of the World by Bill Bryson, and opinion pieces on free will versus destiny.

ELL differentiations:

ELL: Students will read, speak, and move to text, helping them to improve reading fluency. Cooperative groups will be used to closely read and analyze text. Journaling, quick writing, and accessing background knowledge on issues relating to free will versus destiny will also be included as part of in-class written work.

SPED:

Students will work in both heterogeneous and homogeneous groups according to abilities. Small group and one-on-one instruction will be used whenever possible. SPED students will receive more time to work on scenes and extended time for writing final products, as well as projects designed with specific learning issues in mind.

Subject-Area Unit Plan

School:	Lincoln High School Complex: Humanitas Academy for Arts and Media	Teacher:	Uchida	Subject- Area:	Biology	Unit/Quarter:	Unit 4/Spring
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Focus Standards

BS6a: Students know biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.

6b: Students know how to analyze changes in an ecosystem resulting from climate, human activity, introduction of nonnative species, or changes in population size.

6c: Students know how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration and death

6d: Students know how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.

6e: Students know a vital part of an ecosystem is the stability of producers and decomposers.

6f: students know at each link in a food web some energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.

10a, b, c, d, e Organisms have a variety of mechanisms to combat diseases. Included in content sub standards are knowledge of HIV, viruses, bacteria and how they operate at both the molecular and cellular levels

Essential Understandings

Important Concepts

Students will be able to distinguish science from social science regarding how government policies are shaped
 Students understand how diseases work and how the immune system is coordinated or connected to other systems
 Students will understand how food webs and food chains are affected by human activities which impact entire ecosystems
 Students understand decomposition, respiration, and photosynthesis in the overall interaction of establishing and maintaining a healthy ecosystem.
 Students understand how diseases spread throughout a community (both human and biological) and its impact on both local global levels.

Knowledge/Skills

Students will know...

how human choices and decisions can permanently or temporarily alter natural ecosystems
 how public policies such as vaccinations have biological ramifications and consequences
 how immunizations work at molecular and cellular levels

 letter and essay writing skill practice continued to be refined and honed

 How natural cycles (water, carbon, nitrogen, population fluctuations, fires, etc.) are affected by human and natural activities.

Assessment Evidence

Formative Assessments

Periodic Assessment #3, mini-tests/quizzes related to unit lessons, warm-

Summative Assessments

Debates on ecological topics or public policies (ex. Delta smelt issue or global

ups, HW questions

warming controversy)

Letters to elected officials regarding ecological policies or topics using narrative writing

Thematic essay

Learning Plan**Texts, major lessons, events, projects, activities, and ELL/SPED differentiation**

Internet research on various ecological topics, edit/essay writing processes, lab activities(HIV simulation activity, water testing protocol? and factors that determine health of a water system), debate notes and actual debating(Delta smelt and water issues), reading passages from the "Hot Zone" and how diseases (Ebola, HIV, etc) spread,

Standards-based District Approved Textbook: McDougal Littell "Biology," by Stephen Nowick (California Edition) 2008: Chapters. 13, 14, 16: (Ecology and Human Intervention) Chpts: 18(Viruses and Prokaryotes), 19(Protists and Fungi), 31 (Immune System and Diseases)

Guest speaker (John Zevalney)-Al Gore's Global Warming presentation

Essay where students will have to take a position on a topic such as methods population control (India vs. China), genetically modified foods, genetic screening.

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Humanitas Unit Plan: Grade 10 Unit 1

School:	Lincoln HS	Track:	Trad	Grade:	10	Time Frame:	8 Wks
Team Members:	D. Alamo	C. Luckey		I. Rosario		J. Lim	A. Merrill
Subject Area:	Social Studies	English		Math		Chemistry	SDC

Unit Theme Colonization leaves an imprint and a legacy on both the perpetrators and the subjugated people.

Rationale A clear understanding of the history of hegemony, and its political, cultural, economic, and scientific legacies is necessary for a thorough understanding of current affairs

Student Outcomes

Focus Standards	ELA Reading 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. .	1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed	SS 10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	Chemistry Standard Set 3. Conservation of Matter and Stoichiometry: The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. a. Students know how to describe chemical reactions by writing balanced equations.
	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.	2.2a Demonstrate a comprehensive grasp of the significant ideas of literary works	SS 10.4.2 1. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	Chemistry Standard Set 4. Gases and Their Properties: The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept: a. Students

<p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p>	<p>2.2b a. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>	<p>SS 10.4.3 1.Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p>	<p>know the random motion of molecules and their collisions with a surface area create the observable pressure on the surface. 4. b. Students know the random motion of molecules explains the diffusion of gases. 4. c. Students know how to apply gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of idle gases.</p>
<p>3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science</p>	<p>Writing 2.2b .Convey information and ideas from primary and secondary sources accurately and coherently.</p>	<p>SS 10.4.4 1.Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p>	
<p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p>	<p>SS 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p>		
<p><i>Students will understand that...</i></p>			
<p>European countries claimed and colonized large areas in the Americas and Africa</p>		<p>What European countries were involved in the colonization of Africa and the Americas?</p>	

**Enduring Understandings/
Important Concepts**

Domination and subjugation are the primary social dynamics of colonization
The motivations for colonization include exploitation of natural and human resources, strategic goals, and imperialist expansion

**Theme-related
Essential Questions**

How does colonization work--what are the actual mechanisms that caused it to function?
What are the fundamental dynamics of colonization?
Where and how do we see those dynamics outside the realm of colonization
What motivated European countries to initiate and maintain colonies?

**Interdisciplinary Essay
Prompt**

Write an essay in which you explore and explain the concepts of domination and subjugation as they have been studied in the context of colonization in your Humanitas classes. Begin your essay by discussing the historical events you have learned about which demonstrate the causes and effects of colonization. After that, continue your paper with a discussion of how you have read of the themes of colonization, for example, oppression, resistance, exploitation, and assimilation in the literature and music that you have studied in your English class. Next, consider how the dynamics of power that we see in colonization seem to be echoed in science when we examine the Law of the Conservation of Matter. Next, explain how one can use mathematics to measure and account for inequalities in a social circumstance such as colonization. Finally, finish your paper with a personal reflection on the topic of colonization: explain how people today can make good use of our understanding of both the history of colonization and the ideas upon which colonization was founded.

Subject-Area Unit Plan

School:	Lincoln HS	Teacher:	C. Luckey	Subject-Area:	English	Unit/Quarter:	1
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Focus Standards

ELA Reading 2.0 Reading Comprehension Students read and understand grade-level-appropriate material. .	2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science	3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
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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.

Essential Understandings

Important Concepts
Colonization is characterized by Domination and subjugation
Oppression, resistance and assimilation are attributes of colonization
Colonizers typically claim a moral and social superiority to those whom they oppress
Colonies are maintained, often expensively, in the interests of money and power.

Knowledge/Skills

Students will know...
 The theme of colonization in speculative fiction is founded on the history of Europe's colonization of Africa and the Americas
 There exists a rich tradition of both historical fiction and speculative fiction in which the central conflict is rooted in the circumstances of colonization

Assessment Evidence

Formative Assessments
 Small group discussion
 Short constructed response to literature
 whole class discussion
 performance assessment
 Group writing activity

Summative Assessments
 Research project and presentation
 Interdisciplinary essay

Learning Plan**Texts, major lessons, events, projects, activities, and ELL/SPED differentiation**

Standards Based District Approved Textbook: Perspectives in Multicultural Literature

The Martian Chronicles - Ray Bradbury: Chapter SCRs, Whole class and group discussion, Vocabulary study, Formal essay

"The White Man's Burden" - Rudyard Kipling: Whole class analysis and discussion

"Snapshots of a Wedding" - Bessie Head: SCRs focusing on theme and tone

Music by Randy Newman, Graham Parker, The Clash, and Santana: Listen, small group and whole group discussion, written response

ELL:

Academic vocabulary support, think pair-share, clock appointment conversations, visual aids. Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED:

Visual aids, music, paired discussion, group writing, academic vocabulary support, think pair-share, extended time, shorten assignment Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

GATE: The Tempest - William Shakespeare

Subject-Area Unit Plan

School:	Lincoln High School Complex: Humanitas Academy for Arts and Media	Teacher:	Alamo	Subject- Area:	Social Studies	Unit/Quarter:	Grade 10/ Unit 1/ Quarter 1
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Focus Standards

WH10.4.2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	WH10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
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Essential Understandings

Students will understand...
 The relationship between natural resources and power.

 European motivation to conquer new lands.
 The European advantage of geography, written word, and germs.
 The treatment of indigenous people by Europeans

Knowledge/Skills

Students will know...
 The lifestyle of Tainos prior to their encounter with Columbus and the aftermath of European contact
 Spain's racist beliefs and the idea of a hierarchy
 How Europeans were motivated by God, Gold, and Glory
 Which countries were colonizing the world and which were being colonized

Assessment Evidence

Formative Assessments
 Quizzes
 Interactive notebook

 Daily Warm Up's to activate previous learning
 Small group discussions
 Think-Pair-Share

Summative Assessment
 Periodic assessment
 Students will complete an essay in which they argue whether or not Columbus is a hero or not while providing examples using their assignments to support their stance.

Learning Plan

Texts, major lessons, events, projects, activities, ELL/SPED differentiation, Gifted Talented needs, Literacy Skills
 Readings by Bartolomé De Las Casas
 Standards Based District Approved Textbook: Perspectives in Multicultural Literature
 Images produced by Bartolomé De Las Casas will be used in a gallery walk
 Cornell notes on the film, "Guns, Germs, and Steel"

PowerPoint notes on the Caste System, Selections from Howard Zinn's "A People's History"**ELL:**

Academic vocabulary support, think pair-share, visual aids, reading to get the GIST. Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Visual aids, music, collaborative learning, art tasks, group writing, vocabulary support, think pair-share, extended time, shorten assignment Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

GATE: Intertextuality, Literature Circles, RAFT

Literacy Skills: key vocabulary words, inferential reading, annotating text

Subject-Area Unit Plan

School:	Lincoln	Teacher:	Jacob Lim	Subject-Area:	Chemistry	Unit/Quarter:	1
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Focus Standards

<p>Chemistry Standard Set 3. Conservation of Matter and Stoichiometry: The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. a. Students know how to describe chemical reactions by writing balanced equations.</p>	<p>Chemistry Standard Set 4. Gases and Their Properties: The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept: a. Students know the random motion of molecules and their collisions with a surface area create the observable pressure on the surface.</p>	<p>4. b. Students know the random motion of molecules explains the diffusion of gases. 4. c. Students know how to apply gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.</p>
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Essential Understandings

Important Concepts:
The Law of Conservation of Matter and The Ideal Gas Law

Knowledge/Skills

Students will know

The Law of Conservation of Matter; the amount of reactants will always equal to the amounts of products even though the state of matter may change. Students will know the Ideal Gas Laws where pressure and volume of gas are inversely proportional when the amount of gas and temperature remains constant. Also, pressure is directly proportional to the temperature and the amount of gas when the volume remains constant. Volume of a gas is directly proportional to the temperature and the amount of gas when the pressure remains constant.

Assessment Evidence

<p>Formative Assessments LAUSD Quarterly Assessments Quizzes Exercises on solving ideal gas law questions</p>	<p>Summative Assessments CST Poster presentation of Ideal Gas Law Unit test on Gas</p>
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Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation
Text book based lessons and laboratory experiment based on Ideal Gas Laws that include measuring volume of gas and observing and differentiating properties of

gaseous state from solid and liquid state of matter.

Oral and written presentation on Gas Laws such as poster presentation.

For ELL students:

Vocabulary enrichment through visuals, academic vocabulary support, getting the GIST, differentiated instruction, scaffolding, Specifically Designed Academic Instruction in English (SDAIE), ELL/SPED differentiation. Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Small group discussion, vocabulary support, thinking maps, graphic organizers, visual aids, extended time, shortened assignments, frequent breaks, multiple modalities, graphic aids for reading (overlays), use of technology designed for specific learning disability, SDAIE, tapping prior knowledge, check for understanding. Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

GATE: Internet-based research, multiple learning styles, further in-depth analysis and synthesis of theme.

Humanitas Interdisciplinary Thematic Unit 3

School:	Lincoln HS Humanitas	Track:	Trad	Grade:	10	Time Frame:	8 Wks
Team Members:	Daniel Alamo	Christina Luckey		Ismael Rosario		Jacob Lim	
Subject Area:	Social Studies	English		Math		Chemistry	

Unit Theme Innovation: Science and technology influence power and prestige in a post industrialist world.

Rationale Innovation is significant in order to boost productivity and growth. The United States, for example, came forward with seeking new ways to improve environments. Innovation in History: Impact and Change. Innovation suggests creative new approaches to any facet of life. Changes in political, social or religious institutions or arrangements might also be considered innovations, as new ways to respond to problems facing society.

Student Outcomes

Focus Standards	ELA Reading 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	Reading 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.	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).	Chemistry Standard Set 7. Chemical Thermodynamics: Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
	1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	Reading 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.	1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).	7. A.How to describe temperature and heat flow in terms of the motion of molecules (or atoms).
	1.2. Distinguish between	3.9 Explain how voice,		7. b. Chemical

the denotative and connotative meanings of words and interpret the connotative power of words.

persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

processes can be either release (exothermic) or absorb (endothermic) thermal energy.

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

Writing
1.0 Writing Strategies
Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

7. f. How to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.

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

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

Students will understand that...

Enduring Understandings/ Important Concepts

Innovation often shifts power to the innovator
Innovation demands that people understand their circumstances in new, unanticipated ways
Large-scale innovation often triggers a reallocation of resources

Theme-related Essential Questions

How do innovations in math and science affect social and political change in historical eras?
How do large scale innovations affect the artistic

Interdisciplinary Essay Prompt

Students will develop an interdisciplinary project in which they explore the casual relationships of a specific innovation in the sciences or social sciences and reflect on the impact of this innovation of the society and its artistic expressions.

Grade 10 Subject-Area Unit Plan

School:	Lincoln HS Humanitas	Teacher:	C. Luckey	Subject-Area:	English	Unit/Quarter:	3
Focus Standards							
ELA Reading 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	Reading 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.	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).	Writing 1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.				
1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	Reading 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.	1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).	1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.				
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.	3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	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.				

Essential Understandings

Important Concepts

The structure of informational documents often enhances understanding of the content of those documents
 Words often convey emotional and/or evaluative meaning as well as their literal meaning
 Thorough research demands that multiple, varied sources be understood, evaluated and synthesized

Knowledge/Skills

Students will know...

How to synthesize the content from several researched sources to analyze the development and impact of innovations in a coherent and focused essay that utilizes concrete evidence and a tightly reasoned argument.

Assessment Evidence

Formative Assessments

Summative Assessments

Periodic Assessment 1: Persuasive Component

Interdisciplinary Essay Prompt

Observations of student work and effort based learning

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

Various: short informational articles on inventions and inventors

Research project: Inventor and invention

What a Great Idea! Inventions That Changed the World - Stephen M. Tomecek (excerpts)

Standards based District approved textbook: Perspectives in Multicultural Literature

GATE enrichment: Snow Crash - Neal Stephenson (1992 Novel, speculative fiction, which anticipates the internet)

ELL:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED:

Academic vocabulary support, visual aids, small group discussion mini-lessons in specific writing strategies, clearly defined steps and frequent assessment through the research project, graphic organizers, extended time, shorten assignment Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Grade 10 Subject-Area Unit Plan

School:	Lincoln	Teacher:	Alamo	Subject-Area:	Social Studies	Unit/Quarter:	3
Focus Standards							
WH10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.		WH10.5 Students analyze the causes and course of the First World War.		WH10.5.3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.		WH10.6 Students analyze the effects of the First World War.	
Essential Understandings				Knowledge/Skills			
<p><i>Important Concepts</i></p> <p>The reemergence of colonization due to the demand called on for raw materials and new markets by the Industrial Revolution.</p> <p>The struggle involved and rivalries created in Europe during New Imperialism</p> <p>Power is determined through military strength, weapons, alliances, and nationalism</p> <p>New weapons lead to new horrors in the eyes of soldiers, and change the way wars have been fought in the past</p> <p>WWI allowed the United States to assert itself as a world power</p>				<p><i>Students will know...</i></p> <p>The power and influence of England among other European nations over non industrialized nations</p> <p>The four MAIN causes of WWI and how the assassination of Arch Duke Ferdinand triggered world war</p> <p>How the inability of Czar Nicolas II to assert strength and control triggered an end to a ruling dynasty</p> <p>The total cost of war in terms of money and lives</p> <p>Who created the Treaty of Versailles, for what purposes and why Germans resented the treaty</p>			
Assessment Evidence				Assessment Evidence			
<p>Formative Assessments</p> <p>Quizzes</p> <p>Interactive notebook</p> <p>Daily Warm Up's to activate previous learning</p> <p>Think-Pair-Share</p> <p>Small Group Discussions</p>				<p>Summative Assessments</p> <p>Compare and contrast essay on the Treaty of Versailles: Students will compare and contrast what England, France, and the United States wanted from the treaty and whether they got what they wanted.</p> <p>Essay: Is Industrialization a problem or progress?</p>			
Learning Plan							
Scramble for Africa Role Play							
Images on the effects of Imperialism on the colonized							
Clips from the film, Gandhi to illustrate passive and active resistance to British Imperialism							
Assassination of Archduke Franz Ferdinand Role Play							

Analyze the Cost of War in terms of dollars, but also in terms of life

Film: *All Quiet on the Western Front*

Standards Based District Approved Textbook for World History

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Grade 10 Subject-Area Unit Plan

School:	Lincoln	Teacher:	Jacob Lim	Subject-Area:	Chemistry	Unit/Quarter:	Unit 3/ Semester 2
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Focus Standards

Chemistry Standard Set 7. Chemical Thermodynamics: Energy is exchanged or transformed in all chemical reactions and physical changes of matter.	7. A.How to describe temperature and heat flow in terms of the motion of molecules (or atoms).	7. b. Chemical processes can be either release (exothermic) or absorb (endothermic) thermal energy.	7. f. How to use the Gibbs free energy equation to determine whether a reaction would be spontaneous.
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Essential Understandings

<i>Important Concepts</i>	<i>Students will know...</i>
Based on the ideas behind chemical thermodynamics, and discoveries and developments of new chemicals, 19th century Europeans made many innovations including use of nitroglycerine to clear the boulders for mining coals and other precious metals. Also, Europeans, Americans, and other people of advanced nations used the explosive in developing cities and technologies in warfare such as in bullets and bombs to subjugate people of developing nations.	In chemical and physical reactions, there is transformation of energy between the system and the surroundings such as exothermic and endothermic reactions. Based on this understanding, scientists in 19th century were developing explosives where the chemical reaction releases energy. This release of energy can be used to develop a city, tracking railroads or developing a city and this energy was used in warfare to win the battles and to subjugate the people.

Knowledge/Skills

Assessment Evidence

Formative Assessments LAUSD Quarterly Assessment Quizzes and Tests on Thermodynamics	Summative Assessments CST on Chemistry Poster presentation of how explosive technology is based on thermodynamics. Unit test on Thermodynamics
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Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation Text unit on Thermodynamics; Discussion on Alfred Nobel (his development of explosives and creation of Nobel prize) Demonstration of endothermic reaction and exothermic reaction. Standards based District approved Textbook for Chemistry
ELL differentiation: Vocabulary enrichment through visuals, academic vocabulary support, visual aids, getting the GIST, scaffolding, Specifically Designed Academic Instruction in English (SDAIE). ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students and to practice language skills. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED:

Small group discussion, vocabulary support, visual aids, collaborative learning, extended time, shortened assignments, frequent breaks, multiple modalities, graphic aids for reading (overlays), use of technology designed for specific learning disability, tapping prior knowledge, check for understanding. Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

GATE: Internet-based research with increased rigor, multiple learning styles, analysis, synthesis, independent research and presentation.

Humanitas Interdisciplinary Thematic Unit 1

School:	Lincoln HS	Track:	Trad	Grade:	11	Time Frame:	8 Wks
Team Members:	Eleanor Barbour	Justin Baker	Jenny Ma	Mark Santos	Pamela Perkins		
Subject Area:	English	History	Math	Music	Art		

Unit Theme	The conflict over man's relationship to land and the appropriate uses of territory and resources has defined and continues to define American life. Conservation vs. Capitalism.
Rationale	From the beginning of European colonization, an ongoing debate between the use of land and resources has been evident. Through an extensive study of Native American cultures and the conflict between European cultures, we can look more in depth to this concept of the use of land.

Student Outcomes

Focus Standards	3. the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization		
Enduring Understandings/ Important Concepts	<i>Students will understand the major conflicts between European culture and numerous Native American cultures.</i>	Theme-related	What happened to numerous Native American tribes' traditions, lives, and societies?
	Students will understand the tragic events that resulted in a conflict of interest between the use of land between Euro-Americans and many Native American tribes.		How did the American government propose and implement Native American policies?
	Students understand the overall idea of communal ideas of the land and capitalist structures that developed in America.		What were the American Government's motives for Native American policies?
	Students will understand the changing perspectives towards Native Americans.		
	Through the lens of James Fennimore Cooper's "The Last of the Mohicans" students will understand the views towards Native Americans during the context of the Indian Removal Act.		

Interdisciplinary Essay Prompt

In the 19th century, the American government had a goal of expanding their nation from sea to shining sea. These expansions arrived neither without conflicts nor consequences. This influenced opinions and ideas of Native Americans from the standpoint of European Americans and vice-versa. Why did James Fennimore Cooper, the author of *The Last of the Mohicans*, portray (or represent) Uncas as a noble savage? Why would he do this at a moment in history when Indians were being moved West? Why were specific Indians being moved west? Describe the difference between Native Americans' views of land and that of European Americans.

Subject-Area Unit Plan

School:	Lincoln High School Humanitas Academy for Arts and Media	Teacher:	Baker	Subject- Area:	History	Unit/Quarter:	Unit 1/ Quarter 1
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Focus Standards

11-2-3. the effect of the Americanization movement

11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, in terms of:

3. the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization

Essential Understandings

Students will understand the challenges Native Americans faced with a new culture and group moving in on their land.

Students will understand the policies that the American Government has implemented for and against Native American tribes, including policies of removal and Americanization.

Students will understand the different relationships between the land for American Capitalists and Communal Native American Tribes.

Knowledge/Skills

Students will have sufficient knowledge to complete a college preparatory identification test.

Students will be able to identify key terms and historical terminology.
Students will be able to read and comprehend governmental policies and acts.
Students will be able to make historical connections between the treatment of Native Americans and other races.
Students will know what context means and how it relates to history.

Assessment Evidence

Quick Writes to activate knowledge on previous learning.

The summative assessment is a 10 term Identification test, which consists of people, events, policies, and concepts that the students will define. Define means be able to tell me the who or what, the why, and the significance of the term and its relationship to land and resources.

Assessments

Formative Assessments:
Quizzes centering on released standardized testing questions.
Daily Class work and homework completed in their interactive notebook.

Summative Assessment:
Interdisciplinary Essay

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

PowerPoint Cornell Notes on Manifest Destiny, Indian Removal Act readings.

Primary Source readings from The Trail of tears, short story Samuel's Memory.

Primary Source readings and document analysis worksheet on The Sand Creek Massacre, Wounded Knee Massacre, and the Ghost Dance Movement. Graphic organizers including the 6 C's of primary source analysis.

Debates about the land between John O' Sullivan, who coined the phrase "Manifest Destiny" and Chief Seattle.

An in depth study of the film "Dances With Wolves" focusing on Native Americans cultural relationship between the land and the resources. Understanding that resources were not for material wealth but for survival.

Standards Based District Approved Textbook

The 5 Steps Policy implementation against Native Americans; thinking maps used to help students understand the cause and effect. The policy is the cause the results on Native Americans is the effect. Other strategies include visual aids for key vocabulary development. Helping students connect multiple sources.

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually

Grade 11 Subject-Area Unit Plan

School:	Lincoln High School	Teacher:	Ma, Jenny	Subject-Area:	Math: Algebra, Geometry, Algebra 2	Unit/Quarter:	Unit 1/ Quarter 1
Focus Standards							

Essential Understandings

The land and territory define American life.

By Northwest Ordinance, people started moving from the East to the Great West, including California, to explore, gold rush, and to claim land.

Knowledge/Skills

With the knowledge of this historic background, students will pretend to be a person in that period, who was trying to go from Boston to San Francisco, and need to calculate the distance from Boston to San Francisco.

Skills needed: Students will use the scale on a map to find the real distance in mileage from Boston to San Francisco.

Students will calculate how many days by carriage a person will need to travel from Boston to San Francisco using distance formula: Distance = (rate)(time).

Assessment Evidence

Formative Assessments	Summative Assessments
Quiz: Using a map a student will calculate real distance in mileage from Los Angeles to Porta Ajarda, Mexico. And hours needed by car.	Interdisciplinary Essay Project

Learning Plan

Power point lesson about using the scale on the map. Homework on finding real length from blueprint, and vice versa.

Power point lesson on using distance formula: Distance = (rate) (time). Homework on finding time, rate or distance using the formula.

Project: Assume an identity of a person in the colonial era of 19th century, give yourself a name with a family, and had a plan to move from Boston to San Francisco. Write a Plan detailing the mileage they need to travel by carriage, how many days they need to travel that mileage by carriage, and how many food they need to bring.

ELL differentiation and instruction:
 ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-
 Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs,

reading as a whole group, and reading individually.

Humanitas Interdisciplinary Thematic Unit 1

School:	Humanitas	Track:	Trad	Grade:	12	Time Frame:	8 weeks
Team Members:	Larry Mowrey	Hector Conde	Eduardo Serna				
Subject Area:	English	Social Studies	Graphic Arts				

Unit Theme	Culture is largely a manifestation of shared ideas about the nature and purpose of happiness. The pursuit of happiness is a defining characteristic of human beings, and it a uniquely human characteristic. Various, sometimes divergent, ideas about happiness are products of shared experience.
Rationale	Happiness is sometimes defined as the "ultimate good," but it is poorly understood; An understanding of happiness is necessary to any person who would ask "what should my life mean?"

Student Outcomes

Focus Standards	Reading 2.0: Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.
	Writing: 1.0 Writing Strategies - Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.
	SS 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
	SS 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

Understandings	<i>Students will understand that...</i>	Theme-related Essential Questions	
	Important Concepts:		
	Thomas Jefferson's conception of happiness as expressed in the Declaration of Independence.		According to Aristotle, what is the connection between virtue and happiness?
	Thomas Paine's conception so self-realization for the American colonies		Existentialism identifies what obstacles to happiness?
	The American ideal of happiness is that government facilitates, but does not provide happiness.		What are the traditional symbolic and metaphoric representations of happiness?
In a democracy, differing conceptions of happiness are played in the nation's political struggles.	What is the Epicurean ideal of "pleasure?"		

	People's understanding of happiness differs.
Interdisciplinary Essay Prompt	<p>Happiness is a fundamental human need, but the manner in which that need may be satisfied is not a matter of universal agreement. Write an essay in which you explain the various ideas about happiness that have been studied in senior Humanitas this Semester. Part of your essay should include a defense of the conception of happiness that you believe to be true. Be sure to discuss the following works in your essay:</p> <p>The poetry of Robinson Jeffers "The Profit of Work's Pleasure" Aristotle's ideal of happiness "The Pursuit of Happiness" (Chapter 9 of We Hold These Truths) "Does Money Buy Happiness?" "The Humanism of Existentialism" - Jean-Paul Sartre "What Makes People Happier—Objects or Experience?" Music by the Rolling Stones, the Velvet Underground, Ludwig Van Beethoven</p>

Grade 12 Unit 1: Subject Area Lesson

School:	Lincoln HS	Teacher:	L. Mowrey	Subject-Area:	English	Unit/Quarter:	1
Focus Standards							
<p>ELA: 2.0 Reading Comprehension Reading 2.0: Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Readings in Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.</p>		<p>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.</p>		<p>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.</p>		<p>Writing: 1.0 Writing Strategies - Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</p>	
<p>3.2 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.</p>		<p>3.3. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.</p>		<p>3.4. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.</p>		<p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p>	
Essential Understandings				Knowledge/Skills			
<p><i>Important Concepts</i> Happiness is a fundamental subject of artistic expression. Writers and other artists differ markedly in their definition and evaluation of happiness. Language structures—both in prose and verse—are specifically employed in the expression of ideas about happiness. The concept of happiness has traditionally been understood in two distinct ways.</p>				<p><i>Students will know...</i> The essential difference between Aristotelian (ethical) happiness and Epicurean happiness (pleasure). How to recognize tropes and rhetorical devices that are commonly found in literature that addresses or expresses happiness. The Existentialist view is that happiness is essentially the responsibility of the individual, and is removed from traditional ideas about morality.</p>			

Assessment Evidence**Formative Assessments**

In class written responses to study questions
 Discussion – whole class and group
 Vocabulary comp quiz
 Creative response – visual and literal

Summative Assessments

Essay exams
 Formal Essay
 Interdisciplinary Essay

Learning Plan**Texts, major lessons, events, projects, activities, and ELL/SPED differentiation**

“The Profit in Work's Pleasure” - Wendell Berry – Jigsaw, written questions ELL: Academic vocabulary/contextual vocabulary support
 The Dream of Reason – Anthony Gottlieb (frag.) - Group discussion, notes, essay ELL: Vocabulary Enrichment through visuals SPED: small group discussion, vocabulary support, peer assisted writing, flexible grouping, extended time, shorten assignments
 The poetry of Robinson Jeffers – Group project, essay
 “Bluebird” - Charles Bukowski – Class discussion; visual art project
 Standards based District Approved Textbook

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Grade 12 Unit 1: Subject-Area Unit Plan

School:	Teacher:	Conde	Subject-Area:	Government	Unit/Quarter:	Unit 1/ Quarter 1
Focus Standards						
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.	1. Understand that the Bill of Rights limits the powers of the federal government and state governments.		Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.		12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.	
1. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.	Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy). 1. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent). 2. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes. 3. Understand the obligations of civic-mindedness, including voting,		1. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."		1. Describe the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.	

being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
 4. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
 5. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

1. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.

Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

Essential Understandings

Knowledge/Skills

Important Concepts

Thomas Jefferson's conception of happiness as expressed in the Declaration of Independence.
Thomas Paine's conception so self-realization for the American colonies
The American ideal of happiness is that government facilitates, but does not provide happiness.
In a democracy, differing conceptions of happiness are played in the nation's political struggles.
People's understanding of happiness differs.

Students will know...

That Thomas Jefferson, taking his inspiration from John Locke, made a conscious decision to replace the word property with the word happiness.
 That material acquisition does not, in and of itself, make people happy.
 That the purpose of government is to make the pursuit of happiness possible.

Assessment Evidence

Formative Assessments

In class written responses to study questions
 Discussion – whole class and group
 Vocabulary comp quiz
 Creative response – visual and literal
 Newspaper Articles / Reflection

Summative Assessments

Essay exams
 Multiple-choice/short answer tests
 Interdisciplinary Essay

Learning Plan**Texts, major lessons, events, projects, activities, and ELL/SPED differentiation**

We Hold These Truths – Mortimer Adler: Vocabulary, Study Questions, Jigsaw, And Short Answer Response.

“Mr. Smith Goes to Washington” - Cornell Notes. Short Constructive Essay.

The Theory of Value and Property (frag.) - John Locke - Vocabulary, Group Work, Interpreting Quotations (using visuals and group presentation)

Common Sense – Thomas Paine - (Primary Source Doc.) – Vocabulary, Study Questions, Short Answer Response

The Declaration of Independence – Thomas Jefferson - (Primary Source) – Compare & Contrast with Influential Docs. (Ex. English Bill Of Rights, Magna Carta...)

“What makes us Happy: Experiences vs. objects” (article) - Graphic Organizer - such as a Venn diagram, can help students see a picture of the ideas and their relationships, which will help them remember the information being presented. Study Questions, Jigsaw.

"Does Money Buy Happiness" (article) - Graphic Organizer - such as a Venn diagram, can help students see a picture of the ideas and their relationships, which will help them remember the information being presented. Study Questions, Jigsaw."

Standards-based District Approved Textbook: Principles of Democracy (Gov Text) - Chapters 1 – 3, Read & discuss the theories about the origins of government and the creation of the Constitution.

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Subject-Area Unit Plan

School:	Lincoln High School	Teacher:	Mr. Serna	Subject-Area:	Graphic Design Fundamentals	Unit/Quarter:	1
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Focus Standards

<p>Writing 2.2 (2.6) Deliver multimedia presentations:</p> <p>a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>d. Test the audience’s response and revise the presentation accordingly.</p>	<p>B2.2 Produce an integrated graphic multimedia product by using electronic imaging software.</p>	<p>B5.2 Know the steps in producing an integrated graphic multimedia project designed to inform, teach, or sell.</p>	<p>A3.1 Know the principles and processes used to prepare artwork for graphic art reproduction.</p>
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Essential Understandings

Important Concepts

Expressing happiness with photographs and Photoshop
 Life’s Purpose is Happiness

Knowledge/Skills

Students will know...

Expressing what makes them happy through art.
 Using layers and layer masks to create blending effects.
 Using photographs and texts to express their happiness

Assessment Evidence

Formative Assessments

In class Photoshop project using images that make us happy.
 Discussion – whole class and group
 Vocabulary computer quiz
 Photoshop Toolbox quiz

Summative Assessments

Essay exams
 Multiple-choice/short answer tests
 Interdisciplinary Project enhancement using graphic design technology

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

Artist Gregory John McIlvaine opens his solo gallery show entitled "The Pursuit of Happiness" at the LA River Lil' Frogtown Gallery.

Famous "What is Happiness" quotes.

Professor of Psychology, Harvard University - Dan Gilbert: What is Happiness Video

ELL SPED differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Grade 12 Humanitas Interdisciplinary Thematic Unit 2

School:	Humanitas	Track:	Trad	Grade:	12	Time Frame:	8 weeks
LINCOLN H.S.	L. Mowrey	H. Conde		Kelley, J.		Santos, M.	Ma, J.
Subject Area:	English	Social Studies		Art		Music	Math

Unit Theme The quality of human life depends in large part on the manner in which the tension between the individual and the community is resolved.

Rationale Interpersonal relationships and group dynamics are integral pieces of the human experience. It is essential that students learn to negotiate these relationships if they are to thrive as productive members of their community.

Student Outcomes

Focus Standards	ELA: Reading 2.4 - Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations	Social Studies: 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
	Reading 2.5 - Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject	12.3 - Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
	Writing 1.3 - Structure	12.1.3 - 1.Explain how the

ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."

2.3 Write reflective compositions:
a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies

Students will understand that...

**Enduring Understandings/
Important Concepts**

The desire for individual autonomy often conflicts with the expectations of the community group.
Existentialism defines human life as essentially isolated from all other beings.
Existentialism defines human understanding as essentially subjective.
Enlightenment philosophy placed group membership and allegiance at the forefront.

Theme-Related Essential Questions

What is altruism?
What is individualism?
What is "strong reciprocity," and how does this quality bind social groups together?

**Interdisciplinary Essay
Prompt**

The quality of human life depends in large part on the manner in which the tension between the individual and the community is resolved. Write an essay in which you explain and discuss the conflict between individual autonomy and community solidarity as it has been discussed in class. Be sure to write about the benefits that people derive from membership in a strong community. Your discussion of the value of community should be contrasted with an examination of the arguments we have read and discussed regarding the value of individual autonomy. Close your essay with a personal statement in which you explain your view of the proper relationship between the community and the individual. Be sure to consider the following works in your paper: Ralph Waldo Emerson - "Self Reliance," Rousseau - "The Social Contract," James Agee - "A Mother's Tale," as well as the various works by Ayn Rand, Herbert Gintis, Gilbert Roberts, As well as music from Cake, Beethoven, Sly and the Family Stone, Johnny Cash, and Immortal Technique.

Subject-Area Unit Plan

School:	Lincoln HS	Teacher:	L. Mowrey	Subject-Area:	English	Unit/Quarter:	3
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Focus Standards

Reading 2.5 - Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Writing 1.3 - Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	Literary Response 3.7c - Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.	Writing 2.3 Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies
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Essential Understandings

Important Concepts

Existentialism is a formal explanation and defense of subjectivity.
 Reputation of the individual is the most significant intangible to community strength
 Altruism - the unselfish concern for the welfare of others - persists in modern human societies
 Individualism describes a concern with the pursuit of individual, as opposed to community, interests
 Game Theory is a way to examine social dynamics through the use of games

Knowledge/Skills

Students will know...

Emerson regards the individual self as sacred
 James Agee's story, "A Mother's Tale" expresses the existential idea that individuals should embrace their isolation
 Gintis argues that punishment is an altruistic act
 Roberts states that "competitive altruism" - whereby individuals in the natural world vie for reputations of most altruistic - is a significant signifier of biological and social "fitness"
 Prisoner's Dilemma is a social research game which reveals that strict reciprocity ("tit for tat") offers individuals the greatest opportunity of thriving in contentious social groups

Assessment Evidence

Formative Assessments
 Group discussion
 Visual art project and presentation
 Short written response to study questions
 evaluate text annotation

Summative Assessments
 Formal essay
 Final interdisciplinary essay

Learning Plan

Standards based District approved Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

Ralph Waldo Emerson - "Self Reliance" -- Text annotation, class discussion, vocabulary study, Written response; ELL: Jigsaw, Reinforce academic language, activate schema through discussion of family dynamics; SPED: group discussion, visual arts exploration for themes

"Everyone's an Altruist" Herbert Gintis - Text annotation, class discussion, vocabulary study, Written response; ELL/SPED: Role playing exercise

Images: "Aztec Sacrifice," "The Fine Art of Community," - visual Image observation, discussion

"The Humanism of Existentialism" - John-Paul Sartre -- Whole Class Discussion, essay; ELL vocabulary enrichment through visuals; SPED: small group discussion,

vocabulary support, peer-assisted writing, shorten assignment, extra time

Visual art project - instructions to the student: Create, manually or digitally, an image that represents the meaning conveyed by a passage in one of the two scientific readings (Gintis or Roberts); write a clear concise interpretation of the passage that you have selected, be sure to explain why the passage is significant. Also, write an explanation of how your visual work represents the passage you have selected." SPED: extra time if needed, shorten assignment if needed

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Grade 12 Subject-Area Unit Plan

School:	Lincoln HS	Teacher:	H. Conde	Subject-Area:	Social Studies	Unit/Quarter:	Unit 3/ Spring
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Focus Standards

<p>Social Studies: 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p>	<p>12.3 - Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p>	<p>12.1.3 - 1.Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."</p>
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Essential Understandings

Knowledge/Skills

<p>Important Concepts</p> <p>Civil rights exist for the express purpose of protecting natural rights Civil legitimacy is a natural result of civil consent Civic responsibility is a cornerstone of community wellbeing.</p>	<p><i>Students will know...</i></p> <p>The first ten amendments to the U.S. Constitution identify and protect individual rights Adler writes that a morally virtuous life is only possible for those living in legitimately governed communities Rousseau identifies "the sovereign" as a community in which the individuals have surrendered the totality of their personal autonomy to the community in exchange for the benefits of a legitimate community</p>
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Assessment Evidence

<p>Formative Assessments</p> <p>Quizzes and short essay tests</p>	<p>Summative Assessments</p> <p>Interdisciplinary Project</p>
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Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

Rousseau - The Social Contract -- Text annotation, class discussion, vocabulary study, Written response; ELL: Reinforce academic language, activate schema through discussion of family dynamics; SPED: group discussion, visual arts exploration for themes

Mortimer J. Adler - "State and Society" Text annotation, class discussion, vocabulary study, Written response; ELL: Reinforce academic language, activate schema through discussion of community values; SPED: group discussion, Panel discussion

"My Creed" poem by Dean Alfange: Examine and discuss the theme of individualism presented in the poem

"Mr. Smith Goes to Washington"

Common Sense – Thomas Paine

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Subject-Area Unit Plan

School:	Lincoln High School: Humanitas Academy of Arts and Media	Teacher:	Mr. Serna	Subject- Area:	Graphic Design	Unit/Quarter:	Unit 3/Spring
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Focus Standards

Social Studies: 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.	(2.3) Develop and refine skill in the manipulation of digital imagery (either still or video).	Technology 4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.	Graphic Arts Technology A1.1 Produce sketches, rough layouts, and comprehensive layouts for a printed product by using design principles to guide the process.
Social Studies 12.3 - Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.	Writing 2.2 (1.8) Design and publish documents by using advanced publishing software and graphic programs.	Leadership and Teamwork 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.	Graphic Arts Technology A1.2 Evaluate graphic arts copies, designs, and layouts for proper grammar, punctuation, and adherence to specifications.
		Leadership and Teamwork 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.	Graphic Arts Technology A3.1 Know the principles and processes used to prepare artwork for graphic art reproduction.

Essential Understandings

Important Concepts
 Students will create a 20"x24" poster showing how the quality of life benefits from resolving problems as an individual or a community.
 Students will create a newsletter showing articles of personal experiences, events, conditions, and social concerns.

Knowledge/Skills

Students will know...
 Poster - Adobe Photoshop© - Photoshop Layers, Photoshop Toolbox; Move Tool • Clone Tool • Brush Tool • Eraser Tool • Marquee Tools • Text Tool - Adding images to from a camera to a computer. Working with Photoshop's ruler. The inch.
 InDesign - picture
 Newsletter - Adobe InDesign© - Creating Text Boxes - Creating Picture Boxes -

Placing images into Picture Boxes - Creating text columns - Spacing columns known as "gutter" - InDesign Toolbox; Text tool • Picture tool • Line Tool -
Using Color printing technology to print newsletter
Using large format printer to print posters

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually. Students will work with peers in using the technology and get assistance as needed to accomplish learning goals.

Grade 12 Humanitas Interdisciplinary Thematic Unit 3

School:	Lincoln HS	Track:	Grade:	12	Time Frame:	8 Wks
Team Members:	L. Mowrey	H. Conde				
Subject Area:	English	Economics				

Unit Theme Social class distinctions are "sticky" but not static, and they largely shape the cultural, social and political values of people in the United States.

Rationale Conceptions of social class influence the range of possibilities that young people consider as they chart their future. An understanding of the "gatekeeper" aspect and fluidity of social class distinctions will help young people make more informed decisions about the direction of their lives.

Student Outcomes

	ELA Reading 1.0. Word Analysis, Fluency, and Systematic Vocabulary Development (Grades Eleven and Twelve) Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	SS 12.1 Students understand common economic terms and concepts and economic reasoning.	SS 12.4.3 Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity
	Reading 2.0 Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.	12.1.3 1. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.	
Focus Standards	Expository Critique 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to	12.2 Students analyze the elements of America's market economy in a global setting.	

	<p>support the claim.</p> <p>Writing 1.0 Writing Strategies (Grades Eleven and Twelve) Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</p>	<p>12.2.1 1.Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.</p> <p>12.1 Students understand common economic terms and concepts and economic reasoning.</p>		
	<p>Writing 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p>	<p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p>	<p>1</p>	
<p>Enduring Understandings/ Important Concepts</p>	<p><i>Students will understand that...</i> Examine the causal relationship between scarcity and the need for choices.</p> <p>Social class distinctions are complex, with numerous identifying characteristics</p> <p>Social class rigidity--or the lack thereof--is largely a function of tradition</p> <p>Social class identity is linked to personal identity--thus, the "upwardly mobile" often improve their economic status while remaining "true to their roots"</p> <p>Social class distinctions convey connotations of relative quality</p> <p>Demographics is the study of specific portions of a population, and provides statistical information about social class distinctions</p>	<p>Theme-related Essential Questions</p>	<p>Besides wealth, what are the determinants of social class?</p> <p>Social class seems like an idea from another era. Why does it so tenaciously survive?</p> <p>Social Class has a demonstrable adverse effect on health. Explain they are connected.</p> <p>What is the difference between an occupational definition of class and a lifestyle definition of class?</p>	

Interdisciplinary Essay Prompt

Social class is a strong determinant of personal identity and opportunity. Write an essay in which you explain and discuss the aspects, effects and manifestations of social class as it exists for people in the world today. Be sure to include the artistic and literary examples studied in your classes, as well as the social and political documents that we have studied. Close your essay with a personal statement that expresses your view of the importance of social class.

Subject-Area Unit Plan

School:	Lincoln HS	Teacher:	L. Mowrey	Subject-Area:	English	Unit/Quarter:	3
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Focus Standards

<p>ELA Reading 1.0. Word Analysis, Fluency, and Systematic Vocabulary Development (Grades Eleven and Twelve) Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>	<p>Literary 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.</p>	<p>Expository Critique 3.2 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.</p>	<p>Writing 1.0 Writing Strategies (Grades Eleven and Twelve) Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</p>
<p>Reading 2.0 Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.</p>	<p>LA 3.2: 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.</p>	<p>LA 3.7c: Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings</p>	<p>Writing 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p>

Essential Understandings

Important Concepts

Philosophical literary themes present divergent views on morality and social dynamics
Context determines the relative value of social and philosophical information

Social class distinction is a frequent cause of literary conflict
Social class distinction is a common theme in English language literature.

Knowledge/Skills

Students will know...

How to develop a written analysis of aspects, effects, and manifestations of social class through an analysis of literary text and social commentary and an evaluation of the philosophical, religious, ethical, and social influences of the corresponding time periods.
How to use concrete evidence and tightly reasoned argument to respond to analysis and commentary in text and discourse in both oral and written forms.

Assessment Evidence

Formative Assessments
Whole group and small group discussion
Short essay response to literature
Formal essay - reflective and analysis
Visual art project

Summative Assessments
Formal essay
Interdisciplinary essay

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

"The Swimmer" - John Cheever - Whole class discussion, short essay response SPED/ELL: Group discussion (jigsaw), vocabulary support (flashcard quiz), shorten assignment, extended time

"Jesus Saves" & "Talking With Hands" Luis Rodriguez - Visual art project (digitally produced movie poster); ELL/SPED visual aid (photos)

"Ascension of the Modern American" - John Ridley - Essay; ELL/SPED: Jigsaw, group discussion, academic vocabulary support

"The A&P" - John Updike - Whole class discussion, short essay response SPED/ELL: Group discussion (jigsaw), vocabulary support (flashcard quiz), shorten assignment

The Communist Manifesto (excerpt) - Whole group discussion, short essay response; ELL/SPED: Visual art observation, shorten assignment, extended time

"Philippe's, 1950" and other works - Charles Bukowski - Performance art project

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Humanitas Interdisciplinary Thematic Unit

School:	Lincoln HS	Track:	Trad	Grade:	12	Time Frame:	8 Wks
Team Members:	Larry Mowrey	Hector Conde		Pam Perkins			
Subject Area:	English	Social Studies		Art			

Unit Theme Crime is a normal necessary function that helps to hold society together: It serves to identify and clarify the moral boundaries of a society

Rationale Discussions focusing on the causes and effects of crime frequently dominate the public discourse. Young people should be prepared to participate as full stakeholders in our democracy with a well-informed and thoughtfully reasoned understanding of this important issue.

Student Outcomes

ELA: Reading 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.	3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings	2.0 Writing Applications (Genres and Their Characteristics) (Grades Eleven and Twelve) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.
2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text	3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the	SS: 12.1.4 Students understand common economic terms and concepts and economic reasoning, in terms of 1.the role of private property as an incentive in

		credibility of the characters. (Philosophical approach)	conserving and improving scarce resources, including renewable and non-renewable natural resources
Focus Standards	LR: 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	<p>WRITING</p> <p>1.0 Writing Strategies (Grades Eleven and Twelve)</p> <p>Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.</p>	12.2.3 Students analyze the elements of the United States market economy in a global setting, in terms of .the role of property rights, competition, and profit in a market economy
	3.2 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.	1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	12.2.2.8 Students analyze the elements of the United States market economy in a global setting, in terms of .the role of profit as the incentive to the entrepreneurs in a market economy
	3.3. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.	1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic	12.4.3 Students analyze the elements of the United States labor market in a global setting, in terms of wage differences among jobs and professions using the

sources).

laws of demand and supply and the concept of productivity

Students will understand that...

**Enduring Understandings/
Important Concepts**

Crime is generally understood to have moral, social and legal dimensions

The legal definition, that crime is defined as a violation of the criminal code, is the fundamental modern definition employed by criminologists, but many find this definition too limited.

Crime is organized into categories both of severity and variety

Criminal laws change to mirror the mores of the eras that they serve

**Theme-related
Essential Questions**

What is the nature of crime?

Who is a criminal?

What are the origins of the codification and prohibition of crime?

What is "folk crime?"

What are the ethical and social connotations of various categories of crime (for example, "white collar crime" vs. "street crime")?

Historically, what was considered a crime and what were the reasons for the existence of these crimes?

**Interdisciplinary Essay
Prompt**

Crime is a rich subject of study for sociologists, philosophers, writers, artists, theologians, and legal scholars. Write an essay in which you explain and discuss the moral, social and legal dimensions of crime. Be sure to include in your discussion the following components: What are the important ideas concerning the nature of crime--that is, according to Adler and Gould, et al., and Surette & Otto, what is crime? You should also be sure to consider significant artistic representations of crime, and discuss what the artists' view of the nature of crime appears to be. Finally, complete your paper with a reasoned reflection on what you believe to be the nature of crime. Your reflection must make reference to works studied in class, and those works must also serve to support your personal conclusion on the nature of crime.

Grade 12 Subject-Area Unit Plan

School:	Lincoln HS	Teacher:	L. Mowrey	Subject-Area:	English	Unit/Quarter:	4
Focus Standards							
ELA: Reading 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.	WRITING 1.0 Writing Strategies (Grades Eleven and Twelve) Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.	3.2 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.	3.9 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 the characters. (Philosophical approach)				
2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text	1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	3.3. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.	1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).				
Essential Understandings				Knowledge/Skills			
<p><i>Important Concepts</i></p> <p>Legality is objective, morality is not. Intent is generally--but not always--a precursor to culpability. "Presumed knowledge": The law binds even those who claim ignorance of it</p>				<p><i>Students will know...</i></p> <p>Moral questions frequently lie at the crux of conflict in literature ...that understanding tone, in literature is a matter of detecting manner, rather than content Emblematic characters represent abstract concepts</p> <p>The oldest known law codes come from ancient Sumeria</p>			
Assessment Evidence							
<p>Formative Assessments</p> <p>In class written responses to study questions Discussion – whole class and group Vocabulary comp quiz Performance art project</p>				<p>Summative Assessments</p> <p>Formal essay Interdisciplinary Essay Interdisciplinary Research Project</p>			

Learning Plan**Texts, major lessons, events, projects, activities, and ELL/SPED differentiation**

You Can't Win - Jack Black: Chapter Study question SCRs vocabulary study, Formal essay

"The Nature of Crime" - Jerome Michael and Mortimer J. Adler - Short essay study question response; ELL/SPED - jigsaw, vocabulary support, visual aids (photos)

The Code of Hammurabi (excerpt) -

Short fiction by Dashiell Hammett, Ross Macdonald, Walter Mosley - Whole group discussion (Socratic), Formal essay; ELL/SPED - Paired discussion (clock appointments), Vocabulary support (flash card study) Visual art project

Interdisciplinary Research Project: Students will construct and research a question in the field of crime and produce a research paper.

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Grade 12 Subject-Area Unit Plan

School:	Lincoln HS	Teacher:	H. Conde	Subject-Area:	Social Studies	Unit/Quarter:	4
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Focus Standards

SS: 12.1.4 Students understand common economic terms and concepts and economic reasoning, in terms of 1.the role of private property as an incentive in conserving and improving scarce resources, including renewable and non-renewable natural resources	12.2.3 Students analyze the elements of the United States market economy in a global setting, in terms of .the role of property rights, competition, and profit in a market economy	12.2.2.8 Students analyze the elements of the United States market economy in a global setting, in terms of .the role of profit as the incentive to the entrepreneurs in a market economy	12.4.3 Students analyze the elements of the United States labor market in a global setting, in terms of wage differences among jobs and professions using the laws of demand and supply and the concept of productivity
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Essential Understandings

Important Concepts
 Property crimes generally occur as a result of scarcity of desired goods
 "White-collar" crime is non-violent property crime in which the ends of an individual or an organizations are served
 "Political crime" is actions, usually violent, committed for the benefit of the "subjects" (as opposed to the "authorities") of a state

Knowledge/Skills

Students will know...
 Analyze the elements of the US economy in a domestic and global setting to reflect and analyze the below themes and concepts:
 Imprisonment for debt was a once-common practice
 Fraud, embezzlement, and extortion are common white-collar crimes.
 There is general agreement that prosperity decreases the rate of crime

Assessment Evidence

Formative Assessments
 In class written responses to study questions
 Discussion – whole class and group
 Vocabulary comp quiz
 Creative response – visual and literal
 Newspaper Articles / Reflection

Summative Assessments
 Essay exams
 Multiple-choice/short answer tests
 Interdisciplinary Essay

Learning Plan

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation
 "Enron on Trial" CNN series report (<http://money.cnn.com/news/specials/enron/>)
 Nuremberg Trials medical case transcript (excerpt) (http://nuremberg.law.harvard.edu/NurTranscript/TranscriptPages/1_01.html)
 "The Prism of Crime" - Stuart Henry and Mark M. Lanier
 "Crime as Social Interaction" - Gould et al. & "The Media's Role in defining Crime" - Surette & Otto ; Read and annotate, small group discussion, written response to study questions
 Historical Readings "Crime 1450 -1750" - The National Archives
 ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Grade 12 Subject-Area Unit Plan [Crime - 3D Forms in Visual Arts]

Crime is a normal necessary function that helps to hold society together: It serves to identify and clarify the moral boundaries of a society

Focus Standards

Artistic Perception 1.0	Processing, analyzing and responding to Visual Art	1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art.	3.9 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 the characters. (Philosophical approach)
Creative Expression 2.0	Making a 3D object to represent the concept. 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.	1.3 Analyze their works of art as to personal direction and style. 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.	2.6 Create a two or three-dimensional work of art that addresses a social issue. Create a 3 Dimensional Object that represents the concepts of criminals, or others that don't conform to the rules of society. 2.5 Use innovative visual metaphors in creating works of art.
Historical and Cultural Influences 3.0	Using research: develop the concepts based on various cultural systems 3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.	3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures. Use the Internet, books and scholarly journals to gather information to support the concept being developed.	Develop a mental concept from the idea to the physical being. Use a personal journal to collect notes images writings.
Aesthetic Valuing 4.0	Critically assessing and making meaning and judgments about works of art.	4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.	Learn how to read the details of art works and understand the intent of the artist.
Connections relationships and Applications 5.0	Applying what is learned to other areas of the curriculum.	Use research skills and concept development in all other curriculum	3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings

Essential Understandings**Knowledge/Skills****Important Concepts***Students will know...*

A method for dealing with crime within smaller societies is to shift the blame to people in other communities or even other societies. By accusing outsiders rather than a neighbor, the local community is not forced to deal with a potentially divisive conflict. This can be a safe way out of a tense situation. Community unity is maintained.

Understand the concepts of Xenophobia, and prejudice. Vocabulary: Prejudice, Discrimination, Institutional Discrimination, Cognitive Prejudice, Affective Prejudice, Cognitive Prejudice, Stereotype, Ethnocentrism, Authoritarian Personality, Scapegoating, Projection, The Development of an Authoritarian Personality, Agents of Socialization, Weregeld, Selective Exposure and Modeling, Socioeconomic Status and Prejudice

The majority of prisoners have mental health problems. Psychologists view offending as a type of behavior that is similar in many respects to other types of antisocial behavior. Hence, the theories, methods, and knowledge of other types of antisocial behavior can be applied to the study of crime. Lee Robins popularized the theory that offending is one element of a larger syndrome of antisocial behavior, including heavy drinking, drug-taking, reckless driving, educational problems, employment problems, difficulties in relationships, and so on. This is the basis of the psychiatric classification of antisocial personality disorder. Robins also argued that antisocial personality is obvious early in life and that it tends to persist from childhood to adulthood, with different behavioral manifestations.

Students will study and discuss various societal differences in dealing with perceived crimes and criminals.

Learn about how different artists are perceived depending on their financial success and public popularity

Understand what informal sanctions are and how they control people in small groups.

There is a wergeld, or "blood money", concept operating in the settlement. This is the idea that a material value can be set for everything, every animal, and every human being. If someone burns down your house, he must pay you the worth of the house. Similarly, if he kills your dog or your child, negotiations will determine their worth and, subsequently, what he owes you.

Strange behavior by rich, well dressed people is likely to be considered eccentric, while the same behavior by poor people living on the street is more likely to be defined as criminal. This is especially true if the deviant individuals are strangers and members of a subculture that is stereotyped as being "trouble makers."

Law is by no means the only method for controlling the behavior of deviant individuals. People who violate norms can be subjected to

gossip, public ridicule, social ostracism, insults, and even threats of physical harm by other members of their community. These kinds of informal negative sanctions are very effective in small-scale societies. In larger societies, this method also works effectively in small towns and sub-groups of cities, such as a family, work group, church, or club.

Assessment Evidence

Formative Assessments

- Creative response – visual three dimensional
- Vocabulary Lists
- Discussion – whole class and group
- In class written responses to study questions
- Personal written reflection

Summative Assessments

- Three dimensional/Sculptural Project
- Vocabulary Quiz and Tests
- Group written response/Individual written response/Graphic organizer chart of philosophies
- Fill in the blank - Multiple Choice Quizzes and Tests
- Written explanation of creative decisions/ Class presentations

Learning Plan

Discuss Unit Plan and Project / using archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings begin research and development /Instructor will show samples of art works and demonstrate a sample project for students. Internet, books, and journals will be used to support ideas and images. Students will identify a person, object or symbolic concept they wish to use and make into a three dimensional form. Initiation sketching phase - Students make at least 3 sketches of their ideas to be reviewed with the instructor. After redrawing a favorite concept with multiple views of front side and back of the object. Students will decide on the material or combination of materials to be used to complete the three dimensional project. Progress will be graded at regular intervals and plans may be modified to aid in the completion of the project. Students will use an interactive journal to document their process. Writing and taking of sequential digital pictures of progress will be a part of the final presentation. Students will present their work to the class [and teacher] along with a written reflection of the experience. Specific examples of reference must be stated.

Skills, Processes, Materials, and Tools

Clay, wood, metal, plastic, cloth, and wire and all possible materials. Students will use ceramic tools and processes to make objects from clay, wood tools for wood and the same for other materials under the supervision of the instructor.

Use Interactive Reader for students at risk, RSP, etc. Explain difficult concepts, and terms. Give more time to ELLs, use many visuals and graphic organizers consistently. Scaffold assignments as necessary. Tutoring is available during lunch and period 7. Monitor progress and make use of information in IEP. SPED: Visual Aid, Music. paired discussion, group writing, academic vocabulary support, think pair-share, extended time, and shortened assignment.

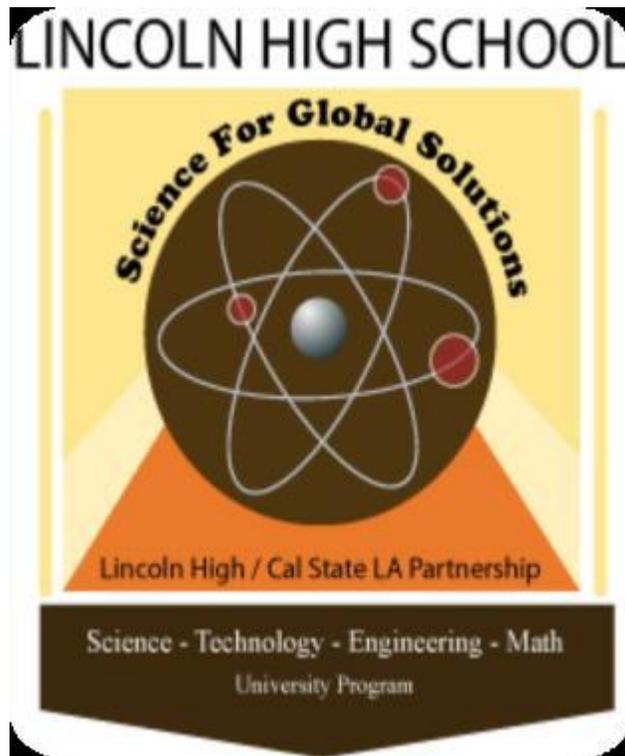
SPED Differentiation-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

GATE Students - In addition to a differentiated curriculum within the classroom, all GATE students develop individual projects, based on their interests and strengths. These long-term projects promote self-directed learning and in-depth investigation of the curriculum related topic. Each student receives coaching and support outside of the classroom in addition to the guidance of his/her classroom instructor.



	UNIT 1 Theme	UNIT 2 Theme	UNIT 3 Theme	UNIT 4 Theme
9th Grade	<p>Origins: where do we come from? Our origins affect how we perceive our world.</p> <p>English focuses on Finding yourself in high School</p>	<p>Paths of knowledge through critical thinking Thinking critically about past experiences lead to paths of knowledge. English focuses on the Titanic and eyewitness to history</p>	<p>The impact of man on the environment.</p> <p>Man’s impact on the environment creates conflict and reconciliations . English focuses on the ancient world and Greek mythology</p>	<p>The Quest for Common Ground is an essential aspect of progress.</p> <p>English focuses on The Elizabethan Age</p>
10th Grade	<p>Identifying Patterns and Change show us the underlying how the natural world and man’s place in it.</p> <p>English does The search for Identify: finding your voice and using it</p>	<p>Opposing forces cause conflict and exhibit a need for reconciliation and change.</p>	<p>The truth can be discovered through, an acceptance of reality, empirical evidence, and proof.</p>	<p>Man’s survival is dependent conflict, change, and truth.</p>
11th Grade	<p>Underlying Fundamental forces drive changes.</p>	<p>Interactions can cause change or resist change.</p>	<p>The relationship between form and function affect final outcomes.</p>	<p>Sacrifices are always made for progress.</p>
12th Grade	<p>Mass media inherently manipulates of the individual in society</p>	<p>Individual in society: balancing human rights and responsibility to the larger community.</p>	<p>Transcendentalism and connections/relationships to the land Man’s relationships and connections to the land affect his connections and relationships to the self.</p>	<p>Technology and progress has potential to bring Utopia and Dystopia</p>

Unit Theme. Our origins affect how we perceive the world.				
Grade: 9				
Timeline: Unit One – 10 weeks				
Team Members	R. Vandyck	Villarreal	Viramontes	
Subjects	English	Math	Computers	
Rationale	It is essential that 9 th grade students understand the expectations of their new high school community; they build technological skills as they grasp the origins of mathematical thought and cell biology. It is essential that our students understand the origins of mathematical thought and how these beginnings here influence the manner in which we understand the world around us.			
Student Learning Outcomes				
Focus Standards	English	<p>Writing applications 2.4 Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p>Reading 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.</p>		
	Math	<p>1.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>2.0 Students write geometric proofs, including proofs by contradiction.</p> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p> <p>Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:</p> <p>1.1 Students use properties of numbers to demonstrate whether assertions are true or false.</p>		

	<p>2 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.</p> <p>3 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p> <p>1 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.</p>	
<p>Vis/Tech Arts</p>	<p>Standard 20: Apply information processing skills and concepts to perform the multiple tasks of gathering, creating, and analyzing data to produce reports, documents, and presentations.</p> <p>CALIFORNIA CONTENT STANDARDS- LANGUAGE ARTS:</p> <p>Demonstrate the use of sophisticated learning tools by following technical directions (e.g., those found with specialized software programs and in accessing guides to World Wide web sites on the Internet.</p>	
<p>Enduring Understandings: Important Concepts</p>	<p>English: Students will be able to</p> <ul style="list-style-type: none"> Write persuasive essays convincing middle school students of the importance of the diploma and its affect on them, their families, their communities. Synthesize content from research and interviews. <p>Biology / Life Science:</p>	<p>Theme-Related Essential Questions</p> <ul style="list-style-type: none"> What role does a cell play in a multi-cellular organism? How do the structures within a cell? Where did my family originate. How do I research info with the internet? How do I perceive the world? How does my family perceive the world? What are the most basic geometric figures?

Students will be able to:

- Understand that cells are the basic units of life; all living things are composed of one or more cells.
 - Understand the basics of all structure and function; that cells contain genes to control chemical reactions needed for survival and organelles to perform these reactions.
 - Understand that we are composed of cells; that act in a coordinated and cooperative manner, to allow us to function as living organisms.
 - Compare how a cell can be a functional part of an organ or multicellular organism to show how a student/citizen can be a functional part of a school/community.
 - Make the analogy that they (the cells) can work cooperatively and in a coordinated manner to achieve a functional community (organs, multi cellular
- How do area and perimeter formulas generalize the dimensions of geometric figures?
 - How do you use logic and deductive reasoning to prove basic theorems?
 - Can you identify events in a plot?
-
- Can you make comparisons?
-
- Can you relate the main ideas and details in a story?

organisms).

Computer**students will be able to:**

- Create a power point presentation.
- Utilize the internet to research different countries.
- Reflect on their own personal perception of the world they live in.

Geometry**students will be able to:**

- Understand how undefined terms and axioms can be used to develop geometric arguments.
- Understand and use basic formulas to solve problems involving the perimeter and area of triangles, quadrilaterals and circles.
- Perform basic constructions with a straight edge and compass to help see how geometry is organized.
- Write basic geometric proofs using deductive reasoning.

	<ul style="list-style-type: none"> Algebra 1 <hr/> <ul style="list-style-type: none"> Understand and use arithmetic properties for 4 basic operations Understand and solve linear equations Solve multipart problems and show justification for each step Plot data points on a coordinate plane and understand concepts of relation and function. <hr/>	
Interdisciplinary Project	Students will create a PowerPoint of their Family Tree.	
Essay Prompt	In the context of English, Science, Geometry, Computers, and Life Skills, write a biographical narrative about education and your family which includes a timeline of your own education and future goals.	
Common Instructional Strategies		
All Learners	<ul style="list-style-type: none"> Group/Individual Instruction Use questioning strategies that require learners to go deeper Direct instruction Guided practice Independent practice Socratic Seminars will be used to convey underlying concepts Using Accountable Talk in discussions and classroom conversations 	

- Provide examples to help transfer learning
- Utilizing technology, such as white boards, laptops, labs as training tools for students to construct knowledge.

ELs

- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme: Our origins affect how we perceive the world.					
Subject: Computers	Grade Level: 9 Unit 1				
Focus Standards					
Standard 20: Apply information processing skills and concepts to perform the multiple tasks of gathering, creating, and analyzing data to produce reports, documents, and presentations.					
CALIFORNIA CONTENT STANDARDS- LANGUAGE ARTS: Demonstrate the use of sophisticated learning tools by following technical directions (e.g., those found with specialized software programs and in accessing guides to World Wide web sites on the Internet.					
Enduring Understanding	Learning Outcomes				
<ul style="list-style-type: none"> • Internet Research – family’s country/state of origin • Create a PowerPoint presentation on the family’s origin and how and why they perceive the world. • Present PowerPoint presentation to the class 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Utilize Internet search engines • Research country or state of family’s origin • Learn PowerPoint program • Create a personal PowerPoint presentation on students’ origins and how they perceive the world. 				
Texts	Assessments				
<p><u>LEARNING MICROSOFT OFFICE 2000</u></p> <p><u>CENTURY 21 COMPUTER AND APPLICATIONS, AND KEYBOARDING</u></p>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals </td> <td>Interdisciplinary Essay Project</td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	Interdisciplinary Essay Project
Formative:	Summative:				
<ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	Interdisciplinary Essay Project				
Learning Plan: Scope and Sequence	Differentiation				

Overview and Purpose:

- This lesson plan gives students an opportunity to learn about their family's history.
- Utilizing the Internet to research the country or state of their family's origin.
- Creating a PowerPoint presentation to demonstrate their family's origins, and how their family origin affects their perception of the world.

Activities:

- Internet Research
- Scan family photos
- Utilize digital camera and upload photos to presentation
- Clip art
- Animated clip art
- Record voice for PowerPoint presentation
- Student will present PowerPoint in front of class.

DIFFERENTIATION:

Review/Check for prior knowledge

Re-teach (if necessary)

Utilizing technology, such as laptops, projector, Internet, digital camera, scanner.

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: Our origins affect how we perceive the world.					
Subject: Algebra 1	Grade Level: 9 Unit 1				
Focus Standards					
<p>2.0 Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p> <p>2.0 Students write geometric proofs, including proofs by contradiction.</p> <p>8.0 Students know, derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.</p> <p>16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point off the line.</p> <p>Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:</p> <p>Algebra</p> <p>1.1 Students use properties of numbers to demonstrate whether assertions are true or false.</p> <p>4 Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.</p> <p>5 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p> <p>2 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.</p>					
Enduring Understanding	Learning Outcomes				
<ul style="list-style-type: none"> Real life ideas that change numerated value can be generalized through variable expressions. When one numerated value depends on another, this relationship can be expressed graphically. 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Use 4 basic arithmetic properties. Understand and solve linear equations for one variable. Solve multi-step problems, including word problems, and show justification for each step. Understand the concepts of a relation and functions and how they relate on a coordinate plane. 				
Texts	Assessments				
California Algebra 1. Context, Skills, and Problem Solving (Glencoe)	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections </td> <td> <ul style="list-style-type: none"> Chapter 1 Test Chapter 2 Test Chapter 3 Test </td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections 	<ul style="list-style-type: none"> Chapter 1 Test Chapter 2 Test Chapter 3 Test
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	<ul style="list-style-type: none"> • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals
<p>Learning Plan: Scope and Sequence</p> <p>1.1 Variable and Expressions 1.2 Order of Operations 1.3 Open Sentences 1.4 Identity and Equality Properties 1.5 The Distributive Property 1.6 Commutative and Associative Properties 1.9 Functions and Graphs 2.1 Writing Equations 2.2-2.5 Solving Equations 2.6 Ratios and Percentages 2.7 Percent Changes 3.1 Representing Relations 3.2 Representing Function 3.3 Linear Functions</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: Our origins affect how we perceive the world.					
Subject: English	Grade Level: 9 Unit 1				
Focus Standards					
Writing applications 2.4 Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).					
Reading 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.					
Enduring Understanding	Learning Outcomes				
<ul style="list-style-type: none"> Graduation requirements now apply to all students. Elements of persuasive writing: claim, argument, evidence, counterclaim. 	Students will know and be able to do: <ul style="list-style-type: none"> Conduct Interviews Synthesize / Paraphrase / Interpret Content from several sources. Use rhetorical devices to persuade. 				
Texts	Assessments				
<ul style="list-style-type: none"> Perspectives in Multicultural Literature LA Times article “It’s Like Climbing Everest” Bureau of Labor Statistics bar graphs of ed. Level / income level “Youth Who Drop Out” Sample Persuasive Essays 	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals </td> <td>Interdisciplinary Essay</td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	Interdisciplinary Essay
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<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	Interdisciplinary Essay				
Learning Plan: Scope and Sequence	Differentiation				
This lesson informs students of the new realities of high school. Students review graduation requirements, as well as statistics on numbers of dropouts and the effects of dropping out on the individual, the family, the community, and the state.	<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom’s Taxonomy</u>. Layered <u>Curriculum</u> and tiered <u>instruction</u> Review/Check for prior knowledge Use graphic organizers (maps, charts, illustrations) 				

Students develop interview questions to discover first-hand how a high school diploma or lack thereof affects people they know.

- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
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GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: Thinking critically about past experiences lead to paths of knowledge.		
Grade: 9		
Timeline: Unit two – 10 weeks		
Team Members	Villalta	Villarreal
Subjects	ESL	Math
Rationale	It is vital that students understand how the past effects the present and futures events. By studying the events of the sinking of the Titanic, students will see how man’s hubris lead to disastrous events.	
Student Learning Outcomes		
Focus Standards	ESL	<ol style="list-style-type: none"> 1. LS3/LS2 – MAKE ONESELF Understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch and modulation, but may make random mistakes. 2. WS1 - Write in different genres including coherent plot development, characterization and setting.
	Math	<ol style="list-style-type: none"> 1 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step. 2 Students graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$). 1 Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

<p>Enduring Understandings: Important Concepts</p>	<p>ESL Students will be able to:</p> <ul style="list-style-type: none"> • Read primary source material to learn about a historical event (Titanic). • Synthesize material from multiple sources to demonstrate an understanding about events. <p>Math Students will be able to:</p> <ul style="list-style-type: none"> • Determine the rate of changer between two variables • Understand how the relationship between two variables can be expressed graphically. 	<p>3. WC1 – Create coherent paragraphs through effective transitions.</p>	<ul style="list-style-type: none"> • What can we learn about an event by investigating multiple perspectives? • How are basic definitions and postulates used to derive more complex geometric theorems and corollaries? • How does our understanding of algebraic properties of equality help us understand geometric relationships and congruencies? • How does the changing of the variable affect the value of related growth? • How does setting up relations between 2 unknown values allow you to solve problems
<p>Essay Prompt</p>		<p>Students will keep a formal journal to share ideas and concepts relating to both the literary and mathematical/engineeric issues concerning the sinking of the titanic. From this journal, students will prepare an essay that addresses the theme and uses coherent paragraphs with effective transitions.</p>	
<p style="text-align: center;">Common Instructional Strategies</p>			
<p>All Learners</p> <ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Socratic Seminars will be used to convey underlying concepts 			

- Using Accountable Talk in discussions and classroom conversations
- Provide examples to help transfer learning
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.

ELs

- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

Unit Theme: Thinking critically about past experiences lead to paths of knowledge.		
Subject: Algebra 1	Grade Level: 9 Unit 2	
Focus Standards for Algebra		
3 Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.		
4 Students graph a linear equation and compute the x - and y -intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$). Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.		
1 Students write geometric proofs, including proofs by contradiction.		
1 Students prove basic theorems involving congruence and similarity.		
1 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.		
Enduring Understanding	Learning Outcomes	
<ul style="list-style-type: none"> The meaning of constant rate of change is used to begin the understanding of how the changing of one variable affects the value of a related quantity. Systems of equations can be used to model many real world situations, and the method of solution of these systems often determines the exactions of the solution 	Students will know and be able to do: <ul style="list-style-type: none"> Determine the rate of change between 2 variables. Understand how a relationship between two variables can be expressed graphically. Understand how to solve for 2 variables when there are 2 known relationships between two variables. 	
Texts	Assessments	
California Algebra 1: Concepts, Skills, and Problem Solving (Glencoe)	Formative: <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities 	Summative: <ul style="list-style-type: none"> Chapter 4 Test Chapter 5 Test Interdisciplinary Project

	<ul style="list-style-type: none"> • diagnostics tests • Journals
<p>Learning Plan: Scope and Sequence</p> <p>4.1 Rate of Change and Slope 4.3 Graphing Equations in Slope Intercept Form 4.4 Writing Equations in Slope-Intercept Form 4.5 Writing Equations in Point-Slope Form 4.6 Scatter Plots and Lines of fit. 4.7 Parallel and Perpendicular Lines 5.1 Graphing Systems of Equations 5.2 Substitution 5.3 Elimination Using Addition and Subtraction 5.4 Eliminating Using Multiplication 5.5 Applying Systems of Linear Equations</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: Thinking critically about past experiences lead to paths of knowledge.					
Subject: English / ESL	Grade Level: 9				
Focus Standards					
1. LS3/LS2 – MAKE ONESELF Understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch and modulation, but may make random mistakes.					
2. WS1 - Write in different genres including coherent plot development, characterization and setting.					
3. WC1 – Create coherent paragraphs through effective transitions.					
Enduring Understanding	Learning Outcomes				
<ul style="list-style-type: none"> Students will understand that they need to speak English in a clear pitch, intonation and form so they can be understood. Students will understand different genres exist and that they must be aware of all of them. They will know that writing coherent paragraphs using effective transitions is crucial throughout all subjects. 	<ul style="list-style-type: none"> Students will know and be able to do: Speak using consistent standard English grammatical forms and make few mistakes. Write utilizing different genres while including a coherent plot, characterization and setting. Write cohesive paragraphs while using coherent effective transitions throughout the essay. 				
Texts	Assessments				
Highpoint 2B Unit 2	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals </td> <td></td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	
Formative:	Summative:				
<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 					
Learning Plan: Scope and Sequence	Differentiation				
<p>Week One:</p> <ul style="list-style-type: none"> Student will be introduced to different genres, but will work with personal narrative during this week and will begin writing their own 	<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. Layered <u>Curriculum</u> and tiered <u>instruction</u> Review/Check for prior knowledge 				

personal narrative using transition words.

Week Two:

- Students will be introduced to biography and will read a biography by Peter Golenback. They will then write a autobiography utilizing effective transition words. After they will present their autobiographies.

Week Three:

- Students will be introduced to Realistic Fiction and will read about Amir as well as learn how to write sequence of events using transition words.

Week Four:

- Students will review the four genres introduced for the month, they will then go to the computer lab and read about a famous person of their choice. Write three paragraphs about the person using the transition words they learned and proofread and edit their assignment as well as present it to the class using proper standard English.

- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: Man’s impact on the environment creates conflict and reconciliations.			
Grade: 9			
Timeline: Unit three – 10 weeks			
Team Members	R. Vandyck	Ramirez	
Subjects	English	Science	
Rationale	It is vital that students understand their place in the world and their responsibility to the environment. They should see the relationships between conflict and the need to find a middle ground for reconciliation.		
Student Learning Outcomes			
Focus Standards	English	<p><i>Vocabulary and Concept Development</i></p> <p>Reading 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 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 (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p> <p><i>Literary Criticism</i></p> <p>Reading 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) 2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers’ potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.</p>	
	Science	<p>Ecology</p> <p>6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept: a. <i>Students know</i> biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. b. <i>Students know</i> how to analyze changes in an ecosystem resulting</p>	

from changes in climate, human activity, introduction of nonnative species, or changes in c. *Students know* how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, death, and population size. d. *Students know* how water, carbon, and nitrogen cycle between a biotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration. e. *Students know* a vital part of an ecosystem is the stability of its producers and decomposers. f. *Students know* at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. g.**Students know* how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.

Enduring Understandings: Important Concepts	<p>English</p> <p>Students will be able to</p> <ul style="list-style-type: none"> • Understand the impact of ancient culture on modern civilization. • recognize patterns and archetypes from mythology and in contemporary literature and film 	Theme-Related Essential Questions	<ul style="list-style-type: none"> • How do ancient religious practices manifest themselves in modern society? • What can we learn from ancient cultures that can help us understand our impact on the environment on history? • What role do I play in my environment? How do I interact with my environment? • How can I contribute to the stability of my environment?
	<p>Science</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Students understand that as living organisms they are participants and integral members of their 		

environment.

- Students understand that their environment is in constant flux and that their interactions with the environment have an effect on all organisms.

Interdisciplinary Project	Student will create a poster synthesizing information learned in Literature and ecology to examine the archetypes of ancient and modern world and the environment.
Essay Prompt	Students will write an essay that examines the ancient world as it is portrayed in myth and relate it to the modern world and modern ecological viewpoints.
Common Instructional Strategies	
All Learners	
<ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations • Provide examples to help transfer learning • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. 	
ELs	
<ul style="list-style-type: none"> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge 	
RSP/SLD	

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme: Man’s impact on the environment creates conflict and reconciliations.					
Subject: English	Grade Level: 9 Unit 3				
Focus Standards					
<i>Vocabulary and Concept Development</i>					
<p>Reading 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. 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 (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p>					
<i>Literary Criticism</i>					
<p>Reading 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) 2.3 Write expository compositions, including analytical essays and research reports: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs. e. Anticipate and address readers’ potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately.</p>					
Enduring Understanding	Learning Outcomes				
Understand the impact of a ancient culture on modern civilization	<p>Students will know and be able to do: and Roman word origins</p> <ul style="list-style-type: none"> -identify Greek - Identify ways that ancient Greek Christian religious modern culture - Analyze archetypes from Greek myths in popular culture 				
Texts	Assessments				
<p><u>Heroes, Gods, and Monsters of the Greek myths</u> By Bernard Erslin - The Holy Bible, Genesis 1-3 (the Adam and Eve story only) -“The Wizard of Oz” 1939 film</p>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and </td> <td>Interdisciplinary Essay</td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> • Observation • Choral Reading • summaries and 	Interdisciplinary Essay
Formative:	Summative:				
<ul style="list-style-type: none"> • Observation • Choral Reading • summaries and 	Interdisciplinary Essay				

<p>- "Moulin Rouge," 2002 film - "Trinity and Beyond" documentary 1997</p>	<p>reflections</p> <ul style="list-style-type: none"> • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests <p>Journals</p>
<p>Learning Plan: Scope and Sequence</p> <p>In this lesson, students read about Greek mythology, and compare the myths of Prometheus and Pandora to the Biblical Adam and Eve, and discuss the impact of those two versions of the fall of man on modern life, (ex. Zeus "long twisted game" of letting man destroy himself with weapons, or God giving man "dominion" to destroy the environment). Along with that, the universality of the Greek nature myths and the myths of the demigods provide themes and storyline for countless iconic films.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. • Layered Curriculum and tiered instruction • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: Man's impact on the environment creates conflict and reconciliations.			
Subject: Science	Grade Level: 9		
Focus Standards			
<p>6. Stability in an ecosystem is a balance between competing effects. As a basis for understanding this concept: a. <i>Students know</i> biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats. b. <i>Students know</i> how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in c. <i>Students know</i> how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, death, and population size. d. <i>Students know</i> how water, carbon, and nitrogen cycle between a biotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration. e. <i>Students know</i> a vital part of an ecosystem is the stability of its producers and decomposers. f. <i>Students know</i> at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid. g.*<i>Students know</i> how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.</p>			
Enduring Understanding	Learning Outcomes		
<p>Students will understand that they influence their surroundings by their actions. Students will consider what impact their actions have on their environment</p> <p>Students will consider what impact their actions have on their environment</p>	<p>Students will know and be able to do:</p> <p>Students will know and be able to do:</p> <ul style="list-style-type: none"> -Identify the levels of organization and order that exist in their environment. -Identify the direction of energy flow and describe how living things interact with their environment. - Learn how to minimize their impact on their environment. 		
Texts	Assessments		
<p>McDougal Littell "Biology," by Stephen Nowick (California Edition) 2008</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests <p>Journals</p> </td> <td style="vertical-align: top;"> <p>Summative:</p> <p>Interdisciplinary Essay</p> </td> </tr> </table>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests <p>Journals</p>	<p>Summative:</p> <p>Interdisciplinary Essay</p>
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Learning Plan: Scope and Sequence	Differentiation		
	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of 		

Ch.13 "Principles of Ecology"
Ch.14 "Interactions in Ecosystems"
Ch.15 "The Biosphere"
Ch.16 "Human Impact on Ecosystems"

Assignments:

- Vocabulary practice
- Ecology coloring sheets
- Video notes
- PowerPoint notes

Activities:

- Food web modeling
- Predator/ prey modeling
- Ecology plant competition
- population graphs
- Natural History Museum/ Science counter visit
- Biome Brochure
- Water Audit poster

students that cover different areas of Bloom's Taxonomy.

- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
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- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: The quest for common ground is an essential aspect of progress.	
Grade: 9	
Timeline: Unit four – 10 weeks	
Team Members	Villalta
Subjects	English/ESL Science
Rationale	Students should understand that literature has timeless themes and characters that transcend their era and touch modern readers.
Student Learning Outcomes	
Focus Standards	<p>English/ESL</p> <p>Structural Features of Literature</p> <p>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. 2.2 Write responses to literature: a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created. d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>Write simple sentences to respond to selected literature, exhibit factual understanding of the text, and connect one’s own experience to specific parts of the text.</p> <p>Write an increasing number of words and simple sentences appropriate for language arts and other content areas_ (e.g., math, science, history–social science).</p>
	Math
	Science
	Social

Science	
ESL	
Enduring Understandings: Important Concepts	ESL Students will be able to: <ul style="list-style-type: none"> Analyze characters and plot. Relate steps in a process. Learn how to skim and take notes. Demonstrate how to effectively use a graphic organizer to monitor their reading.
	Theme-Related Essential Questions <ul style="list-style-type: none"> What are characters and plot? What are steps in a process? What effect does Shakespeare’s use of literary and poetic devices have on the reader? What universal themes exist in literature that transcends time?
Interdisciplinary Project	Students will create a poster showing the figurative language in Julius Caesar
Essay Prompt	Students will write a persuasive essay that addresses how the quest for common ground is an essential aspect to progress in science, history, and literature.
Common Instructional Strategies	
All Learners <ul style="list-style-type: none"> Group/Individual Instruction Use questioning strategies that require learners to go deeper Direct instruction 	

- Guided practice
- Independent practice
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations
- Provide examples to help transfer learning
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.

ELs

- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research

Unit Theme: The quest for common ground is an essential aspect of progress.					
Subject: English/ESL	Grade Level:				
Focus Standards					
<p>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.</p> <p>3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>2.2 Write responses to literature:</p> <p>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</p> <p>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>c. Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>					
Enduring Understanding	Learning Outcomes				
<ul style="list-style-type: none"> Natural Disasters Relate to cause and effect Language text affects meaning 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Analyze Interactions between main and subordinate characters Determine character traits Relate cause and effect Write a response to Literature 				
Texts	Assessments				
Highpoint 2B Unit 4	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals </td> <td>Interdisciplinary Essay</td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	Interdisciplinary Essay
Formative:	Summative:				
<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	Interdisciplinary Essay				
Learning Plan: Scope and Sequence	Differentiation				

Unit 4

Week One:

Students will analyze main characters and plot from a Greek myth and will determine character traits by what the characters say about themselves in Narration, and Dialogue.

Week Two:

Students will skim and take notes from a science article and will be able to relate the cause and effect.

Week three:

Students will read a biography and will evaluate literary quality. Present perfect tense and identify sequence.

Week Four:

Students will compare literature and will recognize the point of view and will relate the experiences to personal experiences using the present perfect tense.

- Differentiate the content by designing activities for groups of students that cover different areas of [Bloom's Taxonomy](#).
- Layered [Curriculum](#) and tiered [instruction](#)
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
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GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: Identifying patterns and change reveals the natural world and man’s place in it.					
Grade: 10					
Timeline: Unit one – 10 weeks					
Team Members	Ms. Chai	M. Brow/Ms.Dewitt	P. Gonzalez	Ms. Song	
Subjects	F. Lang	English	Science	Math/Special Ed.	
Rationale:	It is important that students study patterns and changes as expressed in the various disciplines, and explore how patterns and changes are fundamental to humanity.				
Student Learning Outcomes					
Focus Standards	English	Reading Standard 2.5: Extend ideas presented in primary or secondary sources (Persuasion) English Reading Standard 2.8: Evaluate the credibility of an author’s argument or defense			
	Math Geometry	Standard 1.0			
	Science Chemistry	Standards 1: a-j; 5a-e; 2a; 3a-d, 6a-d (Periodicity/Periodic Table/Physical, Chemical Reactions, Acids & Bases, and Solutions)			
	Social Science	Social Studies Standard 10.3 (Industrialization)			
Enduring Understandings: Important Concepts	Students will be able to <ul style="list-style-type: none"> Use inductive/deductive reasoning to identify patterns and solve equations. Identify and analyze patters of change among the different disciplines. Analyze and interpret the repercussions of change. Analyze how rhetorical techniques can change people’s opinions. 		Theme-Related Essential Questions	<ul style="list-style-type: none"> Is inductive/deductive reasoning relevant today? How do technological innovations change society? How does your pattern of writing function to influence change? What are the elements of persuasion and how do they influence change? 	

Interdisciplinary Project	Using electronic media, students will document how change has affected the disciplines. They will present their findings to the class in a multimedia presentation
Essay Prompt	In an interdisciplinary essay, discuss how patterns of change have affected the disciplines using persuasive techniques, evidence and commentary to support your argument.
Common Instructional Strategies	
All Learners	
<ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations • Provide examples to help transfer learning • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. 	
ELs	
<ul style="list-style-type: none"> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge 	
RSP/SLD	
<ul style="list-style-type: none"> • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions • Self-reflection and evaluation (meta-cognition) 	

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme:	Identifying patterns and change reveals the natural world and man's place in it.	
Subject:	Science/Chemistry	Grade Level:10 Unit 1
Focus Standards		
Atomic and Molecular Structure		
<p>1. The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:</p> <p>a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass. b. Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.</p> <p>c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electro negativity, and the relative sizes of ions and atoms.</p> <p>d. Students know how to use the periodic table to determine the number of electrons available for bonding.</p> <p>e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.</p> <p>f.* Students know how to use the periodic table to identify the lanthanide, actinide, and transactinide elements and know that the transuranium elements were synthesized and identified in laboratory experiments through the use of nuclear accelerators.</p> <p>g.* Students know how to relate the position of an element in the periodic table to its quantum electron configuration and to its reactivity with other elements in the table.</p> <p>h.* Students know the experimental basis for Thomson's discovery of the electron, Rutherford's nuclear atom, Millikan's oil drop experiment, and Einstein's explanation of the photoelectric effect.</p> <p>i.* Students know the experimental basis for the development of the quantum theory of atomic structure and the historical importance of the Bohr model of the atom.</p> <p>j.* Students know that spectral lines are the result of transitions of electrons between energy levels and that these lines correspond to photons with a frequency related $h\nu$).</p> <p>to the energy spacing between levels by using Planck's relationship</p>		
Enduring Understanding	Learning Outcomes	
<p>Students will be able to</p> <ul style="list-style-type: none"> • Use inductive/deductive reasoning to identify patterns and solve equations. • Identify and analyze patterns of change among the different disciplines. • Analyze and interpret the repercussions of change. • Analyze how rhetorical techniques can change people's opinions. 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Study the patterns and properties of the elements, you become able to place them into categories. You will learn how • Mendeleev was able to arrange the elements according to the chemical behavior that was known at his time. • Also, • Art is an activity found in every culture throughout history. Art can be expressed in a wide variety of media. 	

Texts	Assessments	
<p>Active Chemistry, Eisenkraft (2005)</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Part 1:</p> <p>Student's challenge is to develop a game that can be used to teach others how to learn and use the periodic table. These games are left up to your creativity. Card, computer, or board games are some choices that they may decide to use.</p> <p>Part 2:</p> <p>Students are asked to create a work of art that expresses yourself and to create a museum display around your artwork.</p> <p>The chemistry concepts you use to produce your artwork will be described in a museum placard.</p>
<p>Learning Plan: Scope and Sequence</p> <p>Chemical Bonds</p> <p>2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. • Layered Curriculum and tiered instruction • Review/Check for prior knowledge 	

this concept:

a. Students know atoms combine to form molecules by sharing electrons to form [covalent or metallic bonds](#) or by exchanging electrons to form ionic bonds.

Conservation of Matter and Stoichiometry

3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:

a. Students know how to describe chemical reactions by [writing balanced equations](#).

b. Students know the quantity one mole is set by defining [one mole of carbon 12](#) atoms to have a mass of exactly 12 grams.

c. Students know one [mole](#) equals 6.02×10^{23} particles (atoms or molecules).

d. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at [standard temperature and pressure](#).

Acids and Bases

5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:

a. Students know the [observable properties of acids, bases, and salt solutions](#).

b. Students know [acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances](#).

c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.

d. Students know how to use the pH scale to characterize acid and base solutions.

e.* Students know the Arrhenius, Brønsted-Lowry, and Lewis acid–base definitions.

Solutions

6. Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:

a. Students know the definitions of solute and solvent.

- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
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- b. Students know how to describe the dissolving process at the molecular level by using the concept of [random molecular motion](#).
- c. Students know temperature, pressure, and surface area affect the dissolving process.
- d. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition

Unit Theme: Identifying patterns and change reveals the natural world and man’s place in it.					
Subject: English	Grade Level:10 Unit 1				
Focus Standards					
Reading Standard 1.2: Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.					
English Reading Standard 2.8: Evaluate the credibility of an author’s argument or defense					
Reading Standard 2.3: Generate Relevant questions about readings on issues that can be researched.					
Reading Standard 2.5: Extend ideas presented in primary or secondary sources					
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)					
Enduring Understanding	Learning Outcomes				
<ul style="list-style-type: none"> • Truth is conveyed in conventional patterns • Meaning can be conveyed and emphasized through word choice • Change is affected through perception of truth 	<ul style="list-style-type: none"> • Students will know and be able to do: • Identify and analyze patters of change • Analyze and interpret the repercussions of change. • Analyze how rhetorical techniques can change people’s opinions. • Distinguish between denotative and connotative meanings • Construct a sentence using proper usage • Distinguish between relevant and irrelevant information 				
Texts	Assessments				
<ul style="list-style-type: none"> • Holt Geometry • Other supplementary texts as needed 	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals </td> <td> <ul style="list-style-type: none"> • Using electronic media, students will document how change has affected the disciplines. They will present their findings to the class in a multimedia presentation. • In an interdisciplinary essay, discuss how patterns of change have affected each discipline. </td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<ul style="list-style-type: none"> • Using electronic media, students will document how change has affected the disciplines. They will present their findings to the class in a multimedia presentation. • In an interdisciplinary essay, discuss how patterns of change have affected each discipline.
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Learning Plan: Scope and Sequence

1. Introduce the idea of deductive and inductive reasoning through a discovery activity
2. Define inductive/deductive reasoning
3. Work on deductive/inductive reasoning through practice and group activities
4. Complete group activity (see summative assessment)
5. Complete research assignment (also see summative assessment)

Differentiation

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
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Unit Theme: Identifying patterns and change; that reveals the natural; world and mans place in it			
Subject: English 10	Grade Level: SDC Classes:		
Focus Standards			
Reading Standard 2.5: Extend ideas presented in primary or secondary sources. (Persuasion)			
English Reading Standard 2.8: Evaluate the credibility of an author’s argument or defense.			
Enduring Understanding	Learning Outcomes		
<ul style="list-style-type: none"> Inductive / deductive reasoning are used to identify patterns of change Analyze and interpret the repercussions of recent technological advances and explain how technological innovations change society. Analyze how rhetorical techniques are used change people’s opinions 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Students will engage in activities using inductive and deductive reasoning and apply them to classroom activities. Students will chart the evolution of technology in the 20th and 21st century and illustrate how they have changed society. Students will read different forms of writing (e.g. protest songs, speeches etc.) that use the elements of persuasion (parallelism, repetition, metaphor etc.) and rhetorical techniques to consider how they influence change? Students will write a persuasive paragraph using statistics, surveys and expert opinions, to persuade their peers about a contemporary issue. 		
Texts	Assessments		
<p>Excerpts from - Standards Based District Approved Textbook: <u>Perspectives In Multicultural Literature</u> Sojourner Truth, "Ain't I a Woman?" Other excerpts with modified reading levels whenever available.</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Formative:</p> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals </td> <td style="vertical-align: top;"> <p>Summative:</p> <ul style="list-style-type: none"> Using electronic media, students will document how change has affected the disciplines. They will present their findings to the class in a multimedia presentation <p>In an interdisciplinary paragraph, discuss how patterns of change have affected each discipline.</p> </td> </tr> </table>	<p>Formative:</p> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	<p>Summative:</p> <ul style="list-style-type: none"> Using electronic media, students will document how change has affected the disciplines. They will present their findings to the class in a multimedia presentation <p>In an interdisciplinary paragraph, discuss how patterns of change have affected each discipline.</p>
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Learning Plan: Scope and Sequence	Differentiation
<p>Writing</p> <p>Basic writing review</p> <p>Grammar</p> <p>Usage</p> <p>Summarizing what you have read</p> <p>Taking Notes</p> <p>Writing effective topic sentences</p> <p>Writing effective conclusions</p> <p>Using the writing "pattern"</p> <p>Using rhetorical devices in persuasive writing</p> <p style="padding-left: 20px;">Tone</p> <p style="padding-left: 40px;">Parallelism</p> <p style="padding-left: 40px;">Repetition</p> <p style="padding-left: 40px;">Metaphor</p> <p>Reading</p> <p>Read for the Gist</p> <p>Vocabulary development</p> <p>Using KWL charts to focus reading</p> <p>Reading persuasive essays</p> <p style="padding-left: 20px;">Identifying opinions</p> <p>Reading "Protest Song" lyrics</p> <p style="padding-left: 20px;">Identifying rhetorical devices in text</p> <p>Student cooperative discussion about identifying change as reflected in the music and our reality.</p> <p>Reading persuasive speeches</p> <p style="padding-left: 20px;">-- Appropriate excerpts from the scope and sequence of texts from the Instructional Guide, 10th-grade persuasive</p>	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <p>Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners</p>

Unit Theme: Identifying patterns and change; that reveals the natural; world and mans place in it			
Subject: Geometry	Grade Level: 10 Unit 2		
Focus Standards			
Geometry standard 1: Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.			
Enduring Understanding	Learning Outcomes		
<ul style="list-style-type: none"> Inductive/deductive reasoning will be introduced to identify constants and patterns of change. Students will be able to identify different patterns seen in a mathematical sense and use them to generate geometric theorems. Identify patterns and differences in algebra 1 and geometry in terms of graphing and slope 	<ul style="list-style-type: none"> Students will know and be able to do: Identify mathematical patterns using inductive and deductive reasoning Understand that different mathematical patterns found by using inductive/deductive reasoning have a direct correlation to change in the natural world and man's place in it. 		
Texts	Assessments		
Standards Based District approved Textbook <ul style="list-style-type: none"> Holt Geometry other supplementary texts as needed 	<table border="0"> <tr> <td> Formative: <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals </td> <td> Summative: <ul style="list-style-type: none"> In collaborative groups, students will create two problems- one that requires inductive reasoning to solve and another that requires deductive reasoning to solve. Each group will present their problem and defend their rationale. Students will research and write an essay on the ways in which mathematical reasoning and its findings have influenced the world during its transitional periods Test students on concepts given in order to prepare them for high stakes testing </td> </tr> </table>	Formative: <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	Summative: <ul style="list-style-type: none"> In collaborative groups, students will create two problems- one that requires inductive reasoning to solve and another that requires deductive reasoning to solve. Each group will present their problem and defend their rationale. Students will research and write an essay on the ways in which mathematical reasoning and its findings have influenced the world during its transitional periods Test students on concepts given in order to prepare them for high stakes testing
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Learning Plan: Scope and Sequence	Differentiation		

1. Introduce the idea of deductive and inductive reasoning through a discovery activity
2. Define inductive/deductive reasoning
3. Work on deductive/inductive reasoning through practice and group activities
4. Complete group activity (see summative assessment)
5. Complete research assignment (also see summative assessment)

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
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Unit Theme:	Identifying patterns and change; that reveals the natural; world and mans place in it	
Subject: Mandarin	Grade Level: 10 Unit 1	
Focus Standards		
3.1 students reinforced further their knowledge of other disciplines through foreign language		
4.1 students demonstrate understanding of the concepts of the culture through compassions of the language studies and their own.		
Enduring Understanding	Learning Outcomes	
<ul style="list-style-type: none"> • Chinese students evolve from picture to present from over time. • Style of Chinese writing changes over time 	<ul style="list-style-type: none"> • Students will know and be able to do: • Understand the change of Chinese characters from picture to present from • Identify the writing style through the different dynamics 	
Texts	Assessments	
Integrated Chinese Level 1	Formative: <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	Summative: <ul style="list-style-type: none"> • In collaborative groups, students will create two problems- one that requires inductive reasoning to solve and another that requires deductive reasoning to solve. Each group will present their problem and defend their rationale. • Students will research and write an essay on the ways in which mathematical reasoning and its findings have influenced the world during its transitional periods • Test students on concepts given in order to prepare them for high stakes testing
	Differentiation	
Learning Plan: Scope and Sequence		

1. Learn to pronounce the Chinese characters thong Pin Yin
2. Learn the radical ie. parts of the characters
3. study sentence structure, grammar
4. read simple essay, story
5. read different styles of rioting from different dynasties

activities

- role play
- skit
- class discussion

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
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Unit Theme: Understand Need for conservation of resources, conflict resolution, and change.			
Grade: 10			
Timeline: Unit two – 10 weeks			
Team Members	M. Brow/DeWitt	P. Gonzalez	M. Zapata
Subjects	English	Science	Social Science
Rationale:	Students should understand how opposing forces cause conflict and exhibit a need for reconciliation and change. Energy, conservation and resources are important to the global community		
Student Learning Outcomes			
Focus Standards	English	Reading Standard 2.4: Synthesize the content from several sources or works by a single author (Expository) English Reading Standard 2.5: Extend ideas presented in primary or secondary sources (Persuasion) English Writing Standard 2.3: Write expository compositions	
	Science	Chemistry: 3a-e; 4a-f; 6a-e; 7a-d; 8a-c; 10a-b: Stoichiometry, Mole Concept, I &E, Thermodynamics, Gas Laws.	
	Social Science Social Studies	Standard 10.4 (Imperialism)	

<p>Enduring Understandings: Important Concepts</p>	<ul style="list-style-type: none"> • Use graphs to explain the notion of opposite trends • Identify and analyze how opposing forces lead to a synthesize or resolution, often in the form of totalitarian governments • Analyze expository writing to determine how the resolution of opposing forces is resolved 	<p>Theme-Related Essential Questions</p>	<ul style="list-style-type: none"> • How are opposing trends related? • What are some conditions that foster totalitarian governments? • How have people dealt with conflict?
<p>Interdisciplinary Project</p>		<p>Students will create a poster collage to creatively and symbolically represent the resolution of opposing forces as examined in the various disciplines</p>	
<p>Essay Prompt</p>		<p>In an essay, identify the conflicting forces represented in the different disciplines and explain their resolution.</p>	
<p>Common Instructional Strategies</p>			
<p>All Learners</p> <ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations 			

- Provide examples to help transfer learning
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.

ELs

- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme	Understand Need for conservation of resources, conflict resolution, and change	
Subject:	Science/Chemistry	Grade Level: 10
Focus Standards		
Conservation of Matter and Stoichiometry		
3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:		
a. Students know how to describe chemical reactions by writing balanced equations .		
b. Students know the quantity one mole is set by defining one mole of carbon 12 atoms to have a mass of exactly 12 grams.		
c. Students know one mole equals 6.02×10^{23} particles (atoms or molecules).		
d. Students know how to determine the molar mass of a molecule from its chemical formula and a table of atomic masses and how to convert the mass of a molecular substance to moles, number of particles, or volume of gas at standard temperature and pressure .		
e. Students know how to calculate the masses of reactants and products in a chemical reaction from the mass of one of the reactants or products and the relevant atomic masses.		
f.* Students know how to calculate percent yield in a chemical reaction.		
g.* Students know how to identify reactions that involve oxidation and reduction and how to balance oxidation-reduction reactions.		
Solutions		
6. Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:		
a. Students know the definitions of solute and solvent.		
b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion .		
c. Students know temperature, pressure, and surface area affect the dissolving process.		
d. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.		
Chemical Thermodynamics		
7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:		
a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).		
b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy . c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.		
Reaction Rates		
8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:		
a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.		
b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.		
c. Students know the role a catalyst plays in increasing the reaction rate.		
d.* Students know the definition and role of activation energy in a chemical reaction.		
Gases and Their Properties		

4. The [kinetic molecular theory](#) describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:
- Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.
 - Students know the random motion of molecules explains the diffusion of gases.
 - Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.
 - Students know the values and meanings of standard temperature and pressure (STP).
 - Students know how to [convert between the Celsius and Kelvin temperature scales](#).
 - Students know there is no temperature lower than 0 Kelvin.
 - * Students know the kinetic theory of gases relates the absolute temperature of a gas to the average kinetic energy of its molecules or atoms.
 - * Students know how to solve problems by using the [ideal gas law](#) in the form $PV = nRT$.
 - * Students know how to apply Dalton's law of partial pressures to describe the composition of gases and Graham's law to predict diffusion of gases.

Organic Chemistry and Biochemistry

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:
- Students know large molecules ([polymers](#)), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.
 - Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

Enduring Understanding

- Use graphs to explain the notion of opposite trends
- Identify and analyze how opposing forces lead to a synthesis or resolution, often in the form of totalitarian governments
- Analyze expository writing to determine how the resolution of opposing forces is resolved

Learning Outcomes

- Students will know and be able to do:
- When changing from the first state to the second state does not depend on the path to get there.
- When matter gains or loses energy, the total energy of the matter and surroundings is conserved (closed system).
- Law of Conservation of Mass and balancing equation.
- Conversion and dimensional analysis.
- Stoichiometry – calculations in chemistry relating the amount of one chemical to the amount of another.
- Some metals react faster than others (activity series of metals).
- Some common metals are more suitable for particular purposes, while others are not.
- Minimum amount of energy cause phosphorescence to occur – key to understanding how an atom produces light.
- Two conditions for electrical conductivity:
- Presence of charged particles (anions and cations) in the solution.

- Charged particles must be able to move around
- Exothermic and endothermic reactions – factors that speed up reactions.
- Enthalpy change (endothermic and exothermic) and entropy change (increase or decrease in disorder).
- **Part 2:**
- Macro to nano levels of accessing concepts of redox reactions and electrochemical cell chemistry.
- CC: Students will attempt to power a toy with the cells (batteries) they created.
- The size and shape of a molecule have an important effect on the properties of the molecule (i.e. boiling point and melting point).
- Pressure is inversely proportional to volume (Boyle's Law).
- Gas volumes decrease at decreasing temperatures.
- Graphically determine absolute zero to gain an understanding of the Kelvin scale versus the Celsius scale.
- CC: Students apply their understanding of temperature and gas volumes by constructing and testing hot-air balloons.
- Hydrogen, oxygen, and carbon dioxides gasses can be generated in multiple ways.
- CC: Students determine the most effective ratio of hydrogen: oxygen to use in the propulsion of a small rocket.
- Using data and concepts generated from previous activities, students conceptualize the Ideal Gas Law.
- Applying stoichiometric relationships to determine the amount of HCl and Zn to inflate a baggie with hydrogen gas, students explain diffusion and effusion.
- Polymers: Thermoset and Thermoplastic structures determine their uses or functions.
- CC: Students will identify two important criteria of the plastic needed for their toy, and design tests to determine which plastic best fits their criteria.

Texts	Assessments	
<p>Standards Based District Approved Textbook: Active Chemistry, Eisenkraft (2005)</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Part 1:</p> <p>Chapter Challenge</p> <p>You are challenged to create a prototype of a “chemical-dominoes sequence” that can be sold by a toy company to 10-15 year-old children. You are asked to demonstrate the product to company executives, as well as to explain the Chemistry concepts behind each step. A detailed written explanation of the chemistry is also required.</p> <p>Part 2:</p> <p>Chapter Challenge</p> <p>You are challenged to create a toy that uses various chemical and/or gas principles. Your toy should appeal to an age group of your choice. Your final presentation to the board of the <i>Ideal Toy Company</i> will include a written proposal, either a detailed drawing or a mock prototype of the toy, a statement of any potential hazards or waste disposal issues, and</p>

a cost analysis of the item for manufacturing. An oral and written explanation of the chemistry principles used is a key part of the proposal.

<p>Learning Plan: Scope and Sequence</p>	<p>Differentiation</p>
<p>Part 1:</p> <ul style="list-style-type: none"> Activity 1: Alternative Pathways Students compare different ways of producing carbon dioxide gas to blow up a balloon that tips a lever. They brainstorm criteria for selecting which method might be best for using in the <i>Chemical Dominoes</i> apparatus. After an introduction to two chemical concepts endothermic/exothermic changes, entropy increase/decrease) and drawings of arrangements of particles in different states (before/after), each student in the group becomes an expert in one of the carbon dioxide production methods. Activity 2: Balancing Chemical Equations Students first learn to recognize whether a chemical equation is balanced. Then, they learn to balance simple chemical equations by an accounting method. Along the way, they practice identifying how many of a particular element there are in a formula, which involves reading parentheses and subscripts properly. They also balance the equation for Method 2 from the previous activity, prove that it's balanced, and then design an experiment and demonstrate that mass is conserved when the reaction is run. Activity 3: How Much Gas is Produced? In this activity, students use pennies and a balance to explore the concept of a mole. They also learn dimensional analysis with "chemical dominoes." The point of the activity, for students, is to be 	<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. Layered <u>Curriculum</u> and tiered <u>instruction</u> Review/Check for prior knowledge Use graphic organizers (maps, charts, illustrations) Check for understanding/Question Re-teach (if necessary) Provide information (in a variety of forms) Model desired skills and outcomes Provide "wait time" Check for understanding/Question Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. Socratic Seminars will be used to convey underlying concepts Using Accountable Talk in discussions and classroom conversations GIFTED Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners

able to predict ahead of time how much baking soda will be necessary to use to make this happen. Then, after an empirical solution to the problem, they learn stoichiometry and test their “hypothesis.” Finally, they participate in a discussion of error analysis to query why the prediction and reality are so different.

- Activity 4: What Can Destroy a Metal?

Students build a circuit to light the red LED using aluminum foil as wire. They then experimentally learn to turn off the circuit by destroying the aluminum using three “mystery” chemicals. By observing the effects of known chemicals on metals, they deduce the identity of the “mystery” chemicals. They practice writing and balancing oxidation-reduction reactions. In a short activity, students address the confusion between dissolving, melting, and reacting and learn to define the terms properly.

- Activity 5: Producing and Harnessing Light

Students view the spectrum of visible light by looking at an incandescent light through a diffraction grating. After seeing that “white” light is made of many colors, they view the red LED through the diffraction grating. They then determine the minimum operating voltages for a series of colors of LEDs, leading them to conclude that as the wavelength of light decreases, the voltage (energy) required to light the LED increases. Next, students determine which colors of light can cause a glow-in-the-dark toy to phosphoresce. They conclude that for the phosphorescence to occur, a minimum amount of light energy must be added. Activity 6: Electrochemical Cells Students use their red LED to build a conductivity tester. After testing several solutions, they determine which solutions conduct electricity, and therefore contain electrolytes. Students then construct a zinc-copper battery and use the LED to determine in which direction electricity flows. Afterward, students are introduced to two ways to create more voltage (so they can light LEDs that require greater voltage):

connecting batteries in series, and changing the relative concentrations of the zinc and copper ion solutions.

- **Activity 7: Reactions that Produce Heat**

Students interpret observations from a military “Meals, Ready-to-Eat” (MRE) package. They operate the MRE and make sense of their observations. They learn about factors that speed up reactions, including particle size and catalysts. Finally, they use Hess’s Law to determine whether changes are endothermic or exothermic, and how much heat energy the reactions require or give off.

- **Activity 8: Rubber Bands and Spontaneity**

Students experiment with a rubber band, stretched and unstretched, to learn about enthalpy and entropy. They then build models to explain the behavior of the rubber bands. They formalize ideas of enthalpy and entropy change, and relate these ideas back to other activities in this chapter.

- **Part 2:**

- **Activity 1: Batteries**

In this three-part activity students will first explore what they already know about batteries and examine several types of batteries. Starting on the macro level, they will make observations about commercial batteries. Then they will use the metal-activity series to guide them as they build their own electrochemical cells. They will learn the nanoscopic concepts of redox reactions and electrochemical cell chemistry. They then return to the macroscopic level as they attempt to power a toy with the cells they have created. **Activity 2: Solid, Liquid, or Gas?** In this two-part activity, students will use the free Chem. Sketch and 3-D Viewer programs from ACD Labs to create representations of different molecules. The focus is on the fact that the size and shape of a molecule have an

important effect on the properties of the molecule. Properties examined are boiling points and melting points of organic compounds.

- Activity 3: Cartesian Divers

This activity involves two parts. In Part A, students rotate through two stations and explore the effect of pressure on gas volume. In one station, students will simply explore pressure changes on volume using a syringe. At another station, students will explore pressure changes on buoyancy of a Cartesian diver, without using their hands. In Part B, students will use the Pressure Sensor probe and their graphing calculators to derive Boyle's Law ($P_1V_1 = P_2V_2$).

- Activity 4: Hot-Air Balloons

Students will use an indirect measure of gas volumes at decreasing temperatures to determine the relationship between gas volume and temperature. From this data, they will graphically determine absolute zero and gain an understanding of the Kelvin scale versus the Celsius scale. Then, students will apply their understanding of temperature and gas volumes by constructing and testing hot-air balloons.

- Activity 5: How are Gases Produced?

In this two-part activity students will generate and test for hydrogen, oxygen, and carbon dioxide gases. They will then determine an effective ratio of hydrogen/oxygen gases to use in the propulsion of a small rocket.

- Activity 6: Ideal Gas Law for the Ideal Toy

This activity gives students an opportunity to use knowledge gained from the preceding activities in order to determine the volume of one mole of hydrogen gas. With this information in hand they will

then calculate the gas law constant "R".

- Activity 7: Moving Molecules

First, students will use pictorial and physical models to determine the effect of mass on gas effusion rates. Then, students will apply stoichiometric relationships to determine the amount of HCl and Zn needed to completely inflate a baggie with hydrogen gas. Finally, students will explain the observations made using the balloon/baggie model and the molecular weights of the gases generated.

- Activity 8: Plastics

This activity has two parts. In Parts A and B, students will make and explore a thermoplastic and a thermoset polymer. They will note the differences between the two types of plastics and construct an item, which could be a part of their prototype, from each type. In Part B, students will test different types of plastics to determine the best choice for its function. Students will identify two important criteria of the plastic needed for their toy, and then they will design tests to determine which plastic best fits their criteria.

Unit Theme: Understand Need for conservation of resources, conflict resolution, and change			
Subject: English	Grade Level: 10 Unit 2		
Focus Standards			
Reading Standard 2.4: Synthesize the content from several sources or works by a single author			
English Reading Standard 2.5: Extend ideas presented in primary or secondary sources			
English Writing English Reading Standard 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.			
Standard 2.3: Write expository compositions			
Enduring Understanding	Learning Outcomes		
<ul style="list-style-type: none"> • Opposing forces cause conflict and exhibit a need for reconciliation and change. • There is a need to distinguish between fact and opinion • Facts can be biased and emphasized through tone • Literacy can affect lives in important ways 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Students will be able to differentiate between fact and opinion • Students will know how to organize written compositions and speeches • Students will understand how tone may bias a written composition and/or speech • Students will be able to interpret information in different formats and media, e.g. graphs 		
Texts	Assessments		
<p><i>Perspectives in Multicultural Literature</i></p> <ul style="list-style-type: none"> • Sherman Alexie, "Superman and Me" • Sandra Cisneros, "Straw into Gold" • Malcolm X, "The Autobiography of Malcolm X" • Fredrick Douglass, "Learning to Read and Write" from <i>The Narrative of the Life of Fredrick Douglass</i> 	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals </td> <td style="vertical-align: top;"> <p>Summative:</p> <p>Students will create a poster collage to creatively and symbolically represent the resolution of opposing forces as examined in the various disciplines</p> <p>In an essay, identify the conflicting forces represented in the different disciplines and explain their resolution</p> </td> </tr> </table>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Students will create a poster collage to creatively and symbolically represent the resolution of opposing forces as examined in the various disciplines</p> <p>In an essay, identify the conflicting forces represented in the different disciplines and explain their resolution</p>
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Learning Plan: Scope and Sequence	Differentiation		

Students should understand how opposing forces cause conflict and exhibit a need for reconciliation and change.

- Write About, Read for the Gist, Inquiry-based discussion, Reflection on Discussion in Journal, Reread for significant moments, Reread for significance
- Follow the scope and sequence of texts from the Instructional Guide, 10th-grade expository

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

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Unit Theme: Understand Need for conservation of resources, conflict resolution, and change			
Subject: SDC English	Grade Level: 10 Unit 2		
Focus Standards			
Reading Standard 2.4: Synthesize the content from several sources or works by a single author (Expository)			
English Reading Standard 2.5: Extend ideas presented in primary or secondary sources (Persuasion)			
English Reading Standard 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.			
English Writing Standard 2.3: Write expository compositions			
Enduring Understanding	Learning Outcomes		
<ul style="list-style-type: none"> • Opposing forces cause conflict and exhibit a need for reconciliation and change. • There is a need to distinguish between fact and opinion • Understanding bias. • Facts can be biased and emphasized through tone • Literacy can affect lives in important ways 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Students will be able to differentiate between fact and opinion • Students will know how to organize written compositions and speeches • Students will understand how tone may bias a written composition and/or speech • Students will be able to interpret information in different formats and media, e.g. graphs and charts. 		
Texts	Assessments		
<p>Excerpts from:</p> <p>Perspectives in Multicultural Literature and other excerpts as needed</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals </td> <td style="vertical-align: top; padding-left: 20px;"> <p>Summative:</p> <p>Students will create a poster collage to creatively and symbolically represent the resolution of opposing forces</p> </td> </tr> </table>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Students will create a poster collage to creatively and symbolically represent the resolution of opposing forces</p>
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Learning Plan: Scope and Sequence	Differentiation		

Writing

using teacher provided graphic organizers to pre-write paragraphs

using student generated graphic organizers and outlines to pre-write paragraphs and essays

Writing transitional sentences

Expressing opinions

Completing Venn Diagrams to compare and contrast differing opinions

Using statistics, surveys and expert opinions to support opinions in persuasive paragraphs.

Students will write for an oral presentation

Reading

Reading of workplace documents

Reading charts and graphs

Skimming to find information

Reading cause and effect

reading fact and opinion

Reading famous speeches

Conflicting opinions

Using collaborative groups to analyze differing opinions on an issue and share out findings

Read and discuss literary devices used in speeches (e.g. tone)

Mirror and use excerpts from scope and sequence of texts from the 10th-grade expository

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
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Unit Theme: Understand Need for conservation of resources, conflict resolution, and change			
Subject: Geometry	Grade Level: 10		
Focus Standards			
Geometry standard 7.0 Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.			
geometry standard 16.0 Students perform basic constructions with a straightedge and compass, such as angle bisectors, perpendicular bisectors, and the line parallel to a given line through a point of the line.			
Algebra standard 8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.			
Enduring Understanding			
<p>Important Concepts include:</p> <ul style="list-style-type: none"> • properties of parallel lines • properties of perpendicular lines • parallel lines in relation to perpendicular lines • parallel lines and perpendicular lines are contrasting ideas • the pertinence of parallel and perpendicular lines in the world outside of the geometry classroom 	<p>Learning Outcomes</p> <p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • identify and graph parallel and perpendicular lines • determine whether lines are parallel, perpendicular, or neither • relate parallel, perpendicular, and other lines to their own worlds 		
Texts			
<p>Standards Based District approved textbook:</p> <ul style="list-style-type: none"> • Holt Geometry • other supplementary texts as deemed necessary 	<p>Assessments</p> <table border="0"> <tr> <td> <p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals </td> <td> <p>Summative:</p> <ul style="list-style-type: none"> • Project: Students will go out to their communities and photograph parallel and perpendicular lines. In groups, students identify and represent parallel and perpendicular lines on a scaled mapping of the chosen community. • Test students on concepts given in order to prepare them for high stakes testing </td> </tr> </table>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <ul style="list-style-type: none"> • Project: Students will go out to their communities and photograph parallel and perpendicular lines. In groups, students identify and represent parallel and perpendicular lines on a scaled mapping of the chosen community. • Test students on concepts given in order to prepare them for high stakes testing
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Learning Plan: Scope and Sequence

- Introduce parallel and perpendicular lines and its opposing ideas through a walk around the school. Students make note/draw pictures of different lines and intersections.
- 2. Draw from ideas students have learned in algebra 1 (previous knowledge) about parallel and perpendicular lines and introduce the geometric ideas pertaining to them.
- 3. Analyze problems on parallel and perpendicular lines in order to develop geometric skills and problem solving skills.
- 4. Practice concepts learned through summative project(see summative assessments)
- 5. Test skills learned through high stakes testing format in order to prepare students for such testing.

Differentiation

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers(maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
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Unit Theme:	Understand Need for conservation of resources, conflict resolution, and change	
Subject:	World History/geography	Grade Level: 10 Unit 2
Focus Standards		
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.		
Enduring Understanding	Learning Outcomes	
<ul style="list-style-type: none"> Students will comprehend the various motives for imperialism Students will distinguish the different perspectives for imperialism. 	<ul style="list-style-type: none"> Compare and contrast primary source documents Distinguish propaganda from fact Understand why European nations scrambled for resources in Africa Analyze, compare and contrast primary source images. Summarize the multiple perspectives of imperialism, from those who colonized and those who were colonized. 	
Texts	Assessments	
<ul style="list-style-type: none"> Glencoe World History: Modern Times <p>other texts as needed</p>	Formative: <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	Summative: <ul style="list-style-type: none"> Closure activity: Show five minute video clip of the affects of imperialism on the colonized people of Africa. Follow by final questions: <ul style="list-style-type: none"> Why did we do this activity? At any point did you think about the African people? In your own opinion, is there any motive that would be considered justifiable for one country taking over another? How will you remember this activity and what will you take from it?
Learning Plan: Scope and Sequence	Differentiation	
1. Group students in teams of four and assign the team a role of an	<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. 	

imperialistic European country in the 17th century

2. Give team a brief, economic structure of the country's production
3. Pass out maps of Africa with resource based regions and have teams choose which region they want in accordance with their countries' economic structure
4. Students compete for popular regions by sending up representative mercenary to compete in rock, paper, scissor competition
5. Students realize the competition that took place in the scramble for Africa's resources
6. Implement closure activity(see summative assessments)

- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
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Unit Theme: The truth can be discovered through an acceptance of reality, empirical evidence, and proof					
Grade: 10					
Timeline: Unit three – 10 weeks					
Team Members	Mr. Ramos	M. Brow	P. Gonzalez	Ms. Dewitt	Zapata
Subjects	Foreign Lang.	English	Science	English/Spec. Education	Social Science
Rationale:	To study how truth can be discovered through an acceptance of reality, empirical evidence, and proof				
Student Learning Outcomes					
Focus Standards	English	Reading Standard 2.4: Synthesize the content from several sources or works by a single author English Reading Standard 2.5: Extend ideas presented in primary or secondary sources English Reading Standard 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 English Writing Standard 2.3: Write expository compositions			
	Social Science	Social Science Standard 10.7: The Rise of Totalitarian governments. Study the use of propaganda as a persuasive tool.			
	Science	Chemistry: 3a; 4c,e; 7a-d; 8c-d; 10a-c			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> Examine and analyze geometric proofs in order to come to a general understanding of the process of how proof are derived Identify and analyze how 		Theme-Related Essential Questions	<ul style="list-style-type: none"> How have totalitarian governments used propaganda to influence people’s ideas of truth? What are the necessary elements for a geometric proof? 	

	<p>evidence may be biased and how speakers can bias the evidence through tone and connotation</p> <ul style="list-style-type: none"> Analyze how propaganda can shape people’s perceptions of truth 	<ul style="list-style-type: none"> What is the process involved in geometric proofs and how is it generalized to other disciplines? How can a speaker bias truth through tone and connotation? How can experimental and scientific evidence be used in our daily lives?
Interdisciplinary Project	Students will use technology to create a project in which explores the theme of truth as it is discovered through the acceptance of reality, empirical evidence, and proof	
Essay Prompt	In a well a reasoned expository essay, identify how truth can be discovered through an acceptance of reality, empirical evidence, and proof in the various disciplines of history, literature, science and math. Expand on your ideas using multiple forms of research with primary and secondary sources for evidence, and make connections between the perspective of truth across the disciplines.	
Common Instructional Strategies		
<p>All Learners</p> <ul style="list-style-type: none"> Group/Individual Instruction Use questioning strategies that require learners to go deeper Direct instruction Guided practice Independent practice Socratic Seminars will be used to convey underlying concepts Using Accountable Talk in discussions and classroom conversations Provide examples to help transfer learning Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. 		
<p>ELs</p> <ul style="list-style-type: none"> Review/Check for prior knowledge 		

- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme:	The truth can be discovered through an acceptance of reality, empirical evidence, and proof
Subject: Science/Chemistry	Grade Level: 10
Focus Standards	
<p>Conservation of Matter and Stoichiometry</p> <p>3. The conservation of atoms in chemical reactions leads to the principle of conservation of matter and the ability to calculate the mass of products and reactants. As a basis for understanding this concept:</p> <p>a. Students know how to describe chemical reactions by writing balanced equations.</p> <p>Gases and Their Properties</p> <p>4. The kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases. As a basis for understanding this concept:</p> <p>c. Students know how to apply the gas laws to relations between the pressure, temperature, and volume of any amount of an ideal gas or any mixture of ideal gases.</p> <p>d. Students know the values and meanings of standard temperature and pressure (STP).</p> <p>e. Students know how to convert between the Celsius and Kelvin temperature scales.</p> <p>Chemic Thermodynamics</p> <p>7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:</p> <p>a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).</p> <p>b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy. c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.</p> <p>d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change.</p> <p>Reaction Rates</p> <p>8. Chemical reaction rates depend on factors that influence the frequency of collision of reactant molecules. As a basis for understanding this concept:</p> <p>c. Students know the role a catalyst plays in increasing the reaction rate.</p> <p>d.* Students know the definition and role of activation energy in a chemical reaction.</p> <p>Organic Chemistry and Biochemistry</p> <p>10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:</p> <p>a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.</p> <p>b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.</p> <p>c. Students know amino acids are the building blocks of proteins.</p>	
Enduring Understanding	Learning Outcomes
Important Concepts include:	Students will know and be able to do: Understand Transfer of Heat:

- Examine and analyze scientific evidence in order to come to a general understanding of the process of how proof are derived
- Identify and analyze how evidence may be biased and how speakers can bias the evidence through tone and connotation
- Analyze how propaganda can shape people's perceptions of truth

- Temperature is a measure of the average kinetic energy of the particles in a substance. When the temperature rises, the particles in that substance are moving faster.
- Heat can be transferred by conduction, convection, or radiation.
- Safety and Types of Fires
- Matter cannot be created nor destroyed. The reactants and products must match in terms of numbers of atoms and types of atoms.
- Energy is stored in fuels. In an exothermic reaction, the total energy of all the reactant bonds is greater than the total energy of all the product bonds. This difference in energy appears as the light and heat that is given off.
- Boiling Curves
- Temperature is constant during phase changes (melting and evaporation). Energy is used to overcome the intermolecular forces of attraction between the molecules,
- Freezing Water:
- Heat energy is released during the exothermic phase like freezing or condensation due to the formation of interactions between the particles.
- Cookware-Heat Capacity: Heat is transferred from the metal to the water. Metals, due to their lower heat capacity compared to water, have higher change in temperature, compared to water, given the same energy.
- Proteins have different structures: primary, secondary, and tertiary. The secondary and tertiary structures change in protein denaturation, which affect their function.
- At constant temperature and mass, the pressure of a gas is inversely proportional to its volume (Boyle's Law). Pressure is important in cooking.

Texts

Assessments

<p>Standards Based District Approved Textbook:</p> <p>Active Chemistry, Eisenkraft (2005)</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Chapter Challenge</p> <p>This chapter challenges you to create a segment of a television cooking show that explains in detail the chemistry behind the cooking involved. This can be videotaped, live, or a voice-over of a popular television program. In your final presentation, you must discuss the chemical principles in each part of the food preparation that you select.</p>
<p>Learning Plan: Scope and Sequence</p> <p>Activity 1: What is Heat?</p> <p>By studying the heat from a light bulb, students learn the three ways in which heat can be transferred. A distinction is made between heat and temperature. Heat transfer is also discussed by examining a partially cooked potato. Students find examples in their homes that demonstrate convection, conduction, and radiation.</p> <p>Activity 2: Safety and Types of Fires</p> <p>By observing an unlit and lit candle, students learn the necessary features that support combustion. This knowledge is used to discuss the control of combustion reactions.</p> <p>Activity 3: Cooking Fuels</p> <p>Using an insulated container containing water, students measure the heat</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations 	

content of several fuels. This leads to a discussion of how energy is stored in fuels and how it is released.

Activity 4: Boiling Water

By taking data and graphing a heating curve, students learn about the heat of evaporation, and phase changes. The students also learn the effect of pressure on the boiling point.

Activity 5: Freezing Water

By taking data and graphing a cooling curve, students learn about the heat of fusion, and phase changes. The students also practice their skills of graphing.

Activity 6: How Do You Choose Cookware?

The students examine the properties of several substances (Cu, Fe, Al, plastics, glass, and ceramics) and learn about specific heat and the principles of heat transfer.

Activity 7: How Do Proteins in Foods React?

Students denature raw egg protein in two ways—with heat by boiling in water and by pH change with acid. The structure of proteins is studied: primary, secondary, and tertiary.

Activity 8: How Does the Home Canning Process Work?

Students observe the effects of pressure on a heated can which is suddenly cooled. The principles are investigated more quantitatively in a simulated canning experiment using a rubber balloon as the “canned food.”

GIFTED

Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners

Unit Theme: The truth can be discovered through an acceptance of reality, empirical evidence, and proof					
Subject: English	Grade Level: 10 Unit 3				
Focus Standards					
Reading Standard 2.4: Synthesize the content from several sources or works by a single author					
English Reading Standard 2.5: Extend ideas presented in primary or secondary sources					
English Reading Standard 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					
English Reading Standard 3.3: Analyze interactions between main and subordinate characters in a literary text					
English Reading Standard 3.9: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text					
English Writing Standard 2.3: Write expository compositions					
Enduring Understanding	Learning Outcomes				
<ul style="list-style-type: none"> Understand readings have bias. Written evidence may be biased and speakers can bias the evidence through tone and connotation Propaganda can shape people’s perceptions of truth 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Student will identify fact and opinion in written text. Student will read and discuss inferential text. Student will be exposed to 20th and 21st century propaganda in writing, cartoons and posters. Students will conduct an analysis propaganda by identifying the authors; <ul style="list-style-type: none"> Bias Credibility of the argument Evidence 				
Texts	Assessments				
<p><i>Perspectives in Multicultural Literature</i></p> <p>Harper Lee, <i>To Kill a Mockingbird</i></p>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer </td> <td> Students will use technology to create a project in which explores the theme of truth as it is discovered through the acceptance of reality, empirical evidence, and proof related to the text(s) read during the scope </td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer 	Students will use technology to create a project in which explores the theme of truth as it is discovered through the acceptance of reality, empirical evidence, and proof related to the text(s) read during the scope
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	<ul style="list-style-type: none"> • Study questions and sequence • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals
<p>Learning Plan: Scope and Sequence</p> <p>The truth can be discovered through an acceptance of reality, empirical evidence, and proof</p> <p>Follow the scope and sequence in the <i>Instructional Guide</i>, 10th-grade Literary Analysis</p> <p>Pay particular attention to the trial scene of Tom Robinson. How were the juries biased (See Scottsboro Boys Trial)</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <p>Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners</p>

Unit Theme: The truth can be discovered through an acceptance of reality, empirical evidence, and proof			
Subject: SDC English	Grade Level: 10 unit 3		
Focus Standards			
Reading Standard 2.4: Synthesize the content from several sources or works by a single author			
English Reading Standard 2.5: Extend ideas presented in primary or secondary sources			
English Reading Standard 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			
English Writing Standard 2.3: Write expository compositions			
Enduring Understanding	Learning Outcomes		
<p>Important Concepts include:</p> <ul style="list-style-type: none"> Understand readings have bias. Written evidence may be biased and speakers can bias the evidence through tone and connotation Propaganda can shape people’s perceptions of truth 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Student will identify fact and opinion in written text. Student will read and discuss inferential text. Student will be exposed to 20th and 21st century propaganda in writing, cartoons and posters. Students will conduct an analysis propaganda by identifying the authors: <ul style="list-style-type: none"> Bias Credibility of the argument Evidence 		
Texts	Assessments		
<p>Excerpts from -</p> <p><i>Perspectives In Multicultural Literature</i></p> <p>Other excerpts as needed</p>	<table border="0"> <tr> <td> <p>Formative:</p> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals </td> <td> <p>Summative:</p> <p>Students will use technology to create a project in which explores the theme of truth as it is discovered through the acceptance of reality, empirical evidence, and proof.</p> </td> </tr> </table>	<p>Formative:</p> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	<p>Summative:</p> <p>Students will use technology to create a project in which explores the theme of truth as it is discovered through the acceptance of reality, empirical evidence, and proof.</p>
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Learning Plan: Scope and Sequence	Differentiation		

Reading

Using advance organizers
 Reading expository text
 Reading "news" Can there be bias in news?
 Reading Editorials in the newspaper or online
 Identifying author bias
 Inference
 Tone
 Bias in fiction and other writings
 Propaganda

Writing

Expository writing
 Writing a descriptive paragraph
 Writing a narrative paragraph
 News writing
 Who, what, where, when, why and how
 Writing an opinion (Editorial)
 Using inference
 Connotation
 Denotation
 Create a group PowerPoint presentation comparing the similarities and differences between:
 Truth vs. Propaganda
 Fact vs. Bias

Appropriate excerpts from the scope and sequence of texts from the Instructional Guide, 10th grade expository

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners

Unit Theme: The truth can be discovered through an acceptance of reality, empirical evidence, and proof					
Subject: World History/ Geography	Grade Level: 10 Unit 3				
Focus Standards					
Social Science Standard 10.7.2: Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).					
Enduring Understanding	Learning Outcomes				
<p>Important concepts and skills include:</p> <ul style="list-style-type: none"> • Students will distinguish propoganda from fact • Students will understand the corruptibility of man • Students will estimate the power of mass media • Students will comprehend the propensity of man to exploit one another 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Evaluate political speech • Inspect socio-economic power structures within the group • Distinguish different types of economic systems (i.e. capitalism, communism) • Analyze different roles of the production process 				
Texts	Assessments				
<p>Standards Based District Approved Textbooks:</p> <ul style="list-style-type: none"> • Animal Farm by George Orwell • Glencoe World History: Modern Times 	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals </td> <td> <ul style="list-style-type: none"> • Chapter quizzes • Interview students individually to assess comprehension • Turn in literature group questions and answers which show the contributions of each member • Interdisciplinary Essay </td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<ul style="list-style-type: none"> • Chapter quizzes • Interview students individually to assess comprehension • Turn in literature group questions and answers which show the contributions of each member • Interdisciplinary Essay
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Learning Plan: Scope and Sequence	Differentiation				
<ul style="list-style-type: none"> • Group students in teams of 4-5 <ul style="list-style-type: none"> ○ Assign roles to each team member: <ol style="list-style-type: none"> 1. reporter 	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question 				

2. time keeper
3. recorder
4. facilitator

- Pass out Animal Farm to each group
- Students will discuss and arrive at a consensus regarding the focus questions
- Recorder from each group announce their findings

Students compare and contrast their groups' answers with another group by each group's reporter announcing their answers to the class at large

- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners

Unit Theme: Man’s survival is dependent on conflict, change, and truth.			
Grade: 10			
Timeline: Unit four – 10 weeks			
Team Members	M. Brow	P. Gonzalez	Ms. Dewitt
Subjects	English	Science	English/ Special Ed.
Rationale:	To explore the ways in which man’s survival is dependent on conflict, change, and truth.		
Student Learning Outcomes			
Focus Standards	English	Reading Standard 2.4: Synthesize the content from several sources or works by a single author English Reading Standard 2.5: Extend ideas presented in primary or secondary sources English Reading Standard 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 English Writing Standard 2.3: Write expository compositions	
	Math	Geometry Standard ___: Explore how mathematics and geometry have led us to a better understanding of our world.	
	Social Science	Social Science Standard 10.8: World War II	
	Science	Chemistry 1d,i; 2a-h; 5a-d; 6b-c; 7a; 9b; 10a-c	

<p>Enduring Understandings: Important Concepts</p>	<ul style="list-style-type: none"> • Understand the ways in which discovering geometric/mathematical/scientific truths has changed the world • In literature, understand that truth (such as testimony in court) is subject to perspective and interpretation. • Understand how conflict has shaped the destiny of post-WWII world. 	<p>Theme-Related Essential Questions</p>	<ul style="list-style-type: none"> • What are some ways in which mathematical/scientific truths have changed the world? • What are the filters through which truth passes, and how is it interpreted? • How has conflict shaped the post-WWII world?
<p>Interdisciplinary Project</p>	<p>Students will use technology to create a project that explores how man’s survival is dependent on conflict, change and truth</p>		
<p>Essay Prompt</p>	<p>Explain in an essay using information gathered from all your classes how man’s survival is dependent on conflict, change, and truth.</p>		
<p style="text-align: center;">Common Instructional Strategies</p>			
<p>All Learners</p> <ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Socratic Seminars will be used to convey underlying concepts 			

- Using Accountable Talk in discussions and classroom conversations
- Provide examples to help transfer learning
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.

ELs

- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme:	Man's survival is dependent on conflict, change, and truth.	
Subject:	Science/Chemistry	Grade Level: 10 Unit 4
Focus Standards		
Chemical Bonds		
<p>2. Biological, chemical, and physical properties of matter result from the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:</p> <ul style="list-style-type: none">a. Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.b. Students know chemical bonds between atoms in molecules such as H₂, CH₄, NH₃, HCCH₂, N₂, Cl₂, and many large biological molecules are covalent.2c. Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.d. Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form.e. Students know how to draw Lewis dot structures.f.* Students know how to predict the shape of simple molecules and their polarity from Lewis dot structures.g.* Students know how electro negativity and ionization energy relate to bond formation.h.* Students know how to identify solids and liquids held together by van der Waals forces or hydrogen bonding and relate these forces to volatility and boiling/ melting point temperatures.		
Acids and Bases		
<p>5. Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:</p> <ul style="list-style-type: none">a. Students know the observable properties of acids, bases, and salt solutions.b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.c. Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.d. Students know how to use the pH scale to characterize acid and base solutions.		
Solutions		
<ul style="list-style-type: none">b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.c. Students know temperature, pressure, and surface area affect the dissolving process.		

Chemical Thermodynamics

7. Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:

a. Students know how to [describe temperature and heat flow in terms of the motion of molecules](#) (or atoms).

Chemical Equilibrium

b. Students know equilibrium is established when forward and reverse reaction rates are equal.

Organic Chemistry and Biochemistry

10. The bonding characteristics of carbon allow the formation of many different organic molecules of varied sizes, shapes, and chemical properties and provide the biochemical basis of life. As a basis for understanding this concept:

a. Students know large molecules ([polymers](#)), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits.

b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules.

c. Students know amino acids are the building blocks of [proteins](#).

d.* Students know the system for naming the ten simplest linear [hydrocarbons](#) and isomers that contain single bonds, simple hydrocarbons with double and triple bonds, and simple molecules that contain a benzene ring.

e.* Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids. f.*

Students know the R-group structure of amino acids and know how they combine to form the polypeptide backbone structure of proteins.

Enduring Understanding**Important Concepts:**

- Understand the ways in which discovering scientific truths has changed the world
- Understand that truth (such as scientific discovery) is subject to perspective and interpretation.

Learning Outcomes**Students will know and be able to do:**

- Develop an experimental design
- Understand geometric structure of a molecule (cis vs. trans) affects its properties.
- Polarity of a molecule is determined by its structure.
- Polarity of the “dirt” determines the cleaning agent to use. Non-polar substances can be removed using non-polar solvents. Polar material can be removed using soap or detergent in water.
- Liquids are categorized into:
 - ☐ Polar that dissolves in water
 - ☐ Non-polar does not dissolve in water, but dissolves in other non-polar materials.
 - ☐ Intermediate group – dissolves in both
- Shorter hydrocarbon chain will have lower melting point.
- Hydrophobic and hydrophilic ends show slight differences in soap

	<p>activity, size of bubbles and lathering characteristics.</p> <ul style="list-style-type: none"> • Structure of fatty acids affects the properties of soap: more double bonds decrease the soap’s hardness and the longer carbon chain decrease soap’s lather. • Solutions have different pH. pH affects the properties of soap. • Different fats produces soaps of varying qualities 	
<p>Texts</p>	<p>Assessments</p>	
<p>Standards Based District Approved Textbook: Active Chemistry, Eisenkraft (2005)</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Chapter Challenge</p> <p>In this chapter, you are challenged to create soap from natural sources that are readily available. In working through the activities, you explore variations in the two main ingredients of soap and their effect on the properties of your target soap. At the conclusion, you will prepare two presentations—one for corporate executives of a soap company and a second for the marketing department of that company.</p>
<p>Learning Plan: Scope and Sequence</p>	<p>Differentiation</p>	
<p>Activity 1: What Makes a Good Soap?</p> <p>Students list different cleaners and soaps and describe their characteristics. They design and administer a survey to identify the most important characteristics. They choose a characteristic they want to measure quantitatively, and design an experiment to do so. After running the</p>	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) 	

experiment, they discuss possible revisions.

Activity 2: Modeling Molecules

Students build organic molecules of steadily increasing complexity, and examine the chemical bonding rules which determine these structures. A fat molecule is modeled and subjected to saponification and a skit is performed to demonstrate this reaction.

Activity 3: How Do You Clean Dirty Laundry?

Students test different cleaning solutions of varying polarity on different types of "dirt" to see which ones are most effective. They will discover that most types of dirt fall into one of two categories (polar or non-polar) and that laundry detergent in water will wash out most of them. Students perform a couple of quick experiments involving static electricity, observing that water behaves like a charged object and kerosene does not.

Activity 4: How Does Soap Work?

Students explore surface tension and the effect of soap on it. They then separate various liquids and solids according to their polarity. Models to describe the behavior of interactions between polar and non-polar substances are designed. The effect of adding a surfactant is considered, and students will also observe the characteristics of a mixture of water and oil.

Activity 5: How Does Chain Length Affect the Properties?

Students determine the melting points of three saturated fatty acids of increasing chain length, identifying the trend. They examine a heating curve to help understand the phase transition between the solid and liquid states, and generate an explanation for this behavior. They examine three soaps

- Provide information (in a variety of forms)
- Model desired skills and outcomes
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- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
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made with high percentages of these three fatty acids, looking for trends between the properties and increasing chain length.

Activity 6: Changing the Fat: Does Unsaturation Make a Difference?

Students use paper clips to model the overall shapes of a related series of fatty acids with increasing numbers of double bonds and examine the relationship between shape and melting point. They model the packing behavior of each acid, then predict and measure their melting points. Students will examine the properties of soaps containing large amounts of these fatty acids in terms of the number of double bonds. They will then predict the attributes of other soaps with these fatty acids.

Activity 7: Soap, Other Bases, and pH

Students measure the pH of an array of different soaps brought from home, and use acid to neutralize the pH of the soap. Then they measure the pH of an acid solution and try to dilute the acid enough to change the pH by 1 unit. After they discover the amount of water required to change the pH by 1 unit, they make predictions for more pH changes and carry them out.

Activity 8: Making Soap Functional and Appealing

Students test and compare the soap they bought as a target to the soaps they made before beginning the chapter. They consider the properties of the various fats available and choose one or more as the basis for the soap they will design. After learning about moisturizers, thickeners, pH adjustments, and foaming agents, they decide whether to include any of them or not. Finally, they make the soap they have designed.

Unit Theme: Man’s survival is dependent on conflict, change, and truth.	
Subject: English	Grade Level: 10 Unit 4
Focus Standards	
Reading Standard 2.4: Synthesize the content from several sources or works by a single author	
English Reading Standard 2.5: Extend ideas presented in primary or secondary sources	
English Reading Standard 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	
English Reading Standard 3.3: Analyze interactions between main and subordinate characters in a literary text	
English Reading Standard 3.9: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text	
English Writing Standard 2.3: Write expository compositions	
Enduring Understanding	Learning Outcomes
Important Concepts: <ul style="list-style-type: none"> In literature, understand that truth (such as testimony in court) is subject to perspective and interpretation. Truth claims can have consequences (See Mayella Ewell) 	Students will know and be able to do: <ul style="list-style-type: none"> Student will identify fact and opinion in written text. Student will read and discuss inferential text. Students will understand literary devices (e.g. characterization, dramatic irony, foreshadowing, etc.)
Texts	Assessments
<i>Perspectives in Multicultural Literature</i> Standards Based District Approved Textbook: <u>Perspectives in Multicultural Literature</u> , Holt Harper Lee, <i>To Kill a Mockingbird</i>	Formative: <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals
	Summative: Students will use technology to create a project that explores how man’s survival is dependent on conflict, change and truth Explain in an essay using information gathered from all your classes how man’s survival is dependent on conflict, change, and truth.
Learning Plan: Scope and Sequence	Differentiation

Man's survival is dependent on conflict, change, and truth.

Follow the scope and sequence in the *Instructional Guide*, 10th-grade Literary Analysis

- Pay particular attention to the testimony of Mayella Ewell

- Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy.
- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners

Unit Theme: Man’s survival is dependent on conflict, change, and truth.					
Subject: SDC Class	Grade Level: 10 Unit 4				
Focus Standards					
Reading Standard 2.4: Synthesize the content from several sources or works by a single author					
English Reading Standard 2.5: Extend ideas presented in primary or secondary sources					
English Reading Standard 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					
English Writing Standard 2.3: Write expository compositions					
Enduring Understanding	Learning Outcomes				
<ul style="list-style-type: none"> Understand that truths from scientific and other disciplines have changed the world In literature, understand that truth is subject to point of view and interpretation. Understand how conflict has shaped the modern world 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Student will read text about discoveries in different disciplines and the changes resulting from those discoveries. Students will read about and write from multiple points of view. Students will read and write about different kinds of conflict (personal, situational and political). 				
Texts	Assessments				
<p>Excerpts from Standards Based District Approved Textbook:</p> <p><u>Perspectives in Multicultural Literature</u></p> <p>Excerpts from:</p> <p><u>The Afterlife</u> Gary Soto</p> <p><u>The Skull and the Arrow</u> Louis L'Amour</p> <p>Excerpts from:</p> <p><u>A Night To Remember</u> Walter Lord</p> <p>Excerpts from other sources</p>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals </td> <td> <ul style="list-style-type: none"> Chapter quizzes Interview students individually to assess comprehension Turn in literature group questions and answers which show the contributions of each member Interdisciplinary Essay </td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	<ul style="list-style-type: none"> Chapter quizzes Interview students individually to assess comprehension Turn in literature group questions and answers which show the contributions of each member Interdisciplinary Essay
Formative:	Summative:				
<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	<ul style="list-style-type: none"> Chapter quizzes Interview students individually to assess comprehension Turn in literature group questions and answers which show the contributions of each member Interdisciplinary Essay 				

Learning Plan: Scope and Sequence	Differentiation
<p>Reading Literary Analysis Point of View - possibility of multiple truths Change Non Fiction / Science Fiction Conflict Biographies / Non Fiction Survival Non Fiction Survival skills in a 21st century world (Texting Lesson)</p> <p>Writing Rewrite a chapter in a book and set it in present day LA * First person accounts of the changes they have seen in their lifetimes * Primary sources - Parent / Grandparent interviews * Project future changes * Personal and situational conflicts in their own lives * Write a short essay about an event (conflict, survival and change) Research + Drafts + Publishing</p> <p>Follow the scope and sequence in the <i>Instructional Guide</i> <i>conflict change truth</i></p>	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners</p>

Unit Theme Underlying Fundamental forces drive change			
Grade: 11			
Timeline: Unit One – 10 week			
Team Members	D. Brewer	A. Cox	Milton
Subjects	English	Science	US History
Rationale: Change both in the fields of science and literature drive innovation. It is essential that students understand underlying developments in innovation to respond effectively to an ever changing world. Newton’s law of motion predicts how forces cause changes in the motion of objects. Any force can be attributed to one of the four known fundamental forces.			
Student Learning Outcomes			
Focus Standards	English	3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. 1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Student’s progress through the stages of the writing process as needed.	
	Science (Physics)	1. Newton’s laws predict the motion of most objects. As a basis for understanding this a. Students know how to solve problems that involve constant speed and average speed. b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton’s first law). c. Students know how to apply the law $F = ma$ to solve one-dimensional motion problems that involve constant forces (Newton’s second law). d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton’s third law). e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.	
	Social Science	11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence. 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.	
Enduring Understandings: Important Concepts	English	Theme-Related Essential	Students will be able to:

- Identify American authors through the centuries who have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- understand how literary periods and themes change over time and eras
- Show how Philosophical, political, religious, ethical, and social influences of historical periods shape characters, plots, and settings.

Physics:**Students will be able to:**

- Show how Newton's Laws of motion are able to predict the movement of objects using mathematical methods.
- Identify the four known fundamental forces in nature.

U.S. History**Students will be able to:**

- Identify events in the founding of this nation and understand the process and difficulties of forming and the Federal Government.
- Understand the history of

Questions

- Are the innovations of the past relevant today?
- What factors contribute to the quality of change?
- Does change represent a view or an overall comment on life in a particular era?
- How does the literature of the past change over time?
- In what ways did Newton's Laws of Motion and Newton's Law of Universal gravitation change the way science is done?
- How are laws created and passed?
- Why is the Constitution of U.S. considered a "living document?"
- How does social change happen in the U.S.?

	events at the turn of the 20 th century and social reforms of this era and progressive.
Interdisciplinary Project:	Students will create a booklet describing changes caused by underlying forces in each of the disciplines studied.
Essay Prompt	In the fields of science, literature and social studies certain underlying fundamental forces drive change in many different ways. Write an essay in which you discuss the major changes that occurred in science, literature and social studies. In your essay, address specific innovations and comment on how these innovations reflect a view or an overall comment on life in a particular era.
Common Instructional Strategies	
All Learners	
<ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction -Guided practice -Independent practice • Provide examples to help transfer learning • Utilize technology • Academic vocabulary 	
ELs	
<ul style="list-style-type: none"> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Various SDAIE strategies • Modeling and Visual Cues 	
RSP/SLD	
<ul style="list-style-type: none"> • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Re-teach (if necessary) • Provide information in a variety of forms • Scaffolding • Visuals 	

- Allow extra time
- Give alternate assessments

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Student self-assess (self-monitor)

Unit Theme		The Underlying fundamental forces that drive changes	
Subject:		American Lit.	Grade Level: 11
Focus Standards			
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.			
1.0 Writing Strategies Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.			
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.			
Enduring Understanding		Learning Outcomes	
Important Concepts <ul style="list-style-type: none"> Innovations in the literature of the past are relevant to today. Social factors contribute to the way literature changes over time. Literature reflects and represents a view or an overall comment on life in a particular era. Technique and style of Literature changes over time. 		Students will know and be able to do: <ul style="list-style-type: none"> Identify American authors through the centuries who have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings. Understand how literary periods and themes change over time and eras Show how Philosophical, political, religious, ethical, and social influences of historical periods shape characters, plots, and settings. 	
Texts		Assessments	
Standards Based District Approved Textbook: McDougal – Littell core text		Formative: <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion 	Summative: Students will write an essay which synthesizes information from the major courses studied.

	<ul style="list-style-type: none"> • collaborative activities • diagnostics tests • Journals
<p>Learning Plan: Scope and Sequence</p> <p><u>I. Early Colonial Literature. 1607-1700</u></p> <p>I. The English In Virginia. ii. Pilgrims And Puritans In New England. Iii. The New England Clergy. Iv. Puritan Poetry In New England</p> <p>READINGS:</p> <ul style="list-style-type: none"> ○ "The General History of Virginia" ○ A Description of New England by John Smith ○ Chronology of John Smith and Pocahontas ○ "Upon the Burning of Our House" <p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic Writing, Use graphic organizers(maps, charts, illustrations), <p><u>II. Literature 1700-1800</u></p> <p>Historical and Descriptive Writers</p> <p>READINGS</p> <ul style="list-style-type: none"> • Jonathan Edwards - "Sinners in the Hands of an Angry God" • Benjamin Franklin - <i>Poor Richard's Almanac</i> • St. Jean de Crevecoeur - "What is an American" 	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. • Layered Curriculum and tiered instruction • Review/Check for prior knowledge • Use graphic organizers(maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

- Thomas Jefferson - "The Declaration of Independence"

ACTIVITIES:

- Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic Writing, Use graphic organizers(maps, charts, illustrations),

III. Poetry Of The Revolution

READINGS

- Phillip Freneau - Poems Relating to the American Revolution
- John Trumbull - The Anarchaid: A New England Poem"
- Francis Scott Key- "The Star Spangled Banner"

ACTIVITIES:

- Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic Writing, Use graphic organizers(maps, charts, illustrations),

IV. Transition: Romantic poetry, drama, Fiction, Periodical Literature.

I. The Literary Development Of New England.

READINGS

- Ralph Waldo Emerson: 1803-82.
- Henry D. Thoreau: 1817- 62.
- Nathaniel Hawthorne: 1804-64.
- Edgar Allan Poe: 1809-49.

ACTIVITIES:

- Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic Writing, Use graphic organizers(maps, charts, lustrations),

Unit Theme: The Underlying fundamental forces that drive changes	
Subject: Physics	Grade Level: 11 Unit 1
Focus Standards	
<p>1. Newton’s laws predict the motion of most objects. As a basis for understanding this</p> <p>a. Students know how to solve problems that involve constant speed and average speed.</p> <p>b. Students know that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest (Newton’s first law).</p> <p>c. Students know how to apply the law $F = ma$ to solve one-dimensional motion problems that involve constant forces (Newton’s second law).</p> <p>d. Students know that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction (Newton’s third law).</p> <p>e. Students know the relationship between the universal law of gravitation and the effect of gravity on an object at the surface of Earth.</p>	
Enduring Understanding	Learning Outcomes
<ul style="list-style-type: none"> • Movement of matter can be attributed to underlying fundamental forces. • The change in any object’s motion can be attributed to unbalanced or a net force. • Mathematical methods can be used to predict changes in motion. 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • show that when forces are balanced, no acceleration occurs; thus an object continues to move at a constant speed or stays at rest • Identify the four known fundamental forces in nature. • Solve problems that involve constant speed and average speed. • apply the law $F = ma$ to solve one-dimensional motion problems that involve constant forces • show that when one object exerts a force on a second object, the second object always exerts a force of equal magnitude and in the opposite direction
Texts	Assessments
<p>Standards Based District Approved Textbook: Conceptual Physics (Hewitt)</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Interactive journals • Lab reports • Observation • diagnostic tests • Quick-writes <p>Summative: Students will write an essay which synthesizes information from the major courses studied.</p>
Learning Plan: Scope and Sequence	Differentiation
ACTIVITIES	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students

Daily journal and reflection, including quick-write.

Labs:

Measuring Visual Reaction Time, Free Fall, Weight & Mass, Force Table, Constant Force/Changing Mass, Constant Mass/Changing Force, Balloon Race

In each lab report students analyze data and compose conclusion sections. Graphic organizers are created as flow charts for the experimental section.

READING/OTHER:

Daily Cornell notes for text on Newton's Laws.

PROBLEM SOLVING:

Worksheets and textbook problem sets.

PROJECTS:

"Newton's Law Book"

OTHER:

Class Discussion, peer tutoring, reading quizzes, interactive journals, and Vocabulary Study, cooperative group problem solving, and binders regularly checked.

that cover different areas of Bloom's Taxonomy.

- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question

GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners. Gifted students are given independent, creative research opportunities.

Unit Theme: Underlying Fundamental forces drive change			
Subject: U.S. History	Grade Level:11th		
Focus Standards			
11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.			
11.1.- 4			
Enduring Understanding	Learning Outcomes		
<ul style="list-style-type: none"> • How laws are created and ratified by the legislative branch of the U.S. Government. • The Constitution is a “living document” and can be amended by U.S. Government. 	<ul style="list-style-type: none"> • Students will know and be able to do: • Identify events in the founding of this nation and understanding. • Analyze the ideological origins of the founding fathers’ philosophy and the forming of the Federal Government. • Examine the effects of the civil war and the struggles in maintaining the federal Government and union. 		
Texts	Assessments		
Prentice Hall America: Pathways to the present - Modern American History Cayton, Perry, Reed, Winkler	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Formative: • Observation • Choral Reading • Summaries and Reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • Collaborative activities • Diagnostics test • Journals </td> <td> <ul style="list-style-type: none"> • Summative: • Text/chapter Resources Assessments • SOAPS H/S Method • (Decoding documents, cartoons, etc.) • CST Sample Questions • Power Point Presentations </td> </tr> </table>	<ul style="list-style-type: none"> • Formative: • Observation • Choral Reading • Summaries and Reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • Collaborative activities • Diagnostics test • Journals 	<ul style="list-style-type: none"> • Summative: • Text/chapter Resources Assessments • SOAPS H/S Method • (Decoding documents, cartoons, etc.) • CST Sample Questions • Power Point Presentations
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Learning Plan: Scope and Sequence	Differentiation		
Standards Based District Approved Textbook Readings: Ch. 2, 3 & 4 Text, Laws & court cases, Speeches, The U.S. Constitution. *Chapter 2: Balancing Liberty and Order - The Road to Independence	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom’s Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge 		

- The constitution of the U.S.
- the Origins of American Politics
- *Chapter 3: An Emerging New Nation
 - Life in the Nation
 - The Market Revolution
 - Religion and Reform
 - The Coming of the Civil War
- * Chapter 4: The Civil War
 - From Bull Run to Antietam
 - Life Behind the Lines
 - The Tide of War Turns
 - Devastation and New Freedom
- * The U.S. Constitution
- * Stamp Act
- * Marbury v. Madison
- * Monroe Doctrine
- * The Dred Scott Decision
- * Emancipation Proclamation
- * Gettysburg Address

Activities

Text annotation, Class Discussion, vocabulary Study, Written Response;
 ELL: Jigsaw, Reinforce Academic, use of graphic organizers (maps, charts illustrations)
 SOAPS H/S Methods, C.C.O. (cause-conflict-outcomes)

- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide “wait time”
- Check for understanding/Questions
- Jigsaw groups, sidebar studies, and other strategies that enable students’ construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme - Interactions can cause change or resist change.			
Grade: 11			
Timeline: Unit two – 10 weeks			
Team Members	D. Brewer	A. Cox	Milton
Subjects	English	Science	Social Studies
Rationale	The laws of conservation of momentum provide a way to predict the outcome of interactions of objects. Momentum is conserved in both elastic and inelastic collisions. Energy is conserved in gravitational interactions, it is transferred between potential and kinetic energy, but the total energy remains the same. In literature too, the interaction of characters and their unique ideologies has an effect on both plot and outcome. Students should learn not only the scientific phenomena of interactions but also that their own interactions with each other and the community at large have effects that reverberate throughout society.		
Student Learning Outcomes			
Focus Standards	English	<p>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</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.</p> <p>3.2 <i>Narrative Analysis of Grade-Level-Appropriate Text</i> Analyze the way in which the theme or meaning of a selection</p>	
	Science Physics	<p>2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:</p> <p>a. Students know how to calculate kinetic energy by using the formula $E = (1/2)mv^2$.</p> <p>b. Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = mgh (h is the change in the elevation).</p> <p>c. Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.</p> <p>d. Students know how to calculate momentum as the product mv.</p> <p>e. Students know momentum is a separately conserved quantity different from energy.</p> <p>f. Students know an unbalanced force on an object produces a change in its momentum.</p>	

	<p>g. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.</p>							
<p>Social Science</p>	<p>11.4 Students trace the rise of the United States to its role as a world power in the twentieth century. 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p>							
<p>Enduring Understandings: Important Concepts</p>	<table border="0"> <tr> <td data-bbox="529 467 982 831"> <p>English Students will be able to:</p> <ul style="list-style-type: none"> Identify dynamic and static characters. Analyze how the interaction between characters affects the outcome of the story. Demonstrate a comprehensive understanding of the significant ideas in literary passages. </td> <td data-bbox="982 467 1192 1383" rowspan="2"> <p>Theme-Related Essential Questions</p> </td> <td data-bbox="1192 467 1806 1383" rowspan="2"> <ul style="list-style-type: none"> How do our interactions with others have positive and negative consequences? What can we, as readers, learn from the interaction of characters in a play? What can we predict about an object’s motion after it collides with another object? What is the interaction between potential and kinetic energy? What does it mean to be a “World Power?” What were the effects of Prohibition (18th Amendment) on the American society? Why did some Americans consider themselves as “true Americans” and resisted the idea of social equality? </td> </tr> <tr> <td data-bbox="529 831 982 1156"> <p>Physics Students will be able to:</p> <ul style="list-style-type: none"> Predict the velocity of objects after elastic and inelastic collisions. Predict the motion of objects using conservation of energy. Show how potential energy and kinetic energy transform into one another. </td> </tr> <tr> <td data-bbox="529 1156 982 1383"> <p><u>U.S. History:</u> <u>Students will be able to:</u></p> <ul style="list-style-type: none"> Understand how the U.S. ascended to become a world </td> <td></td> <td></td> </tr> </table>	<p>English Students will be able to:</p> <ul style="list-style-type: none"> Identify dynamic and static characters. Analyze how the interaction between characters affects the outcome of the story. Demonstrate a comprehensive understanding of the significant ideas in literary passages. 	<p>Theme-Related Essential Questions</p>	<ul style="list-style-type: none"> How do our interactions with others have positive and negative consequences? What can we, as readers, learn from the interaction of characters in a play? What can we predict about an object’s motion after it collides with another object? What is the interaction between potential and kinetic energy? What does it mean to be a “World Power?” What were the effects of Prohibition (18th Amendment) on the American society? Why did some Americans consider themselves as “true Americans” and resisted the idea of social equality? 	<p>Physics Students will be able to:</p> <ul style="list-style-type: none"> Predict the velocity of objects after elastic and inelastic collisions. Predict the motion of objects using conservation of energy. Show how potential energy and kinetic energy transform into one another. 	<p><u>U.S. History:</u> <u>Students will be able to:</u></p> <ul style="list-style-type: none"> Understand how the U.S. ascended to become a world 		
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	<p>power.</p> <ul style="list-style-type: none"> Analyze domestic events in the U.S. during the 1920s. Learn about new technological advances in the 1920s.
Interdisciplinary Project	Students will create a PowerPoint presentation exploring interactions and their consequence.
Essay Prompt	In the fields of science, literature and social studies we have studied the various ways in which interaction have an effect on another object or person. Write an essay in which you discuss the major interaction you studied in science, literature and social studies and the effect these interactions had on the object or person. End your essay with a personal statement in which you explain your view on the relationship between your own personal interactions and their effects.
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> Group/Individual Instruction Use questioning strategies that require learners to go deeper Direct instruction Guided practice Independent practice Provide examples to help transfer learning
ELs	<ul style="list-style-type: none"> Review/Check for prior knowledge Use graphic organizers (maps, charts, illustrations) Check for understanding/Question Re-teach (if necessary) Provide information (in a variety of forms)
RSP/SLD	<ul style="list-style-type: none"> Model desired skills and outcomes Provide "wait time" Check for understanding/Question Re-teach (if necessary) Provide information (in a variety of forms) Scaffolding

- Visuals
- Various SDAIE strategies
- Allow extra time
- Give alternate assessments

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Student self-assess (self-monitor)

Unit Theme: Interactions and their effects.			
Subject: English	Grade Level: 11 Unit 2		
Focus Standards			
<p>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</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.</p>			
<p>3.2 Narrative Analysis of Grade-Level-Appropriate Text Analyze the way in which the theme or meaning of a selection</p>			
<p>3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p>			
<p>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</p>			
Enduring Understanding	Learning Outcomes		
<ul style="list-style-type: none"> • Our interactions with others have positive and negative consequences. • Authors use theme and characterization to reveal deeper societal issues 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Identify dynamic and static characters. • Analyze how the interaction between characters affects the outcome of the story. • Demonstrate a comprehensive understanding of the significant ideas in literary passages 		
Texts	Assessments		
<p>Standards Based District Approved Textbooks: The Crucible by Arthur Miller</p> <p>McDougal – Littell core text</p>	<table border="0"> <tr> <td> <p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram </td> <td> <p>Summative:</p> <p>Students will write an essay which synthesizes information from the major courses studied. Interdisciplinary Essay</p> </td> </tr> </table>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram 	<p>Summative:</p> <p>Students will write an essay which synthesizes information from the major courses studied. Interdisciplinary Essay</p>
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	<ul style="list-style-type: none"> • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals
<p>Learning Plan: Scope and Sequence</p> <p><u>I. Into Exercise</u></p> <p>Students take out a piece of paper and write down their responses: Think of the last time that you went somewhere or you did something with a group of people. Jot down a few words that remind you of where you went and what you did. Now, evaluate that experience. Was it something you wanted to do or somewhere you wanted to go or did you just go along because everyone else was going? Did you have a good time or was it kind of average? Did you stay with the group or did you find yourself leaving? Do your interactions have effects or consequences?</p> <p>Discussion: Why do we enjoy doing things in groups? Why are these interactions important How much thinking on our own do we do while we are in a group? What happens to a group when fear is added? What is the immediate reaction? How do you normally act when something frightening happens? Do you find someone else making decisions for you when that happens?</p> <p><u>II Guided Practice/Checking understanding:</u></p> <p>Strategies/activities : Cooperative learning activity</p> <p>Students turn a clean sheet of paper sideways. Draw three columns on it. Label: first column: problem group/ person; second column: effect; third column: possible solutions</p> <p>You will be brainstorming together possible groups that you may think cause problems through their interactions with society. For instance: the movie industry might be a group of people; the problem that they cause might be</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

that their movies are too violent so our society becomes more violent; the solution might be to boycott buying tickets to any movies that are too violent. Think of some other problems that face our society and decide what group might be blamed for being the source of that problem. Now, complete your chart with two or three more problems, the groups that are blamed and what possible solutions might happen.

Drawing to a conclusion: Is it reasonable to blame certain groups for the problems that society faces? A better approach might be to handle each problem separately and individually to see the effects their actions have on others.

III Direct Instruction:

The Crucible by Arthur Miller was written during the early 1950s at the time of Senator Joseph McCarthy's House Un-American Activities Committee hearings on the infiltration of Communism in the United States and the loyalty to democracy of many prominent U.S. citizens. The McCarthy hearings pitted artists and performers against each other as they were called to testify about their loyalty and what they knew about the loyalty of others. Although some critics have suggested that *The Crucible* is an historical allegory for the McCarthy period, it can be examined more fruitfully as a play about the human condition. McCarthyism, as Miller himself said, is the backdrop for the play, but is not its theme. The play has outlasted the political turmoil of the time during which it was written, becoming a classic work that continues to excite and enrage audiences and readers.

The Crucible is set in another politically charged period in U.S. history. The Salem witch trials of the late 17th century resulted in the accusation and hanging of many colonials. Citizens of the Massachusetts colony were arrested and forced to admit their own guilt and inform on others.

Activity: Cooperative learning groups. Give each group one of the themes to examine.

Based on what you already know about the Salem witch trials and the following concepts, make predictions about how you think each one of these might be shown in the play. First, define how we think of them today. Then make a prediction about each during the Puritan time period.

- Human cruelty in the name of righteousness
- The Individual and the Community
- Justice versus Retribution and revenge
- Ignorance versus Wisdom
- Order versus Individual Freedom

While reading the play, each group should look for examples of the theme assigned throughout the play.

Activity: Character analysis. As we read the play, students will brainstorm and list human frailties and their effects on others and the society as a whole found in the character(s) and evidence from the text to support their descriptions.

- Pride – Reverend Hale
- Greed – Reverend Parris
- Revenge – Mrs. Putnam
- Ignorance – Giles Corey
- Self-indulgence – the girls
- Dishonesty – Abigail, the girls, John Proctor

Culminating activity:

Answer the following question in an essay:
Based on the characters frailty, how do their interactions with others affect the community as a whole?

Unit Theme: Interactions and their effects.	
Subject: Physics	Grade Level: 11 Unit 2
Focus Standards	
2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:	
a. Students know how to calculate kinetic energy by using the formula $E = (1/2)mv^2$.	
b. Students know how to calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = mgh (h is the change in the elevation).	
c. Students know how to solve problems involving conservation of energy in simple systems, such as falling objects.	
d. Students know how to calculate momentum as the product mv.	
e. Students know momentum is a separately conserved quantity different from energy.	
f. Students know an unbalanced force on an object produces a change in its momentum.	
g. Students know how to solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.	
Enduring Understanding	Learning Outcomes
<p>Important Concepts</p> <p>Interactions through collisions show the validity of the Law of Conservation of Momentum.</p> <p>Conservation of momentum, as with other conservation laws, allows us to predict the outcomes of these interactions.</p>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • calculate kinetic energy by using the formula $E = (1/2)mv^2$ • calculate changes in gravitational potential energy near Earth by using the formula (change in potential energy) = mgh • Solve problems involving conservation of energy in simple systems, such as falling objects. • calculate momentum as the product mv • Show that momentum is a separately conserved quantity different from energy. • Show that unbalanced force on an object produces a change in its momentum. • Solve problems involving elastic and inelastic collisions in one dimension by using the principles of conservation of momentum and energy.
Texts	Assessments

<p>Standards Based District Approved Textbook</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Interactive journals • Lab reports • Observation • diagnostic tests • Quick-writes 	<p>Summative:</p> <p>Students will write an essay which synthesizes information from the major courses studied.</p>
<p>Learning Plan: Scope and Sequence</p> <p>Daily journal and reflection, including quick-write. LABS: Conservation of Momentum (Occidental TOPS program) In each lab report students analyze data and compose conclusion sections. Graphic organizers are created as flow charts for the experimental section. READING: Daily Cornell notes for text on Momentum PROBLEM SOLVING: Worksheets and textbook problem sets. OTHER: Class Discussion, peer tutoring, reading quizzes, interactive journals, and Vocabulary Study, cooperative group problem solving, and binders regularly checked.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. • Layered Curriculum and tiered instruction • Review/Check for prior knowledge • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners. Gifted students are given independent, creative research opportunities. 	

Unit Theme: U.s. History in the 1920s		Interactions and their effects.	
Subject: U.S. History		Grade Level: 11th	
Focus Standards			
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.			
11.5.1 → 7			
Enduring Understanding		Learning Outcomes	
<ul style="list-style-type: none"> The passage of the 18th Amendment gave rise to organized crime. Radical nativist groups like the Ku Klux Klan considered themselves as “True Americans” and oppressed all other racial & religious groups. The rise of mass production and the impact of new technologies that changed the nations. <p>America: Pathways to the Present Prentice Hall Modern American History Cayton, Perry, Reed, Winkler</p>		<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Analyze the international and domestic events of the 1920s. Learn about the passage and effects of the 18th amendment (Prohibition) Discuss the rise of new technological advances and growth of cities in the 1920s. 	
Texts		Assessments	
Standards Based District Approved Textbook		<p>Formative:</p> <ul style="list-style-type: none"> Observation Choral Reading Summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion Collaborative activities Diagnostics tests Journals 	<p>Summative:</p> <ul style="list-style-type: none"> Text/Chapter Resource Assessments SOAPS H/S Method (decoding documents, cartoons, etc.) C.C.O.s (vocabulary enrichment) CST Sample Questions Power Point Presentations
Learning Plan: Scope and Sequence		Differentiation	
<p>Readings: Ch. 13 & 14 Text, Laws & Court cases, Historical Figures * Ch.13 Post War Social Change</p>		<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom’s Taxonomy</u>. 	

- society in the 1920s
- mass media and the Jazz Age
- cultural conflicts

*Ch.14 Politics and Prosperity

- A Republican Decade
- A Business Boom
- The Economy in the Late 1920s

* 18th & 19th Amendment

* The Sacco and Vanzetti Verdict

* The Palmer Raids

- President W. Harding, C. Coolidge, & H. Hoover
- Marcus Garvey
- Langston Hughes
- Babe Ruth
- Charles Lindbergh
- Amelia Earhart
- Duke Ellington
- Henry Ford
- Al Capone

Activities:

Text Annotation, Class Discussion, Vocabulary Study. Written response; ELL: Jigsaw, Reinforce Academic, Use of graphic organizers (maps, charts, illustrations). SOAPS H/S Method, C.C.O. (cause, conflict, outcomes).

- Layered Curriculum and tiered instruction
- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Questions
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Provide “wait time”
- Check for understanding/Questions
- Jigsaw groups, sidebar studies, and other strategies that enable students’ construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme The relationship between form and function affect final outcomes.			
Grade: 11			
Timeline: Unit three – 10 weeks			
Team Members	D. Brewer	A. Cox	Gavilán-Castro/Luu
Subjects	English	Science	Math
Rationale: It is critical that students understand the connection between multiple forms and functions in a variety of disciplines and branches of learning. It is essential that through written, oral, and hands on experiences, students discover personal values, build self-awareness, and gain an appreciation of a variety of perspectives to have a more meaningful and enjoyable life.			
Student Learning Outcomes			
Focus Standards	English	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. 1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process. 2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	
	Math	10.0 Students demonstrate an understanding of the addition formulas for sine and cosine and their proofs and can use those formulas to prove and/or simplify other trigonometric identities	
	Science Physics	4. Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept: a. Students know waves carry energy from one place to another. b. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). c. Students know how to solve problems involving wavelength, frequency, and wave speed. d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates. e. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately	

3×10^8 m/s (186,000 miles/second).

f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.

<p>Enduring Understandings: Important Concepts</p>	<p>English Students will be able to:</p> <ul style="list-style-type: none"> • Understand the form and function of rhetorical devices. • Distinguish the differences between narration, exposition, persuasion, and description in various reading assignments. • develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening compositional skills • deliver multimedia presentations <p>Physics: Students will be able to:</p> <ul style="list-style-type: none"> • calculate aspects of wave dynamics in different forms of mechanical waves • identify interference patterns, reflection, refraction, diffraction, and the Doppler Effect in various forms of mechanical waves <p>Show that the function of waves is to transfer energy, not mass.</p>	<p>Theme-Related Essential Questions</p>	<ul style="list-style-type: none"> • What is form and function? • What is form and function in writing? • How do the form and functions of an idea create multiple perspectives. • Does “audience” matter when writing in specific contexts? • How do different modes of written discourse create a varied and informative portrait of American culture? • What are the common aspects of mechanical waves? • In what ways are electromagnetic waves and mechanical waves similar? • In what ways are mechanical waves different? • How does form and function relate to math? • In what ways are sine and cosine waves different? • In what ways are sine and cosine waves similar?
	<p>3 x 10⁸ m/s (186,000 miles/second). f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.</p>		

	<p>Math: Students will be able to:</p> <ul style="list-style-type: none"> • Find the amplitude, period, and phase shift for a trigonometric function. • Understand how these variables effect the graph of a trigonometric function 	
Interdisciplinary Project	Students will create a Poster or PowerPoint presentation showing the relationship between form and function and their affect on final outcomes as it relates to math, Science and English	
Essay Prompt	In the context of <u>science</u> , English and math we studied that <i>form follows function</i> . Linking the relationship between the <u>form</u> of an idea or strategy and its intended purpose, write an essay that takes into account how distinct forms in science, English and math have an intended function or purpose.	
Common Instructional Strategies		
<p>All Learners</p> <ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Provide examples to help transfer learning 		
<p>ELs</p> <ul style="list-style-type: none"> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) 		
<p>RSP/SLD</p> <ul style="list-style-type: none"> • Model desired skills and outcomes 		

- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Scaffolding
- Visuals
- Various SDAIE strategies
- Allow extra time
- Give alternate assessments

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Student self-assess (self-monitor)

Unit Theme: The relationship between form and function affect final outcomes.		
Subject: ENGLISH		Grade Level: 11 Unit 3
Focus Standards		
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.		
1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose and progression through the stages of the writing process.		
2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.		
Enduring Understanding	Learning Outcomes	
<ul style="list-style-type: none"> • The form and function of written discourse has implied purpose. • An understanding of “Audience” is an imperative factor when writing. • Form and functions of written discourse create multiple perspectives. • Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. • Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. • Different modes of written discourse create a varied and informative portrait of American culture? 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Understand the form and function of rhetorical devices. • Distinguish the differences between narration, exposition, persuasion, and description in various reading assignments. • Write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. • develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening compositional skills • Deliver multimedia presentations. • Combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. 	
Texts	Assessments	
<ul style="list-style-type: none"> • LAUSD 11 grade Contemporary Composition Text • Selected rhetorical images from history • Martin Luther King Jr.’s “Letter from a Birmingham Jail” • “Growing up in LA” 	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer 	<p>Summative:</p> <p>Students will write an essay which synthesizes information from the major courses studied</p>

	<ul style="list-style-type: none"> • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals
<p>Learning Plan: Scope and Sequence</p> <p>Overview and Purpose This lesson plan gives students a foundation in rhetorical analysis. It works because it's fun; students feel empowered because they learn simple strategies for decoding persuasive messages through analyzing a very visual medium—advertisements. In addition, they hone skills in critical analysis and writing.</p> <p>The Appeals to Reason After explaining the rhetorical situation, explain how the appeal to reason fit into it. The appeals to reason—ethos, logos, and pathos are persuasive strategies. You might write them alongside the triangle.</p> <p>Ethos Ethical appeals are based on the character of the speaker. An example of ethos, particular to advertising, is using celebrity endorsements.</p> <p>Logos Logical appeals are based on logic or reason. This is the information in the document that is meant to be fact or data. In advertising, we see little logos; however, the fine print in drug advertisements would be an example.</p> <p>Pathos Pathetic or emotional appeals are based on emotion Advertisements tend to be highly pathos-driven and play on emotions of happiness, sadness, playfulness, excitement, fear and more.</p> <p>Activity Have the students work in pairs. Give each pair a magazine and ask them to</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners. <p>ELL/SPED differentiation:</p> <p>ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area</p>

choose several advertisements to analyze based on the appeals to reason.

Questions they should consider include the following.

1. Who do you think is the intended audience? Why?
2. How is the page designed?
3. Does the ad have credibility?
4. Identify ethos, logos, and pathos.

They should take notes on the above questions. Remind them that not all advertisements will feature all appeals, and some advertisements will have overlapping appeals. Encourage them to search for at least three advertisements that represent each appeal predominantly.

Analyzing a text for rhetoric

Analyze Martin Luther King Jr.'s "Letter from a Birmingham Jail" Further

Practice: Analyze a popular song as homework

Descriptive writing

General characteristics of descriptive writing include:

- elaborate use of sensory language
- rich, vivid, and lively detail
- figurative language such as simile, hyperbole, metaphor, symbolism and personification
- *showing*, rather than *telling* through the use of active verbs and precise modifiers

Analyze (in groups) the article "Growing up in LA" for descriptive writing, and audience.

Students work in groups to write descriptive paragraphs by:

- Observing, and then describing an event.
- Thinking of a person or object that stands out in their memory. Write a description of that subject.
- Finding an example of descriptive writing; explain the elements that make this a good example.

ACTIVITIES:

- Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic Writing, Use graphic organizers (maps, charts, illustrations),

vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Unit Theme: The relationship between form and function affect final outcomes.					
Subject: Physics	Grade Level: 11 Unit 3				
Focus Standards					
4. Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:					
a. Students know waves carry energy from one place to another.					
b. Students know how to identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves).					
c. Students know how to solve problems involving wavelength, frequency, and wave speed.					
d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.					
e. Students know radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second).					
f. Students know how to identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization.					
Enduring Understanding	Learning Outcomes				
Important concept: The form of waves and the function of their properties are shared across all forms of both mechanical and electromagnetic waves.	Students will know and be able to do: <ul style="list-style-type: none"> • Show that waves carry energy from one place to another. • Identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). • Solve problems involving wavelength, frequency, and wave speed. • Show that sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates. • Show that radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3×10^8 m/s (186,000 miles/second). • Identify the characteristic properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization. 				
Texts	Assessments				
Standards Based District Approved Textbook: Conceptual Physics (Hewitt)	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Interactive journals • Lab reports • Observation • diagnostic tests • Quick-writes </td> <td>Students will write an essay which synthesizes information from the major courses studied.</td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> • Interactive journals • Lab reports • Observation • diagnostic tests • Quick-writes 	Students will write an essay which synthesizes information from the major courses studied.
Formative:	Summative:				
<ul style="list-style-type: none"> • Interactive journals • Lab reports • Observation • diagnostic tests • Quick-writes 	Students will write an essay which synthesizes information from the major courses studied.				

Learning Plan: Scope and Sequence	Differentiation
<p>Daily journal and reflection, including quick-write.</p> <p>LABS: Wave Properties & Slinky, Properties & Slinky: Standing Waves, Beats and Oscilloscope, Musical Straws, Refraction and Reflection, Ripple Tank (Occidental TOPS) In each lab report students analyze data and compose conclusion sections. Graphic organizers are created as flow charts for the experimental section.</p> <p>READING: Daily Cornell notes for text on Waves, Sound, and Light</p> <p>PROBLEM SOLVING: Worksheets and textbook problem sets.</p> <p>OTHER: Class Discussion, peer tutoring, reading quizzes, interactive journals, and Vocabulary Study, cooperative group problem solving, and binders regularly checked.</p>	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. • Layered Curriculum and tiered instruction • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners. Gifted students are given independent, creative research opportunities. <p>ELL/SPED differentiation:</p> <p>ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.</p> <p>SPED-</p> <p>Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.</p>

Unit Theme: The relationship between form and function affect final outcomes	
Subject: Math	Grade Level: 11 Unit 3
Focus Standards	
<p>1.0 Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians. 0 Students know the definition of sine and cosine as y- and x-coordinates of points on the unit circle and are familiar with the graphs of the sine and cosine functions.</p> <p>3.2 Students prove other trigonometric identities and simplify others by using the identity $\cos^2(x) + \sin^2(x) = 1$. For example, students use this identity to prove that $\sec^2(x) = \tan^2(x) + 1$.</p> <p>3.0 Students know the identity $\cos^2(x) + \sin^2(x) = 1$: 3.1 Students prove that this identity is equivalent to the Pythagorean theorem (i.e., students can prove this identity by using the Pythagorean theorem and, conversely, they can prove the Pythagorean theorem as a consequence of this identity).</p> <p>4.0 Students graph functions of the form $f(t) = A \sin (Bt + f)$ or $f(t) = A \cos (Bt + f)$ and interpret A, B, and f in terms of amplitude, frequency, period, and phase shift.</p>	
Enduring Understanding	Learning Outcomes
Important Concepts <ol style="list-style-type: none"> Sine and Cosine functions have the same shape. One graph can be obtained from the other through a horizontal shift. The period, amplitude and phase shift are the basic features of a trigonometric function. Trigonometric functions are the mathematical models that explain how waves behave. 	Students will know and be able to do: <ol style="list-style-type: none"> Find the amplitude, period and phase shift for a trigonometric function. Understand how these variables affect the graph of a trigonometric function. Use trigonometric functions to model and explain physical phenomena such as electromagnetic waves.
Texts	Assessments
Standards Based District Approved Textbook: <u>Precalculus with Limits, A graphing approach.</u> , Larson, Hostetler and Edwards	Formative: <ul style="list-style-type: none"> Interactive journals Observation diagnostic tests Chapter Tests Summative: Students will write an essay which synthesizes information from the major topics studied
Learning Plan: Scope and Sequence	Differentiation
<ol style="list-style-type: none"> Radian and degree measure Trigonometric Functions: The Unit Circle Right Triangle Trigonometry Trigonometric Functions of any angle Graphs of Sine and Cosine Functions Graphs of Other Trigonometric Functions Inverse Trigonometric Functions 	<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. Layered Curriculum and tiered instruction Review/Check for prior knowledge Use graphic organizers (maps, charts, illustrations) Check for understanding/Question Re-teach (if necessary)

8. Applications and Models

- Provide information (in a variety of forms)
- Model desired skills and outcomes
- Provide "wait time"

Check for understanding/Question

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Unit Theme Sacrifices are always made for progress. There are moral and ethical responsibilities associated with progress in the 21 st century.			
Grade: 11			
Timeline: Unit four – 10 weeks			
Team Members	D Brewer	A. Cox	
Subjects	English	Science	
Rationale	We are, without question, in the midst of unprecedented progress, as the scope of knowledge and the power of technology expand at an ever-accelerating pace. It is essential that students learn to balance these relationships and come to terms with the moral and ethical responsibilities associated with progress in the 21 st century.		
Student Learning Outcomes			
Focus Standards	English	<p>2.3 Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 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. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography.</p> <p>2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p>	
	Science	<p>3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:</p> <p>a. Students know heat flow and work are two forms of energy transfer between systems.</p> <p>b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower</p>	

temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.

c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.

d. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.

e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.

English

Students will be able to:

- Synthesize information from a variety of texts
- Create a bibliography
- Analyze the rhetorical devices used in a persuasive text.
- understand multiple perspectives on a single topic

Physics

Students will be able to:

- Show that heat flow and work are two forms of energy transfer between systems.
- Show that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.
- Show how entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.

Theme-Related Essential Questions

- What is progress?
- Does progress make our lives easier?
- How is language and rhetoric used to persuade.
- Should the needs of the many outweigh the costs of the few?
- Should we be concerned with science and environmental ethics?

Enduring Understandings: Important Concepts

Interdisciplinary Project	Students will write an essay which synthesizes information from the major courses studied.
Essay Prompt	We are, without question, in the midst of unprecedented progress, as the scope of knowledge and the power of technology expand at an ever-accelerating pace. From what we studied in our classes, there seems to be an influential body of theory and practice, growing out of science, economics, literature and the social sciences, that is attempting to evade the burden of responsibility. In a clear and concise essay, discuss recent progresses made and the cost they have on society, both in terms of money and human cost. End each discussion of a "progress" with your opinion as the validity of the progress and the cost.
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Provide examples to help transfer learning
ELs	<ul style="list-style-type: none"> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms)
RSP/SLD	<ul style="list-style-type: none"> • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Scaffolding • Visuals • Various SDAIE strategies • Allow extra time • Give alternate assessments

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Student self-assess (self-monitor)

Unit Theme:	Sacrifices are always made for progress. There are moral and ethical responsibilities associated with progress in the 21 st century.	
Subject: English	Grade Level: 11 Unit 4	
Focus Standards		
<p>2.3 Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. 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. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography.</p>		
<p>2.2 Deliver expository presentations: a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p>		
<p>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. c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</p>		
<p>1.1 Organization and Focus Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. 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, t</p>		
Enduring Understanding	Learning Outcomes	
<p>Important Concepts:</p> <ul style="list-style-type: none"> • Progress is an essential part of society? • Progress makes our lives easier yet it has inherent problems. • Language and rhetoric are essential aspects of persuasion. • Science and environmental ethics are concerns for the individual and society. 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Synthesize information from a variety of texts • Create a bibliography • Analyze the rhetorical devices used in a persuasive text. • understand multiple perspectives on a single topic • Analyze several historical records of a single event, examining critical relationships. 	

	<ul style="list-style-type: none"> • Demonstrate an understanding of the elements of discourse • Convey information and ideas from primary and secondary sources • Draw comparisons between specific incidents and broader themes 	
Texts	Assessments	
LAUSD 11 grade Contemporary Composition text	Formative: <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	Summative: Students will write an essay which synthesizes information from the major courses studied
Learning Plan: Scope and Sequence	Differentiation	
Virtual selves <ol style="list-style-type: none"> 1. Multiple identities online 2. Using the internet for multiple purposes <ul style="list-style-type: none"> • Social websites • academic websites • Special interests 3. Alter Egos in a virtual; world 4. Examining a text of visual elements Practice Spot Reading Key Vocabulary Civil Disobedience	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question GIFTED <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or 	

Read Henry David Thoreau
Excerpts from Martin Luther King

- Reading for Gist
- Reading for content and purpose

Culminating task: choose 3 examples of historical civil disobedience and synthesize information.

learning environment to tailor curriculum and instruction to the individual gifted learners.

ELL/SPED differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Unit Theme: Sacrifices are always made for progress. There are moral and ethical responsibilities associated with progress in the 21 st century.	
Subject: Physics	Grade Level: 11 Unit 4
Focus Standards	
3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat. As a basis for understanding this concept:	
a. Students know heat flow and work are two forms of energy transfer between systems.	
b. Students know that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy.	
c. Students know the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object.	
d. Students know that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly.	
e. Students know that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.	
Enduring Understanding	Learning Outcomes
Important concepts: Energy is neither created nor destroyed in systems. In most systems, energy is lost to the environment in the form of heat and is not able to be used to do work.	Students will know and be able to do: <ul style="list-style-type: none"> • Show that heat flow and work are two forms of energy transfer between systems. • show that the work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature (first law of thermodynamics) and that this is an example of the law of conservation of energy. • Show that the internal energy of an object includes the energy of random motion of the object's atoms and molecules, often referred to as thermal energy. The greater the temperature of the object, the greater the energy of motion of the atoms and molecules that make up the object. • Show that most processes tend to decrease the order of a system over time and that energy levels are eventually distributed uniformly. • Show that entropy is a quantity that measures the order or disorder of a system and that this quantity is larger for a more disordered system.
Texts	Assessments

<p>Standards Based District Approved Textbook Conceptual Physics(Hewitt)</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Interactive journals • Lab reports • Observation • diagnostic tests • Quick-writes 	<p>Summative:</p> <p>Students will write an essay which synthesizes information from the major courses studied.</p>
<p>Learning Plan: Scope and Sequence</p> <p>Daily journal and reflection, including quick-write.</p> <p>LABS: Specific Heat of an Unknown Metal, Pressure-Volume Work Determination (Occidental TOPS), Mechanical Equivalent of Heat (CSULA), Radiation Lab</p> <p>In each lab report students analyze data and compose conclusion sections. Graphic organizers are created as flow charts for the experimental section.</p> <p>READING: Daily Cornell notes for text on thermodynamics</p> <p>PROBLEM SOLVING: Worksheets and textbook problem sets.</p> <p>OTHER: Class Discussion, Interactive Journals, and Vocabulary Study, cooperative group problem solving</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. • Layered Curriculum and tiered instruction • Review/Check for prior knowledge • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question <p>GIFTED: Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners. Gifted students are given independent, creative research opportunities.</p> <p>ELL- Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, as a whole group, and individually.</p>	

Unit Theme: Mass media inherently manipulates the individual in society.				
Grade: 12				
Timeline: Unit one – 10 weeks				
Team Members	S. Verdon	D. DePauw		
Subjects	Social Studies	English		
Rationale	We live in a media saturated world and students are bombarded from various sources. It is vital that they are aware of the political and corporate interests in the media.			
Student Learning Outcomes				
Focus Standards	English	<p><i>Structural Features of Informational Materials</i></p> <p>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.</p> <p><i>Structural Features of Literature</i></p> <p>3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 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 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. 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: a. Trace the development of American literature from the colonial period forward. 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.</p>		
	Social Science	<p>12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.</p> <p>1 Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone</p>		

	<p>on the development of American government.</p> <p>2 Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.</p> <p>3 Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</p> <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p> <p>1 Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).</p> <p>2 Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one’s work; right to join or not join labor unions; copyright and patent).</p> <p>3 Discuss the individual’s legal obligations to obey the law, serve as a juror, and pay taxes.</p> <p>4 Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.</p> <p>5 Describe the reciprocity between rights and obligations; that is, why enjoyment of one’s rights entails respect for the rights of others.</p> <p>Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).</p>		
<p>Enduring Understandings: Important Concepts</p>	<p>English Students will be able to understand:</p> <ul style="list-style-type: none"> • Rhetorical strategies in visual, oral and graphic presentations. • Respond critically to media manipulation. • Understand the power of group think • Identify the rights and 	<p>Theme-Related Essential Questions</p>	<ul style="list-style-type: none"> • What are the inherent conflicts between capitalism and democracy? • How do the moral values of a society conflict with those of capitalism? • How do rights and obligations granted to American citizens affect the media and its saturation of American life?

	<p>responsibilities of the individual in a democratic society.</p> <p>Social studies</p> <p>Students will be able to understand:</p> <ul style="list-style-type: none"> • Evaluate rights • Discuss principles in law • Describe issues relating to local and national campaigns • Delineate influences of mass media • Enumerate tensions between individuals 	
<p>Interdisciplinary Essay Prompt</p>	<p>Students will write an essay with interdisciplinary syntheses among English and social studies.</p> <p>Prompt: write an essay in which you describe the rights and responsibilities of the individual in relation to mass media’s saturation of the American lifestyle. Synthesize information you learned from your English and social studies classes.</p>	
<p>Common Instructional Strategies</p>		
<p>All Learners</p> <ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations • Provide examples to help transfer learning • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. 		
<p>ELs</p> <ul style="list-style-type: none"> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) 		

- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme: Mass media inherently manipulates the individual the individual in society	
Subject: Principles of American Democratic	Grade Level:12
Focus Standards	
12.1 Students understand common economic terms and concepts and economic reasoning.	
<ol style="list-style-type: none"> 1. Examine the causal relationship between scarcity and the need for choices. 2. Explain opportunity cost and marginal benefit and marginal cost. 3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior. 4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources. 5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith). 	
12.2 Students analyze the elements of America’s market economy in a global setting.	
<ol style="list-style-type: none"> 1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand. 2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products. 3. Explain the roles of property rights, competition, and profit in a market economy. 4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy. 5. Understand the process by which competition among buyers and sellers determines a market price. 6. Describe the effect of price controls on buyers and sellers. 7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products. 8. Explain the role of profit as the incentive to entrepreneurs in a market economy. 9. Describe the functions of the financial markets. 10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities. 	
12.3 Students analyze the influence of the federal government on the American economy.	
<ol style="list-style-type: none"> 1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers’ rights. 2. Identify the factors that may cause the costs of government actions to outweigh the benefits. 3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels. 4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve). 	
12.4 Students analyze the elements of the U.S. labor market	
Enduring Understanding	Learning Outcomes
Important Concepts:	Students will know and be able to do:

<ul style="list-style-type: none"> • Students will be able to evaluate their notes and discuss principles in economics related to personal, national, and global issues. • Evaluate influences of mass media and elaborate on the tensions brought about through media’s manipulation. • Values of the individual and how they conflict with the pressures of global capitalism in the 21st century. 	<ul style="list-style-type: none"> • Evaluate primary documents. • Compare and contrast issues of economic importance and current public issues. • Discuss main criteria and principles of economics. • Analyze influences of classical and global concepts on creation of Constitution. 	
<p>Texts</p>	<p>Assessments</p>	
<p>Standards Based District Approved Textbook:</p> <ul style="list-style-type: none"> • <u>U.S. Government: Democracy in Action</u>: Glencoe; Remy PhD. • <u>Government Alive</u>: Teachers Curriculum Institute. 	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Students will write an essay with interdisciplinary syntheses among English and social studies.</p> <p>Prompt: write an essay in which you describe the rights and responsibilities of the individual in relation to mass media’s saturation of the American lifestyle. Synthesize information you learned from your English and social studies classes</p>
<p>Learning Plan: Scope and Sequence</p>	<p>Differentiation</p>	
<ul style="list-style-type: none"> • Read excerpts of Plato and Aristotle. • Analyze primary documents by John Bache, C.B Montesquieu, M. Machiavelli and W. Blackstone. • Connect Ideas of Enlightenment thinkers with the Constitution and explain how the development of the Declaration of Independence and the Bill of Rights are influenced by them. • Evaluate the role the individual in our democracy and how economic rights and civic independence are required. • Explain how to become a citizen. <p>1. Ancient Political Thought</p>	<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question 	

Readings:

- Plato: "The Republic"
- Aristotle: "Nicomedia Ethics"

Activities:

Text Annotation, Class Discussion, Vocabulary Study, Written Response; ELL: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations)

2. Enlightenment**Readings:**

- Marquis de Condorcet: "Sketch of Progress of the Human Mind"
- Confucianism: Chinese Political Values
- Charles Baron de Montesquieu: "The Spirit of the Laws"
 1. Book II #2
 2. Book III
- Niccolò Machiavelli:
 1. "The Prince"
- W. Blackstone:
 1. "On the Study of Law."

Activities:

Text Annotation, Class Discussion, Vocabulary Study, Written Response; ELL: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations)

3. Primary Documents

- U.S. Constitution Preamble
- Declaration of Independence
- Bill of Rights
- Roosevelt's Four Freedom's Speech
- U.N Rights Declaration

Activities:

Text Annotation, Class Discussion, Vocabulary Study, Written Response; ELL: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations)

- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

ELL differentiation: ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Subject: Expository Comp. Eng.		Grade Level: 12 Unit 1	
Focus Standards			
<i>Structural Features of Informational Materials</i>			
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.			
<i>Structural Features of Literature</i>			
3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.			
<i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 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 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. 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: a. Trace the development of American literature from the colonial period forward. 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.			
Enduring Understanding		Learning Outcomes	
Important Concepts How to read non-fiction/expository text effectively to synthesize information, develop arguments based on the philosophical and logical reasoning of the text and the author, and articulate the intention expression of ideas and use of language.		Students will know and be able to do: <ul style="list-style-type: none"> • Analyze in-depth meaning and theme of expository text to derive meaning and develop conclusions • Predict content • Analyze rhetorical content of text and articulate how ideas and concepts are conveyed in the language • Chunk and gist text into understandable units to evaluate the philosophical, political, religious, ethical and social influences of the text. • Summarize, comment and analyze text to identify and model features of expository writing. 	
Texts		Assessments	

<p>District Standards based Expository Reading and Writing Course Text: ERWC Unit I—Fast Food: Who’s to Blame? Unit II—Going for the Look Soda Tax—L.A. Times <u>Fast Food Nation</u> (gifted) “Super-Size Me”</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Students will write an essay with interdisciplinary syntheses among English and social studies. Prompt: write an essay in which you describe the rights and responsibilities of the individual in relation to mass media’s saturation of the American lifestyle. Synthesize information you learned from your English and social studies classes</p>
<p>Learning Plan: Scope and Sequence</p> <ul style="list-style-type: none"> ○ Introduce role of media in our economy—examples: ads in children’s TV ○ Explore ad-driven markets ○ Vocabulary of the market (especially EL) ○ Guided readings ○ Extra-time to chart info and summarize (SWD) ○ Selected readings in <u>Fast Food Nation</u> (gifted) 	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom’s Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students’ construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations 	

GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Unit Theme Individual in society: balancing human rights and responsibility to the larger community.			
Grade: 12			
Timeline: Unit two – 10 weeks			
Team Members	D. DePauw	S. Verdon	
Subjects	English	Social Science	
Rationale	The individual’s relation to society is one of rights and his or her own rights and responsibilities to the culture. Students require insight into the changing nature of the interrelations of their rights.		
Student Learning Outcomes			
Focus Standards	English	<p>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.</p> <p>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. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 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. 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. 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.</p> <p>Organization and Focus 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. 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. 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal</p>	

scripting, annotated bibliographies). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. *Evaluation and Revision* 1.9 Revise text to highlight the 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.

Social
Science

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

- 1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
- 2 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

- 1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
- 2 Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
- 3 Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
- 4 Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia* (VMI).

Vis/Tech

<p>Enduring Understandings: Important Concepts</p>	<p>Arts</p> <p>English: Students will be able to:</p> <ul style="list-style-type: none"> • Read and understand grade level appropriate texts. • Make warranted and reasonable assertions about the author’s arguments. <p>Social Studies Students will be able to:</p> <ul style="list-style-type: none"> • Interpret founding documents and legal diction in American political history. • Understand the laws of a civil society. • evaluate cultural and economic opportunities in America • know the relations of constitutional law and amendments to judicial interpretation 	<p>Theme-Related Essential Questions</p>	<ul style="list-style-type: none"> • What is the individuals place in society? • Does the group good outweigh the individual right? • How does civil society change in relation to political purposes? • What is the difference between constitutional and totalitarian governments? • What interpretation does the Bill of Rights have to do with judicial review?
	<p>Interdisciplinary Project</p>		<p>Dramatize and present an issue of human rights development.</p>
<p>Essay Prompt</p>	<p>Write an essay using examples from American history and literature which illustrates how the idea of human rights has changed or evolved over time.</p>		
<p>Common Instructional Strategies</p>			
<p>All Learners</p> <ul style="list-style-type: none"> • Group/Individual Instruction 			

- Use questioning strategies that require learners to go deeper
- Direct instruction
- Guided practice
- Independent practice
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations
- Provide examples to help transfer learning
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.

ELs

- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quick writing, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme: Individual in society: balancing human rights and responsibility to the larger community.		
Subject: Principles of American Democracy	Grade Level: 12	
Focus Standards		
12.3	Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.	
	<ol style="list-style-type: none"> 1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. 2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. 	
12.5	Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.	
	<ol style="list-style-type: none"> 1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment. 2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts). 3. Evaluate the effects of the Court’s interpretations of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i>, with emphasis on the arguments espoused by each side in these cases. 4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Miranda v. Arizona</i>, <i>Regents of the University of California v. Bakke</i>, <i>Adarand Constructors, Inc. v. Pena</i>, and <i>United States v. Virginia</i> (VMI). 	
Enduring Understanding		Learning Outcomes
Important Concepts: <ul style="list-style-type: none"> • Students will be able to evaluate the basis of civil society, its change over individual’s place in society. • The good of the group over individual rights. • The difference between constitutional and totalitarian government. • The changing nature of the Bill of Rights based on judicial review. 		Students will know and be able to do: <ul style="list-style-type: none"> • Interpret standards and benefits of a civil society, how to change government beyond voting. • Explain relations between judiciary’s influence over changing laws opposed to and enhancing Bill of Rights. Using Supreme Court cases evaluate to determine arguments and outcomes of famous decisions.
Texts		Assessments
Standards Based District Approved Textbook: <ul style="list-style-type: none"> • U.S. Government: Democracy in Action: Glencoe; Remy PhD. • Government Alive: Teachers Curriculum Institute. 		Formative: <ul style="list-style-type: none"> • Observation • Choral Reading Summative: Write an essay using examples from American history and literature which

	<ul style="list-style-type: none"> • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals <p>illustrates how the idea of human rights has changed or evolved over time.</p>
<p>Learning Plan: Scope and Sequence</p> <ul style="list-style-type: none"> • Civil Society in a newly formed country. • The Bill of Rights and Judicial Review • Supreme Court Cases <p>Interpretations & Cultural Influences</p> <ul style="list-style-type: none"> • Civil Society <p>Readings:</p> <ol style="list-style-type: none"> 1. U.S. Government: Text Chapter 3. Section 2 2. Government Alive Chapter 4 <p>Activities:</p> <p>Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations),</p> <ul style="list-style-type: none"> • Bill of Rights & Judicial Review • Government Alive Chap. 4 & 5 • U.S. Government Text: Chap 4 • U.S Constitution Preamble Amendment; Article I- IX • Synopsis of Brown v. Board of Education • Answers. Com = Warren Court • Washington Post. • Rehnquist’s Court Key Decisions. 	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the

- Supreme Court Cases
- Interpretations and Cultural Influence

Activities:

Text Annotation, Class Discussion, Vocabulary Study, Written Response; ELL: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations),

Readings:

Landmark Cases. Org.

- “Does Treating people equally mean treating them the same”
- “Background Summary”
- “Fourteenth Amendment v. 10th amendment Federalism ”
- “How a Dissent Can Presage a Ruling”
- “Interpreting the Constitution”

individual gifted learners.

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Unit Theme: Individual in society: balancing human rights and responsibility to the larger community.	
Subject: Expository Comp./Eng.	Grade Level: 12 Unit 1
Focus Standards	
<p>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.</p> <p>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. <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 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. 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p> <p>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.</p> <p>Organization and Focus 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. 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. 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i> 1.9 Revise text to highlight the 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.</p>	
Enduring Understanding	Learning Outcomes
<p>Important Concepts</p> <p>To understand the role of an informed citizen in our culture through reading non-fiction/expository text effectively to synthesize information, develop arguments based on the philosophical and logical reasoning of the text and the author, and articulate the intention expression of ideas and use of language.</p>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Analyze in-depth meaning and theme of expository text to derive meaning and develop conclusions • Predict content • Analyze rhetorical content of text and articulate how ideas and concepts are conveyed in the language • Chunk and gist text into understandable units to evaluate the

	<p>philosophical, political, religious, ethical and social influences of the text.</p> <ul style="list-style-type: none"> Summarize, comment and analyze text to identify and model features of expository writing. 	
<p>Texts</p>	<p>Assessments</p>	
<p>Standards Based District Approved Expository Reading and Writing Course Text:</p> <p>ERWC Unit 3—Rhetoric of the Op/Ed page</p> <p>Unit 4—The Value of Life</p> <p>Unit 5—Racial Profiling</p>	<p>Formative:</p> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	<p>Summative:</p> <p>Write an interdisciplinary essay using examples from American history and literature which illustrates how the idea of human rights has changed or evolved over time.</p>
<p>Learning Plan: Scope and Sequence</p>	<p>Differentiation</p>	
<ol style="list-style-type: none"> Explore the role of media in shaping public opinion Pathos and politics (a brief California history) Vocabulary of the political market Reading and rereading for purpose and tone L.A. Times supplements for gifted Annotation of text Chunk summaries (spec. ed) Topic sentence analysis and relation to thesis 	<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. Layered <u>Curriculum</u> and tiered <u>instruction</u> Review/Check for prior knowledge Use graphic organizers (maps, charts, illustrations) Check for understanding/Question Re-teach (if necessary) Provide information (in a variety of forms) Model desired skills and outcomes Provide "wait time" Check for understanding/Question Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge 	

- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

ELL differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Unit Theme Man’s relationships and connections to the land how they affects understanding of oneself and the interrelationship to others.			
Grade: 12			
Timeline: Unit three – 10 weeks			
Team Members	D. DePauw	S. Verdon	
Subjects	English	Social Science	
Rationale	Students should know that the vast resources of territory in the United States have been given economic priority. Students need to be able to evaluate the preservation of some natural lands and the misuse of land commercially and generally.		
Student Learning Outcomes			
Focus Standards	English	<p>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.</p> <p>2.1 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. <i>Comprehension and Analysis of Grade-Level-Appropriate</i></p> <p>1.1 Organization and Focus 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. 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. 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i> 1.9 Revise text to highlight the 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.</p>	
	Social	12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local	

<p>Science</p>	<p><i>governments.</i></p> <ol style="list-style-type: none"> 1. Explain how conflicts between levels of government and branches of government are resolved. 2. Identify the major responsibilities and sources of revenue for state and local governments. 3. Discuss reserved powers and concurrent powers of state governments. 4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power. 5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. 6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. <p>Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them</p>
<p>Vis/Tech Arts</p>	<p>3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. 3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts 1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations. Develop Perceptual Skills and Visual Arts Vocabulary 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. 2.0 CREATIVE EXPRESSION 2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts Students apply artistic processes and skills, using a variety of media to communicate meaning and</p>

intent in original works of art.

2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

- Social Studies:**
Students will be able to:
- Evaluate separation of powers as they are expressed in the U.S. constitution.
 - Understand State vs. Federal rights
 - Discuss taxation at all levels of government.
 - Describe the role of lobbying and media in relation to government branches.
 - Discuss civil disobedience and the tensions that exist economically and culturally.

- English:**
Students will be able to:
- Recognize and analyze American transcendental concepts.
 - Understand the enduring role of transcendentalism in our culture
 - Analyze environmentalism as a movement and the current issues associated with it.

Theme-Related Essential Questions

- How does state power and federal power interact and evolve separately?
- How is the Romantic Movement a precursor to our “back to the earth” movement?”
- What is the function of the 9th and 10th amendments?
- How are laws made and how do these changes affect the function and interaction of the various branches of government?

Enduring Understandings: Important Concepts

Interdisciplinary Project

Through a PowerPoint presentation, and using information learned in English and Social Studies, discuss the relationship between romantic art and thought and transcendental interpretations of land and self during the history

	of America
Essay Prompt	Students will write an essay to accompany their PowerPoint project: Prompt: Write an essay that discusses the information learned in English and Social Studies, concerning the relationship between romantic art and thought and transcendental interpretations of land and self during the history of America.
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice • Independent practice • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations • Provide examples to help transfer learning • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
ELs	<ul style="list-style-type: none"> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
RSP/SLD	<ul style="list-style-type: none"> • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Accessing background knowledge through quick writing, inquiry-based questions, and small group/whole class discussions

- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme: Man’s Relationship to the land how they affect understanding of oneself and the interrelationship to others.	
Subject: Principles of American Democracy	Grade Level: 12 Unit 3
Focus Standards	
<p><i>12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.</i></p> <ol style="list-style-type: none"> 1. Explain how conflicts between levels of government and branches of government are resolved. 2. Identify the major responsibilities and sources of revenue for state and local governments. 3. Discuss reserved powers and concurrent powers of state governments. 4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government’s power. 5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. 6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. 7. Identify the major responsibilities and sources of revenue for state and local governments. 8. Discuss reserved powers and concurrent powers of state governments. 9. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power. 10. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders. 11. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media. <p>Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them</p>	
Enduring Understanding	Learning Outcomes
<p>Important Concepts:</p> <ul style="list-style-type: none"> • The relationship of capitalism in our constitutional democracy in its relationship to the land and personal life. • The Romantic Movement’s influence of the modern “Back to the Earth” movement. • The viability and effectiveness of the federal and state separation of powers. • The manner in which laws are made and the tensions created through lobbying and media upon the lawmaking process. 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • The nature of majority rule and its relationship of the state vs. federal powers. • The use of internet research and its relation to essay writing as well as PowerPoint presentations. • The development of public policy and its influence by big business and corporate media. • The interrelationship of all levels of government.
Texts	Assessments Essay + PowerPoint presentation

<p>Standards Based District Approved textbook:</p> <ul style="list-style-type: none"> • U.S. Government: Democracy in Action: Glencoe; Remy PhD. • Government Alive: Teachers Curriculum Institute. 	<p>Formative:</p> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals 	<p>Summative:</p> <p>Students will write an essay to accompany their PowerPoint project: Prompt: Write an essay that discusses the information learned in English and Social Studies, concerning the relationship between romantic art and thought and transcendental interpretations of land and self during the history of America.</p>
<p>Learning Plan: Scope and Sequence</p> <ul style="list-style-type: none"> • Land and public policy now and historically. • Taxation and the state as well as federal budget. • The Bill of Rights as it relates to differentiating between state and federal systems. • Public Policy in light of influence positive and negative. <p>Readings:</p> <ol style="list-style-type: none"> 3. U.S. Government: Text Chapter 18. 4. Government Alive Chapter 9 <p>Activities: Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations),</p> <p>Taxation and the state as well as federal budget Readings: U.S Government: Text chapter 14 Government Alive: chapter 7</p> <p>Activities: Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell:</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. • Layered Curriculum and tiered instruction • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations 	

<p>Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations),</p> <p>The Bill of Rights as it relates to differentiating between state and federal systems.</p> <p>Readings: U.S. Government: Chapter 4, 10,23 Government Alive: Chapter 5</p> <p>Activities: Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations)</p> <p>Public Policy in light of influence positive and negative.</p> <p>Readings: U. S. Government: Chapters 18, 21, 22 Government Alive: Chapters 8-10</p>	<p>GIFTED</p> <ul style="list-style-type: none"> Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners. <p>ELL/SPED differentiation:</p> <p>ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.</p> <p>SPED-</p> <p>Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.</p>
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Unit Theme:		Man’s relationships and connections to the land how they affect understanding of oneself and the interrelationship to others.		
Subject:		Modern Lit./Eng. Grade Level: 12 Unit 3		
Focus Standards				
2.0 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.				
2.1 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. <i>Comprehension and Analysis of Grade-Level-Appropriate</i>				
1.1 Organization and Focus 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. 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. 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i> 1.9 Revise text to highlight the 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.				
Enduring Understanding		Learning Outcomes		
Important Concepts: <ul style="list-style-type: none"> • The ability to parse the back and forth structure of non-fiction narrative • The profound effect of the land on imagination and the lives of key individuals 		Students will know and be able to do: <ul style="list-style-type: none"> • Analyze and connect thematic devices (epigraphs, titles) through a book • Chart an itinerary from reading • Summarize, articulate, and comment on book length argument 		
Texts		Assessments		
District Approved Standards Based Textbook <ul style="list-style-type: none"> • <u>Into the Wild</u>, Krakauer 		<table border="0"> <tr> <td> Formative: <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections </td> <td> Summative: Students will write an essay to accompany their PowerPoint project: Prompt: Write an essay that discusses the information learned in </td> </tr> </table>	Formative: <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections 	Summative: Students will write an essay to accompany their PowerPoint project: Prompt: Write an essay that discusses the information learned in
Formative: <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and reflections 	Summative: Students will write an essay to accompany their PowerPoint project: Prompt: Write an essay that discusses the information learned in			

<ul style="list-style-type: none"> • <u>Walden</u>, Thoreau • <u>Call of the Wild, White Fang</u>, London • “Grizzly Man,” W. Herzog • “Everest,” D. Breashears 	<ul style="list-style-type: none"> • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals <p>English and Social Studies, concerning the relationship between romantic art and thought and transcendental interpretations of land and self during the history of America.</p>
<p>Learning Plan: Scope and Sequence</p> <ul style="list-style-type: none"> ○ Familiarization with the maps of the western part of the US and Alaska ○ Academic Vocabulary ○ Role of word choice in developing style and tone ○ Guided reading ○ Time line and travel chart ○ What is the argument? ○ Summary and student opinion 	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme		Man’s Relationship to the land how they affect understanding of oneself and the interrelationship to others.	
Subject:		Fine Art Drawing a& Painting	Grade Level: 12 unit 3
Focus Standards			
3.0 HISTORICAL AND CULTURAL CONTEXT			
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts			
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.			
3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts			
2.0 CREATIVE EXPRESSION			
Creating, Performing, and Participating in the Visual Arts			
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.			
2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.			
1.0 ARTISTIC PERCEPTION			
<i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</i>			
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.			
Develop Perceptual Skills and Visual Arts Vocabulary			
1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.			
2.0 CREATIVE EXPRESSION			
Enduring Understanding		Learning Outcomes	
Important Concepts:		Students will know and be able to do:	
<ul style="list-style-type: none"> Explain how an artist was influenced by the events of their historical, cultural or environmental conditions Identify and explain why a particular artist was exemplary within that period of time or culture. 		<ul style="list-style-type: none"> Students will be able to identify pivotal artists from history. Students will understand the influence the artist’s contribution has had on history. Students will be able to experience the creative and technical skill of the artists through drawing and painting assignments with appropriate subject vocabulary. 	
Texts		Assessments	
District Approved Textbook:		Formative:	Summative:
Scholastic <u>Art: Arts and Man</u>		<ul style="list-style-type: none"> Observation Choral Reading summaries and reflections 	Students will write an essay to accompany their PowerPoint project: Prompt: Write an essay that discusses the information learned in

	<ul style="list-style-type: none"> • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals <p>English and Social Studies, concerning the relationship between romantic art and thought and transcendental interpretations of land and self during the history of America.</p>
<p>Learning Plan: Scope and Sequence</p> <p>American Landscape Painting: Readings: Albert Bierstadt, Frederick Church, Thomas Moran</p> <p>Activities: Reading w/notes, discussions, related vocabulary, pencil shading, line development practice. Guided practice with line drawing of landscapes and landscape elements.</p> <p>Painting and watercolor exercises with guided practice. Students will make choices of expression on landscape artwork and extension of personal elements to develop metaphors within the landscape.</p> <p>Photography: Edward Curtis Reading w/notes, discussions, related vocabulary, pencil shading, line development practice related to Manifest Destiny and the relocation of the Native American Peoples to reservations. Students will be able to research their choice of area with this topic and continue with drawing and painting works. Mixed media images using technology will also be encouraged.</p>	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. • Layered Curriculum and tiered instruction • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme Technology and progress have potential to bring utopia and/or dystopia			
Grade: 12			
Timeline: Unit four – 10 weeks			
Team Members	D. DePauw	S. Verdon	
Subjects	English	Social Science	
Rationale	America has created the greatest economy and natural and technological progress in human history. It is vital that students understand whether progress creates a utopia or a dystopia.		
Student Learning Outcomes			
Focus Standards	English	<p>3.0 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.</p> <p>2.1 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. <i>Comprehension and Analysis of Grade-Level-Appropriate</i></p> <p>1.1 Organization and Focus 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. 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. 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents. <i>Evaluation and Revision</i> 1.9 Revise text to highlight the 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.</p>	
	Social	12.10 Students formulate questions about and defend their analyses of tensions within our	

	<p>Science constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p>		
<p>Enduring Understandings: Important Concepts</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Distinguish between utopia and dystopia • Research major events in history that culminate with the study of the advancement in technology. • Synthesize information from various sources dealing with progress 	<p>Theme-Related Essential Questions</p>	<ul style="list-style-type: none"> • Is utopia possible? • What does the drive to utopia really involve? • Is utopian belief an illusion based on an over exaggerated view of progress? • Could the illusion or belief therein foster elite manipulation of the masses?
<p>Interdisciplinary Project</p>	<p>Create a dystopian image of America through one of the following forms – a poster, PowerPoint, short story.</p>		
<p>Essay Prompt</p>	<p>Synthesizing information from English and Social Studies classes, write an essay which discusses the reasons a utopia might not be possible. End your essay with a conclusion that suggests how a utopia might be achieved. Create a poster and/or PowerPoint or piece of abstract art depicting a dystopian society.</p>		
<p>Common Instructional Strategies</p>			
<p>All Learners</p> <ul style="list-style-type: none"> • Group/Individual Instruction • Use questioning strategies that require learners to go deeper • Direct instruction • Guided practice 			

- Independent practice
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations
- Provide examples to help transfer learning
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.

ELs

- Review/Check for prior knowledge
- Use graphic organizers (maps, charts, illustrations)
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge

RSP/SLD

- Model desired skills and outcomes
- Provide "wait time"
- Check for understanding/Question
- Re-teach (if necessary)
- Provide information (in a variety of forms)
- Accessing background knowledge through quickwriting, inquiry-based questions, and small group/whole class discussions
- Self-reflection and evaluation (meta-cognition)

GATE

- Critiquing activities
- Student self-assess (self-monitor)
- Provide extensions/elaboration
- Inquiry-based research
- Student self-assess (self-monitor)

Unit Theme: Technology and progress have potential to bring utopia or dystopia.	
Subject: Economics	Grade Level: 12 Unit 4
Focus Standards	
12.3 Students analyze the influence of the federal government on the American economy.	
<ol style="list-style-type: none"> 1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights. 2. Identify the factors that may cause the costs of government actions to outweigh the benefits. 3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels. 4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve). 	
12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.	
<ol style="list-style-type: none"> 1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere. 2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans. 3. Understand the changing role of international political borders and territorial sovereignty in a global economy. 4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies. 	
12.5 Students analyze the aggregate economic behavior of the U.S. economy.	
<ol style="list-style-type: none"> 1. Distinguish between nominal and real data. 2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, inflation or deflation rate, and a rate of economic growth. 3. Distinguish between short-term and long-term interest rates and explain their relative significance. 	
Enduring Understanding	Learning Outcomes
<p>Important Concepts:</p> <ul style="list-style-type: none"> • Ability to recognize tensions in society predicated upon by the constitutional democracy. • Creating balance between majority rule and individual rights, liberty and equality. • Evaluating the power sharing between a federal system and state power. 	<ul style="list-style-type: none"> • Students will know and be able to do: • Analyze the difference between opinion and fact. • Evaluate the principles of a constitutional democracy. • Discuss the affects of majority rule and its influence with individual rights. • Understand why and how state powers have historically been separated from federal powers.

<ul style="list-style-type: none"> Recognizing the value of civil disobedience to create change and how it has been used 	<ul style="list-style-type: none"> Describe the rule of law and how it changes in respect of civil disobedience. Evaluate the dynamics of free press, fair trial, freedom of religion and they relate to our government, economy, and the individual. Envision a utopian society and its potential inverse. Evaluate the criteria of progress in western societies its potential for success or failure in the 21st century. Analyze the manipulation of the masses economically and politically. 	
<p>Texts</p>	<p>Assessments</p>	
<p>Standards Based District Approved Textbook: Economics: Today and Tomorrow; Glencoe, 1995.</p>	<p>Formative:</p> <ul style="list-style-type: none"> Observation Choral Reading summaries and reflections Graphic Organizer Study questions Venn Diagram Thinking maps Whole-group discussion collaborative activities diagnostics tests Journals 	<p>Summative:</p> <p>Synthesizing information from English and Social Studies classes, write an essay which discusses the reasons a utopia might not be possible. End your essay with a conclusion that suggests how a utopia might be achieved. Create a poster and/or PowerPoint or piece of abstract art depicting a dystopian society.</p>
<p>Learning Plan: Scope and Sequence</p>	<p>Differentiation</p>	
<p>1. Economics and Constitutional Democracy Majority Rule v individual rights Federal v State Powers Rule of law Bill of Rights (Free speech, press, freedom of religion) The Idea of Progress Readings: Economics Text: Chapters: 17, 18 20, 22</p>	<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of students that cover different areas of Bloom's Taxonomy. Layered Curriculum and tiered instruction Review/Check for prior knowledge Use graphic organizers (maps, charts, illustrations) Check for understanding/Question Re-teach (if necessary) Provide information (in a variety of forms) Model desired skills and outcomes 	

Activities:

Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations)

2. Utopian Societies

Despotic Dictators

Readings: Mussolini on Fascism

Mein Kampf

Karl Marx : Capital Activities:

Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations)

3. The Idea of Progress

Turgot

The Economist

Renaissance and Nazism

Utopian Society Essay

Activities:

Text Annotation, Class Discussion, Vocabulary Study, Written Response; Ell: Jigsaw, Reinforce Academic, Writing, Use graphic organizers (maps, charts, illustrations)

- Provide "wait time"
- Check for understanding/Question
- Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge
- Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge.
- Socratic Seminars will be used to convey underlying concepts
- Using Accountable Talk in discussions and classroom conversations

GIFTED

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

ELL/SPED differentiation:

ELL- students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words.

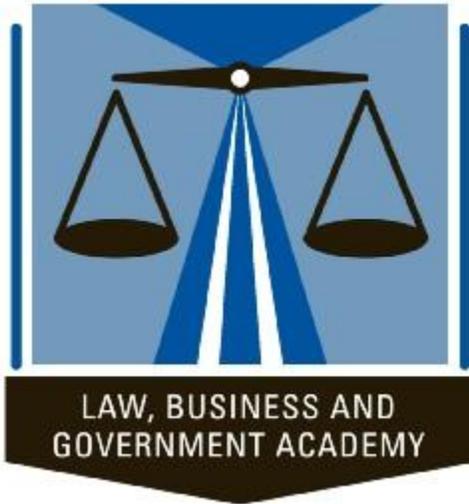
SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a whole group, and reading individually.

Unit Theme: Technology and progress have potential to bring utopia and/or dystopia					
Subject: Modern Lit/ English	Grade Level: 12				
Focus Standards					
4.0 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.					
1.1 Organization and Focus 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. 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. 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. <i>Research and Technology</i> 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.					
Evaluation and Revision 1.9 Revise text to highlight the 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.					
2.1 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. <i>Comprehension and Analysis of Grade-Level-Appropriate</i>					
Enduring Understanding	Learning Outcomes				
<p>Important Concepts:</p> <ol style="list-style-type: none"> 1. Assessment of the value of the individual in a democracy 2. Evaluate the balance of power that exist in a successful democratic society 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Distinguish between dystopia and utopia • Use technology to research a major historical event • Synthesize information from various sources 				
Texts	Assessments				
Standards Based District Approved Textbook: <u>Brave New World</u> , Huxley	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Observation • Choral Reading • summaries and </td> <td>Synthesizing information from English and Social Studies classes, write an essay which discusses the reasons a</td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> • Observation • Choral Reading • summaries and 	Synthesizing information from English and Social Studies classes, write an essay which discusses the reasons a
Formative:	Summative:				
<ul style="list-style-type: none"> • Observation • Choral Reading • summaries and 	Synthesizing information from English and Social Studies classes, write an essay which discusses the reasons a				

<p>District and CSULA developed <u>Expository Readers and Writers Course Text</u></p>	<ul style="list-style-type: none"> • reflections • Graphic Organizer • Study questions • Venn Diagram • Thinking maps • Whole-group discussion • collaborative activities • diagnostics tests • Journals <p>utopia might not be possible. End your essay with a conclusion that suggests how a utopia might be achieved. Create a poster and/or PowerPoint or piece of abstract art depicting a dystopian society.</p>
<p>Learning Plan: Scope and Sequence</p> <ol style="list-style-type: none"> 1. Conceptual understanding of utopia and dystopia 2. Role of The New World in the interest and development of the idea of utopia 3. Historical background of the creation of Brave New World 4. Read the novel with lesson guides and themes made apparent 5. Society charts and character portraits (spec ed) 	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas of <u>Bloom's Taxonomy</u>. • Layered <u>Curriculum</u> and tiered <u>instruction</u> • Review/Check for prior knowledge • Use graphic organizers (maps, charts, illustrations) • Check for understanding/Question • Re-teach (if necessary) • Provide information (in a variety of forms) • Model desired skills and outcomes • Provide "wait time" • Check for understanding/Question • Jigsaw groups, sidebar studies, and other strategies that enable students' construction of knowledge • Utilizing technology, such as white boards, laptops, computer labs as training tools for students to construct knowledge. • Socratic Seminars will be used to convey underlying concepts • Using Accountable Talk in discussions and classroom conversations <p>GIFTED</p> <ul style="list-style-type: none"> • Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

LINCOLN HIGH SCHOOL



	UNIT 1 Theme	UNIT 2 Theme	UNIT 3 Theme	UNIT 4 Theme
9th Grade Definitions of power	Theme: How is power exercised in the ability to understand and define yourself? Project: LincolnSpace profile	Theme: How is power exercised in the ability to effect change in yourself, your community, and your world? Project: Letter writing campaign	Theme: How is power exercised in the ability to categorize and destroy? Project: UN paper	Theme: How is power exercised in the ability to organize and allocate resources? Project: Future society project
10th Grade The dialectic of society vs. the individual	Theme: Do we need law for society to function? Project: Opening arguments	Theme: Who suffers when social institutions fail? Project: GRYD proposal	Theme: How do the oppressed resist systems of oppression? Project: WWII conference	Theme: How do we benefit from systems of oppression? Project: Voice thread
11th Grade The dialectic of law vs. justice	Theme: Why is the statement “might makes right” so often true? Project: 1840’s Newspaper	Theme: Are we our brothers and sisters’ keepers? Project: Mock Supreme Court Hearing	Theme: Does the structure of laws and courts achieve justice? Project: WWII conference	Theme: What is the difference between morality and justice? Project: Mural project
12th Grade The dialectic of systems of power vs. individual / community empowerment	Theme: How do we use the systems of government to gain power for us and our communities? Project: Historical fiction narratives	Theme: How do established political interests gain the support of constituencies? Project: Political advertisement	Theme: How do individuals negotiate our economic system to survive and thrive? Project: Dream house	Theme: How do we use government involvement in economics to gain power for us and our communities? Project: Service learning project

Unit Theme	How is power exercised in the ability to understand and define yourself?				
Grade:	9				
Timeline:	Semester 1, Weeks 1-9				
Team Members	R. Martinez, Leys	Munoz	Naish	Garrett	Benitez
Subjects	English	Biology	Algebra 1	Resource Teacher	Spanish
Rationale	As students begin their high school career, they will reflect critically on their education up until that point. Based on that reflection, students will set goals for themselves and identify what behaviors will help them achieve those goals. Students will also use this process to begin their year-long investigation of definitions of power.				
Student Learning Outcomes					
Focus Standards	English	Reading Comprehension 2.0; Writing Strategies 1.0; Literary Analysis 3.0			
	Math	5; 16; 17			
	Science	Biology 1D; 1H; 2E; 4F; 5A			
	Spanish	Asking/Telling where one is from; Adjectives of nationality; Interrogatives			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> Academic success requires a growth mindset and commitment to work Writing is a way to create yourself Behaviors can be innate and/or learned Use properties of numbers to construct simple, valid arguments Apply algebraic techniques to solve rate problems, work problems, and percent mixture problems. 		Theme-Related Essential Questions	<ul style="list-style-type: none"> To what extent are we able to define and create ourselves? What is the relationship between identity and graduation rate? How does identity help us achieve our goals? What behaviors will help us achieve our goals? 	
Interdisciplinary Project	LincolnSpace Profile: students will create a MySpace-styled academic profile of themselves and their academic goals, using information gleaned from all disciplines. The profile will include blogs about their identity, both personal and academic. Students will discuss their history and their short-term and long-term goals. Relevant data, such as				

	graduation rates and grade point average will be represented with graphs, tables, and charts. Blogs must reflect on the implications of that information for their academic career.
Essay Prompt	Do you have the power to decide who you are? Be sure to include references to biological makeup and social identity, educational opportunities, and technological advancements (i.e., virtual social networks).
Common Instructional Strategies	
All Learners	<p>Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>

GATE

Additional Reading
Accelerated pace
Inquiry-based projects

Unit Theme	How is power exercised in the ability to effect change in yourself, your community, and your world?				
Grade:	9				
Timeline:	Semester 1, Weeks 10-19				
Team Members	R. Martinez, Leys	Munoz	Naish	Benitez	Garrett
Subjects	English	Biology	Algebra 1	Spanish	Resource Teacher
Rationale	Students continue their year-long investigation of definitions of power. By examining the cycle of life, students will understand their ability to effect change. Through this lens, students will use persuasive reading/writing to create personal tools of empowerment.				
Student Learning Outcomes					
Focus Standards	English	Writing Applications 2.4; Reading Comprehension 2.1			
	Math	6; 7; 9			
	Science	Biology 1A; 1C; 1E-1G; 2A-2C; 4A; 4B; 4E; 5B			
	Spanish	Write/Speak about favorite projects; Speak about whom you know/familiar things			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> Political movements are built by persuading people to take collective action to persuade or replace individuals currently in power Persuasive writing requires both clear arguments and careful use of persuasive techniques Organisms require growth and reproduction to survive Understand the concepts of a relation and a function Graph a linear equation, compute an equation's x- and y-intercepts, and derive linear 		Theme-Related Essential Questions	<ul style="list-style-type: none"> How do we build movements? How is life created? What is a tipping point? 	

	<p>equations by using the point-slope formula.</p> <ul style="list-style-type: none"> • Format Word documents using wizards and including charts and graphs
Interdisciplinary Project	Persuasive letters: students will identify an issue and join or create a campaign for change using the techniques of persuasion/argument (persuasive letter writing, social media, etc) so as to effect change within the local or global community. Students will include graphs/charts to identify if the problem will worsen with time. Students will identify what the predicted outcomes will be if no action is taken.
Essay Prompt	Explain the relationship between growth, life, and power. Support your thesis with reference to both biology and political movements.
Common Instructional Strategies	
All Learners	<p>Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition

<ul style="list-style-type: none"> • Check for understanding 	
RSP/SLD	Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers
GATE	Additional Reading Accelerated pace Inquiry-based projects

Unit Theme	How is power exercised in the ability to categorize and destroy?				
Grade:	9				
Timeline:	Semester 2, Weeks 1-9				
Team Members	R. Martinez, Leys	Munoz	Naish	Garrett	Benitez
Subjects	English	Biology	Algebra 1	Resource Teacher	Spanish
Rationale	Students continue their year-long investigation of definitions of power by looking at genocide as an example of the power to categorize and destroy. Students will look at expository writing, genetics and exponential growth and decay as areas of study. Students will examine how these themes reflect on the lives and communities around them.				
Student Learning Outcomes					
Focus Standards	English	Writing strategies 1.3; Reading comprehension 2.5			
	Math	20; 21; 22.0			
	Science	Biology 2D; 2F; 2G; 3A-C; 4D; 4D; 5C; 7A-D; 8A-E			
	Spanish	Write to express feelings of concern; Read about good study habits			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> Racism and dehumanization can provide the will to commit unimaginable atrocities Expository writing requires multiple sources Some, but not all, aspects of humans are determined by genetics Use quadratic and other nonlinear functions to model and solve real-world problems 		Theme-Related Essential Questions	<ul style="list-style-type: none"> What are the effects of being labeled vs. self-identifying? Is there a biological basis for categorizing people? Who gives the state the power to kill? 	
Interdisciplinary Project	UN report: students will write a report to the United Nations on racism and genocide. Discuss the implications of world-wide racism and genocide (including biological-viruses, vaccination, and antibodies) on your own communities. Report must include references to several incidents of genocide and must include relevant data.				
Essay Prompt	What is race and what are the effects of categorizing people by race? Refer to biology, readings from your English class, and your personal experience.				

Common Instructional Strategies	
All Learners	Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling
ELs	Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers
GATE	Additional Reading Accelerated pace Inquiry-based projects

Unit Theme	How is power exercised in the ability to organize and allocate resources?				
Grade:	9				
Timeline:	Semester 2, Weeks 10-19				
Team Members	R. Martinez, Leys	Munoz	Naish	Garrett	Benitez
Subjects	English	Biology	Algebra 1	Resource Teacher	Spanish
Rationale	Students finish their year-long investigation of definitions of power by looking at the organization of society and its metaphoric relationship to living organisms. Students will look at dystopian science fiction, the structure of complex organisms, and statistics.				
Student Learning Outcomes					
Focus Standards	English	Writing strategies 1.8; Reading comprehension 2.2; Literary criticism 3.12			
	Math	25.0			
	Science	Biology 6A-F; 9A-E			
	Spanish	Speak about appropriate/inappropriate behavior; Compare two peoples/cultures; Verify comprehension of an activity on a web page			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> • Social systems are self-reproducing • Literature can offer social critique • Complex organisms survive by creating systems • There are different ways to select a sample to make it more representative 		Theme-Related Essential Questions	<ul style="list-style-type: none"> • Does society liberate us or enslave us? • What social classes exist in our society and how do they reproduce themselves? • How is society like a living being? 	
Interdisciplinary Project	Future society project: students will create a website imagining life in the 23 rd century. They will show how society works in their imaginary world and how people have evolved to fit that society. They will begin by creating profiles of a stratified random sample of their future society's population.				
Essay Prompt	What are some ways that society is like an organism?				
Common Instructional Strategies					
All Learners	Cooperative Learning				

	<p>Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	<p>Additional Reading Accelerated pace Inquiry-based projects</p>

Unit Theme	Do we need law for society to function?				
Grade:	10				
Timeline:	Semester 1, Weeks 1-9				
Team Members	Leys, R. Martinez	Bedoy, Rauda	Melattinkara		
Subjects	English	World History	Geometry		
Rationale	Students begin their year-long investigation into the dialectic of society and the individual by studying the concept of the rule of law. Students will study the historic roots of law. Students will critique the rule of law by investigating famous cases of individuals who have transgressed the rule of law and by evaluating the differences between logic and reason. They will do this using the vocabulary of logic common to both mathematics and argumentation.				
Student Learning Outcomes					
Focus Standards	English	Reading 2.8; Speaking and Listening 2.2			
	Math	1.0; 3.0			
	Social Science	10.1; 10,2			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> America’s systems of laws has its roots in a Western tradition dating back to the ancient Greeks Powerful speakers have been able to change the world around them The validity of statements can be judged by logical arguments, examples, and counterexamples 		Theme-Related Essential Questions	<ul style="list-style-type: none"> Does the history of law in the Western Tradition benefit the governed or the government? What role have revolutionaries and criminals had in defining law? What is the difference between logic and reason? 	
Interdisciplinary Project	Opening Arguments: in pairs, students will prepare and present opening arguments defending and prosecuting a famous criminal or revolutionary. Be sure to include an analysis of the defendant’s threat to the rule of law. Prewrite arguments using the vocabulary of logic common to both mathematics and argumentation.				
Essay Prompt	Using the vocabulary of logic, evaluate the validity of the following statement: crime is necessary to hold society together because it identifies and clarifies the moral boundaries of society.				

Common Instructional Strategies	
All Learners	Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling
ELs	Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers
GATE	Additional Reading Accelerated pace Inquiry-based projects

Unit Theme	Who suffers when social institutions fail?				
Grade:	10				
Timeline:	Semester 1, Weeks 10-19				
Team Members	Leys, R. Martinez	Bedoy, Rauda	Melattinkara		
Subjects	English	World History	Geometry		
Rationale	Students continue their year-long investigation into the dialectic of society and the individual by looking at the role of institutions in our society. In particular they will study the connection between Los Angeles gang members and social institutions, both those institutions whose failure leads to gang crime and those institutions who are supposed to respond to those failures.				
Student Learning Outcomes					
Focus Standards	English	Reading 2.5; Speaking and Listening 2.2			
	Math	16.0			
	Social Science	10.4.1; 10.4.3			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> The development of Western Civilization has not benefitted everyone equally Expository reading and writing can be used to understand and transform society's institutions Real world spaces can be designed using geometric construction 		Theme-Related Essential Questions	<ul style="list-style-type: none"> What are our social institutions and how did they develop? In what ways are our social institutions failing? What are the effects of that failure on society and on individuals? 	
Interdisciplinary Project	GRYD proposal: students will present a proposal for a neighborhood gang intervention program following the request for proposals from the city's Gang Reduction Youth Development Department. Presentations will include an analysis of the causes of gangs, especially as relate to the development and/or failings of social institutions, and include a floor map for the program's offices and youth center using geometric construction.				
Essay Prompt	Choose a specific social institution and analyze what social and moral compromises have been made in its				

development and how do we see the result of those compromises in our communities.	
Common Instructional Strategies	
All Learners	<p>Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	<p>Additional Reading Accelerated pace</p>

Inquiry-based projects

Unit Theme	How do the oppressed resist systems of oppression?				
Grade:	10				
Timeline:	Semester 2, Weeks 1-9				
Team Members	Leys, R. Martinez	Bedoy, Rauda	Melattinkara		
Subjects	English	World History	Geometry		
Rationale	Students continue their year-long investigation into the dialectic of society and the individual by looking at the legacy of World War II through the lenses of opposing viewpoints. In particular they will compare and contrast struggles to resist oppression during WWII to struggles to resist oppression today. The resulting research papers will become part of an SLC-wide academic conference on the roots of our modern world in WWII.				
Student Learning Outcomes					
Focus Standards	English	Reading 2.4; Writing 2.3			
	Math	11.0			
	Social Science	10.8; 10.9			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> Our modern world order was created primarily by the events and repercussions of World War II Different sources can give different competing perspectives that must be synthesized Geometry can describe how changes in dimension affect perimeter, area, and volume 		Theme-Related Essential Questions	<ul style="list-style-type: none"> Is war a viable way to resist oppression? Why do the oppressed often become oppressors? Is it better to die on your feet or live on your knees? 	
Interdisciplinary Project	Academic conference: students will submit abstracts and present papers at an SLC hosted academic conference on understanding our modern world order and its roots in World War II. Topics will be based on either research synthesizing opposing viewpoints or on a mathematical investigation into the explosion of the atomic bombs at the end of World War II.				
Essay Prompt	To what extent have those who have historically resisted oppression come to assume the characteristics of their				

	oppressors? Support your claim with evidence from your research this unit and from personal experience.
Common Instructional Strategies	
All Learners	<p>Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	<p>Additional Reading Accelerated pace Inquiry-based projects</p>

Unit Theme	How do we benefit from systems of oppression?				
Grade:	10				
Timeline:	Semester 2,		Weeks 10-19		
Team Members	Leys, R. Martinez	Bedoy, Rauda	Melattinkara		
Subjects	English	World History	Geometry		
Rationale	As a culmination of the year’s investigation into how institutions utilize power, student will research how they as individuals in America benefit from systems of oppression in a global society. In particular, student study how the era Post World War II leads directly to the globalized world in which they live. As a summative of their research students will create and narrate power point presentations and publish them to the World Wide Web as a Voice Thread to share with students in China and Middle East.				
Student Learning Outcomes					
Focus Standards	English	Reading 3.12 ; Listening and Speaking 2.2			
	Math	22.0			
	Social	10.10.1			
	Science				
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> • What globalization is and how it developed • There is a direct relationship between globalization and consumerism and that relationship affects the communities they live in. • Americans, including all of us, benefit from, are complicit in, and are victimized by globalization. • Literature expresses the issues of the author’s historical period. 		Theme-Related Essential Questions	<ul style="list-style-type: none"> • Are we, as citizens of the world, in any way responsible for the behaviors of economic, cultural and military institutions? • How does globalization affect the motivation of institutions and their responsibility to the rights of individuals versus the need for progress? • How does the advent of globalization affect how future wars will be waged? • How is globalization viewed through the lens of world literature? 	
Interdisciplinary Project	Web published Voice Thread: students will create PowerPoint presentations which they will narrate and upload to a class web page via Voice Thread, a tool which allows other students around the world to view and comment by voice				

	or by print. Student will share their presentations with a class from another part of Los Angeles and students will invite classes from China and the Middle East to share and comment as well.
Essay Prompt	What institutions and nations benefit from the advent of globalization? Explain how the peace brokered after World War II allowed institutions --economic, cultural, scientific, and military-- to develop systems of globalization and how those institutions benefit from maintaining concepts of national sovereignty in the face of globalization.
Common Instructional Strategies	
All Learners	<p>Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery Modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	Additional Reading, Accelerated pacing, and Inquiry-based projects

Unit Theme	Why is the statement “might makes right” so often true?				
Grade:	11				
Timeline:	Semester 1, Weeks 1-9				
Team Members	Leys	Berumen	I. Velasquez		
Subjects	English	American History	Spanish		
Rationale	Students begin their year-long investigation into the dialectic of law and justice with an investigation of the Treaty of Guadalupe Hidalgo. Students will study the specifics of that treaty and texts from that period, both written and oral, showing multiple perspectives on the treaty. Students will also study the effect of this period on the development of Spanish in the Southwest.				
Student Learning Outcomes					
Focus Standards	English	Reading 2.5; Writing 2.4			
	Social	11.1			
	Science				
	Foreign Language	1.1; 1.3; 3.1			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> The Treaty of Guadalupe Hidalgo formalized the second colonization of the Southwest Literature and folklore embody both the identity and politics of a people. Spanish is the first language of the colonization of the Southwest before English 		Theme-Related Essential Questions	<ul style="list-style-type: none"> Who controls truth? What happens when there is conflict between the state and the people? How do you protect the rights of minorities? 	
Interdisciplinary Project	Newspaper special issue: students will create a special issue of the 1840’s bilingual newspaper, El Imparcial, covering the Treaty of Guadalupe Hidalgo. Articles will be written in both Spanish and English and will cover both the treaty and the literature studied in English.				
Essay Prompt	To what degree was America’s rhetoric of manifest destiny an example of “might makes right?” Defend your answer with references to both historical research and the folk literature of the Spanish speaking people of the Southwest.				
Common Instructional Strategies					
All Learners	Cooperative Learning				

	<p>Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	<p>Additional Reading Accelerated pace Inquiry-based projects</p>

Unit Theme	Are we our brothers and sisters' keepers?			
Grade:	11			
Timeline:	Semester 1, Weeks 10-19			
Team Members	Leys	Berumen	I. Velasquez	
Subjects	English	American History	Spanish	
Rationale	Students will continue their year-long investigation into the dialectic of law and justice with a study of America's paternalism towards people of color in the second half of the 19 th century. Students will study reconstruction and the treatment of America's First Peoples during this time, specifically the case of Worcester vs. Georgia which ultimately resulted in the Trail of Tears. Students will also study slave narratives and the development of Spanish on both sides of the US – Mexico border.			
Student Learning Outcomes				
Focus Standards	English	Reading 2.1, Speaking and Listening 2.2		
Team Members	Social	11.1.3; 11.1.4		
Subjects	Science			
	Foreign Language	3.2; 4.1		
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> • Citizenship and enfranchisement have been thought of as both privileges and entitlements • Speaking and writing have been key tools in the battle to win citizenship and civil rights • Spanish, in the Americas, is a language that was both imposed and repressed. 	Theme-Related Essential Questions	<ul style="list-style-type: none"> • What is the connection between our responsibility to each other and citizenship and enfranchisement? • Was assimilation and sharing technology in the 1800s examples of being our brother and sister's keepers? • What was the role of religious institutions in the 1800s in being our brothers and sisters' keepers? 	
Interdisciplinary Project	Mock Supreme Court hearing: students will act out a mock Supreme Court hearing of the case Worcester vs. Georgia. Students will take on different roles, some presenting arguments, some writing decisions.			
Essay Prompt	Was America, during the 1800s, an embodiment of the statement "we are our brothers' keepers?" Reference both the history of America's First Peoples and African-Americans during this time.			

Common Instructional Strategies	
All Learners	Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling
ELs	Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers
GATE	Additional Reading Accelerated pace Inquiry-based projects

Unit Theme	Does the structure of the laws and courts achieve justice?				
Grade:	11				
Timeline:	Semester 2, Weeks 1-9				
Team Members	Leys	Berumen	I. Velasquez		
Subjects	English	American History	Spanish		
Rationale	Students will continue their year-long investigation into the dialectic of law and justice with a study of Los Angeles during WWII. Students will study the connections between their contemporary communities now and Los Angeles in the WWII era by comparing social justice struggles from then with community issues now. Students will also study the literature of the period and the development of Los Angeles' local dialects of Spanish. The resulting research papers will become part of an SLC-wide academic conference on the roots of our modern world in WWII.				
Student Learning Outcomes					
Focus Standards	English	Reading 3.7b; Writing 2.4			
	Social	11.7.5; 11.8.2			
	Science				
	Foreign Language	2.1; 3.2			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> World War II resulted in the rise of the United States to superpower status Research requires critical analysis of sources Spanish was a key part of the emerging Mexican-American identity during the WWII era. 		Theme-Related Essential Questions	<ul style="list-style-type: none"> How do communities win justice when laws and courts don't offer it? Does the rise of the US as a superpower guarantee an increase in liberty and justice around the world? 	
Interdisciplinary Project	Academic conference: students will submit abstracts and present papers at an SLC hosted academic conference on understanding our modern world order and its roots in World War II. Topics will be based on social justice issues in Los Angeles during the WWII era (Mendez case, Sleepy Lagoon trial and Zoot Suit Riots, Japanese internment, LAPD corruption).				
Essay Prompt	Compare and contrast Los Angeles in the WWII era with Los Angeles now. Support your answer with references to history, literature, and the development of our local Spanish.				
Common Instructional Strategies					

All Learners	Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling
ELs	Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers
GATE	Additional Reading Accelerated pace Inquiry-based projects

Unit Theme	What is the difference between morality and justice?				
Grade:	11				
Timeline:	Semester 2, Weeks 10-19				
Team Members	Leys	Berumen	I. Velasquez		
Subjects	English	American History	Spanish		
Rationale	Students will complete their year-long investigation into the dialectic of law and justice with a study of contemporary issues in immigration. They will look at immigration as the intersection of several different historical trends (i.e., civil rights, globalization) and through the two lenses of compassion and the rule of law.				
Student Learning Outcomes					
Focus Standards	English	Reading 3.8; Writing 2.2			
	Social Science	11.9.7; 11.10.5; 11.11			
	Foreign Language	1.1, 3.2			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> The contemporary struggle for immigration justice is one of the continuing fronts of the civil rights movement Literature connects the human struggles of individuals with the political struggles of their time. Spanish continues to be a point of conflict in America’s self-identity and the legal implementation of civil rights 		Theme-Related Essential Questions	<ul style="list-style-type: none"> Does morality require compassion and justice require punishment? Does a lack of justice make it difficult to be moral? Is legal immigration more moral or just than immigrants who come without documentation? Does morality or justice require that all people living in our country deserve equal rights, regardless of immigration status? 	
Interdisciplinary Project	Mural project – students will create a mural depicting a montage of images depicting the evolution of immigration in the Southwest, specifically representing civil rights issues, the literature of immigrants, and the role of Spanish. Each student will also write an essay analyzing the mural.				
Essay Prompt	Analyze the debate over immigration using the two lenses of morality and justice. Refer to civil rights, separation of				

	families, social services to immigrants, immigrants in literature and film, and the controversy regarding English only demands.
Common Instructional Strategies	
All Learners	<p>Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	<p>Additional Reading Accelerated pace Inquiry-based projects</p>

Unit Theme	How do we use the systems of government to gain power for us and our communities?			
Grade:	12			
Timeline:	Semester 1, Weeks 1-9			
Team Members	Berumen	Leys		
Subjects	U.S. Govt.	English		
Rationale	Students begin their year-long investigation into the dialectic of systems of power vs. individual and community empowerment by studying the steady progress towards inclusion in our nation’s democracy. They will also be challenged to consider why that has happened and to look at our democracy as an open ended project that will continue to evolve.			
Student Learning Outcomes				
Focus Standards	English	Reading 2.1; Writing 2.1		
	Social	12.2		
	Science			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> The evolution of limited government and self government has been towards inclusiveness. Literature connects the human struggles of individuals with the political struggles of their time. 	Theme-Related Essential Questions	<ul style="list-style-type: none"> What has the basis for including some communities and not others in government participation? What are some strategies and tactics used by disenfranchised groups to struggle for inclusion? Based on current trends, what groups are likely to be included more fully in our government in the future that are not included now? 	
Interdisciplinary Project	Historical fiction – students will write a historical fictional narrative about an individual’s attempt to become included in the processes of the U.S. government. Each student will write about a different person from a different time period and a different community; and when completed, these narratives will be compiled to make a timeline demonstrating the evolution of inclusiveness in limited government and self government in America.			
Essay Prompt	Based on current trends, what groups are likely to be included more fully in our government in the future that are not included now? Support your position using a variety of rhetorical techniques and references to past and current issues in limited government and self government.			
Common Instructional Strategies				

All Learners	Cooperative Learning Whole group instruction Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling
ELs	Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers
GATE	Additional Reading Accelerated pace Inquiry-based projects

Unit Theme	How do established political interests gain the support of constituencies?			
Grade:	12			
Timeline:	Semester 1, Weeks 10-19			
Team Members	Berumen	Leys		
Subjects	U.S. Govt.	English		
Rationale	Students continue their year-long investigation into the dialectic of systems of power vs. individual and community empowerment by studying the role of the media in our democracy. They will look critically at political media in terms of its content and its role in shaping American politics. Students will also learn to use media as a tool for themselves and their issues.			
Student Learning Outcomes				
Focus Standards	English	Listening and Speaking 1.2; 2.4		
	Social	12.8; 12.10		
	Science			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> The free press and media have wielded tremendous influence in government but is itself influenced by multiple competing accountabilities. Political media and advertisements must be interpreted with a critical lens. 	Theme-Related Essential Questions	<ul style="list-style-type: none"> Who defines our definitions of self-interest? Why do constituencies sometimes act against their own self-interest? Once established political interests gain the support of a constituency, do they serve that constituency's interests? 	
Interdisciplinary Project	Political advertisement – students will create two political advertisements about a bill or a candidate. One ad will be a positive ad and the other a negative attack ad. Students will also write an essay explaining how those advertisements are specific to an identified constituency.			
Essay Prompt	Evaluate the degree to which the media is providing adequate coverage of important issues in government. Choose a specific issue and discuss how it is represented by different media outlets and analyze those representations in the context of that media outlet's accountabilities, i.e. Spanish vs. English media, corporate vs. independent media, etc.			
Common Instructional Strategies				
All Learners	Cooperative Learning Whole group instruction			

	<p>Small group instruction Use of technology Vocabulary development Class discussion/discovery modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	<p>Additional Reading Accelerated pace Inquiry-based projects</p>

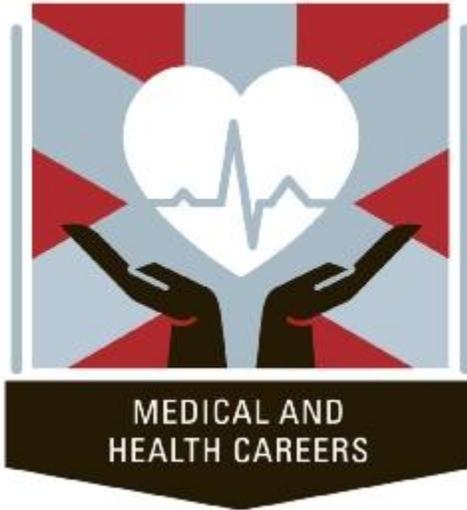
Unit Theme	How do individuals negotiate our economic system to survive and thrive?			
Grade:	12			
Timeline:	Semester 2, Weeks 1-9			
Team Members	Berumen	Leys		
Subjects	U.S. Govt.	English		
Rationale	Students continue their year-long investigation into the dialectic of systems of power vs. individual and community empowerment by connecting their personal economic goals and experiences with larger social and economic issues. Students will do this by imagining a dream house for their future selves and investigating what it would take to get it. Along with this, they will reflectively investigate their own experiences in their neighborhood in the context of real estate values and their own economic opportunities.			
Student Learning Outcomes				
Focus Standards	English	Reading 2.1; Writing 2.3		
	Social	12.1		
	Science			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> The application of economic concepts and reasoning is necessary to achieve personal economic success. Writing about your experiences can help you understand the context for those experiences. 	Theme-Related Essential Questions	<ul style="list-style-type: none"> What is the role of real estate in creating and measuring a community's value? What is the relationship between long term and short term investments on economic well-being? How do you make informed decisions regarding risk in investments and savings? 	
Interdisciplinary Project	Dream house project – students will create a dream house complete with a blueprint; an analysis of the cost and income necessary to pay for it, including interest rates, taxes, and neighborhood property values; and the required mortgage and escrow paperwork. Students will also write a reflective composition about what experiences they have had that they believe demonstrate factors in determining the real estate values in their neighborhoods.			
Essay Prompt	Based on the dream house project you just finished, what are your career plans and where do you hope to live in the future? What will you need to do to reach these goals?			
Common Instructional Strategies				
All Learners	Cooperative Learning Whole group instruction			

	<p>Small group instruction Use of technology Vocabulary development Class discussion/discovery Modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	<p>Additional Reading Accelerated pace Inquiry-based projects</p>

Unit Theme	How do we use government involvement in economics to gain power for us and our communities?			
Grade:	12			
Timeline:	Semester 2, Weeks 1-9			
Team Members	Berumen	Leys		
Subjects	U.S. Govt.	English		
Rationale	Students complete their year-long investigation into the dialectic of systems of power vs. individual and community empowerment by examining the role of the government in shaping our economy. They will approach this through a service learning project that will partner them with government agencies working for economic empowerment. Students will complete their final unit with a reflection on how their K-12 public education, a government program, has prepared them for economic success.			
Student Learning Outcomes				
Focus Standards	English	Reading 2.3 ; Writing 1.6		
	Social	12.3		
	Science			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> The government has been playing an increasingly important role in shaping our national, state, and local economies. Understanding complex issues in our society through reading is a prerequisite for shaping those issues in the future. 		Theme-Related Essential Questions	<ul style="list-style-type: none"> Why do we need government involvement in the economy? How have key historical events led to an increase in consumer protections and other regulations? Is it possible to understand these issues without being a lifelong reader?
Interdisciplinary Project	Service learning project – students will select a pressing economic issue facing their communities, analyze the role of federal, state, and local governmental agencies in addressing this issue, write to these agencies and/or volunteer with an organization lobbying these agencies.			
Essay Prompt	Evaluate the extent to which your K-12 education has prepared you for economic success as an individual and how has it prepared you to be an advocate for economic success for your communities.			
Common Instructional Strategies				
All Learners	Cooperative Learning Whole group instruction			

	<p>Small group instruction Use of technology Vocabulary development Class discussion/discovery Modeling</p>
ELs	<p>Reciprocal Reading Cooperative Learning Dictionary/Vocabulary Assignments Use of visuals/graphic organizers SDAIE strategies</p> <ul style="list-style-type: none"> • Prior knowledge • Comprehensive input • Culturally responsive materials • Chunking • Repetition • Check for understanding
RSP/SLD	<p>Small group instruction RSP support Reciprocal Reading Cooperative Learning Teacher-created materials Graphic organizers</p>
GATE	<p>Additional Reading Accelerated pace Inquiry-based projects</p>

LINCOLN HIGH SCHOOL



	UNIT 1 Theme	UNIT 2 Theme	UNIT 3 Theme	UNIT 4 Theme
<p>9th Grade Interdisciplinary Project: Subjects: English, Biology, Life Skills, Health, Math</p>	Information and knowledge is crucial to what to do in times of medical and emergency crises. Humans interpret the events, and the medical industry can help with research and practices.	Social health: Communication, family and genetics, and society affect who we are as individuals.	Human Body, Sexuality, and Relationships: Our decisions and free will determine the QUALITY of our health and lives.	Environmental health: Our bodies and environment are interconnected; knowledge and action are required for survival.
<p>10th Grade Interdisciplinary Project: Subjects: World History, English, Chemistry, Spanish</p>	The Collective Impact on the Individual: Citizens must be aware and analyze the social influences (government, advertising, media) on their inner and outer health	Revolution: How Change can impact the medical and health practices/beliefs (Scientific and Industrial Revolutions and its legacy today)	The New Imperialism: Medicine, Philanthropy, Industrialization as mobilizing agents of power and change.	Globalization: War, Violence, and Conflict and Its Aftermath. Blood, destruction, and disease in the post-modern era and the impact on living.
<p>11th Grade Interdisciplinary Project: Subjects: American Literature, U.S. History</p>	Fear of the Unknown: Mass hysteria and panic in the New World. Courage and rationality as the antidote to disorder.	Age of Reason: Logic and thought, questioning and discovery (scientific method and the brain)	Sensory and Physical: Self-reliance and expressionism. America’s emphasis on the personal journey and its influence on health and medicine (madness, psychology, etc.)	The Impact of Modernity: Stress, Disillusionment, and the Individual’s Struggle to Reconcile with the Changing World
<p>12th Grade Interdisciplinary Project: Subjects: Economics, U.S. Government, Modern Literature, Expository Composition, Physiology</p>	The Economics of Our Health: Personal budget determines our “choices” for diet, care, and lifestyle.	Balance and Stability: People need “healthy” perspectives to deal with life’s realities (E.g. budget, family, mental and physical health). A study on the idea of “health” in different contexts.	“Governing” Bodies: Psychological theories of social and political government. Government is defined by the entities in the community, and impact on the individual health.	“For the People, By The People”: Perspectives on the social, mental, and psychological health of poor and middle class throughout history, and how civic duty and expression provides channels for progression and advancement in public policy legislation.

Unit Theme 1		Medical and Emergency Crises: Knowledge and information are crucial to overcoming these situations.	
Subject: Biology		Grade Level: 9th Unit 1	
Focus Standards			
Biology (physiology): Standard 10			
Organisms have a variety of mechanisms to combat disease			
Enduring Understanding		Learning Outcomes	
Students learn to be more proactive and conscientious about contracting and spreading infectious diseases.		Students will know and be able to do: <ul style="list-style-type: none"> - know the difference between an infectious and developmental disease - know the causes of an immune response - differentiate between antibiotics and vaccines - advantages and disadvantages of medical technology 	
Texts		Assessments	
Standards Based District Approved Textbooks: <ul style="list-style-type: none"> - McDougal-Littell - Online resources 		Formative: <ul style="list-style-type: none"> - vocabulary checks - identify the parts of a pathogen that cause immune responses 	Summative: <ul style="list-style-type: none"> - PowerPoint presentation or pamphlet on an infectious disease (students will research on a common infectious disease and explore the)
Learning Plan: Scope and Sequence		Differentiation	
<ul style="list-style-type: none"> I. pathogens II. immune system III. prevention/vaccinations IV. effects on the body V. research VI. presentation 		ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.	

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Medical and Health Crises									
Subject: Health	Grade Level: Unit 1 9 th								
Focus Standards									
HS 1.P.4, HS 1.P.5, HS 2.P.15, HS 3.P. 23									
Enduring Understanding	Learning Outcomes								
Important Concepts: What causes infectious diseases? How does your body fight disease? How do we use medicine to fight disease?	Students will know and be able to do: <ul style="list-style-type: none"> • Identify types of pathogens • Investigate causes and symptoms • Identify healthy/unhealthy behaviors that lead to disease • Identify common diseases • Understand how the body fights disease 								
Texts	Assessments								
Standards Based <u>Health</u> (Holt) Chapter 13	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td>Discussion</td> <td>Invent a disease:</td> </tr> <tr> <td>Group activity</td> <td>Students invent an unreal disease</td> </tr> <tr> <td>Assignment</td> <td>using real information</td> </tr> </table>	Formative:	Summative:	Discussion	Invent a disease:	Group activity	Students invent an unreal disease	Assignment	using real information
Formative:	Summative:								
Discussion	Invent a disease:								
Group activity	Students invent an unreal disease								
Assignment	using real information								
Learning Plan: Scope and Sequence	Differentiation								
<ul style="list-style-type: none"> • Student survey • Discussion • Reading • Group activity • Notes • Assignment • Invent a disease draft • Invent a disease final 	Vocabulary reinforcement Prior knowledge/experience Graphic organizers Group work Individual instruction ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background								

knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Health and Medical Crises											
Subject: English	Grade Level: Unit 1 9 th										
Focus Standards											
Reading 2.0, 2.2, 2.3, 2.4											
Writing 1.2, 1.3, 1.4											
Enduring Understanding	Learning Outcomes										
Students will understand the social effects and ramifications of acquiring a disease. Humans have different reactions to crises, and they will analyze different scenarios of this situation.	Students will know and be able to do: <ul style="list-style-type: none"> • Analyze and respond to literature • Characterization • Settings • Ambiguities, tone, and complexities of texts • Research with primary and secondary sources 										
Texts	Assessments										
<p>“The Way We Live Now” <u>It Happened to Nancy</u> <u>Fever 1793</u> Laurie Halse Anderson</p>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td>Group work</td> <td>Pamphlet</td> </tr> <tr> <td>Flow maps</td> <td>Interdisciplinary Essay and Research presentation</td> </tr> <tr> <td>Thinking maps</td> <td></td> </tr> <tr> <td>Comprehension questions</td> <td></td> </tr> </table>	Formative:	Summative:	Group work	Pamphlet	Flow maps	Interdisciplinary Essay and Research presentation	Thinking maps		Comprehension questions	
Formative:	Summative:										
Group work	Pamphlet										
Flow maps	Interdisciplinary Essay and Research presentation										
Thinking maps											
Comprehension questions											
Learning Plan: Scope and Sequence	Differentiation										

- I. Disease and its effect on society
- II. Research different types of infectious diseases
- III. Read texts
- IV. Analyze texts
- V. Cooperative learning
- VI. Analytical essay
- VII. Research report

ELL differentiation:

Vocabulary development, wait time, audio visual aids, graphic organizers, cooperative learning. Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Cooperative learning, alternative assessments, chunking, extended deadlines, IEP accommodations Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Unit Theme 2		Social Health: Communication, Family and Genetics, and Society affect who we are as individuals.	
Subject: Biology		Grade Level: 9th	
Focus Standards			
Biology (genetics) 2: Mutations and sexual reproduction lead to genetic variation in a population			
Biology (genetics) 3: A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization			
Biology (genetics) 4: Genes are a set of instructions encoded in the DNA sequence of each organism that specify the sequence of amino acids in proteins characteristic of that organism			
Biology (genetics) 5: central dogma			
Enduring Understanding		Learning Outcomes	
Students will learn how their identity and behavior is constructed by family environment		Students will know and be able to do: <ul style="list-style-type: none"> - new combinations of alleles may be generated in a zygote through the fusion of male and female gametes - predict possible combinations of alleles in a zygote from the genetic makeup of the parents - predict possible outcomes of phenotype in offspring given the parents' genetic information - read and create a pedigree (family tree containing genetic information) to predict mode of inheritance - understand and model the structure of DNA as a blueprint for life - mutations in the DNA sequence may or may not affect gene expression, and therefore, protein 	
Texts		Assessments	
Newspaper articles Standards Based District Approved McDougal-Littell Biology Book		Formative: <ul style="list-style-type: none"> - verbal checks for understanding - quizzes 	Summative: <ul style="list-style-type: none"> - DNA model project - Pedigree (family tree following the inheritance of 5 traits like hair color, skin color, myopia, diabetes, etc.)
Learning Plan: Scope and Sequence		Differentiation	
I. DNA structure II. Mendelian genetics III. Punnet squares IV. alleles		ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve	

comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Social Health			
Subject: Health	Grade Level: 9 th		
Focus Standards			
HS 1.M.7, HS 1.M.8			
HS 1.M.9, HS 1.M.10			
Enduring Understanding	Learning Outcomes		
What is depression? Who is affected by it? How is it treated? How do I recognize it in others?	Students will know and be able to do: <ul style="list-style-type: none"> • recognize signs of depression • identify healthy ways to deal with depression • access help for depression/suicide 		
Texts	Assessments		
Standards Based District Approved Textbook: <u>Health</u> (Holt)	<table border="0"> <tr> <td>Formative: Class participation Reflective writing Report on resources</td> <td>Summative: Students will analyze a story about a student experiencing depression</td> </tr> </table>	Formative: Class participation Reflective writing Report on resources	Summative: Students will analyze a story about a student experiencing depression
Formative: Class participation Reflective writing Report on resources	Summative: Students will analyze a story about a student experiencing depression		
Learning Plan: Scope and Sequence	Differentiation		
I. What is depression? II. Signs and symptoms III. Affect on other relationships IV. Treatments V. Causes VI. prevention	ELL differentiation: visual aids, graphic organizers, cooperative learning, vocabulary development; Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- alternative assessments, cooperative learning; Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will		

share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Social	
Subject: Boundaries and feeling safe	Grade Level: 9-12 Community Based Instruction Class
Focus Standards	
Alternative Health Standards-FPI4.1 Students will respect personal distance/boundaries	
FPI 4.2 Student will touch others in an appropriate manner	
FPI 5.1G: Student will wash and dry hands	
Enduring Understanding	Learning Outcomes
Students with Moderate/severe disabilities such as MR and Autism often have inappropriate ways of interacting with others such as hugging complete strangers.	Students will know and be able to do: Students will be able to recognize the appropriate statement of affection for a relative, peer or coworker. Students will recognize appropriate time to express affection. Students will learn to respect person distance and boundaries. Student will learn to touch others in an appropriate manner.
Texts	Assessments
PICS Writer	Formative: Observation check sheet Continuous monitoring of progress based on IEP
	Summative: Student Interdisciplinary Project
Learning Plan: Scope and Sequence	Differentiation
Oral discussion on appropriate touching Teacher models behavior Students take turns trying out different social scenarios such as meeting a person for the first time, asking for directions, and talking to a relative Students discuss a variety of issues such as what kind of touching makes them uncomfortable, and make a brainstorm chart Students will complete a picture chart demonstrating appropriate social behavior	Role play Picture cards Verbal cues ELL differentiation: Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Unit Theme: Social Health											
Subject: English	Grade Level: 9th										
Focus Standards											
Reading 2.0, 2.1, 2.3											
Writing: 1.3, 1.4, 1.5											
Enduring Understanding	Learning Outcomes										
Relationships are complex that involve more than just two individuals. Relationships encompass the individuals, their families, their society, and the culture. Wise decisions and healthy choices are imperative to good social health.	Students will know and be able to do: <ul style="list-style-type: none"> • analyze and respond to literature • figurative language • puns, paradox • compare and contrast characters and attitudes about issues, such as sex, relationships 										
Texts	Assessments										
District Approved Standards Based Textbook: <u>Perspectives in Multicultural Literature</u> Romeo and Juliet by William Shakespeare	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td>Group work</td> <td>Essay</td> </tr> <tr> <td>Journals</td> <td>Research report</td> </tr> <tr> <td>Vocabulary</td> <td>Interdisciplinary Essay Project</td> </tr> <tr> <td>Acting and Role-playing</td> <td></td> </tr> </table>	Formative:	Summative:	Group work	Essay	Journals	Research report	Vocabulary	Interdisciplinary Essay Project	Acting and Role-playing	
Formative:	Summative:										
Group work	Essay										
Journals	Research report										
Vocabulary	Interdisciplinary Essay Project										
Acting and Role-playing											
Learning Plan: Scope and Sequence	Differentiation										
<ol style="list-style-type: none"> I. Attitudes about sex and relationships II. Background of Elizabethan England III. Romeo and Juliet IV. Analysis of Acts and Scenes V. Identify Figurative language VI. Essay: drafting, revising, and publishing 	ELL differentiation: alternative assessments, vocabulary development, graphic organizers; Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- pacing, alternative assessments, cooperative learning; Students will										

receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme 3	Environmental Health: Our bodies and environment are interconnected. Knowledge and action are required for survival in with the fluctuations and changes that affect the environment. Focus on pollution, safety, cleanliness and hygiene		
Subject:	Biology	Grade Level:	9th
Focus Standards			
Ecology 6: Stability in an ecosystem is a balance between competing effects.			
Enduring Understanding	Learning Outcomes		
<ul style="list-style-type: none"> - understand the importance of maintaining and supporting their environment - understand the effects of pollution on the overall living quality 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> - analysis of changes in an ecosystem resulting from changes in climate, human activity, or changes in population size - understand fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death - understand the movement of matter (carbon, water, nitrogen) in our environment and their effects of an imbalance - compare the environments of different countries/cities/cultures and overall health of the people. 		
Texts	Assessments		
<ul style="list-style-type: none"> - McDougal-Littell textbook - Handouts from department - Teacher resource guides 	<p>Formative:</p> <ul style="list-style-type: none"> - coloring diagrams - hands-on activity - study guides - quizzes (as checkpoints) 	<p>Summative:</p> <ul style="list-style-type: none"> - biomes project (students will research on a biome and the changes of human activity to that biome; predictions for the future) 	
Learning Plan: Scope and Sequence	Differentiation		

- concept: levels of organization (species > populations > communities, etc)
- biotic vs. abiotic factors (interactions between organism and their environment)
- food chain vs. food web
- group activity: matter in the environment (water cycle activity) > simulation activity
- Human impact (basics of pollution, acid rain, global warming, etc.)
- biomes research project
- group activity

- hands-on activities
- diagrams
- vocabulary
- project can be done as a PowerPoint presentation, pamphlet or poster
- lecture notes (vocabulary reinforcement)

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Environmental Health					
Subject: Health	Grade Level: 9th				
Focus Standards					
HS 1.p.6, 10, 12, 13, 14	HS 2.P. 17, 18 HS 2.P.18, 24, 25, 26, 39, 40				
Enduring Understanding	Learning Outcomes				
<p>What's global warming? What affect does it have on us, our families, our communities, and our earth? What can we do about it?</p>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • identify causes of global warming • evaluate impact of global warming • discuss ways to halt/decrease global warming 				
Texts	Assessments				
District Approved Standards Based Textbook <u>Health (Holt)</u>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> <ul style="list-style-type: none"> • discussion • assignment • picture/diagram </td> <td> <ul style="list-style-type: none"> • plan for helping reduce global warming </td> </tr> </table>	Formative:	Summative:	<ul style="list-style-type: none"> • discussion • assignment • picture/diagram 	<ul style="list-style-type: none"> • plan for helping reduce global warming
Formative:	Summative:				
<ul style="list-style-type: none"> • discussion • assignment • picture/diagram 	<ul style="list-style-type: none"> • plan for helping reduce global warming 				
Learning Plan: Scope and Sequence	Differentiation				
<p>I. What is global warming? II. What are the effects? III. What causes global warming? IV. How do we prevent further damage? V. Can we help with this issue?</p>	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- IEP accommodations, alternative assessments, graphic organizers Students will receive accommodations on assignment completion time and performance expectations based on their learning needs baseed on their IEPs. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>				

Unit Theme: Environmental	
Subject: Safety in the environment	Grade Level: 9-12 Community Based Instruction Class
Focus Standards	
Alternative Science Standards-Recognizing emergencies and responding appropriately	
FPI 13.1 Student will follow teacher/adult directions during an emergency evacuation, FPI 13.2 Student will evacuate during an emergency alarm.	
FPI 5.1G: Student will know and carry safety signs	
Enduring Understanding	Learning Outcomes
Students with Moderate/severe disabilities such as MR and Autism have difficulties with cognitive processing and have a hard time retaining information. This can be very dangerous especially in an emergency such as an earthquake.	Students will know and be able to do: Students will allow staff members to physically direct them to the appropriate location Students will be able to independently transfer safety information such as name, address and phone number. Students will physically demonstrate the meaning of safety signs Student will
Texts	Assessments
Survival signs worksheets	Formative: Summative: Observation check sheet Simulated emergency exam
Learning Plan: Scope and Sequence	Differentiation
Overview of safety rules Teacher and staff lead discussion Students take turns trying out different emergency drills such as earthquake and fire Students will work on a variety of safety and survival sign worksheets Students will take a final safety exam while shadowed by teacher and staff	Role play Picture cards Verbal cues SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Unit Theme: Environmental Health											
Subject: English	Grade Level: 9 th										
Focus Standards											
Reading 1.3, 1.4, 1.6											
Writing 1.2, 1.4, 1.5, 1.6											
Enduring Understanding	Learning Outcomes										
It is important to know the current situations of the environment and what students can do to become aware and helpful contributors to the preservation of the environment.	Students will know and be able to do: <ul style="list-style-type: none"> • read and write expository texts • analyze details • support thesis with textual evidence • controlling tone and audience 										
Texts	Assessments										
Selected articles about health and environmental issues Focus on expository and persuasive texts Multicultural Reader	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td>Thinking maps</td> <td>Essay</td> </tr> <tr> <td>Diagrams</td> <td>Research report</td> </tr> <tr> <td>Annotations</td> <td>PowerPoint presentation</td> </tr> <tr> <td>Research</td> <td></td> </tr> </table>	Formative:	Summative:	Thinking maps	Essay	Diagrams	Research report	Annotations	PowerPoint presentation	Research	
Formative:	Summative:										
Thinking maps	Essay										
Diagrams	Research report										
Annotations	PowerPoint presentation										
Research											
Learning Plan: Scope and Sequence	Differentiation										
I. Journals/free write about environmental topics II. Articles and essays III. Annotation and research IV. Drafting and revising essays V. Primary and secondary sources	ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background										

knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme 4		The Human Body, Sexuality, and Relationships: Our decisions determine the quality of our health and lives.	
Subject: Biology		Grade Level: 9th	
Focus Standards			
Biology: Physiology 9a-i. Health: Growth, Development, and Sexual Health			
As a result of the coordinated structures and functions of organ system, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment			
Enduring Understanding		Learning Outcomes	
<ul style="list-style-type: none"> - students will know the value of healthy boundaries and choices - students will understand the results and consequences of their actions - students will understand what it means to be responsible when it comes to their sexual health 		Students will know and be able to do: <ul style="list-style-type: none"> - anatomy of the male and female body - effects of hormones on a growing and adult body - importance of menstrual cycle - know what happens during each stage of pregnancy (growth and development) 	
Texts		Assessments	
<ul style="list-style-type: none"> - Standards Based District Approved Textbook: McDougal-Littell Biology - Surveys - Online search engines 		Formative: <ul style="list-style-type: none"> - survey - checks for understanding - diagrams - quiz - 	Summative: Healthy Pregnancy Guideline Pamphlet/Presentation (different groups will collect information on the following categories: healthy eating-what to eat, what not to eat, how to eat), exercise, fetal development timeline, brain development-before and after birth, how to prepare for a baby-environment of the home)
Learning Plan: Scope and Sequence		Differentiation	
<ul style="list-style-type: none"> - male vs. female anatomy: myths and preconceptions of the opposite sex - coloring diagram of male vs. female structures (and their functions) - menstrual cycle - growth and development of a fetus (notes; study guides) 		Key terms diagrams PowerPoint presentation Pamphlet ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve	

comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Human Body and Sexuality			
Subject: Health	Grade Level: 9 th		
Focus Standards			
HS 1.6.1-HS. 8.6.37			
Enduring Understanding	Learning Outcomes		
<ul style="list-style-type: none"> • When is a good time to have a baby? • How do you avoid STDs? • Why is abstinence the “healthiest” choice? • How do I take care of my sexual health? 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Recognize productive anatomy • Explain conception • Evaluate how people get STDS • Examine STD symptoms • Describe long and short-term effects of HIV/AIDS • Birth control procedures and methods 		
Texts	Assessments		
Standards based District Approved Textbook: <u>Health (Holt)</u>	<table border="0"> <tr> <td>Formative: Discussion Diagram Quiz</td> <td>Summative: Test Research projects</td> </tr> </table>	Formative: Discussion Diagram Quiz	Summative: Test Research projects
Formative: Discussion Diagram Quiz	Summative: Test Research projects		
Learning Plan: Scope and Sequence	Differentiation		
<ul style="list-style-type: none"> I. anatomy II. physiology III. conception IV. pregnancy V. STDs VI. HIV VII. Abstinence VIII. Reproductive health IX. Birth control X. condoms 	<p>ELL differentiation: graphic organizers, vocabulary development, audio visual aids, realia: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will</p>		

engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: The Human Body (Size and effects)			
Subject: Math	Grade Level: 9 th		
Focus Standards			
Algebra I 1.1, 2.0, 2.5			
Enduring Understanding	Learning Outcomes		
The human body is greatly affected by the laws of mathematics. Weight of any creature increase with height What are the consequences to health and mobility?	Students will know and be able to do: How body proportions affect quality of life How to chart dimensions, proportions, exponential increases		
Texts	Assessments		
Standards Based District Approved Glencoe Algebra Text	<table border="0"> <tr> <td>Formative: Show chart progress Explain concepts</td> <td>Summative: Chart height, strength and weight of various size creatures</td> </tr> </table>	Formative: Show chart progress Explain concepts	Summative: Chart height, strength and weight of various size creatures
Formative: Show chart progress Explain concepts	Summative: Chart height, strength and weight of various size creatures		
Learning Plan: Scope and Sequence	Differentiation		
<ul style="list-style-type: none"> I. Hook II. Model/scaffold III. Talk about health IV. Chart work V. Report out VI. Write paragraph VII. Presentation 	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>		

Unit Theme: Human Sexuality			
Subject: English	Grade Level: 9 th		
Focus Standards			
Reading 1.3, 2.0, 2.2, 2.3			
Writing 1.2, 1.3, 1.4			
Enduring Understanding	Learning Outcomes		
Students will learn why it is important to be educated and aware about sexual issues as it relates to their identity and health. They will see the healthy behaviors, and what happens when boundaries are crossed.	Students will know and be able to do: <ul style="list-style-type: none"> - analyze characterization - apply social and cultural issues - contextualize texts - support thesis with detailed evidence - vocabulary development 		
Texts	Assessments		
<u>Speak</u> Laurie Halse Anderson Articles Primary and secondary sources	<table border="0"> <tr> <td>Formative: Discussion, Quiz Notes Collaborative Learning Assignments</td> <td>Summative: Interdisciplinary Essay Research Survey</td> </tr> </table>	Formative: Discussion, Quiz Notes Collaborative Learning Assignments	Summative: Interdisciplinary Essay Research Survey
Formative: Discussion, Quiz Notes Collaborative Learning Assignments	Summative: Interdisciplinary Essay Research Survey		
Learning Plan: Scope and Sequence	Differentiation		
<ul style="list-style-type: none"> I. Journal II. Social issues regarding sexuality, sexual abuse, rape III. <u>Speak</u> (2 weeks) IV. Character analysis V. Research VI. Essay VII. presentation 	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project</p>		

Unit Theme: The Impact of the Medical and Health Industry			
Subject: English	Grade Level: 10th		
Focus Standards			
Reading 2.4 Synthesize Content from several sources dealing with a single issue			
Reading 2.7 Critique the logic of functional documents			
Reading 2.8 Evaluate the credibility of an author’s argument			
Enduring Understanding	Learning Outcomes		
The medical/healthy industry use persuasive methods in communicating information	Students will know and be able to do: <ul style="list-style-type: none"> • Identify persuasive technique • Analyze arguments presented by medical/health industry • Evaluate evidence and judge arguments 		
Texts	Assessments		
Primary and secondary sources Expository Articles about and by the health and medical industry	<table border="0"> <tr> <td>Formative: Students identify, analyze, and evaluate arguments presented by the medical health industry District Periodic Assessment</td> <td>Summative: Students write an essay evaluating the argument and addressing counterclaims of health industry</td> </tr> </table>	Formative: Students identify, analyze, and evaluate arguments presented by the medical health industry District Periodic Assessment	Summative: Students write an essay evaluating the argument and addressing counterclaims of health industry
Formative: Students identify, analyze, and evaluate arguments presented by the medical health industry District Periodic Assessment	Summative: Students write an essay evaluating the argument and addressing counterclaims of health industry		
Learning Plan: Scope and Sequence	Differentiation		
<ol style="list-style-type: none"> 1. Identify textual evidence 2. determine the credibility of information 3. analyze arguments 4. evaluate arguments of medical health information 	<ul style="list-style-type: none"> • scaffold questioning • use cooperative groups • present samples • use a variety of modalities <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p>		

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: The Impact of the Medical and Health Industry			
Subject: Chemistry	Grade Level: 10 th		
Focus Standards			
I.1: Investigate a science based societal issue by analyzing data (Investigation and Experimentation Standard)			
Enduring Understanding	Learning Outcomes		
The students will understand the value of choosing the medical and health professions	Students will know and be able to do: <ul style="list-style-type: none"> • use the Internet to complete the health and biomedical research notes • present data regarding the current issue on medical and health industry 		
Texts	Assessments		
Expository articles/data on the impact of medical and health industry Standards Based District Approved Textbook for Chemistry	<table border="0"> <tr> <td>Formative: analyze and evaluate data through an expository writing format</td> <td>Summative: Choose 3 health and biomedical careers students are interested in. They need to evaluate their aptitudes, etc.</td> </tr> </table>	Formative: analyze and evaluate data through an expository writing format	Summative: Choose 3 health and biomedical careers students are interested in. They need to evaluate their aptitudes, etc.
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Learning Plan: Scope and Sequence	Differentiation		
<ul style="list-style-type: none"> • Internet research • Presentation of current medical and health industry • Analyze/react to presentations • Plan personal actions/decisions regarding future 	<ul style="list-style-type: none"> • Use of technology • Brainstorming/cooperative groups • Use a variety of modalities <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>		

Unit Theme: Medical and Health Services: A Growing Industry with many dimensions that impact society	
Subject: World History	Grade Level: 10 th
Focus Standards	
Social Science 10.3.2 Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change	
HI 1 Students show connections, causal and otherwise, between historical events and larger social, economic, and political trends and developments	
Enduring Understanding	
Students will develop and investigate varying perspectives on the health service field and its implications for and contributions to the society at large.	Learning Outcomes Students will know and be able to do: <ul style="list-style-type: none"> • briefly describe the history of medical advances throughout history • explain how medical advances influence culture • research and write a biographical research report
Texts	
Standards Based District Approved Textbooks <u>World History: Modern Times Spielvogel</u> (2006, Glencoe Pub.) Selected Readings	Assessments Formative: Observations Self and peer assessment Summative: Outline/draft Interdisciplinary research paper
Learning Plan: Scope and Sequence	
Small groups will visit stations of 9 different eras of medical history After selecting one medical visionary, student will research, write, revise and publish an expository report using primary and secondary sources.	Differentiation ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing and an oral presentation of text.

Unit Theme: The Impact of the Medical and Health Industry	
Subject: Algebra	Grade Level: 10 th
Focus Standards	
Algebra 6.0, 7.0, 15.0	
Enduring Understanding	Learning Outcomes
Students will be able to make projections in health-related issues.	Students will know and be able to do: -rates of change (slopes) -predicting population increase and cost
Texts	Assessments
Primary and secondary sources Census data and health related articles	Formative: Evaluating data, finding rates, costs
	Summative: Students write about population, cost, and impact in the economy
Learning Plan: Scope and Sequence	Differentiation
<ul style="list-style-type: none"> I. Internet research II. Data analysis III. Organizing data IV. Presenting research V. Discussion VI. Projecting population VII. Projecting costs 	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>

Unit Theme: What is the Medicine? –Change in the Health and Medical Industry	
Subject: English	Grade Level: 10th
Focus Standards	
Reading 2.4 Synthesize content from several sources dealing with a single issue	
Reading 2.7 Critique the logic of functional documents	
Reading 2.8 Evaluate the credibility of an author’s argument	
Enduring Understanding	Learning Outcomes
Folk and alternative medicine is not always understood, and it is important the context of the trade	Students will know and be able to do: Identify evidence about folk medicine Analyze primary and secondary sources related to folk medicine Synthesize information and clarify misunderstandings
Texts	Assessments
District approved standards based textbook: <u>Perspectives in Multicultural Literature</u> Primary and secondary source material concerning folk medicine	Formative: Identify Primary and secondary sources Summative: Interdisciplinary Essay about folk and alternative medicine practices
Learning Plan: Scope and Sequence	Differentiation
Read and identify evidence about folk medicine in primary source medicine Read and analyze information in secondary source material about folk medicine Student will use chunks from primary and secondary sources to evaluate the accuracy, adequacy, and appropriateness of evidence to determine the credibility of the author’s argument.	ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project
Unit Theme: Change in Health and Medical Industry: From the Folk Practices to Complementary Alternative Medicine	

Subject:	World History	Grade Level:	10th
Focus Standards			
CHRONOLOGICAL AND SPATIAL THINKING 3: Students use a variety of maps and documents to interpret human movement, including domestic and international migration, changing environmental preferences and settlement patterns.			
Enduring Understanding		Learning Outcomes	
What is the effect of human intervention on the evolution of microorganisms?		Students will know and be able to do: <ul style="list-style-type: none"> • understand epidemics as social as well as biological phenomena • compare two historical epidemics and show their major similarities and differences 	
Texts		Assessments	
World History: Modern Times Selected Readings		Formative: Worksheets Maps Homework	Summative: Comparative essay
Learning Plan: Scope and Sequence <ul style="list-style-type: none"> • introduction of content and vocabulary • reading • view PBS documentary “Influenza 1918” • worksheet in class • comparison epidemic 		Differentiation ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project, a more sophisticated presentation	
Unit Theme:	Change in the Health and Medical Industry		
Subject:	Chemistry	Grade Level:	10 th

Focus Standards			
Enduring Understanding	Learning Outcomes		
Understand the chemical and biological bases of medicine	Students will know and be able to do: <ul style="list-style-type: none"> Compare and contrast the chemical basis of conventional medicine with current research on modern medicine 		
Texts	Assessments		
Internet research <u>World of Chemistry (Science, Technology, and Society)</u>	<table border="1"> <tr> <td>Formative: Evaluate health and medical related scenarios</td> <td>Summative: Interview 3 people in the community on the reasons on healing illnesses in conventional ways</td> </tr> </table>	Formative: Evaluate health and medical related scenarios	Summative: Interview 3 people in the community on the reasons on healing illnesses in conventional ways
Formative: Evaluate health and medical related scenarios	Summative: Interview 3 people in the community on the reasons on healing illnesses in conventional ways		
Learning Plan: Scope and Sequence	Differentiation		
<ul style="list-style-type: none"> Chemical components of herbal medicines Research on some conventional medicines related to modern medicine Summary of the comparison Presentation to the class 	<ul style="list-style-type: none"> Use of cooperative learning groups Technology resource Venn Diagram Thinking maps 		

Unit Theme:	Applying Solutions: Medical, Ethics, and Forensics		
Subject:	English	Grade Level:	10
Focus Standards			

Reading 3.3 Analyze interactions between main and subordinate characters in a literary text	
Reading 3.7 Recognize the significance of various literary devices	
Reading 3.8 Interpret and evaluate impact of ambiguities	
Enduring Understanding	
Medical ethics have an impact on criminal and medical procedures.	Learning Outcomes Students will know and be able to do: Identify main and subordinate characters Identify literary devices and discuss significance Interpret how ethical ambiguities impact medical decisions
Texts	
fictional works dealing with medical issues and forensics Sherlock Holmes	Assessments Formative: Compare main and subordinate characters Summative: Write an essay about the theme of fictional works
Learning Plan: Scope and Sequence	
Read plays and novel excerpts about medical issues Read short stories concerned with crime or medical issues	Differentiation Scaffold questions and vocabulary Use visual media Use cooperative learning

Unit Theme:	Applying Solutions: Ethics, Forensics, Technology and Medical Examinations		
Subject:	World History	Grade Level:	10 th
Focus Standards			
10.8.5 Analyze the Nazi policy of pursuing racial purity			
10.8.6 Discuss the human costs of World War II			

Enduring Understanding		Learning Outcomes	
What are the appropriate roles for scientific technology and human judgment in arriving at verdicts in criminal cases?		Students will know and be able to do: <ul style="list-style-type: none"> Understand the events surrounding the Holocaust, including the reasoning behind and consequences of the Nuremberg Trials Discuss and define war crimes and crimes against humanity 	
Texts		Assessments	
World History: Modern Times Selected readings		Formative: Notes Response Paragraphs	Summative: Mini-quiz tests
Learning Plan: Scope and Sequence		Differentiation	
Introduction-Notes Video clip Cooperative learning groups on various war crimes Group report		ELL: Visual aids, graphic organizers, cooperative learning RSP/SLD-Alternative assessments, cooperative learning Gifted: accelerated pacing, independent research	

Unit Theme:	Applying Solutions: Ethics, Forensics, Technology, and Medical Examinations		
Subject:	Chemistry	Grade Level:	10th
Focus Standards			

<p>Enduring Understanding</p> <ul style="list-style-type: none"> The students will understand that the body needs to maintain homeostasis through some chemical reactions to function efficiently 	<p>Learning Outcomes</p> <p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Balance equations Explain law of conservation of matter Explain how the Ph of the body is maintained 			
<p>Texts</p> <p>World of Chemistry Internet</p>	<p>Assessments</p> <table border="0"> <tr> <td data-bbox="1054 464 1486 659"> <p>Formative:</p> <ul style="list-style-type: none"> Compare acids and bases Evaluate the laws of balancing equations </td> <td data-bbox="1495 464 1919 659"> <p>Summative:</p> <ul style="list-style-type: none"> Apply the concepts learned to explain how the body could maintain homeostasis </td> </tr> </table>		<p>Formative:</p> <ul style="list-style-type: none"> Compare acids and bases Evaluate the laws of balancing equations 	<p>Summative:</p> <ul style="list-style-type: none"> Apply the concepts learned to explain how the body could maintain homeostasis
<p>Formative:</p> <ul style="list-style-type: none"> Compare acids and bases Evaluate the laws of balancing equations 	<p>Summative:</p> <ul style="list-style-type: none"> Apply the concepts learned to explain how the body could maintain homeostasis 			
<p>Learning Plan: Scope and Sequence</p> <ul style="list-style-type: none"> Vocabulary development Modeling of concepts Explanation of lesson Independent work 	<p>Differentiation</p> <ul style="list-style-type: none"> Scaffolding Visual aids Modeling Thinking maps 			

<p>Unit Theme: The Impact of Disease</p>		
<p>Subject: English</p>	<p>Grade Level: 10th</p>	
<p>Focus Standards</p>		
<p>Reading 3.7 Recognize and understand the significance of various literary devices</p>		
<p>Reading 3.8 Interpret and evaluate impact of ambiguities</p>		
<p>Enduring Understanding</p> <p>Disease has an impact on social, moral, and economic aspects of society</p>	<p>Learning Outcomes</p> <p>Students will know and be able to do:</p> <p>Identify figurative language and determine the impact on the theme of</p>	

	literature	
	Evaluate ambiguities in fiction and interpret them logically	
Texts	Assessments	
Fictional texts dealing with disease or pandemic	Formative: Identify figurative language and determine tone	Summative: Write an essay about theme in selected fiction Discussing ambiguity
Learning Plan: Scope and Sequence	Differentiation	
Identify figurative language Determine tone Analyze theme	Scaffold questions and vocabulary Use visual media Use cooperative groups	

Unit Theme:	Globalization in the Post Modern World		
Subject:	World History	Grade Level:	10 th
Focus Standards			
10.10 Students analyze instances of nation-building in the contemporary world in different regions			
CS4 Students relate current events to the physical and human characteristics of places and regions.			
Enduring Understanding		Learning Outcomes	
What is the responsibility of the United States to address health crises in the developing world?		Students will know and be able to do: Locate the nations most heavily affected by HIV/AIDS on a map Compare the prevalence of HIV/AIDS across major geographical regions of the world	
Texts	Assessments		

<p><u>World History: Modern Times</u></p>	<p>Formative: Map work Summaries</p>	<p>Summative: Map quiz Presentation reports</p>
<p>Learning Plan: Scope and Sequence</p> <ul style="list-style-type: none"> • Discuss to access prior knowledge • Definitions • Map work by cooperative learning groups • Group presentations of regions • Closing discussions 	<p>Differentiation</p> <p>ELL: Vocabulary frontloading, cooperative groups</p> <p>RSP/SLD: alternative assessments based on IEPs</p> <p>Gifted: Independent research, pacing, alternative assessments</p>	

<p>Unit Theme: The Impact of Disease</p>			
<p>Subject: Chemistry</p>	<p>Grade Level:</p>	<p>10th</p>	
<p>Focus Standards</p>			
<p>Enduring Understanding</p>		<p>Learning Outcomes</p>	
<p>Students will understand how chemistry could explain the occurrence of some disease like HIV.</p>		<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Recognize and associate repetitive combinations of subunits to appropriate polymer. • Understand the process of developing new drugs that prevent diseases like HIV. 	
<p>Texts</p>		<p>Assessments</p>	
<p><u>World of Chemistry</u> "What does Chemistry have to do with AIDS?" (Article)</p>		<p>Formative: Brainstorming Scaffolding Cooperative learning</p>	<p>Summative: Make a detailed report on how the inhibition of the HIV protease could lead to the treatment of HIV infection.</p>

Learning Plan: Scope and Sequence <ul style="list-style-type: none">• Vocabulary development• Understanding the large molecules of life• Chemistry and disease• The impact of disease	Differentiation Brainstorming Scaffolding Cooperative learning

Unit Theme: Fear of the Unknown	
Subject: English	Grade Level: 11
Focus Standards	
Reading 1.0, 1.1, 1.2, 1.3, 2.3, 2.4, 2.5, 2.6	
Writing 1.0	
Enduring Understanding	Learning Outcomes
The Essential Question: How does one recognize human courage when he or she witnesses it? Does it require courage to become a medical practitioner?	Students will know and be able to do: <ul style="list-style-type: none"> • Read and analyze text • Write to a prompt • Understand characterization and historical context
Texts	Assessments
District Approved Standards Based Textbook for American Literature: McDougal Little Language of Literature. “Of Plymouth Plantation” Poetry of Anne Bradstreet “Sinners in the Hands of an Angry God” <i>The Crucible</i>	Formative: Sensory details assignment Character analysis Motivation and actions that depict courage Drafting and revising essays Summative: Four Page “Narrative Essay”
Learning Plan: Scope and Sequence	Differentiation
Week 1: Background on the American Puritans Week 2: Read “Of Plymouth Plantation” Week 3: Poetry of Anne Bradstreet Week 4: “Sinners in the Hands of an Angry God” Week 5: Act I of <i>The Crucible</i> Week 6: Act II of <i>The Crucible</i> Week 7: Act III of <i>The Crucible</i> Week 8: Act IV of <i>The Crucible</i> Week 9: Students will compare and contrast the original Puritans with the Puritans of 1692.	Instructional Strategies: Collaborative Grouping Clustering Outlines provided Technology and research Vocabulary Scaffolding ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and

graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Fear of the Unknown			
Subject: US History	Grade Level: 11th		
Focus Standards			
Enduring Understanding	Learning Outcomes		
Students will understand that Americans tend to respond irrationally in moments when our core values are at stake or challenged—from the Salem Witch Trials to our current response to terrorism	Students will know and be able to do: <ul style="list-style-type: none"> • Articulate orally and in writing American core values • Students will be able to distinguish between rational and irrational behavior. 		
Texts	Assessments		
District Approved Standards Based Textbook: <u>America: Pathways to the Present</u>	<table border="0"> <tr> <td>Formative: Quizzes, paragraph writing, vocabulary, observation, performance</td> <td>Summative: Essay, hands-on project, free response questions, Multiple choice tests</td> </tr> </table>	Formative: Quizzes, paragraph writing, vocabulary, observation, performance	Summative: Essay, hands-on project, free response questions, Multiple choice tests
Formative: Quizzes, paragraph writing, vocabulary, observation, performance	Summative: Essay, hands-on project, free response questions, Multiple choice tests		
Learning Plan: Scope and Sequence	Differentiation		
	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background</p>		

knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Age of Reason: Power of the Human Mind			
Subject: English	Grade Level: 11		
Focus Standards			
Reading 1.1, 1.2, 2.1, 2.2, 3.2, 3.4, 3.8			
Writing 1.0, 1.3, 1.4			
Enduring Understanding	Learning Outcomes		
How powerful is the human mind? What is the effect of it on the physical body? Students will see how the mastering rational thought and learning about the brain has brought about incredible developments in society.	Students will know and be able to do: <ul style="list-style-type: none"> Analyze primary documents Make inferences about daily lives and important historical events. 		
Texts	Assessments		
The Declaration of Independence "Letter to John Adams" "Letter to the Rev. Sampson Occom" "Lecture to a Missionary" speech by Red Jacket	<table border="0"> <tr> <td>Formative: Analyze and research Connections to the medical industry Brain terminology</td> <td>Summative: Write their own "Declaration of Youth" research</td> </tr> </table>	Formative: Analyze and research Connections to the medical industry Brain terminology	Summative: Write their own "Declaration of Youth" research
Formative: Analyze and research Connections to the medical industry Brain terminology	Summative: Write their own "Declaration of Youth" research		
Learning Plan: Scope and Sequence	Differentiation		
Week 1: Background on the Age of Reason Week 2: Declaration of Independence Week 3: Inductive and Deductive Reasoning Week 4: Letter to John Adams Week 5-6: "Lecture to a Missionary" Week 7-8: I am Joaquin	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>		
Unit Theme: The Age of Reason: Power of the Human Mind			

Subject:	U.S. History	Grade Level:	11th
Focus Standards			
Enduring Understanding		Learning Outcomes	
Students will understand the philosophical foundations of our democracy.		Students will know and be able to do: <ul style="list-style-type: none"> • Be able to explain the struggle and the compromises to write the Constitution 	
Texts		Assessments	
District approved Standards-based Textbook <u>America: Pathways to the Present</u>		Formative: Observation, presentations	Summative: Tests, essays
Learning Plan: Scope and Sequence		Differentiation	
<ol style="list-style-type: none"> 1. Relevant authors of the Enlightenment (Rousseau, Voltaire, Locke, Montesquieu) 2. The Declaration of Independence 3. Thomas Jefferson and Benjamin Franklin 4. Federalism vs. Anti-Federalism 5. Slavery controversy 		ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEPs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.	

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Social Health of Americans			
Subject: English	Grade Level: 11th		
Focus Standards			
Reading 1.0, 1.1, 1.2, 1.3, 3.0, 3.2, 3.5			
Writing 1.3, 1.4, 2.1			
Listening and Speaking 1.5			
Enduring Understanding	Learning Outcomes		
What is more important: Society or the individual? How do humans develop and maintain self-confidence? How can the development of the human mind lead to better health?	Students will know and be able to do: <ul style="list-style-type: none"> • Write autobiographical essays and persuasive essays • The writing process • The connection between mind and bodily health 		
Texts	Assessments		
Celebrations of Self "Self-Reliance" Dark Side of Individualism "The Masque of the Red Death" by Edgar Allan Poe "Growing up in L.A." by Ruben Martinez "Coming Home to Van Nuys"	<table border="0"> <tr> <td>Formative: Quizzes Notes Group work</td> <td>Summative: Essay Research project</td> </tr> </table>	Formative: Quizzes Notes Group work	Summative: Essay Research project
Formative: Quizzes Notes Group work	Summative: Essay Research project		
Learning Plan: Scope and Sequence	Differentiation		
Week 1: Background on the Romantic movement in American Literature Week 2: Emerson's "Self-Reliance" Week 3-4: Gothic and Poe Week 5: Contemporary Composition Week 6: Martinez Week 7: "Coming Home to Van Nuys"	ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. Alternative assessments may be used. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project, a more		

sophisticated presentation

Unit Theme: The Health of America: A Social, Historical Perspective			
Subject: US History	Grade Level: 11th		
Focus Standards			
Enduring Understanding	Learning Outcomes		
Students will learn to respect different points of view on controversial issues of our society Students will understand how events of the past help inform decisions of the present	Students will know and be able to do: <ul style="list-style-type: none"> • Articulate own points of views on issues in writing and speaking • Students will be able to use technology to conduct research 		
Texts	Assessments		
	<table border="0"> <tr> <td>Formative: Debate</td> <td>Summative: PowerPoint presentation</td> </tr> </table>	Formative: Debate	Summative: PowerPoint presentation
Formative: Debate	Summative: PowerPoint presentation		
Learning Plan: Scope and Sequence	Differentiation		
	ELL: visual aids, graphic organizers, realia SPED: alternative assessments, IEP accommodations, cooperative learning Gifted: accelerated pacing, alternative assessments, cooperative learning		

Unit Theme: Advancements, Non-conformity, and technology: 1960s and Beyond	
Subject: English	Grade Level: 11th
Focus Standards	
Reading 2.1, 2.2, 2.3, 2.4, 3.0, 3.2, 3.8	
Writing: 1.1, 1.2., 1.3, 1.4, 1.5, 1.6, 1.9, 2.1, 2.3	
Listening and Speaking: 1.4, 2.2	
Enduring Understanding	Learning Outcomes
How can the author’s choice of words (diction), which includes tone, figurative language, and sentence structure and length, influence the reader? How does an author communicate the significance of his topic? How can students recognize figures of speech and show how this usage provides clues to the author’s biases?	Students will know and be able to do: Learn how successful writers will use “ethos, pathos, and logos” to develop a persuasive argument Understand how facts and statistics can be used to support an opinion Will know how to examine a text rhetorically by paying careful attention to its language and style
Texts	Assessments
District Approved Standards Based Textbook “The First Appendectomy” “Who are we?” “Time’s Person of the Year: You” “Going up in LA”	Formative: Group work Notes diagram Summative: Quiz Test essay
Learning Plan: Scope and Sequence	Differentiation
I. Background information II. Reading texts III. Analyzing details and rhetorical strategies IV. Thinking critically	ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out

their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: 1		The economy of our health: Students will develop a personal budget, decision making in life styles, diet, and consumer roles.	
Subject: Social Science: Economics		Grade Level: 12	
Focus Standards			
<p>12.1: Students will understand common economic terms and concepts and economic resonating.</p> <p>12.2: Students analyze the elements of America’s market economy in a global setting.</p> <p>12.2.2: Discuss the effects in changes in supply and demand on the relative scarcity, price, and quantity of particular products.</p> <p>12.2.4: Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.</p> <p>12.2.5: Understand the process by which competition among buyers and sellers determines a market price.</p> <p>12.2.6: Describe the effect of price controls on buyers and sellers.</p>			
Enduring Understanding		Learning Outcomes	
<ul style="list-style-type: none"> • Students should care about their diets and their possible effects on health related issues. • Students should know the correlation between finances and health. • Students should understand their place in the community and society as a whole to understand government policy as it pertains to healthcare. • Students should understand the physical and psychological effects of their diets. • Students must understand the effect of consumptions of fast foods, as it relates to personal and social levels. 		<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Understand how their food and health is affected by income levels. • Understand the relation between quality of food and health. • Know the importance of nutrition as something essential to the individual. • Understand how society and media influence the economic behavior and financial habits. • Understand the persuasive techniques used in print media as well as television ads. • Understand and recognize strategies used in media to inform and persuade various audiences specially teenagers. 	
Texts		Assessments	
<p>District approved Standards based textbook: Economics: Today and Tomorrow.</p>		<p>Formative:</p> <ul style="list-style-type: none"> • Vocabulary development • Quizzes. • Short paragraph development • Thesis development • Short response 	<p>Essay</p> <p>Summative:</p> <ul style="list-style-type: none"> • Essay project

	<ul style="list-style-type: none"> • Diagnostic tests • Collaborative activities • Whole group discussions • Study questions
<p>Learning Plan: Scope and Sequence</p> <p>I. Study characteristics of American Economy. II. Study how economic theories work for students</p> <p><u>Readings:</u> Text book assigned readings. Adam Smith’s: The Wealth of Nations. Newspaper financial reports. Internet stock report</p> <p><u>Activities:</u> Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, charts, graphs, reports. Developing shopping list. Applying for credit interest rate evaluation, shopping for a car, researching for renting or buying a home, budget chart, and stock portfolio.</p> <p>III. Student Role as a Consumer. IV. Consumption, income and decision making. V. Buying necessities VI. Buying principles or strategies VII. Consumerism</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> • Textbook assigned reading. • Magazine consumer reports • Supermarket periodicals 	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas. Bloom’s Taxonomy. • Layered Curriculum and tiered instruction. • Review/check for prior knowledge. • Use graphics, charts, illustrations, internet report, and newspaper articles. • Check for understanding/questions • Re-teach (if Necessary). • Provide information (in a variety of forms). • Model desired skills and outcomes. • Provide “wait time” • Jigsaw groups, sidebar studies, and other strategies that enable student’s construction of knowledge. • Using Accountable Talk in discussions and classroom conversations <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues.</p>

- Financial institution reports. (banks, stock market)

Activities

Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, charts, graphs, reports.

Developing shopping list. Applying for credit interest rate evaluation, shopping for a car, researching for renting or buying a home, budget chart, and stock portfolio.

Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted

- Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

Unit Theme: Fast Food and Teenage Obesity			
Subject: Expository Writing	Grade Level: 12th		
Focus Standards			
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>			
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.			
2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.			
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.			
Enduring Understanding	Learning Outcomes		
Understand the economic influence of mass production upon consumers, and how even one's physical health can be an exploited element. Distinguishing corporate strategies for the benefit of profit over proper protocol is another distinguishing factor.	Students will know and be able to do: Understand the basic principles of composing a standard five-paragraph essay which includes quotations, article references, objective evaluation and critical analysis. Develop and provide footnotes and a bibliography for supportive information in essay.		
Texts	Assessments		
LAUSD 12 th Grade Expository Writing Textbook	<table border="0"> <tr> <td>Formative: Reading of five texts for reference in composing an analytical essay.</td> <td>Summative: After completing a detailed outline, compose a five-paragraph essay on a unit of Fast Food and teenage obesity in America.</td> </tr> </table>	Formative: Reading of five texts for reference in composing an analytical essay.	Summative: After completing a detailed outline, compose a five-paragraph essay on a unit of Fast Food and teenage obesity in America.
Formative: Reading of five texts for reference in composing an analytical essay.	Summative: After completing a detailed outline, compose a five-paragraph essay on a unit of Fast Food and teenage obesity in America.		
Learning Plan: Scope and Sequence	Differentiation		
Reading and analysis of four newspaper articles (from LAUSD textbook) regarding teenage obesity in America, in addition to published response letters to the four essays (also in text). Upon completion of an essay outline, students will compose a five-paragraph essay arguing the stand of one of the article writers.	<p>RSP Complete similar essay, only limited to two supportive body paragraphs instead of three.</p> <p>EL Differentiation</p> <p>Complete a vocabulary sheet of words and phrases which correlate to the subjects of the obesity and the fast food industry. Afterwards instruct students to utilize these words in their four-paragraph essays (with two supportive body paragraphs).</p> <p>Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students.</p> <p>Chunks of text are read aloud and shared out to the whole class.</p>		

Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED-

Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Unit Theme: 2		Balance and Stability: People need healthy perspectives to deal with life’s realities (e.g. budgets, family, mental and physical health). A study on the idea of health in different contexts.	
Subject:	Economics	Grade Level:	12th
Focus Standards			
<p>12.2.4: Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy. 12.2: Students analyze the elements of America’s market economy in a global setting. 12.5: Students analyze the aggregate economic behavior of the U.S. economy. 12.2.8: Explain the role of profit as the incentive to entrepreneurs in a market economy.</p>			
Enduring Understanding		Learning Outcomes	
<ul style="list-style-type: none"> • Students will learn information regarding different social context. • Students need to be aware of different factors that constitute the end product. • Students need to know the importance of background and context that determine real life situations. • Scarcity is a major aspect of economics. • Insight into American capitalism develops understanding for global economy. • Labor has dynamic interplay with business. • Profit is the driving force in a market economy. 		<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Understand the role of media and its influence in our cultural norms regarding self-worth. Understanding these norms as they are aligned with the idea of physical health and well being. • Understand how the fast food industry has shaped American diet and culture. • Understand the role of legislation supporting and/or hindering eating in America? (U.S. government). • Understanding the responsibility of the U.S. government in regulating food and Diet. 	
Texts		Assessments	
<p>District Approve Standards based textbook: Economics: Today and Tomorrow.</p>		<p>Formative:</p> <ul style="list-style-type: none"> • Vocabulary development • Quizzes. • Short paragraph development • Thesis development • Short response • Diagnostic tests • Collaborative activities • Whole group discussions • Study questions 	<p>Essay</p> <p>Summative:</p> <ul style="list-style-type: none"> • Interdisciplinary Essay project
Learning Plan: Scope and Sequence		Differentiation	
<p>I. Going into Debt</p>		<ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of 	

- a. Americans on credit
- b. Sources of loans and credit.
- c. Applying for credit.
- d. Government regulation on credit.

Readings:

- Textbook assigned reading.
- Magazine consumer reports
- Supermarket periodicals
- Financial institution reports. (banks, stock market).

Activities: Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, charts, graphs, reports.

Developing shopping list. Applying for credit interest rate evaluation, shopping for a car, researching for renting or buying a home, budget chart, and stock portfolio.

II. Saving and Investing.

- a. Why save
- b. Investing:
- c. Taking risks with your investments
- d. Special saving plans and goals.

Readings:

- Textbook assigned reading.
- Magazine consumer reports
- Supermarket periodicals
- Financial institution reports. (banks, stock market).

Activities: Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, charts, graphs, reports.

Developing shopping list. Applying for credit interest rate evaluation, shopping for a car, researching for renting or buying a home, budget chart, and stock portfolio.

III. Competition.

students that cover different areas. Bloom's Taxonomy.

- Layered Curriculum and tiered instruction.
- Review/check for prior knowledge.
- Use graphics, charts, illustrations, internet report, and newspaper articles.
- Check for understanding/questions
- Re-teach (if Necessary).
- Provide information (in a variety of forms).
- Model desired skills and outcomes.
- Provide "wait time"
- Jigsaw groups, sidebar studies, and other strategies that enable student's construction of knowledge.
- Using Accountable Talk in discussions and classroom conversations

Gifted

- **Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.**

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, are used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED Support -

Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more

- a. Starting a business
- b. Monopolies
- c. Government policies towards competitions.

Readings:

- Textbook assigned reading.
- Magazine consumer reports
- Supermarket periodicals
- Financial institution reports. (banks, stock market).
-

Activities: Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, charts, graphs, reports.

Developing shopping list. Applying for credit interest rate evaluation, shopping for a car, researching for renting or buying a home, budget chart, and stock portfolio.

sophisticated presentation

Unit Theme: Social/Psychological Influences Upon Characters in Narrative			
Subject: Expository Writing	Grade Level: 12th Grade		
Focus Standards			
3.7 Analyze recognized works of world literature from a variety of authors:			
3.7c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.			
<i>Research and Technology</i>			
1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).			
1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.			
Enduring Understanding	Learning Outcomes		
Comprehend the motivating forces of character within a narrative, and how they contribute to the literary organization and progression of plot.	Students will know and be able to do: Examine both the personal and social influences that drive the motivations of a protagonist in a narrative -- in this case, the character of Hamlet. This will also involve psychological identification with other characters as comparison.		
Texts	Assessments		
<i>Hamlet</i> by William Shakespeare	<table border="0"> <tr> <td>Formative: Reading (through CD) and both pre- and post- discussions of the play <i>Hamlet</i>.</td> <td>Summative: Present PowerPoint presentation in class examining the social and psychological influences upon characters, in particular that of Hamlet.</td> </tr> </table>	Formative: Reading (through CD) and both pre- and post- discussions of the play <i>Hamlet</i> .	Summative: Present PowerPoint presentation in class examining the social and psychological influences upon characters, in particular that of Hamlet.
Formative: Reading (through CD) and both pre- and post- discussions of the play <i>Hamlet</i> .	Summative: Present PowerPoint presentation in class examining the social and psychological influences upon characters, in particular that of Hamlet.		
Learning Plan: Scope and Sequence	Differentiation		
In groups of three, students will present in class a PowerPoint slide presentation of 7-8 slides (minimum) examining the duality and synthesis of supportive characters with that of Shakespeare’s Hamlet. Students will need to utilize quotations from the play which substantiate their views while presenting their arguments.	<p>RSP Will need to discuss with other group members the visual presentation and placement of slide information.</p> <p>EL Will compose the basic slide sentences, which will be used by RSP student(s) to organize PowerPoint presentation.</p> <p>GATE Will verbally present assignment to class while providing support to fellow students who may need assistance during arrangement of the presentation.</p>		

Unit Theme: 3	“Government Bodies”: Psychological theories of social and political government. Government defined by the
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entities in the community and impact on the individual's health.		
Subject:	Government	Grade Level:12th
Focus Standards		
<p>12.1: Students explain the fundamental principles and moral values of American democracy as expressed in the U. S. Constitution and other essential documents of American democracy.</p> <p>12.1.1: Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American Government.</p> <p>12.3: Explain how the U.S. constitution reflects a balance between the classical republican concern with promotion of the public good and classical liberal concern with protecting individual rights.</p> <p>12.4: Explain how the founding fathers' realistic views of human nature led directly to the establishment of a constitutional system that limited the power of the government.</p> <p>12.6: Understand the bill of rights limits the power of the federal government and state governments.</p> <p>12.3: Students evaluate and take and defend positions on what the fundamental values and principles of civil society are.</p> <p>12.3.2: Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting, and elections.</p>		
Enduring Understanding	Learning Outcomes	
<ul style="list-style-type: none"> Students know the appropriate government role in medical decisions that affect the lives of individuals. The advent of regulation of drug advertising that began around the 1930s. Changes in drug industry. Consumer addiction to prescription drugs. 	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> Students will understand gender relations to establish healthy relations. Students will understand facts versus emotions. Students will understand the purpose and function of medical insurance. Understand the components of healthcare services. Understand the expenses associated with healthcare cost. Understand the benefits and drawbacks of having medical insurance. 	
Texts	Assessments	
District Approved Standards Based Textbook: <u>United States Government: Democracy in Action.</u>	<p>Formative:</p> <ul style="list-style-type: none"> Vocabulary development Quizzes. Short paragraph development Thesis development Short response 	<p>Research Paper: Healthcare.</p> <p>Summative:</p> <ul style="list-style-type: none"> Interdisciplinary Research project.

	<ul style="list-style-type: none"> • Diagnostic tests • Collaborative activities • Whole group discussions • Study questions 	
<p>Learning Plan: Scope and Sequence</p> <ul style="list-style-type: none"> ○ Read excerpts of Plato and Aristotle, Analyze Documents by: John Locke; Charles –Louis Montesquieu; Niccolo Machiavelli; and W. Blackstone. ○ Connect ideas of Enlightenment thinkers with the constitution, and explain how the development of the Declaration of Independence and the Bill of Rights are influenced by them. ○ Evaluate the role the individual (in our democracy and how economic rights and civic mindedness are required). ○ Explain how to become a citizen. <p><u>Ancient Political Thought</u></p> <p>I. Readings:</p> <ol style="list-style-type: none"> 1. Class textbook. 2. Plato: “The Republic” 3. Aristotle: “Ethics” <p><u>Activities:</u> Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, illustrations.</p> <p><u>Enlightenment:</u></p> <p>II. Readings:</p> <ol style="list-style-type: none"> 1. Marquis de Condorcet 2. Confucianism: Chinese Political Values 3. Charles Baron de Montesquieu: <ul style="list-style-type: none"> ▪ The Spirit of the Laws <ul style="list-style-type: none"> • Book II. • Book III. ○ Niccolo Machiavelli: “The Prince” ○ W. Blackstone: “On the Study of Law” 	<p>Differentiation</p> <ul style="list-style-type: none"> • Differentiate the content by designing activities for groups of students that cover different areas. Bloom’s Taxonomy. • Layered Curriculum and tiered instruction. • Review/check for prior knowledge. • Use graphics, charts, illustrations, internet report, and newspaper articles. • Check for understanding/questions • Re-teach (if Necessary). • Provide information (in a variety of forms). • Model desired skills and outcomes. • Provide “wait time” • Jigsaw groups, sidebar studies, and other strategies that enable student’s construction of knowledge. • Using Accountable Talk in discussions and classroom conversations <p><u>Gifted</u> Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.</p> <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will</p>	

<p><u>Activities</u> Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, illustrations.</p> <p><u>Origins of American Government</u></p> <ul style="list-style-type: none"> ▪ The Colonial Period ▪ The Articles of Confederations ▪ The Constitutional Convention <p><u>The Constitution</u></p> <ul style="list-style-type: none"> A. Structure and Principles B. The Three Branches of Government C. Amending the Constitution D. The Amendments <p><u>The Legislative Branch</u></p> <ul style="list-style-type: none"> A. The House of Representatives B. The Senate <p><u>Congress at Work</u></p> <ul style="list-style-type: none"> A. How a Bill becomes a Law B. Helping Constituents <p><u>The Executive Branch</u></p> <ul style="list-style-type: none"> A. The President and The Vice President B. Electing the President <p><u>Activities</u> Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, illustrations.</p>	<p>share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p>
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Unit Theme: Social Influences Affecting the Psyche of Materialism and Social Status in 1920s America.	
Subject: Modern Literature	Grade Level: 12th
Focus Standards	
<p>2.1 Write fictional, autobiographical, or biographical narratives: e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p>	

2.6 Deliver multimedia presentations:

- Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- Select an appropriate medium for each element of the presentation.
- Use the selected media skillfully, editing appropriately and monitoring for quality.
- Test the audience's response and revise the presentation accordingly.

Enduring Understanding

Comprehend the excess of materialism and privilege that permeated the United States during the affluent 1920s. In addition, understand the influence of social phenomenon upon a generation, in this case 1920s America, and thus how sociology differs from psychology as a scientific discipline.

Texts

The Great Gatsby by F. Scott Fitzgerald

Learning Plan: Scope and Sequence

In groups, students will organize a newspaper which contains articles, advertisements, classifieds, etc, which reflect with the materialistic culture of the 1920s. The majority of work will center on the writing of articles, but certain students will also be responsible for its computer organization, layout, and editorial content (to be discussed with other students).

Students will be responsible for composing advertisement ads, in addition to short articles/features which coincide with the theme of the project. Students will select photos for the publication, along with writing article(s) which align with the theme of the project.

Learning Outcomes

Students will know and be able to do:

Compose and organize a publication which addresses a certain theme or topic relevant to a specific publication.

Assessments

Formative:

Research cultural information relevant to America in the 1920s, and plan as a newspaper publication.

Summative:

Organize with other students a newspaper/ publication which coincides the social phenomenon of materialism and culture of the 1920s.

Differentiation

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

GATE Essentially students become the primary editor of the publication, organizing and compiling the written efforts, and if needed, be the computer layout person for the project.

Unit Theme: 4		“For the people, by the people”. Perspectives on the social, mental, and psychological health of poor and middle class throughout history, and how civic duty and expression provides channels for progression and advancement in public policy legislation.	
Subject:	Government	Grade Level:	12th
Focus Standards			
12.10: Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule; and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.			
Enduring Understanding		Learning Outcomes	
<ul style="list-style-type: none"> Will understand the controversial topics in healthcare litigation and the medical field. Understand the role of government and public with public policy. Understand civic duty as part of citizenship. Understand availability of information its reliability and validity. Understand the connections of medical care and government. 		Students will know and be able to do: <ul style="list-style-type: none"> Learn the value of civic duty. Learn the value of public speaking. Learn to stand up for their rights. 	
Texts		Assessments	Research Paper: Healthcare.
District approved Standards Based Textbook United States Government: Democracy in Action.		Formative: <ul style="list-style-type: none"> Vocabulary development Quizzes. Short paragraph development Thesis development Short response Diagnostic tests Collaborative activities Whole group discussions Study questions 	Summative: <ul style="list-style-type: none"> Interdisciplinary Research project.
Learning Plan: Scope and Sequence		Differentiation	
III. <u>Liberty And Justice For All</u>		<ul style="list-style-type: none"> Differentiate the content by designing activities for groups of 	

A. Constitutional Freedoms**B. Constitutional Rights****IV. Citizenship and Equal Justice****A. A nation of immigrants****B. The basis of Citizenship****C. How the media impact government****D. Regulating print and broadcast media****E. The internet and Democracy****V. Primary Documents****Readings:**

4. Text book
5. United States Constitution.
6. Preamble: Declaration of Independence.
7. Bill of
8. rights
9. Roosevelt's four Freedom's Speech
10. United Nations: rights Declaration
11. Current Cultural Issues:
 - a. immigration
 - b. healthcare
 - c. gun control
 - d. gender issues
 - e. abortion
 - f. nutrition
 - g. political corruption
 - h. election issues
 - i. death penalty
 - j. prisons
 - k. homelessness
 - l. nuclear weapons
 - m. smoking
 - n. alcohol
 - o. affirmative action

students that cover different areas. Bloom's Taxonomy.

- Layered Curriculum and tiered instruction.
- Review/check for prior knowledge.
- Use graphics, charts, illustrations, internet report, and newspaper articles.
- Check for understanding/questions
- Re-teach (if Necessary).
- Provide information (in a variety of forms).
- Model desired skills and outcomes.
- Provide "wait time"
- Jigsaw groups, sidebar studies, and other strategies that enable student's construction of knowledge.
- Using Accountable Talk in discussions and classroom conversations

Gifted

Ongoing modification of content, process, product, and/or learning environment to tailor curriculum and instruction to the individual gifted learners.

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs.

Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

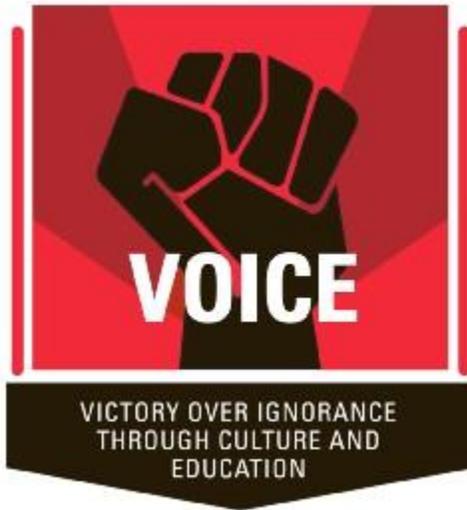
- p. racism
- q. rape
- r. steroid
- s. suicide
- t. assisted suicide
- u. welfare
- v. death penalty
- w. homelessness
- x. women's right
- y. gun control
- z. minority oppression

Activities

Text annotation, class discussion, vocabulary study, Writing responses, chart making, reinforce academic writing, Use graphic organizers, illustrations.

Unit Theme: Existentialism			
Subject: Modern Literature	Grade Level: 12th		
Focus Standards			
<p>2.4 Write historical investigation reports:</p> <p>a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</p> <p>d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</p> <p>e. Include a formal bibliography.</p>			
Enduring Understanding	Learning Outcomes		
Understand the various psychological and physical hurdles that people will endure in order to attain a certain cultural identification in society. This will be particularly aligned with the social and economic obstacles of the Great Depression	Recognize and explain, through art and composition, individual perspectives of Existentialism, particularly during a tumultuous period in American history when despondency and despair was common in society.		
Texts	Assessments		
<p>They Shoot Horses, Don't They? by Horace McCoy District Approved Standards Based Textbook: ERWC Text.</p>	<table border="0"> <tr> <td>Formative: Preliminary research on social phenomenon of the 1930s.</td> <td>Summative: Complete advertisement poster and five-paragraph response essay.</td> </tr> </table>	Formative: Preliminary research on social phenomenon of the 1930s.	Summative: Complete advertisement poster and five-paragraph response essay.
Formative: Preliminary research on social phenomenon of the 1930s.	Summative: Complete advertisement poster and five-paragraph response essay.		
Learning Plan: Scope and Sequence	Differentiation		
Students will organize an advertisement poster citing some kind of social activity common during the Great Depression. Upon its completion, they will compose an expository essay which explains how fate, from an existentialistic standpoint, can harness the direction for those whom the poster is intended. Students will research and develop a bibliography with their essay adhering to their 1930s research in MLA format.	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, oral presentation</p>		

LINCOLN HIGH SCHOOL



	UNIT 1 Theme	UNIT 2 Theme	UNIT 3 Theme	UNIT 4 Theme
9th Grade	<p>What is included in a “culture”? We all live in overlapping cultures (Multi-cultural). How do the overlapping cultures we live in impact our VOICE culture?</p> <p>(Math, English, Spanish)</p>	<p>Who am I? Exploring issues of origin and identity.</p> <p>(Biology, Spanish, English)</p>	<p>What are the benefits and disadvantages to change? (affirmation, resistance, and transformation)?</p> <p>(Biology, English)</p>	<p>How do the choices we make impact the natural world? How will those choices affect our future?</p> <p>(English, Biology, Health, Math)</p>
10th Grade	<p>In order to create change at a deeper level, one must understand foundations and structures.</p> <p>(World History, Chemistry, Spanish, English, Geometry)</p>	<p>How does the art of a society reflect its values? If we change our art, do we change our values? [Do artists change values?]</p> <p>(Art, World History, Geometry, English)</p>	<p>What is the impact of technology on the exercise of power, on the battlefield and in life?</p> <p>(Math, English, World History, Chemistry)</p>	<p>How does the architecture and design of a community influence a culture?</p> <p>(Geometry, English, Spanish, World History, Chemistry)</p>
11th Grade	<p>What is an American?</p> <p>(U.S. History, English, Spanish)</p>	<p>Do corporations have responsibilities to their workers and community? If so, what are they?</p> <p>(U.S. History, Physics, English, Algebra 2)</p>	<p>A good leader exercises courage and responsibility in the use of his/her powers.</p> <p>(U.S. History, English, Algebra 2, Physics)</p>	<p>What are the impacts of gender roles in modern society?</p> <p>(U.S. History, English, Algebra 2)</p>
12th Grade	<p>How do we assign value to our lives?</p> <p>(Government, Chicano/Asian Studies, Economics, Calculus, English)</p>	<p>What is social justice?</p> <p>(Government, Chicano/Asian Studies, Economics, English)</p>	<p>Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?</p> <p>(Government, Chicano/Asian Studies, Economics, English)</p>	<p>Student selected interdisciplinary presentation surrounding the service learning project.</p>

Unit Theme	What is included in a “culture?” We live in overlapping cultures. How do our overlapping cultures impact our VOICE culture?				
Grade:	9th				
Timeline:	6 weeks				
Team Members	Blewitt Stahly	Cardoza Parsanian Gonzalez	Licon		
Subjects	English	Math	Spanish		
Rationale	<p>All human beings live and act within the frame of a particular cultural lens, often multiple lenses. In order to understand their community and themselves, any person must ask, “What are some of the cultures I live in, and in what ways can I participate in them and shape them?”</p> <p>Students should develop an awareness of the multicultural worlds they live in, and the SLC can build a community for students centered on a “culture of education”.</p>				
Student Learning Outcomes					
Focus Standards	English	2.1: Write a biographical narrative			
	Math	Students demonstrate an understanding of the culture of mathematics.			
	Spanish	2.1 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studies and their own.			
Enduring Understandings: Important Concepts	Survival of culture depends on adaptation and life-long learning, mutual respect and understanding The ability to live and thrive in a variety of overlapping cultures is a rich and sustaining experience. Students can write biographical narratives. Students understand the significance of		Theme-Related Essential Questions	*What is a “culture of education?” What should a culture of education look like? * What does it mean to be bi-cultural, to live in overlapping cultures? * How is survival connected to our culture? What does it take to be a survivor? * What is a teacher and what is a student? *Have you ever felt out of place? * What if everyone was the same?	

	a culture within an educational discipline, such as Mathematics.		<ul style="list-style-type: none"> * Do you have to give up one culture to participate in another? * Can you exist in two cultures at once? * Are old ways the best ways?
Interdisciplinary Project	Dia de los Muertos altars created and themed around (a) famous mathematicians (b) various Spanish cultural figures and (c) personal choice.		
Essay Prompt	Write about the impact and influence of culture upon a person. Draw in examples from academic culture, popular culture, and the culture of your home and community. In what ways does our culture sustain and/or limit us? Explain your position using specific examples from math class, English class, Spanish class, and from your own personal experience.		
Common Instructional Strategies			
All Learners	<ul style="list-style-type: none"> Art project Thinking Maps Active learning Multicultural perspective Class Discussion Essay writing Reading Selections 		
ELs	<ul style="list-style-type: none"> Build background knowledge by connecting work to the English Learner’s life Visual aide with a power point Making cultural connections Building academic language 		
RSP/SLD	<ul style="list-style-type: none"> Thinking Maps Demonstrating and modeling 		
GATE	<ul style="list-style-type: none"> Pacing Access to more rigorous text Additional independent research opportunities 		

Unit Theme: What is included in “culture?” How do the overlapping cultures we live in impact our VOICE culture?	
Subject: English	Grade Level: 9 th grade Unit 1
Focus Standards	
W 2.1 Write a biographical narrative	
LC 1.2 Understand sentence construction and proper English usage	
WS 1.4 Develop ideas within the body of a composition through support for the evidence	
Enduring Understanding	Learning Outcomes
Students will participate in a culture of learning Students will understand how to organize their thoughts on paper, by demonstrating a clear main idea and relevant supporting evidence Students will understand that good writing reflects good thinking Students will understand that description is the engine of writing Students will understand connotation and denotation	Students will know and be able to do: Write a paragraph with a main idea, 2-3 details and elaboration Find context clues, and use roots, prefixes and suffixes in vocabulary Will write work in complete sentences (LC 1.2) Create a classroom constitution reflecting the VOICE culture of learning
Texts	Assessments
District approved Standards Based textbook “African Proverbs” “On Being Bright, Seventeen and Unable to Read,” “Song of the Open Road” “The Road Not Taken,” by Robert Frost “Don’t Drop Out,” a collection of four readings Literature Circles: <u>The Kite Runner</u> by Khaled Hosseini <u>House on Mango Street</u> , by Sandra Cisneros <u>The Joy Luck Club</u> by Amy Tan <u>Always Running</u> , by Luis Rodriguez <u>Bless Me, Ultima</u> by Rudolfo Anaya Additional: “Grizzly,” “Terror in Oklahoma,” & “On the Sidewalk Bleeding” “Papa who wakes up tired in the dark,” and “Those Winter Sundays”	Formative: Formal Letter Essay on Motivation (What Motivates Me) Essay on Teenage Violence Essay on Teen Drinking Summative: Biographical Narrative Portfolio “Don’t Drop Out,” Essay Essay Prompt Interdisciplinary essay project
Learning Plan: Scope and Sequence	Differentiation

Students will begin with brainstorming about what constitutes their own culture. They will create a collage representing their own culture.

Students will begin reading “The Road Not Taken

Graphic organizers
 Charts and collaborative work groups
 Writing conferences
 Vocabulary cards
 Word Wall
 Gallery Walk
 Interactive Journal
 ELL differentiation:
 Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.
 SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
 Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme:		What is included in a “culture?” We live in overlapping cultures. How do our overlapping cultures impact our VOICE culture?	
Subject: Math – Algebra 1		Grade Level: 9th	
		Subject:	
Focus Standards			
ST 1.0: Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations.			
ST 2.0: Students understand and use such operations as taking the opposite, finding the reciprocal.			
Enduring Understanding		Learning Outcomes	
<p>Getting to know the history of math and some of the contributing founders would create a new lens of viewing and appreciating mathematics.</p> <p>Making connections between mathematicians and the math they will be studying.</p> <p>Being able to demonstrate and justify assertions, valid and invalid, counter examples in life and in math.</p>		<p>Students will know and be able to:</p> <ul style="list-style-type: none"> -discuss the history of mathematics -teach other students on a particular mathematician and its background through a cultural narrative -connect mathematics into their own culture and into the math being studied -justify their solutions using basic algebra arithmetic and logical arguments 	
Texts		Assessments	
<p>http://www.rpi.edu/~eglash/csdt.html</p> <p>“Algebra 1:” Glencoe Mc Graw-Hill</p> <p>Notables –Interactive Study Notebook</p>		<p>Formative: On a weekly basis, students will be required to turn in evidence that will contribute to the cultural narrative.</p> <p>Summative: Students will perform an oral presentation on a mathematician as well as write a resume/cultural narrative on him/her and how they contributed to the math we studied.</p>	
Learning Plan: Scope and Sequence		Differentiation	
<p>Introduction to the arithmetic properties</p> <p>Simplifying and evaluating expressions</p> <p>Simplifying and evaluating integers</p> <p>History of mathematics</p> <p>Research a mathematician</p> <p>Create a Resume on a mathematician</p>		<p>The use of visual aids such as computers, pictures and graphic organizers will help students organize their ideas and understand what the outcome is.</p> <p>Provide hands on activities such as doing research on the computer and performing an oral presentation.</p> <p>ELL differentiation:</p> <p>Students will be grouped both homogeneously and heterogeneously to encourage</p>	

Oral Presentation on the Mathematician

team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs based on their IEP. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: What is included in a culture?			
Subject: Spanish	Grade Level: 9		
Focus Standards			
2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.			
4.2 Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.			
Enduring Understanding	Learning Outcomes		
Language is an important part of every culture. Spanish has a variety of oral traditions, myths, legends, popular tales, and fables from different cultures. The cultural practice of sharing these works can reveal the beliefs and values of that culture.	Students will know and be able to do: Describe the beliefs and values of a culture revealed by an oral tradition, myth, legend popular tale, or fable. Understand how foreshadowing is used to evoke emotions such as suspense by suggesting future events in a story. Cite an example of foreshadowing from a cultural story. Identify and use nouns, articles and adjectives in Spanish. Identify and use synonyms and antonyms in Spanish.		
Texts	Assessments		
Nuevas Vistas Uno: Colección 3: Lectura y Vocabulario Nuevas Vistas Uno: Colección 1: Cultura, Comunicación, Escritura Leyendas Centro-Americanas Selections from Spanish legends and mythology	<table border="0"> <tr> <td>Formative: Grammar practice. Reading comprehension checks. Reader’s journal. Grammar Test</td> <td>Summative: Artistic representation of a scene or character from an oral tradition, myth, legend, popular tale, or fable. Oral presentation on the creation and the myth/story.</td> </tr> </table>	Formative: Grammar practice. Reading comprehension checks. Reader’s journal. Grammar Test	Summative: Artistic representation of a scene or character from an oral tradition, myth, legend, popular tale, or fable. Oral presentation on the creation and the myth/story.
Formative: Grammar practice. Reading comprehension checks. Reader’s journal. Grammar Test	Summative: Artistic representation of a scene or character from an oral tradition, myth, legend, popular tale, or fable. Oral presentation on the creation and the myth/story.		
Learning Plan: Scope and Sequence	Differentiation		
Students will learn about, take notes, and practice writing in Spanish with attention to the use of nouns, articles, and adjectives. Students will read myths/legends/fables/etc. from the collection listed above. Students will analyze these readings to understand what they reveal about a culture’s beliefs and values. Students will create an artistic representation of a character or scene from a reading of their choice. Students will present their art and reading selection to the class in Spanish.	Student choice of format for artistic representation to accommodate various learning modalities. Suggestions include but are not limited to film, photography, sculpture, collage, skit, singing, diorama, drawing, painting, etc. ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.		

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
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Unit Theme	Who am I? Explaining issues or origin and identity.				
Grade:	9th				
Timeline:	8-10 weeks				
Team Members	Blewitt Stahly	Cervantes	Licon		
Subjects	English	Biology	Spanish		
Rationale	To explore issues of identity, connecting scientific, cultural and personal views of personal self. How does any thoughtful and reflective human grapple with the age-old questions, “who am I, and what makes me who I am?”				
Student Learning Outcomes					
Focus Standards	English	3.5	Literary Analysis: Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.		
	Biology	2, 3, 4:	Genetics		
	Spanish	1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 5.1 Students use the language both within and beyond the school setting		
Enduring Understandings: Important Concepts	Students will understand the scientific principles of DNA.		Theme-Related Essential Questions	* What shapes us as individuals?	
	Students will understand the principles of genetics and diversity.			* What makes us unique?	
	Students will understand each individual is a person of unique gifts and strengths, each with personal issues of identity to consider.			* How do scientists unlock pieces of who we are?	
	Students will understand the various strands that weave together to form in given individual: personal, biological, emotional, etc.			* How do we find our true self?	
	Students will understand the difference between free will and determinism.			* How does DNA connect us to who we are?	
	Students are able to discuss issues and			* How does DNA connect us to our ancestors?	
				* How does our family connect us to who we are?	

	conduct a simple interview in a foreign language (Spanish).
Interdisciplinary Project	Students create a mosaic project on their identity, in which they create a sample (chart/pedigree, write an essay surrounding identity, create a family tree and use visual aids (pictures, photographs, and drawings) to represent the variety of ways they have developed their identity.
Essay Prompt	<p>Consider the idea that each person is a complex being made up of multiple strands: familial, biological, emotional, historical and cultural, and, perhaps, spiritual strands go into any one person’s unique sense of who they are. Write a thoughtful and detailed essay in which you consider all of the strands you have learned about in various classes, and explain, in detail, which strands you feel are most essential to defining who you are.</p> <p>Finally, consider, as you go forward in to the world, what choices will influence whom you evolve into in the future? Use examples that use both the knowledge you have acquired in class and personal experience.</p>
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> Thinking maps Multicultural perspective. Essay Lab work Vocabulary Readings Class discussion
ELs	<ul style="list-style-type: none"> Multicultural perspective Demonstrating and modeling Build cultural connections Graphic Organizers Word Walls
RSP/SLD	<ul style="list-style-type: none"> Students create visual aids. Students are engaged in active learning. Hands-on learning
GATE	<ul style="list-style-type: none"> Students can add depth and complexity by doing comparing how their own identity is developed to the most significant strands in how an academic model’s identity is developed. Research how people deal with conflicting cultural identities.

Unit Theme: Who am I? Exploring Issues of Origin and Identity?	
Subject: English	English
Grade Level: 9th Unit 2	
Focus Standards	
R 3.5 Literary Analysis: Compare works that express a universal theme, and provide evidence to support the ideas expressed in each work	
R 3.12 Analyze the way a work of literature is related to the time period	
W 2.2 Write a response to literature	
SA 2.4 Oral response to literature	
Enduring Understanding	Learning Outcomes
Students will understand how tone is created using both diction and imagery Students will connect issues of personal identity to their cultural and familial identities. Students will examine how each individual is a unique blend, made up of different aspects of various cultural and familial identities Students will understand the difference between free will and determinism	Students will know and be able to do: Use sentence variety (simple/compound/complex) Find the main idea and articulate it Use Thinking Maps (graphic organizers) appropriately to compare works expressing a universal theme Identify evidence in a work that supports a theme Work collaboratively Write a literary analysis style essay Discuss works in a thoughtful way.
Texts	Assessments
District Approved Standards Based Textbook: <u>Perspectives in Multicultural Literature</u> and McDougal Little <u>Language of Literature</u> "Two Kinds" by Amy Tan (short story) "Marigolds" by Eugenia Collier (short story) "Thank You, Ma'am," by Langston Hughes (short story) "Hunger of Memory" by Richard Rodriguez (personal narrative) "Snow," by Julia Alvarez (personal narrative) "Esperanza" by Sandra Cisneros (from <u>House on Mango Street</u>) "Snow" by Julia Alvarez (poem) <u>Of Mice and Men</u> , John Steinbeck <u>Romeo and Juliet</u> , William Shakespeare Additional texts that may be used as supplemental texts The Necklace The Gift of the Magi, O. Henry Hurdles The Scarlet Ibis	Formative: Write Short Constructed Responses in connection with various stories Write Extended Constructed Responses Summative: Literary Analysis SPA Personal narrative of identity for portfolio In-class exam on Of Mice and Men Literary analysis essay comparing and contrasting issues of identity that responds to the prompt.

<p>A Poison Tree Forgive My Guilt The Most Dangerous Game The Sniper Powder</p>	<p>Fireworks To Build a Fire, by Jack London Liberty and Exile Cranes Interlopers</p>
<p>Learning Plan: Scope and Sequence Students would start with exploring issues of identity, and making thinking maps exploring their identity.</p> <p>Week 1 Students would read and explore Thank You, Ma'am and Two King</p> <p>Week 2 Students would read Interlopers, Poison Tree and Fireworks.</p> <p>Week 3 Students would read Hurdles and Marigolds and would explore the issues of identity contained therein.</p> <p>Week 4 Students would read either Hunger for Memory, Snow, or Esperanza, adding to their compare/contrast chart</p> <p>Week 5 Students would read The Necklace</p> <p>Week 6 students would read Liberty and Exile</p> <p>Week 7 Students would read Gift of the Magi</p> <p>Week 8 Students would read The Sniper and Games</p> <p>Weeks 9 & 10 Students are preparing for and writing essay</p>	<p>Differentiation Instructional Strategies used: Thinking Maps Charts and collaborative work groups Writing Conferences with students Use of Vocabulary Cards to build Academic Vocabulary Word Walls Gallery Walk Interactive Journal Inside/Outside circle class discussion ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>

Unit Theme: Who am I? Exploring issues of origin and identity.	
Subject: Biology	Grade Level: 9th
Focus Standards	Focus Standards
<p>2.a. <i>Students know</i> meiosis is an early step in sexual reproduction in which the pairs of chromosomes separate and segregate randomly during cell division to produce gametes containing one chromosome of each type.</p> <p>2. b. <i>Students know</i> only certain cells in a multicellular organism undergo meiosis.</p> <p>2. c. <i>Students know</i> how random chromosome segregation explains the probability that a particular allele will be in a gamete.</p> <p>2. d. <i>Students know</i> new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).</p> <p>2. e. <i>Students know</i> why approximately half of an individual’s DNA sequence comes from each parent.</p> <p>2. f. <i>Students know</i> the role of chromosomes in determining an individual’s sex.</p> <p>2. g. <i>Students know</i> how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.</p> <p>3. b. <i>Students know</i> the genetic basis for Mendel’s laws of segregation and independent assortment.</p> <p>3. c.* <i>Students know</i> how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.</p> <p>3. d.* <i>Students know</i> how to use data on frequency of recombination at meiosis to estimate genetic distances between loci and to interpret genetic maps of chromosomes.</p>	
Enduring Understanding	Learning Outcomes
<p>Students should be able to distinguish between asexual cell reproduction (<i>mitosis</i>) and the formation of male or female gamete cells (<i>meiosis</i>). Sexual reproduction initially requires the production of haploid eggs and haploid sperm, a process occurring in humans within the female ovary and the male testis. These haploid cells unite in fertilization and produce the <i>diploid zygote</i>, or fertilized cell. A diploid zygote contributes to our individual identity. Our 23 pairs of chromosomes determine our genetic inheritance. Students should understand that the exchange of chromosomal segments between homologous chromosomes (crossing over) revises the association of genes on the chromosomes</p>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Explain how sexual and asexual reproduction differ • Describe the major steps of meiosis • Describe how haploid cells develop into mature gametes. • Describe the patterns of inheritance that Mendel’s data revealed • Summarize Mendel’s law of segregation • Explain how there can be many versions of one gene • Describe how genes influence the development of traits • Explain how heredity can be illustrated mathematically • Describe how sexual reproduction created unique gene combinations • Explain how crossing over during meiosis increases genetic diversity. • Describe patterns of inheritance in sex-linked traits. • Explain how linkage maps can be used to estimate distances between genes. • Examine patterns of inheritance in humans.

<p>and contributes to increased diversity.</p>	<ul style="list-style-type: none"> Describe how a pedigree is used. Make a claim that variation may have something to do with whether a population is successful over time. 	
<p>Texts</p>	<p>Assessments</p>	
<p>District Approved Standards Based Textbook McDougal Littell. Biology text book</p>	<p>Formative: Whole group discussion; 1. daily warm ups 2. lab analysis Lab analysis on the following; 1. Mitosis, meiosis lab 2. Make a face lab 3. Pedigree project Weekly quizzes</p>	<p>Summative: 1. Pedigree final product 2. Make a face final product unit test F</p>
<p>Learning Plan: Scope and Sequence</p>	<p>Differentiation</p>	
<p><u>Genetics (6-8 weeks):</u></p> <ul style="list-style-type: none"> Mitosis and Meiosis Lab (Microscope) Make a face: analyzing karyotype lab Pedigree project Instructional video: GATTACA 	<ul style="list-style-type: none"> Hands on activities Instructional videos as a visual and auditory aid Graphic organizers for vocabulary and main concepts Word wall KWL chart as student base and investigation learning. <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>	

Unit Theme: Who am I			
Subject: Spanish	Grade Level: 9		
Focus Standards			
1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.			
5.1 Students use the language both within and beyond the school setting.			
Enduring Understanding	Learning Outcomes		
Experience is a central component of identity. Biographies and autobiographies reveal some of the experiences which form the subject's identity.	<p>Students will know and be able to do:</p> <p>Describe how biographies and autobiographies reveal the experiences which form an identity.</p> <p>Students will be able to interview an adult in Spanish to write a biographical episode about that person.</p> <p>Students will be able to use the subjunctive mood to express wish, hope, hypothetical or future actions in their writing.</p>		
Texts	Assessments		
Nuevas Vistas Uno: Colección 1: Lectura y Vocabulario Nuevas Vistas Uno: Colección 3: Cultura, Comunicación, Escritura An auto-/biographical episode selection in Spanish.	<table border="1"> <tr> <td>Formative: Grammar practice. Reading comprehension checks. Reader's journal. Grammar Test</td> <td>Summative: Interview an adult to write a biography episode in Spanish. Use the subjunctive in writing to express a wish/hope, hypothetical situations, or future actions</td> </tr> </table>	Formative: Grammar practice. Reading comprehension checks. Reader's journal. Grammar Test	Summative: Interview an adult to write a biography episode in Spanish. Use the subjunctive in writing to express a wish/hope, hypothetical situations, or future actions
Formative: Grammar practice. Reading comprehension checks. Reader's journal. Grammar Test	Summative: Interview an adult to write a biography episode in Spanish. Use the subjunctive in writing to express a wish/hope, hypothetical situations, or future actions		
Learning Plan: Scope and Sequence	Differentiation		
<p>Students will learn about, take notes, and practice writing in the subjunctive mood.</p> <p>Students will read autobiography episodes and biography episodes from the collection listed above.</p> <p>Students will interview an adult and write a biographical episode about the person.</p> <p>Students will present their biographical episodes to the class, in Spanish, using an artistic or technological visual aid such as a PowerPoint presentation or poster.</p> <p>Students will incorporate the subjunctive mood in their writings.</p>	<p>Student choice of format for interview presentation to the class in Spanish, such as video, PowerPoint, poster, diorama, or other depiction of the biographical episode.</p> <p>ELL differentiation:</p> <p>Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in</p>		

opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	What are the benefits and disadvantages to change?				
Grade:	9th				
Timeline:	6 weeks				
Team Members	Stahly Blewitt	Cervantes	Cardoza Parsanian Gonzalez		
Subjects	English	Biology	Math		
Rationale	Life is filled with the process of alteration, adaptation, and constant change. To be human is to grapple with a constant state of changes, both large and small. How can the reflective individual address change in a meaningful and ordered way, considering, "What are the benefits and disadvantages to this change? Why is change healthy? What are the risks?"				
Student Learning Outcomes					
Focus Standards	English	2.3 Writing Standard: Write expository compositions, including analytical essays and research reports:			
	Biology	7 & 8. Evolution			
	Algebra	Understand how mathematics has evolved in different cultures.			
Enduring Understandings: Important Concepts	Students will understand the scientific concept of evolution. Students will write an expository essay. Students will understand that change is both positive and negative, and brings with it both benefits and disadvantages		Theme-Related Essential Questions	<ul style="list-style-type: none"> * What are the benefits and dangers of change? * Is change necessary? Why? * Why do we fear change sometimes? * What would you like to change about who you are? * What makes change difficult? * What are disadvantages to change? * What does it mean to change? * How do we create sustained changed? 	
Essay Prompt	Change is a fundamental reality of the human experience, but the benefits and disadvantages to change in a given situation are not always clear. Write an essay in which you discuss a situation in which change occurred and analyze the various causes and effects of such change. Be sure to include evidence from the readings in applying your analysis.				
Common Instructional Strategies					

All Learners	Thinking maps Essay writing. Give a presentation Class discussion Readings Labs
ELs	Build academic language. Visual aids. Demonstrating and modeling.
RSP/SLD	Build academic language. Active learning.
GATE	Access higher order thinking skills through analysis and understanding across themes.

Unit Theme: What are the benefits and disadvantages to change?	
Subject: English	Grade Level: 9 th
Focus Standards	
W 2.3 Write expository compositions, including analytical and research reports	
R 2.4 Synthesize 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	
R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation and elaboration.	
SA 2.2 Deliver expository presentations	
Enduring Understanding	Learning Outcomes
Students will understand the benefits and risks of change, and how the threat of change can impact our view of what it means to be human	Students will know and be able to do: Evaluate sources Extend ideas Synthesize multiple sources Be capable of doing research to obtain information for themselves Express a clear main idea Support assertions with evidence from the texts Cite sources accurately using MLA format
Texts	Assessments
District Approved Standards Based Textbook : <u>Perspectives in Multicultural Literature</u> "Unfinished Business" Reading on bullying "Homecoming" Richard Rodriguez "Ishi Apparently Wasn't the Last Yahi" Gretchen Kell "Repatriation of Ishi," Smithsonian Literature Circles: <u>Lord of the Flies</u> by <u>Farm</u> by H.G. Wells <u>The Island of Dr. Moreau</u> , by H.G. Wells <u>Jurassic Park</u> by Michael Crichton <u>Flowers for Algernon</u>	Formative: Quick write: Describe a time you had to adapt to a new situation Quick write: Is change scary? Why? Short Constructed Responses on "Bullying" "Guava + New York" "Ishi" "Seizure Dogs" Literature circle notebooks
	Summative: Expository SPA 5-page typed research paper Additions to portfolio Interdisciplinary Essay Prompt CST

<p>Additional texts: 5-page Dinosaur readings (3) Ireland readings (4) Seizure Dogs “Guava + New York”</p>	
<p>Learning Plan: Scope and Sequence</p> <p>Students will begin by reading “Unfinished Business” and “Bullying”, and then will start “Ishi.” During “Ishi,” the students will also begin their Literature Circles. Week 3 students will do the Dinosaur readings. In Week 4 students will do readings on Ireland and in weeks 5-6 will do additional readings while preparing for essay. Students will do mind maps and engage in class discussion and group work to understand the readings and prepare for the group work.</p>	<p>Differentiation</p> <p>Thinking Maps Vocabulary Cards Writing Conferences Charts and collaborative workgroups Gallery Walk Interactive journals Word Walls ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>

Unit Theme: What are the benefits and disadvantages to change?			
Subject: Algebra 1	Grade Level: 9th		
Focus Standards			
ST 2: Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.			
ST 10.0: Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.			
Enduring Understanding	Learning Outcomes		
When change is made to dimensions of a figure, area and perimeter are also affected. When homes, buildings, and towers are being constructed the size of the dimensions manipulates the area of it.	Students will know and be able to: -add, subtract, multiply, divide polynomials -identify some basic shapes -apply polynomials to find the perimeter and area of a shape -apply polynomials to real life		
Texts	Assessments		
District approved standards based textbook: "Algebra 1" by Glencoe Mc Graw Hill Notables by Glencoe PowerPoint Presentation	<table border="0"> <tr> <td>Formative: -homework/class work -quiz: add, subtract, multiply, and divide polynomials -Periodic Assessment #3 -Word Problems -quiz: determine how changing the dimensions affects the area and perimeter</td> <td>Summative: -Students will be given various shapes and will investigate what dimensions of it will maximize the area and which will minimize the area.</td> </tr> </table>	Formative: -homework/class work -quiz: add, subtract, multiply, and divide polynomials -Periodic Assessment #3 -Word Problems -quiz: determine how changing the dimensions affects the area and perimeter	Summative: -Students will be given various shapes and will investigate what dimensions of it will maximize the area and which will minimize the area.
Formative: -homework/class work -quiz: add, subtract, multiply, and divide polynomials -Periodic Assessment #3 -Word Problems -quiz: determine how changing the dimensions affects the area and perimeter	Summative: -Students will be given various shapes and will investigate what dimensions of it will maximize the area and which will minimize the area.		
Learning Plan: Scope and Sequence	Differentiation		
-adding, subtracting, multiplying, dividing polynomials -classify basic shapes such as square, circle, triangle, rectangle -identify the perimeter and area formulas -calculate the area and perimeter of these shapes using polynomials -apply polynomials to real life -investigate the dimensions of a shape to maximize/ minimize area	-visuals of the shapes -algebra tiles -graphic organizer for the definition of the shapes and formulas -use of foldables to organize the notes -technology: power points -modeling the lesson		

Unit Theme: What are the benefits and disadvantages to change?	
Subject: Biology	Grade Level: 9th
Focus Standards	
<p>7. a. <i>Students know</i> why natural selection acts on the phenotype rather than the genotype of an organism.</p> <p>7. b. <i>Students know</i> why alleles that are lethal in a homozygous individual may be carried in a heterozygote and thus maintained in a gene pool.</p> <p>7. d. <i>Students know</i> variation within a species increases the likelihood that at least some members of a species will survive under changed environmental conditions.</p> <p>7. e.* <i>Students know</i> the conditions for Hardy-Weinberg equilibrium in a population and why these conditions are not likely to appear in nature.</p> <p>7. f.* <i>Students know</i> how to solve the Hardy-Weinberg equation to predict the frequency of genotypes in a population, given the frequency of phenotypes.</p> <p>8. a. <i>Students know</i> how natural selection determines the differential survival of groups of organisms.</p> <p>8. b. <i>Students know</i> a great diversity of species increases the chance that at least some organisms survive major changes in the environment.</p> <p>8. c. <i>Students know</i> the effects of genetic drift on the diversity of organisms in a population.</p> <p>8. d. <i>Students know</i> reproductive or geographic isolation affects speciation.</p> <p>8. e. <i>Students know</i> how to analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.</p>	
Enduring Understanding	Learning Outcomes
<p>Students should be able to explain why there is diversity among species. They should be able to explain evolution due to adaptations and Natural Selection. Students need to understand that the same evolutionary mechanisms that have affected the rest of the living world have also affected the human species.</p> <p>Students need to understand that Charles Darwin’s theory of the origin of species by natural selection is an explanation for evolution. Even though biologists continue to test the boundaries of this theory today, their investigations have not found credible evidence to refute the theory.</p>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Examine the factors Darwin considered in forming his theory of natural selection. • Summarize the four principles of natural selection. • Recognize the major sources of evidence for evolution. • Describe the significance of genetic variation within a population. • Identify sources of genetic variation • Describe how natural selection acts on the distribution of traits in population

<p>Students should know that the advantages of change are for survival, organisms must adapt to their environment due to Natural Selection.</p>	<ul style="list-style-type: none"> • Explain three ways natural selection can change the distribution of a trait in a population • Explain how gene flow, genetic drift, and sexual selection can lead to the evolution of populations • Examine the evolutionary relationships between humans and other primates. • Summarize the events and forces that shaped human evolution
<p>Texts Assessments</p>	
<p>District approved standards based textbook: Mc Dougal Littel, Biology text book</p>	<p>Formative: Whole group discussion; 3. daily warm ups 4. lab analysis Lab analysis on the following; 4. Natural Selection lab 5. Genetic Drift and Speciation lab Weekly quizzes Summative: 1. Human Evolution final project 2. Evolution Time line final project. unit test</p>
<p>Learning Plan: Scope and Sequence Differentiation</p>	
<p>Evolution (6-8 weeks)</p> <ul style="list-style-type: none"> • Natural Selection Lab • Instructional video: PBS, Darwin’s dangerous idea • Genetic Drift and Speciation Lab • Human Evolution Lab 	<ul style="list-style-type: none"> • Hands on activities • Instructional videos as a visual and auditory aid • Graphic organizers for vocabulary and main concepts • Word wall • KWL chart as student base and investigation learning. <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p>

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	How do the choices we make impact the natural world? How will those choices affect our future?				
Grade:	9th				
Timeline:	6 weeks				
Team Members	Blewitt Stahly Tomlin	Cervantes	Parsanian Gonzalez		
Subjects	English	Biology	Math		
Rationale	Man has often lived in a competitive relationship with nature, struggling to survive. Yet now, man’s adaptations may wreak fundamental changes on our environment. Thoughtful members of the global community must discuss this issue, unafraid to ask themselves, “How do my choices impact the world I live in? What relationship do I wish to have with the planet?”				
Student Learning Outcomes					
Focus Standards	English	2.4 Write persuasive compositions.			
	Biology	6 Ecology: Stability in an ecosystem is a balance between competing effects.			
	Algebra	Ability to apply graphs to data			
Enduring Understandings: Important Concepts	<p>Different cultures have historically held different concepts of nature: Western European views land as a possession to be manipulated and owned, whereas Native peoples have viewed the land as a relative to be respected</p> <p>Mismanagement of natural resources may affect the future of the world.</p> <p>Mathematical data can be used to support a position.</p> <p>Ecosystems are complex and delicate.</p> <p>Student action can have an impact on the environment.</p>		Theme-Related Essential Questions	<p>* What is our place in nature?</p> <p>* How is man in competition with nature?</p> <p>* How can nature inspire us?</p> <p>* How do our decisions about use of natural resources impact the future?</p> <p>*Does environmental change mean we need to change our relationship with the earth from a competitive to a cooperative one?</p>	

		<p>*Can you own the earth?</p> <p>* Do we view the earth as a possession to be used or as a living thing to be respected?</p>
Interdisciplinary Project	<p>Students will create a power point on the environmental issue of their choice, relating material from across the curricula.</p> <p>Students will take a field trip to the beach in order to graph the waves and to pick up trash on the beach, reflecting upon the environmental issues connected with the ocean and marine life.</p>	
Essay Prompt	<p>Take a position on an environmental issue affecting our world (i.e., global warming, pollution of the oceans. In a well-thought out essay that takes examples from Science, English, Math, explain what you think our relationship to the earth should be. Then persuade your audience that your position on this environmental issue is the right one, taking care to use details and examples from class, from your independent research, and from life. Make sure to address potential counter-arguments.</p>	
Common Instructional Strategies		
All Learners	<p>Essay</p> <p>Persuasive speech with accompanying presentation</p> <p>Visual science boards created</p> <p>Vocabulary</p> <p>Using graphs and charts</p> <p>Trip to ocean/beach and/or to LA River conservancy for outdoor field work</p> <p>Class discussion</p> <p>Readings</p> <p>Labs</p> <p>Create connections.</p> <p>Build background knowledge.</p> <p>Demonstrating and modeling.</p>	
ELs	<p>Build Academic vocabulary.</p> <p>Demonstrating and modeling.</p> <p>Develop vocabulary.</p> <p>Use visual aids.</p> <p>Hands on activities</p> <p>Students will take a field trip to a recycler. They will take materials to recycle, and then discuss its impact, including how to understand, “reduce, reuse, and recycle.”</p>	
RSP/SLDR	<p>Use visual aids.</p>	

Demonstrating and modeling.
Build Academic vocabulary.
Project assessment to identify curriculum understanding
Hands-on activities.

GATE

Reflect and analyze on issues of global importance studying across the curriculum.
Research paper on a topic such as: Our global responsibility to protect the environment? (China v. U.S.?)

Unit Theme: How do the choices we make impact the natural world?											
Subject: English	Grade Level: 9th										
Focus Standards											
W 2.4 Write persuasive compositions											
R 2.5 Extend ideas in primary and secondary sources through original analysis, evaluation and elaboration											
R 2.8 Evaluate credibility of a claim											
SA Deliver persuasive arguments, including evaluation and analysis of problems and solutions and causes and effects											
Enduring Understanding	Learning Outcomes										
<p>Different cultures have historically held different concepts of nature: Western European views land as a possession to be manipulated and owned, whereas Native peoples have viewed the land as a relative to be respected</p> <p>Mismanagement of natural resources may affect the future of the world.</p> <p>Student action can have an impact on the environment</p>	<p>Students will know and be able to do:</p> <p>Deliver a clear argument, taking into account the claims and counterclaims</p> <p>Evaluate the credibility of an argument</p> <p>Extend the ideas in primary and secondary sources</p> <p>Use analogy and anecdote to support a position</p>										
Texts	Assessments										
<p>“Rising Tides, “ and “An Arctic Floe of Climactic Questions, by Robert Cooke</p> <p>Excerpts from <u>An Inconvenient Truth</u> by Al Gore</p> <p>Excerpt from <u>Into Thin Air</u> by Jon Krakauer</p> <p>Native American myth</p> <p>Non-fiction essay on climactic change</p> <p>“A Weighty Case”</p> <p>“Do Something Good for the Earth”</p> <p>“What Caffeine Does To You,” & “More than Just Caffeine”</p>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td>3 Short Constructed Responses evaluating credibility</td> <td>Persuasion SPA</td> </tr> <tr> <td>Academic Summary</td> <td>Deliver persuasive argument orally w/ accompanying power point presentation</td> </tr> <tr> <td>Class discussion</td> <td>Contribute to student portfolio</td> </tr> <tr> <td></td> <td>Respond to Essay Prompt</td> </tr> </table>	Formative:	Summative:	3 Short Constructed Responses evaluating credibility	Persuasion SPA	Academic Summary	Deliver persuasive argument orally w/ accompanying power point presentation	Class discussion	Contribute to student portfolio		Respond to Essay Prompt
Formative:	Summative:										
3 Short Constructed Responses evaluating credibility	Persuasion SPA										
Academic Summary	Deliver persuasive argument orally w/ accompanying power point presentation										
Class discussion	Contribute to student portfolio										
	Respond to Essay Prompt										
Learning Plan: Scope and Sequence,	Differentiation										
	<p>Graphic organizers</p> <p>Word wall</p> <p>Vocabulary cards</p> <p>Thinking Maps</p>										

Collaborative workgroups
Writing conferences
Interactive journal
Gallery walk
EL/RSP students will have the opportunity to read from a script.

Unit Theme: How do the choices we make impact the natural world? How will those choices affect our future?	
Subject: Math – Algebra 1	Grade Level: 9th
Focus Standards	
ST: (Intro to Alg. 2) Students know the laws of fractional exponents, understand exponential functions, and use these functions in exponential growth and decay.	
ST 18: Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.	
Enduring Understanding	Learning Outcomes
Having the ability to represent exponential graphs to real life. Have an understanding how a savings account accumulates interest. Graphing Functions	Students will know and be able to: -graph exponential growth and decay functions -find x and y-intercepts -analyze exponential functions -apply exponential growth and decay graphs to real life applications like bacteria growth and car depreciation -apply and calculate compound interest to find how much money will be invested/earned
Texts	Assessments
“Algebra 1:” Glencoe Mc Graw-Hill Notables –Interactive Study Notebook Glencoe Interactive PowerPoint http://www.epa.gov/climatechange/science/pastcc.html (website)	Formative: -Graph exponential functions -Create a savings account and be able to calculate interest -Focus on real life exponential growth & decay and graph -Periodic Assessments #4 (District) Summative: -End of the unit free response and multiple-choice assessment.
Learning Plan: Scope and Sequence,	Differentiation
Introduction of Exponential Functions Application of Exponential Growth Application of Exponential Decay Word Problems- analyzing and applying Compound Interest	-Modeling the lesson -Graphing calculators hands-on -scaffolding -real life application ELL differentiation:

Creating a back account

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: How do the choices we make impact the natural world? How will those choices affect our future?	
Subject: Biology	Grade Level: 9th
Focus Standards	
<p>6. a. <i>Students know</i> biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.</p> <p>6. b. <i>Students know</i> how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.</p> <p>6. c. <i>Students know</i> how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.</p> <p>6. d. <i>Students know</i> how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.</p> <p>6. e. <i>Students know</i> a vital part of an ecosystem is the stability of its producers and decomposers.</p> <p>6. f. <i>Students know</i> at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.</p> <p>6. g.* <i>Students know</i> how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.</p>	
Enduring Understanding	Learning Outcomes
<p><i>Students should know that Ecology is the study of relationships among living organisms and their interactions with the physical environment. These relationships are in a constant state of flux, and even small changes can cause effects throughout the ecosystem. Students also need to recognize that humans are participants in these ecosystem relationships, not just observers.</i></p>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Summarize the levels of organization that ecologists study • Identify biotic and abiotic factors in an ecosystem • Describe how a change in one factor in an ecosystem can affect others. • Describe the roles of producers and consumers in ecosystems. • Describe the structure of a food chain. • Explain how food chains and trophic levels are related. • Analyze feeding relationships in a food web. • Summarize Earth’s hydrologic and biogeochemical cycles. • Relate cycling of matter to ecosystems. • Describe the interactions of the biosphere, atmosphere, hydrosphere, and geosphere • Summarize the current state and effects of human population growth. • Explain the importance of effective resource management. • Explain how air pollution contributes to acid rain

<p>Texts</p>	<ul style="list-style-type: none"> Describe global warming and the green house effect. 	
<p>Mc Dougal Little, Biology text book</p>	<p>Assessments</p> <p>Formative:</p> <p>Whole group discussion;</p> <ol style="list-style-type: none"> daily warm ups lab analysis <p>Lab analysis on the following;</p> <ol style="list-style-type: none"> Population board game Water cycle lab Global Warming, green house effect project. <p>Weekly quizzes</p>	<p>Summative:</p> <ol style="list-style-type: none"> Global warming, green house effect final product. Human impact on the water cycle project unit test
<p>Learning Plan: Scope and Sequence</p> <p><u>Ecology (6-8 weeks):</u></p> <ul style="list-style-type: none"> Population Board game Water Cycle Lab Instructional Video: The inconvenient Truth Global Warming and the Green house effect project 	<p>Differentiation</p> <ul style="list-style-type: none"> Hands on activities Instructional videos as a visual and auditory aid Graphic organizers for vocabulary and main concepts Word wall KWL chart as student base and investigation learning <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>	

Unit Theme	How do the choices we make impact the natural world? How will those choices affect our future?				
Grade:	9th				
Timeline:	6 weeks				
Team Members	Blewitt Stahly Tomlin	Cervantes	Parsanian Gonzalez		
Subjects	English	Biology	Math		
Rationale	Man has often lived in a competitive relationship with nature, struggling to survive. Yet now, man’s adaptations may wreak fundamental changes on our environment. Thoughtful members of the global community must discuss this issue, unafraid to ask themselves, “How do my choices impact the world I live in? What relationship do I wish to have with the planet?”				
Student Learning Outcomes					
Focus Standards	English	2.4 Write persuasive compositions.			
	Biology	6 Ecology: Stability in an ecosystem is a balance between competing effects.			
	Algebra	Ability to apply graphs to data			
Enduring Understandings: Important Concepts	<p>Different cultures have historically held different concepts of nature: Western European views land as a possession to be manipulated and owned, whereas Native peoples have viewed the land as a relative to be respected</p> <p>Mismanagement of natural resources may affect the future of the world.</p> <p>Mathematical data can be used to support a position.</p> <p>Ecosystems are complex and delicate.</p> <p>Student action can have an impact on the environment.</p>		Theme-Related Essential Questions	<p>* What is our place in nature?</p> <p>* How is man in competition with nature?</p> <p>* How can nature inspire us?</p> <p>* How do our decisions about use of natural resources impact the future?</p> <p>*Does environmental change mean we need to change our relationship with the earth from a competitive to a cooperative one?</p>	

	<p>*Can you own the earth? * Do we view the earth as a possession to be used or as a living thing to be respected?</p>
Interdisciplinary Project	<p>Students will create a power point on the environmental issue of their choice, relating material from across the curricula.</p> <p>Students will take a field trip to the beach in order to graph the waves and to pick up trash on the beach, reflecting upon the environmental issues connected with the ocean and marine life.</p>
Essay Prompt	<p>Take a position on an environmental issue affecting our world (i.e., global warming, pollution of the oceans. In a well-thought out essay that takes examples from Science, English, Math, explain what you think our relationship to the earth should be. Then persuade your audience that your position on this environmental issue is the right one, taking care to use details and examples from class, from your independent research, and from life. Make sure to address potential counter-arguments.</p>
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> Essay Persuasive speech with accompanying presentation Visual science boards created Vocabulary Using graphs and charts Trip to ocean/beach and/or to LA River conservancy for outdoor field work Class discussion Readings Labs Create connections. Build background knowledge. Demonstrating and modeling.
ELs	<ul style="list-style-type: none"> Build Academic vocabulary. Demonstrating and modeling.

	<p>Develop vocabulary. Use visual aids. Hands on activities Students will take a field trip to a recycler. They will take materials to recycle, and then discuss its impact, including how to understand, “reduce, reuse, and recycle.”</p>
RSP/SLDR	<p>Use visual aids. Demonstrating and modeling. Build Academic vocabulary. Project assessment to identify curriculum understanding Hands-on activities.</p>
GATE	<p>Reflect and analyze on issues of global importance studying across the curriculum. Research paper on a topic such as: Our global responsibility to protect the environment? (China v. U.S.?)</p>

Unit Theme: How do the choices we make impact the natural world?			
Subject: English	Grade Level: 9th		
Focus Standards			
W 2.4 Write persuasive compositions			
R 2.5 Extend ideas in primary and secondary sources through original analysis, evaluation and elaboration			
R 2.8 Evaluate credibility of a claim			
SA Deliver persuasive arguments, including evaluation and analysis of problems and solutions and causes and effects			
Enduring Understanding	Learning Outcomes		
<p>Different cultures have historically held different concepts of nature: Western European views land as a possession to be manipulated and owned, whereas Native peoples have viewed the land as a relative to be respected</p> <p>Mismanagement of natural resources may affect the future of the world.</p> <p>Student action can have an impact on the environment</p>	<p>Students will know and be able to do:</p> <p>Deliver a clear argument, taking into account the claims and counterclaims</p> <p>Evaluate the credibility of an argument</p> <p>Extend the ideas in primary and secondary sources</p> <p>Use analogy and anecdote to support a position</p>		
Texts	Assessments		
<p>District Approved standards based textbook and LAUSD Instructional guide</p> <p>“Rising Tides, “ and “An Arctic Floe of Climactic Questions, by Robert Cooke</p> <p>Excerpts from <u>An Inconvenient Truth</u> by Al Gore</p> <p>Excerpt from <u>Into Thin Air</u> by Jon Krakauer</p> <p>Native American myth</p> <p>Non-fiction essay on climactic change</p> <p>“A Weighty Case”</p> <p>“Do Something Good for the Earth”</p> <p>“What Caffeine Does To You,” & “More than Just Caffeine”</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Formative:</p> <p>3 Short Constructed Responses evaluating credibility</p> <p>Academic Summary</p> <p>Class discussion</p> <p>Persuasion SPA</p> </td> <td style="vertical-align: top;"> <p>Summative:</p> <p>Deliver persuasive argument orally w/ accompanying power point presentation</p> <p>Contribute to student portfolio</p> <p>Respond to Essay Prompt</p> </td> </tr> </table>	<p>Formative:</p> <p>3 Short Constructed Responses evaluating credibility</p> <p>Academic Summary</p> <p>Class discussion</p> <p>Persuasion SPA</p>	<p>Summative:</p> <p>Deliver persuasive argument orally w/ accompanying power point presentation</p> <p>Contribute to student portfolio</p> <p>Respond to Essay Prompt</p>
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Learning Plan: Scope and Sequence,	Differentiation		
LAUSD Instructional Guide with Interdisciplinary perspective.	<p>Graphic organizers</p> <p>Word wall</p> <p>Vocabulary cards</p> <p>Thinking Maps</p>		

	<p>Collaborative workgroups Writing conferences Interactive journal Gallery walk EL/RSP students will have the opportunity to read from a script. ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>
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Unit Theme: How do the choices we make impact the natural world? How will those choices affect our future?	
Subject: Math – Algebra 1	Grade Level: 9 th
Focus Standards	
ST: (Intro to Alg. 2) Students know the laws of fractional exponents, understand exponential functions, and use these functions in exponential growth and decay.	
ST 18: Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.	
Enduring Understanding	Learning Outcomes
Having the ability to represent exponential graphs to real life. Have an understanding how a savings account accumulates interest. Graphing Functions	Students will know and be able to: -graph exponential growth and decay functions -find x and y-intercepts -analyze exponential functions -apply exponential growth and decay graphs to real life applications like bacteria growth and car depreciation -apply and calculate compound interest to find how much money will be invested/earned
Texts	Assessments
“Algebra 1:” Glencoe Mc Graw-Hill Notables –Interactive Study Notebook Glencoe Interactive PowerPoint http://www.epa.gov/climatechange/science/pastcc.html (website)	Formative: -Graph exponential functions -Create a savings account and be able to calculate interest -Focus on real life exponential growth & decay and graph -Periodic Assessments #4 (District) Summative: -End of the unit free response and multiple-choice assessment.
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Introduction of Exponential Functions Application of Exponential Growth Application of Exponential Decay Word Problems- analyzing and applying Compound Interest Creating a back account	-Modeling the lesson -Graphing calculators hands-on -scaffolding -real life application ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content

area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: How do the choices we make impact the natural world? How will those choices affect our future?	
Subject: Biology	Grade Level: 9th
Focus Standards	
<p>6. a. <i>Students know</i> biodiversity is the sum total of different kinds of organisms and is affected by alterations of habitats.</p> <p>6. b. <i>Students know</i> how to analyze changes in an ecosystem resulting from changes in climate, human activity, introduction of nonnative species, or changes in population size.</p> <p>6. c. <i>Students know</i> how fluctuations in population size in an ecosystem are determined by the relative rates of birth, immigration, emigration, and death.</p> <p>6. d. <i>Students know</i> how water, carbon, and nitrogen cycle between abiotic resources and organic matter in the ecosystem and how oxygen cycles through photosynthesis and respiration.</p> <p>6. e. <i>Students know</i> a vital part of an ecosystem is the stability of its producers and decomposers.</p> <p>6. f. <i>Students know</i> at each link in a food web some energy is stored in newly made structures but much energy is dissipated into the environment as heat. This dissipation may be represented in an energy pyramid.</p> <p>6. g.* <i>Students know</i> how to distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.</p>	
Enduring Understanding	Learning Outcomes
<p><i>Students should know that Ecology is the study of relationships among living organisms and their interactions with the physical environment. These relationships are in a constant state of flux, and even small changes can cause effects throughout the ecosystem. Students also need to recognize that humans are participants in these ecosystem relationships, not just observers.</i></p>	<p>Students will know and be able to do:</p> <ul style="list-style-type: none"> • Summarize the levels of organization that ecologists study • Identify biotic and abiotic factors in an ecosystem • Describe how a change in one factor in an ecosystem can affect others. • Describe the roles of producers and consumers in ecosystems. • Describe the structure of a food chain. • Explain how food chains and trophic levels are related. • Analyze feeding relationships in a food web. • Summarize Earth’s hydrologic and biogeochemical cycles. • Relate cycling of matter to ecosystems. • Describe the interactions of the biosphere, atmosphere, hydrosphere, and geosphere • Summarize the current state and effects of human population growth. • Explain the importance of effective resource management. • Explain how air pollution contributes to acid rain

<p>Texts</p>	<ul style="list-style-type: none"> Describe global warming and the green house effect. 	
<p>Mc Dougal Little, Biology text book</p>	<p>Assessments</p> <p>Formative:</p> <p>Whole group discussion;</p> <ol style="list-style-type: none"> daily warm ups lab analysis <p>Lab analysis on the following;</p> <ol style="list-style-type: none"> Population board game Water cycle lab Global Warming, green house effect project. <p>Weekly quizzes</p>	<p>Summative:</p> <ol style="list-style-type: none"> Global warming, green house effect final product. Human impact on the water cycle project unit test
<p>Learning Plan: Scope and Sequence</p> <p><u>Ecology (6-8 weeks):</u></p> <ul style="list-style-type: none"> Population Board game Water Cycle Lab Instructional Video: The inconvenient Truth Global Warming and the Green house effect project 	<p>Differentiation</p> <ul style="list-style-type: none"> Hands on activities Instructional videos as a visual and auditory aid Graphic organizers for vocabulary and main concepts Word wall KWL chart as student base and investigation learning <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>	

Unit Theme	In order to create change at a deeper level, you have to understand foundations and structures.			
Grade:	10th			
Timeline:	6-8 weeks			
Team Members	Blewitt Stahly	Parsanian Gonzalez Cardoza	Licon	Cho
Subjects	English	Math	Spanish	Chemistry
Rationale	<p>Students will understand that all disciplines have underlying foundations and structures that control the way in which disciplines operate. Ability to understand and then manipulate these foundations is necessary to gain mastery of a subject.</p> <p>An understanding of how underlying structural principles is necessary for anyone who would ask, "How can I effect the change I want to make in the world?"</p>			
Student Learning Outcomes				
Focus Standards	English	2. 4 Write an essay in which students challenge the theory and impact of language on learning. Students will explore how the structure of languages can control the meaning.		
	Chemistry	Studying the underlying principles of Chemistry, including the elements and periodic table, necessary to understand and manipulate chemical properties.		
	Geometry	1, 2, & 3. Students will need to understand geometric proofs, theorems and postulates necessary to constructing logical arguments.		
	World History	10.1 Students relate the moral and ethical principles in ancient Greek and Roman Philosophy, in Judaism, and in Christianity to the development of Western Political thought, in order to understand the foundations of Western Civilization.		
	Spanish	1.2 Students understand and interpret written and spoken language on a variety of topics.		
Enduring Understandings: Important Concepts	There are underlying organizing principles to any discipline, whether those are in government, chemistry, or math. If people understand these underlying principles, they will be able to intentionally manipulate the system		Theme-Related Essential Questions	Do we need rules? If so, why? What do we need to understand about something in order to change it?

	<p>in order to achieve intended results.</p> <p>Understand the periodic table</p> <p>Understand how to do theorems and proofs.</p>	<p>How can we fight injustice? How do we use what we know to create new meanings?</p>
Interdisciplinary Project	<p>Students will write a letter to congressman (learning structural issues of how governments work) on an issue of interest to them in the field of science, education or state or local government. Their letter will take a position on the issue and propose needed action.</p> <p>Students give a speech on their issue.</p>	
Essay Prompt/Speech	<p>In order to effect change in a given area, one must first understand the underlying principles of that discipline, whether one is acting in the realm of politics and government, or science and math. Research a problem of interest to you in order to discuss it fully and intelligently. Write an essay proposing how you would go about solving this problem. Make sure you address the foundational or structural issues you will have to know in order to solve this problem making sure you consider all relevant issues in government, science, math and English.</p>	
Common Instructional Strategies		
All Learners	<p>Build background knowledge with field trip to City Hall.</p> <p>Essay</p> <p>Speech and accompanying power point presentation</p> <p>Students write a letter to a local official</p> <p>Readings</p> <p>Class Discussions</p> <p>Labs</p> <p>Vocabulary</p>	
ELs	<p>Develop vocabulary: When reading historic documents, students must also paraphrase, to build comprehension.</p> <p>Work through documents slowly.</p> <p>Use visual aids.</p> <p>Build academic language.</p> <p>Active learning.</p>	
RSP/SLD	<p>Work in groups.</p> <p>Demonstrating and modeling</p>	
GATE	<p>Opportunity to differentiate based on complexity of issue selected.</p>	

Unit Theme: Foundations and structures are necessary to create change at a deeper level.					
Subject: English	Grade Level: 10th				
Focus Standards:					
W 2. 4 Write persuasive compositions.					
LS 1.1 Formulate judgments about ideas under discussion and support those judgments with convincing evidence					
Enduring Understanding	Learning Outcomes				
In order to create lasting change, you need to be able to understand and manipulate the foundational elements	Students will know and be able to do:				
Structures and meanings are always around us, even though we are often not aware of them	Analyze texts through the lens of understanding how foundations and structures of government impact justices and injustices within our society.				
Intentionality is necessary to effect change.	Write an essay examining how a foundation or structure can encourage or impede a change, and addressing the issue you would like to see resolved				
Texts	Assessments				
Excerpts from Mythologies by Roland Barthes, "The World of Wrestling" Excerpt from Plato's Republic, Excerpt from Aristotle's Politics, Speech by Julius Caesar Preamble, U.S. Constitution, Eyes on the Prize (video) "Power," by G. William Domhoff Dr. King, Theories of Nonviolent Resistance	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td>Write a speech Thinking Maps on Power Class discussion</td> <td>Write a letter to a local official to persuade them of something (using the foundations and structures)</td> </tr> </table>	Formative:	Summative:	Write a speech Thinking Maps on Power Class discussion	Write a letter to a local official to persuade them of something (using the foundations and structures)
Formative:	Summative:				
Write a speech Thinking Maps on Power Class discussion	Write a letter to a local official to persuade them of something (using the foundations and structures)				
Learning Plan: Scope and Sequence,	Differentiation				
Students will start with the excerpt from "Mythologies" to understand how foundations and structures occur in every group Tying in to World History, they will then examine some of the underlying governmental structures, and how those structures related to power (a theme that will be revisited in Unit 3). Students will define government structures used at particular time periods.	Thinking Maps Word Walls Collaborative work groups Chart ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve				

	<p>comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>
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Unit Theme: In order to create change at a deeper level, you have to understand foundations and structures.			
Subject: Math – Geometry	Grade Level: 10th		
Focus Standards			
ST 1.0: Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.			
ST 2.0: Students write geometric proofs, including proofs by contradiction.			
ST 3.0: Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.			
Enduring Understanding	Learning Outcomes		
-Organizing the steps and skills needed to prove something is right or correct -Being able to identify valid and invalid statements that can be manipulative in politics, criminal cases, etc.	Students will know and be able to: -Identify hypothesis and conclusion in a statement -Identify conditional and bi-conditional statements -Construct counterexamples -Justify the validity of a statement with properties, theorems, postulates, and definitions -Prove a theorem with valid justifications		
Texts	Assessments		
District approved standards based textbook “Geometry” by HOLT Holt PowerPoint presentations Notables by HOLT	<table border="0"> <tr> <td>Formative: -Quiz Classifying a statement and identifying parts of it. - Two-Column Charts: Using deductive reasoning to prove theorems -Matching: definition, postulate, or theorem to the word or name of it -Periodic Assessment #1</td> <td>Summative: -Students will apply definitions, postulates, and properties to prove a given theorem and justify each step in a logical order. -Students will prove angles and segments are congruent and will find measurement of each.</td> </tr> </table>	Formative: -Quiz Classifying a statement and identifying parts of it. - Two-Column Charts: Using deductive reasoning to prove theorems -Matching: definition, postulate, or theorem to the word or name of it -Periodic Assessment #1	Summative: -Students will apply definitions, postulates, and properties to prove a given theorem and justify each step in a logical order. -Students will prove angles and segments are congruent and will find measurement of each.
Formative: -Quiz Classifying a statement and identifying parts of it. - Two-Column Charts: Using deductive reasoning to prove theorems -Matching: definition, postulate, or theorem to the word or name of it -Periodic Assessment #1	Summative: -Students will apply definitions, postulates, and properties to prove a given theorem and justify each step in a logical order. -Students will prove angles and segments are congruent and will find measurement of each.		
Learning Plan: Scope and Sequence,	Differentiation		
-Conditional and Bi-Conditional Statements -Valid/Invalid Statements; Counterexamples -Inductive and Deductive Reasoning -Proofs using Two-Column Chart -Applying rules, properties, definitions, postulates to justify the validity of a theorem -Analyzing real life data and determine if it is valid or invalid	-Use of manipulatives such as angles, straight edge, etc. -Visual representation in the room that are examples of lines, points, rays -graphic organizer to separate valid and invalid statements -use of notables (note taking handouts) to help students minimize writing time and maximize instructional time (since some proves can be lengthy) ELL differentiation: Students will be grouped both homogeneously and heterogeneously to		

	<p>encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>
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Unit Theme: In order to create change at a deeper level, one must understand foundations and structures.	
Subject: Chemistry Grade Level: 10 th	
Focus Standards	
<p>Chemistry 1: Atomic and Molecular Structure – The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> • 1a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass. • 1b. Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens. • 1c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electro negativity, and the relative sizes of ions and atoms. • 1d. Students know how to use the periodic table to determine the number of electrons available for bonding. • 1e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass. <p>Chemistry 2: Chemical Bonds – Biological, chemical, and physical properties of mater result form the ability of atoms to form bonds from electrostatic forces between electrons and protons and between atoms and molecules. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> • 2a. Students know atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds. • 2b. Students know chemical bonds between atoms in molecules such as H₂, CH₄, NH₃, H₂CCH₂, N₂, Cl₂, and many large biological molecules are covalent. • 2c. Students know salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction. • 2d. Students know the atoms and molecules in liquids move in a random pattern relative to one another because the intermolecular forces are too weak to hold the atoms or molecules in a solid form. • 2e. Students know how to draw Lewis dot structures. 	
Enduring Understanding	Learning Outcomes
<p>Students will understand the foundation of the world that they observe and experience on a daily basis is made up the atoms found on the periodic table.</p> <p>Students will understand that when different kinds of atoms interact and bond, they form the structure of everything that they observe and experience in the world around them.</p>	<p>Students will know and be able to do:</p> <p>Use the periodic table to understand the characteristics of atoms and to analyze the differences and similarities between different atoms using information and trends found in the periodic table.</p> <p>Use the periodic table and their knowledge of how to use it to understand how various atoms interact with each other and how these interactions result in objects and phenomena that are more immediately visible and observable.</p>
Texts	Assessments

<p><i>World of Chemistry</i> by Zumdahl Ten Core Labs (LAUSD)</p>	<p>Formative: Practice problems from text or provided by teacher. Vocabulary quiz Mini-lab reports</p>	<p>Summative: 2 end of unit assessments (multiple-choice and free response) Formal lab reports</p>
Learning Plan: Scope and Sequence		
<p>Unit I: Understanding the Periodic Table</p> <ol style="list-style-type: none"> 1. Chunk vocabulary (3.1-3.5, 11.4) 2. Chunk sections from text (3.1-3.5, 11.4) 3. Lecture notes (3.1-3.5, 11.4) 4. Activity: Graphing Periodic Table Properties 5. Lab: Exploring the Periodic Table of Elements (Ten Core Labs) <p>Unit II: Chemical Bonds</p> <ol style="list-style-type: none"> 6. Chunk vocabulary (12.1-12.3, 14.3) 7. Chunk sections from text (12.1-12.3, 14.3) 8. Lecture notes (12.1-12.3, 14.3) 9. Guided Practice (12.3) 10. Activity: Building Chemical Models 11. Lab: Hydrogen Bonds (Ten Core Labs) 	<p>Differentiation</p> <p><u>English Learners:</u></p> <ul style="list-style-type: none"> • Reading Anticipation Guides • Word wall • Front-loading of vocabulary • Graphic organizers • Lab write-up sentence frames • Interactive science notebooks <p><u>Special Needs Students:</u></p> <ul style="list-style-type: none"> • Preferential seating • Assessment adaptations • Graphic organizers • Use of visuals and animations • Mathematical scaffolding (flowchart method) • Lab write-up sentence frames • Interactive science notebooks <p><u>Gifted Students:</u></p> <ul style="list-style-type: none"> • Technology based inquiry-based research • Critical thinking advanced questions • “AP Style” questions and writing prompts 	

Unit Theme	How does the art of a society reflect its values? If we change our art, do we change our values? Do artists change values?				
Grade: 10th					
Timeline: 6-8 weeks					
Team Members	Wong Ruedas	Rose Blewitt	Parsanian Cardoza	Machamer	
Subjects	History	English	Geometry	Art	
Rationale	The art of our culture reflects the values inherent within our culture, but this connection is often not carefully analyzed and understood. In order to fully appreciate art and its significance within the community and to us as humans, we should be able to ask ourselves, "How can art work more fully allow us to express our concerns and values as human beings?"				
Student Learning Outcomes					
Focus Standards	English	2.3 Write expository compositions, including analytical essays and research reports: Students will analyze literature to explain what that piece of literature says about the values of that society. Art and literature of the Romantic period.			
	Math	Students will recognize geometric patterns in art, specifically in stained-glass windows of Cathedrals.			
	Chemistry	Students will be exposed to the basic principles of alchemy, and understand that the principles of early chemistry were born out of the practice of alchemy. How did the interest in alchemy reflect the emerging Renaissance values?			
	Social Science	10.2 Students will identify art from the time of Louis XVI to pos-French revolution to understand how that art reflects the emerging Revolutionary ideals of the time.			
	Vis/Tech Arts	Students will create a piece of art, and explain in a reflective piece accompanying it, what value this artwork reflects.			
Enduring Understandings: Important Concepts	<p>Art reflects values and beliefs inherent in the larger society.</p> <p>Art often contains significant geometric forms, and art is connected with math.</p> <p>Students are able to perform literary analysis discussing the values inherent in a piece of literature, and connecting those to larger historic and cultural movements within the community at the time.</p>		Theme-Related Essential Questions	<p>Can a piece of art change how you think</p> <p>? What does music say about us?</p> <p>What makes something "art?" How is art important to a culture?</p> <p>What kinds of art do you like and why? What does that say about you?</p>	

Interdisciplinary Project	<p>Students will create a 5-7-slide power point presentation discussing the artwork they have selected to analyze in their essay, and will present to the class.</p> <p>In art class, students will use the geometry they have learned to create an artwork designed in a math project.</p>
Essay Prompt	Select a representative piece of art of the historical period. Write a thoughtful and well-developed essay in which you place the artwork in its historical and cultural framework. What were the significant values present in the relevant time period, and how does this piece of art embody those values?
Common Instructional Strategies	
All Learners	<p>Project-based learning.</p> <p>Themes across the curricula.</p> <p>Thinking maps.</p> <p>Field trip to an art museum. (LACMA or Norton Simon)</p> <p>Essay</p> <p>Geometry of Stained glass windows project.</p> <p>Art project</p> <p>Readings</p> <p>Vocabulary</p> <p>Class Discussion</p>
ELs	<p>Visual aides</p> <p>Develop academic vocabulary</p> <p>Demonstrating and modeling</p>
RSP/SL	<p>Visual aids.</p> <p>Students access multiple intelligences through creating art.</p> <p>Thinking maps.</p>
GATE	Students grapple with complex connections between artistic and historical movements and look for connections.

Unit Theme:	How does the art of a society reflect its values? If we change our art, do we change our values? Do artists change values?		
Subject:	English	Grade Level:	10th
Focus Standards			
2.3 Write expository compositions, including analytical essays and research reports: Students will analyze literature to explain what that piece of literature says about the values of that society. Art and literature of the Romantic period.			
Enduring Understanding		Learning Outcomes	
Students will recognize art as fundamentally connected to the values of the culture that produced that art and will learn to analyze art critically as a reflection of such values		Students will know and be able to do: Write a paper in which they analyze a piece of art. Read a poem in which they read a story and connect it to a piece of art from the same era through the cultural values both express	
Texts		Assessments	
Reading from Chaz Bojorquez Reading from Art History textbook on the Romantic Era The Romantic Era & Transcendentalism: Edgar Allen Poe: The Fall of the House of Usher The Masque of the Red Death Hiawatha (excerpt) Leaves of Grass: Song of Myself Compare across cultures: Yo soy Joaquin Gloria Anzaldua: Quando Viva in la Frontera/In the Borderlands Selection by Zora Neale Hurston Power point on Art Trip to LACMA or Norton Simon		Formative: Notes Quick write Vocabulary Quiz Rough drafts of papers Short constructed responses	Summative: Respond to the essay prompt Write an essay
Learning Plan: Scope and Sequence		Differentiation (SpEd/ ELL/GATE)	
Students will begin with an overview of art, including a presentation and beginning with the art and writing of the Romantic era, understanding it as a new creation and also a reaction to the Enlightenment. They will then explore		Word Wall and Word Wall Activities Charting (SpEd/EL) Gallery Walk (SpEd/EL) Graphic Organizers/Thinking Maps	

the “dark” side of Romanticism with Poe. From there, they will look at contemporary art and multi-cultural literature, including Yo Soy Joaquin, to prepare for analyzing the art and analyzing a piece of art of their choice. Students will connect art across disciplines by listening to songs and connecting them to art from the same time period.

Students will tour the art on campus and take notes, seeking to analyze the works

Students will view a power point on the artwork connected to the Romantic era, and will learn to identify connections.

Students will write a paper connecting a passage from a selected Romantic era poem to a piece of art

Students will take a field trip to a museum and will select a piece of art to write about

Students will write a 2-3 page typed essay analyzing a selected piece of art in light of the cultural values of the time period

Selected text sections for student highlighting/annotation
Collaborative groups

ELL differentiation:
Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme:	In order to create change at a deeper level, you have to understand foundations and structures.
Subject: Geometry	Grade Level: 10th
Focus Standards	
ST 5.0: Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.	
ST 10: Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.	
Enduring Understanding	Learning Outcomes
Using geometry to be able to distinguish the many shapes used in real life to construct buildings, bridges, houses, paintings, and art. Applying the knowledge of area and symmetry to art during the renaissance. Students will recognize geometric patterns in art, specifically in stained-glass windows of Cathedrals.	Students will know and be able to: -determine if a shape has symmetry -find the area of polygons -identify the shapes, symmetry, and area of pictures, drawings, and polygons
Texts	Assessments
"Geometry" by HOLT Holt PowerPoint presentations	Formative: -Quizzes on finding area of shapes. -Finding the shapes of a drawing, picture, etc. and find the area. -Periodic Assessment #2 Summative: -Students will create their own piece of art contributing to the renaissance era and will calculate the area of their final product.
Learning Plan: Scope and Sequence	Differentiation
-Identify and define polygons -Properties of each polygon -Area of polygons -Study the art of the renaissance era -Design own art	Use of visuals – internet pictures, textbook, cut out shapes Shapes template Hands on activities – students design and draw own piece of art Graphic organizers – organize properties of polygons word wall ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	How does technology influence who has power, in the battlefield and in life?				
Grade: 10th					
Timeline: 6-8 weeks					
Team Members	Wong Ruedas	Blewitt Rose	Parsanian Cardoza	Cho	
Subjects	History	English	Geometry	Chemistry	
Rationale	<p>The use and abuse of power: how it is acquired, how it is transmitted, and who has it is one of the age-old questions of politics and of war. There are axioms and principles of power, which operate consistently throughout time.</p> <p>In order to understand the world and why it exists as it does, human beings must understand these principles and then ask themselves, "What is the power dynamic in this situation, and why does it exist as it does? How does technology change who has power?"</p>				
Student Learning Outcomes					
Focus Standards	English	2.4 Write persuasive compositions:			
	Math	ST 8, 10, 11 Students will apply perimeter and area to determine the damage of a land by a bomb.			
	Chemistry	ST 4, 11 Students will analyze the chemicals and reactions of bombs.			
	Social Science	10.8 Students analyze the causes and consequences of World War II.			
Enduring Understandings: Important Concepts	<p>The basics of how nuclear physics works.</p> <p>Technology affects who has power, and who keeps power.</p> <p>World War II was a war of technology.</p> <p>Power operates pursuant to consistent principles and axioms.</p>		Theme-Related Essential Questions	<p>Who are the victims of war? When do world conflicts affect us?</p> <p>How do we attain victory? What is the cost?</p> <p>Do the ends justify the means? How does new technology change what it means to be human? Do we control technology, or does it control us? How does technology change our values? What are the principles of power?</p>	
Interdisciplinary Project	Students research the use of technology in World War II creating a multi-faceted project addressing the scientific				

	advances that influenced the outcome of the second World War.
Essay Prompt	<p>We often greet our many technological advances with wonder and excitement, without considering the ways these technologies may be used or misused to alter the balance of power. As we live in a world of myriad and ever-expanding technologies, we must ask ourselves, “Do new technologies change what it means to be human? Do new technologies change the balance of power?”</p> <p>Synthesizing the information you have learned in English, Chemistry, Mathematics and World History, write a thoughtful and well-reasoned paper, which addresses the question of how technology and power interact. Use what you have learned about the principles and axioms of power as well as the source material you have addressed in your core subject areas.</p>
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> Essay Class discussion Class debate Vocabulary Readings Chemistry labs Visual aides Build background knowledge. Thinking maps Interactive notebooks
ELs	<ul style="list-style-type: none"> Make cultural connections Build academic language Make cultural connections Develop vocabulary Graphic organizers/Thinking maps
RSP/SLD	<ul style="list-style-type: none"> Interactive Notebooks Use demonstration and modeling to assist all students in achievement Thinking maps Variety of formal assessments such as projects and presentations Frontload vocabulary Preferred front sitting
GATE	<ul style="list-style-type: none"> Access higher order thinking skills by teaching across the curriculum Technology based research

Unit Theme: How does technology influence who has power, in the battlefield and in life?	
Subject: World History	Grade Level: 10th
Focus Standards	
10.6.1 Terms and influences of the Treaty of Versailles	
10.8 Students analyze the causes and consequences of World War II	
20.8.3 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions.	
10.8.4 Describe the political, diplomatic, and military leaders during the war	
10.8.5 Analyze the Nazi policy of achieving racial purity	
10.9.1 Compare the economic and military power shifts caused by the war. Including the development of nuclear weapons	
Enduring Understanding	Learning Outcomes
Students will understand how the development of industrialized society, global economy, and modern warfare leads to the concept of Total War. Students will see the global impact of World War I and the global impact of a peace treaty Student will see the global impact of World War II Students will understand how the development and use of technology influenced the impact the World Wars.	Students will know and be able to do: Learn how national and international interests intersect by assuming the identity of a nation’s leaders. Debate the use of technology’s impact on war
Texts	Assessments
District approved standards based textbook: World History: Modern Times	Formative: Individual research and reading Meeting in small groups to prepare for role-playing
	Summative: Summary: a written evaluation And essay that culminates in role-playing
Learning Plan: Scope and Sequence	Differentiation
Role Playing on the Treaty of Versailles: -Background reading on World War I with a focus on the concept of “Total War” Documents on the leaders of the Big Four Class divides to conduct individual treaties of Versailles, with each group developing its own treaty agreement	Teaching materials and methods include: background articles on World War I and biographies of national leaders, group discussion, role-playing, presentations to the class, Socratic Seminar ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other

A summary questionnaire and essay evaluates the results of each group
Students will look at the rise of World War II, examining specific leaders and the influence of technology
Students will look at the “Final Solution” and the use of nuclear weapons as examples of technology influencing war
Students will hold a Socratic Seminar as world leaders to discuss the employment of specific technologies

textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.
SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: How does technology influence who has power, in the battlefield and in life?			
Subject: Geometry	Grade Level: 10th		
Focus Standards			
ST 8: Students know, and derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.			
ST 10: Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.			
ST 11: Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.			
Enduring Understanding	Learning Outcomes		
Having a visual representation of how much land a bomb may damage gives students an understanding of how many people, towns, and cities get affected.	Students will know and be able to: -calculate perimeter, circumference, and area of polygons -analyze and determine how perimeter, circumference, and area can be found in an irregular figure (such as battlefield damage) through the sum of the areas of polygons in the figure - apply area formulas to calculate the damage done in a battlefield by heavy artillery, bombs, etc.		
Texts	Assessments		
District approved Standards Based Textbook “Geometry” by HOLT Noteables by HOLT PowerPoint Presentations by HOLT	<table border="0"> <tr> <td>Formative: -Quiz: Identifying area, lateral area, surface area formulas of polygons and figures -Daily Homework/Class work - Periodic Assessment #3</td> <td>Summative: Students will be given the information of a bomb and they will calculate how much area it will damage. They will also be given a map and they will find the area of their community (using Google earth).</td> </tr> </table>	Formative: -Quiz: Identifying area, lateral area, surface area formulas of polygons and figures -Daily Homework/Class work - Periodic Assessment #3	Summative: Students will be given the information of a bomb and they will calculate how much area it will damage. They will also be given a map and they will find the area of their community (using Google earth).
Formative: -Quiz: Identifying area, lateral area, surface area formulas of polygons and figures -Daily Homework/Class work - Periodic Assessment #3	Summative: Students will be given the information of a bomb and they will calculate how much area it will damage. They will also be given a map and they will find the area of their community (using Google earth).		
Learning Plan: Scope and Sequence	Differentiation ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.		

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme:	How does technology influence who has power, in the battlefield and in life?		
Subject:	Chemistry	Grade Level:	10th
Focus Standards			
<p>Chemistry 7: Chemical Thermodynamics – Energy is exchanged or transformed in all chemical reactions and physical changes of matter. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> • 7a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms). • 7b. Students know chemical processes can either release (exothermic) or absorb (endothermic) thermal energy. • 7c. Students know energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts. • 7d. Students know how to solve problems involving heat flow and temperature changes, using known values of specific heat and latent heat of phase change. <p>Chemistry 11: Nuclear Processes - Nuclear processes are those in which an atomic nucleus changes, including radioactive decay of naturally occurring and human-made isotopes, nuclear fission, and nuclear fusion. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> • 11a. Students know protons and neutrons in the nucleus are held together by nuclear forces that overcome the electromagnetic repulsion between the protons. • 11b. Students know the energy release per gram of material is much larger in nuclear fusion or fission reactions than in chemical reactions. The change in mass (calculated by $E = mc^2$) is small but significant in nuclear reactions. • 11c. Students know some naturally occurring isotopes of elements are radioactive, as are isotopes formed in nuclear reactions. • 11d. Students know the three most common forms of radioactive decay (alpha, beta, and gamma) and know how the nucleus changes in each type of decay. • 11e. Students know alpha, beta, and gamma radiation produce different amounts and kinds of damage in matter and have different penetrations. <p>Chemistry 10: Organic Chemistry and Biochemistry –</p> <ul style="list-style-type: none"> • 10a. Students know large molecules (polymers), such as proteins, nucleic acids, and starch, are formed by repetitive combinations of simple subunits. • 10b. Students know the bonding characteristics of carbon that result in the formation of a large variety of structures ranging from simple hydrocarbons to complex polymers and biological molecules. <p>10c. Students know amino acids are the building blocks of proteins.</p>			
Enduring Understanding		Learning Outcomes	
<p>Students will understand how increasing knowledge concerning chemical dynamics during the 1800's and 1900's supported significant advances in technology and world events in general.</p> <p>Students will understand how discoveries in nuclear processes accelerated the world from World War II and the aftermath of the</p>		<p>Students will know and be able to do:</p> <p>Describe temperature and heat transfer in terms of energy and thermodynamics and calculate heat and energy transfer in matter.</p> <p>Explain the basics of nuclear chemistry from the chemical processes that are involved to the radiation that is emitted and affects daily lives.</p>	

use of the atomic bomb. Students will understand that advances in the areas of organic chemistry and biochemistry have and are affecting the world in the fields of medical advances and bioengineering.	Identify the basics of organic chemistry and understand how scientists have worked with these building blocks to advance human quality of life.	
Texts	Assesments	
<i>World of Chemistry</i> by Zumdahl Ten Core Labs (LAUSD)	Formative: Practice problems from text or provided by teacher. Vocabulary quiz Mini-lab reports	Summative: 3 end of unit assessments (multiple-choice and free response) Formal lab reports
Learning Plan: Scope and Sequence	Differentiation	
Unit VIII: Chemical Thermodynamics <ul style="list-style-type: none"> 12. Chunk vocabulary (10.1-10.3, 14.1-14.2) 13. Chunk sections from text (10.1-10.3, 14.1-14.2) 14. Lecture notes (10.1-10.3, 14.1-14.2) 15. Guided Practice (10.2, 14.1) 16. Class discussion (Thermodynamics and Industry) 17. Mini-lab: Calorimeter Activity 18. Lab: Bio-fuels (Ten Core Labs) Unit IX: Nuclear Processes <ul style="list-style-type: none"> 19. Chunk vocabulary (19.1-19.3) 20. Chunk sections from text (19.1-19.3) 21. Lecture notes (19.1-19.3) 22. Class Discussion (Nuclear Power) 23. Class Discussion (Nuclear Energy) 24. Video: "Myth busters" – Episode: Explosive Force 	English Learners: <ul style="list-style-type: none"> • Reading Anticipation Guides • Word wall • Front-loading of vocabulary • Graphic organizers • Lab write-up sentence frames • Interactive science notebooks Special Needs Students: <ul style="list-style-type: none"> • Preferential seating • Assessment adaptations • Graphic organizers • Use of visuals and animations • Mathematical scaffolding (flowchart method) • Lab write-up sentence frames • Interactive science notebooks Gifted Students: <ul style="list-style-type: none"> • Technology based inquiry-based research 	

25. Lab: Half-life (Ten Core Labs)

Unit X: Organic Chemistry

1. Chunk vocabulary (20.1-20.4, 21.1-21.2)
2. Chunk sections from text (20.1-20.4, 21.1-21.2)
3. Lecture notes (20.1-20.4, 21.1-21.2)
4. Class Discussion (Organic Chemistry and Medicine)
5. Activity: Organic Chemical Models
6. Lab: Synthesis of Aspirin
Microchemistry

Unit Theme: How does technology influence who has power in the battlefield and in life?			
Subject: English 10 th			
Enduring Understanding			
Technology affects who has power, and who keeps power. Power operates pursuant to consistent axioms and principles.			
Texts	Assessments		
Power by L. Robert Domhoff Night by Elie Wiesel Animal Farm by H.G. Wells Other selected texts of power, including an article on how modern technology is changing our lives	<table border="0"> <tr> <td style="vertical-align: top;"> Formative Discussion Literature Circle notebooks District Periodic Assessment </td> <td style="vertical-align: top;"> Summative Interdisciplinary Essay </td> </tr> </table>	Formative Discussion Literature Circle notebooks District Periodic Assessment	Summative Interdisciplinary Essay
Formative Discussion Literature Circle notebooks District Periodic Assessment	Summative Interdisciplinary Essay		
Learning Outcomes	Differentiation		
<p>Students will start with quick writes on how technology affects power in the world today, looking at an article on technology affecting power in our society.</p> <p>Students will re-visit the article on Power by L. Robert Domhoff to continue thinking about axioms and principles of power within the context of World War II.</p> <p>Students will divide into groups reading Night and Animal Farm, with one group learning about WW II and one group learning about power in Animal Farm. Students will share with each other what they have learned.</p> <p>Students will read additional selected texts on World War II and power, culminating with an essay on how technology impacts power.</p>	<p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>		

Unit Theme	How does the architecture and design of a community influence a culture?				
Grade:	10th				
Timeline: 6-8 weeks					
Team Members	Wong Ruedas	Blewitt Rose	Parsanian Cardoza	Licon	
Subjects	History	English	Geometry	Spanish	
Rationale	The way in which societies and cultures are built architecturally influences the culture and immediate interactions that occur in a society, reflects a countries values surrounding nation building, and even its integration into the world economy.				
Student Learning Outcomes					
Focus Standards	English	2.3 Writing. Write expository compositions, including analytical essays and research reports.			
	Math	8, 9, 10, 11. Students will apply perimeter and area to determine size of a three-dimensional building.			
	Spanish	3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.			
	Social Science	10.10 & 10.11 Analyze instances of nation-building in the contemporary world and the integration of countries into the world economy			
Enduring Understandings: Important Concepts	<p>Understand how dwelling places and housing impact the cultures where they are centered.</p> <p>Architecture influences a community and vice versa.</p> <p>The recent history and values of regions, including political divisions and systems, can be understood through analysis of the architecture of the state and its local peoples.</p>		Theme-Related Essential Questions	<p>What makes a house a home?</p> <p>What values does a house reflect?</p> <p>How is architecture used to further political goals?</p> <p>What makes a place unique?</p>	
Interdisciplinary Project	Students will measure and build their own house based on mathematical survey of the actual dimensions; students will then construct a house of own of the studied cultures, estimating dimension and area. Students will create power point in connection with the house of the studied culture.				

	Students will create a map and photo essay (in groups) of the Lincoln Height community, with accompanying analysis of what the architecture reflects.
Essay Prompt	Write a thoughtful and detailed essay in which you explore the architecture of a given community and explain how that architecture reflects the values and ambitions of its nation-state in the global community. Use examples from the texts to develop your position.
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> Essay Build a model of your own house Build a model of a studied culture Create a power point Learn core vocabulary Class discussions Field trip(s) to the Walt Disney Concert Hall and the Bradbury Building.
ELs	<ul style="list-style-type: none"> Create cultural connections Visual aides Build Academic language Demonstrating and modeling Multi-cultural perspective Cognates and Vocabulary Word Wall Graphic organizers/Thinking Maps Modeling of assignment requirements Reading assignments structured in sections Modified assessments
RSP/SLD	<ul style="list-style-type: none"> Demonstrating and modeling Visual aides Modified assessments: project-based, oral assessments to assess comprehension levels Graphic Organizers and Thinking Maps Alternative Rubric for grading Pre-teaching strategies Word Walls Note-taking strategies regarding chapter, materials, content and direct instruction Supplemental handouts of key concepts regarding course content and curriculum
GATE	<ul style="list-style-type: none"> Increased pacing and access to rigorous, independent research Synthesize information from a variety of sources to understand complex systems.

Unit Theme: How does the architecture and design on a community influence a culture?					
Subject: English	Grade Level: 10th				
Focus Standards					
2.3 Writing. Write expository compositions, including analytical essays and research reports					
Enduring Understanding	Learning Outcomes				
Understand how dwelling places and housing impact the cultures where they are centered.	Students will know and be able to do: Write an essay				
Architecture influences a community and vice versa.	Assessments				
Standards Based District Approved Textbook: <u>Perspectives in Multicultural Literature</u> Smithsonian Magazine, “Demolishing Kashgar’s History,” by Joshua Hammer; Excerpts from “Three Cups of Tea” Excerpts from “Mountains Beyond Mountains,” by Paul Farmer Article on Chinese damming of the Yangtze Smithsonian Magazine, “Dazzling Dubai,” by Ken Ringle	<table border="0"> <tr> <td>Formative: Students will create thinking maps to compare and contrast housing and architecture roles in different societies</td> <td>Summative: Community map and photo essay with accompanying reflective essay</td> </tr> <tr> <td colspan="2">Students will take photos of architecture in Lincoln Heights and create a “map” of the community, using it to write and reflect on how their own community is impacted by architecture</td> </tr> </table>	Formative: Students will create thinking maps to compare and contrast housing and architecture roles in different societies	Summative: Community map and photo essay with accompanying reflective essay	Students will take photos of architecture in Lincoln Heights and create a “map” of the community, using it to write and reflect on how their own community is impacted by architecture	
Formative: Students will create thinking maps to compare and contrast housing and architecture roles in different societies	Summative: Community map and photo essay with accompanying reflective essay				
Students will take photos of architecture in Lincoln Heights and create a “map” of the community, using it to write and reflect on how their own community is impacted by architecture					
Learning Plan: Scope and Sequence	Differentiation				
Students will be introduced to the issue with a power-point and slide show showing different types of architecture, and then will read some of the articles together, making thinking maps to understand.	Word Walls Project based learning Modified assignments where appropriate (EL/SpEd) Visual collage Additional research on the history of the community (GATE)				
Students will go on a field trip in which they see some significant architecture in the community, from Lincoln Heights, to the Walt Disney Concert Hall and the Bradbury Building.	ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve				
Students will create their own map of the community and write an essay					

reflecting on its interaction with the architecture.

comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: How does the architecture and design of a community influence a culture?									
Subject: World History	Grade Level: 10								
Focus Standards									
10.11 Integration of countries into the world economy									
Enduring Understanding	Learning Outcomes								
<p>Students will understand that architecture of a community effects the outcomes of a community, and will connect architecture, government and environment</p> <p>Self-interested political issues affect global decisions</p> <p>Connect how the architecture connects to important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy</p>	<p>Students will know and be able to do:</p> <p>Examine communities around the world and understanding how that community is connected to trends in the regions today</p> <p>Examine communities from multiple perspectives</p>								
Texts	Assessments								
<p>Standards Based District Approved Textbook: World History, Chapter 17</p>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td>Individual research and reading</td> <td>Power point</td> </tr> <tr> <td>Meeting in small groups</td> <td>Interdisciplinary essay</td> </tr> <tr> <td colspan="2">Role-play in the class as a government official making determinations about the type of building to create and the values of the political system that represents</td> </tr> </table>	Formative:	Summative:	Individual research and reading	Power point	Meeting in small groups	Interdisciplinary essay	Role-play in the class as a government official making determinations about the type of building to create and the values of the political system that represents	
Formative:	Summative:								
Individual research and reading	Power point								
Meeting in small groups	Interdisciplinary essay								
Role-play in the class as a government official making determinations about the type of building to create and the values of the political system that represents									
Learning Plan: Scope and Sequence	Differentiation								
	<p>Background information comes from textbooks reading, articles, visual images</p> <p>Role—playing</p> <p>ELL differentiation:</p> <p>Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve</p>								

comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: How does the architecture and design of a community influence a culture?			
Subject: Geometry	Grade Level: 10 th Unit 4		
Focus Standards			
ST 8: Students know, and derive, and solve problems involving the perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.			
ST 10: Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.			
ST 11: Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.			
Enduring Understanding	Learning Outcomes		
When we own a home we remodel and by knowing the lateral area, surface area, and volume we can calculate how much material is needed. Appreciate the architecture and uniqueness of houses around the world. Gain knowledge of how much it would cost to remodel a house.	Students will know and be able to: -Students will apply perimeter and area to determine size of a three-dimensional building. -find the area, lateral area, surface area of their own house -calculate how much tile, carpet, and paint would be needed to install in their house -calculate the cost of tile, carpet, and paint needed		
Texts	Assessments		
“Geometry” by HOLT Noteables by HOLT PowerPoint Presentations “House Project”	<table border="0"> <tr> <td style="vertical-align: top;">Formative: -Homework/Classwork -Quiz: Finding the lateral area, surface area, and volume of prisms, pyramids, and cylinders -Weekly check off for the house project. -Periodic Assessment #4</td> <td style="vertical-align: top;">Summative: -Students will choose the design of a house in another country and they will create a blueprint, build the house, and calculate the lateral area and surface area. They will also calculate how much it would cost them to paint, carpet, and put tile in their house built (1cm = 1ft ratio).</td> </tr> </table>	Formative: -Homework/Classwork -Quiz: Finding the lateral area, surface area, and volume of prisms, pyramids, and cylinders -Weekly check off for the house project. -Periodic Assessment #4	Summative: -Students will choose the design of a house in another country and they will create a blueprint, build the house, and calculate the lateral area and surface area. They will also calculate how much it would cost them to paint, carpet, and put tile in their house built (1cm = 1ft ratio).
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Learning Plan: Scope and Sequence	Differentiation		
-Define prisms, cylinders, spheres, and pyramids -Calculate the lateral areas, surface area, and volume of these -Blueprint of their own home -Find the exact length, width, and height -build house out of any materials -calculate the lateral area and surface area of each room	-graphic organizer for the various solid figures -hands on activity: building the house, going to stores to get prices -chunking the lesson to smaller parts of the projects -visuals: 3-D solid figures, house, templates, seeing the products at the store or internet research -use of technology		

- calculate expenses for tile, carpet, and paint
- research a house in another country
- create a blueprint
- build house out of any materials
- calculate the lateral area and surface area of each room
- calculate expenses for tile, carpet, and paint

GATE: Students will calculate the cost of building a “green” house and how much it would save in energy versus the cost of building a “normal” house

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme:	How does architecture and design of a community influence a culture?		
Subject:	Chemistry	Grade Level:	10th
Focus Standards			
<p>Chemistry 1: Atomic and Molecular Structure – The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:</p> <ul style="list-style-type: none"> • 1a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass. • 1b. Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens. • 1c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electro negativity, and the relative sizes of ions and atoms. • 1d. Students know how to use the periodic table to determine the number of electrons available for bonding. • 1e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass. <p>Chemistry Investigation and Experimentation – Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other five reporting clusters, students should develop their own questions and perform investigations. Students will:</p> <ul style="list-style-type: none"> • 1a. Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data. • 1b. Identify and communicate sources of unavoidable experimental error. • 1c. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. • 1d. Formulate explanations by using logic and evidence. • 1f. Distinguish between hypothesis and theory as scientific terms. • 1g. Recognize the usefulness and limitations of models and theories as scientific representations of reality. • 1j. Recognize the issues of statistical variability and the need for controlled tests. • 1k. Recognize the cumulative nature of scientific evidence. • 1l. Analyze situations and solve problems that require combining and applying concepts from more than one area of science. • 1m. Investigate a science-based societal issue by researching the literature, analyzing data, and communicating the findings. Examples of issues include irradiation of food, cloning of animals by somatic cell nuclear transfer, choice of energy sources, and land and water use decisions in California. • 1n. Know that when an observation does not agree with an accepted scientific theory, the observation is sometimes mistaken or fraudulent (e.g., the Piltdown Man fossil or unidentified flying objects) and that the theory is sometimes wrong (e.g., the Ptolemaic model of the movement of the Sun, Moon, and planets). 			
Enduring Understanding	Learning Outcomes		
Students will understand that in the context of contemporary global society,	Students will know and be able to do:		

<p>architecture and design has gone beyond immediately visible structures – chemical engineering has opened the door to new innovations in technology, manufacturing, medicine,</p>	<p>Use cumulative knowledge of chemistry gained throughout the course to select an area of research, conduct research, propose a hypothesis, design laboratory procedure, analyze results, come to conclusions, and ultimately present their findings in a professional manner.</p>	
<p>Texts</p>	<p>Assessments</p>	
<p>Standards Based District Approved Textbook <i>World of Chemistry</i> by Zumdahl Ten Core Labs (LAUSD) Reliable internet sources</p>	<p>Formative: Checkpoints students are expected to reach including but not limited to: research proposal, research notes, hypothesis proposal, and lab procedure draft.</p>	<p>Summative: Final lab report Presentation Interdisciplinary Essay Project</p>
<p>Learning Plan: Scope and Sequence</p>	<p>Differentiation</p>	
<p>Unit XII: Research Laboratory</p> <ol style="list-style-type: none"> 1. Class Lecture (Research areas) 2. Guided Practice: Independent research opportunities 3. Class Lecture (Writing a hypothesis) 4. Activity: Presentation of hypothesis 5. Class Lecture: (Designing laboratory procedure) 6. Guided Practice: Designing lab procedure 7. Lab: Conduct Experiments 8. Guided Practice: Completing Lab Reports 9. Presentation: Lab Reports 	<p><u>English Learners:</u></p> <ul style="list-style-type: none"> • Word wall • Graphic organizers • Lab write-up sentence frames • Interactive science notebooks • Alternate rubric for grading • Strategic cooperative grouping <p><u>Special Needs Students:</u></p> <ul style="list-style-type: none"> • Preferential seating • Assessment adaptation • Graphic organizers • Lab write-up sentence frames • Interactive science notebooks • Alternate rubric for grading • Strategic cooperative grouping <p><u>Gifted Students:</u></p> <ul style="list-style-type: none"> • Students are allowed to choose research direction that challenges them individually. 	

Unit Theme	What is an American?				
Grade:	11 th				
Timeline:	4 weeks				
Team Members	Strojny	Licon	Martinez		
Subjects	English	Spanish	U.S. History		
Rationale	America, and Americans, occupy a unique place in history, as a nation and a people conceived around a set of ideas, and ideals, rather than on a shared language and cultural history. As thoughtful and informed individuals living within this nation, we must ask ourselves, “What are the values that I believe should be the touchstones for America and her inhabitants?”				
Student Learning Outcomes					
Focus Standards	English	2.3 Writing Applications: Write reflective compositions that explore the significance of personal concerns; draw comparisons between specific experiences of pieces of literature and broader themes to illustrate the author’s beliefs			
	Spanish	ST 1.1, 2.1, 3.1: Students will present information, concepts, and ideas to an audience to demonstrate understanding and knowledge of the culture through foreign language.			
	U.S. History	ST 11.1: Students analyze significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.			
Enduring Understandings: Important Concepts	Students will understand and explore the ambiguities and complexities of citizenship.		Theme-Related Essential Questions	What are the qualities of being an American? (this question includes citizens, noncitizens and immigrants alike)	
	Analyze documents of cultural and historical significance			How do Americans play a role in our nation? Can Americans achieve equal rights?	
	Understand the American philosophy of government. Have an understanding of the significant events involved in the founding of the nation.			Is the price for becoming an American worth it? How do immigrants see America and why?	
Interdisciplinary Project	Students will construct a power point regarding their beliefs about what constitutes an American, using the historical, cultural and literary documents studied as source points.				

Essay Prompt	Write a thoughtful, detailed and well-considered essay in which you explore the essential values of the American. Using the resources from the texts, explain what you believe the core beliefs of the American should be, and why, justifying your position using the historical, cultural and literary documents studied in each discipline.
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> Essay Power-point & presentations Readings Vocabulary Class discussion Thinking maps Look up “Americana: and bring in pieces of Americana as realia Use pieces of actual money and have students look at them to interpret what the symbols, leaders and statements on the printed money say about what America values
ELs	<ul style="list-style-type: none"> Multicultural perspective Cultural connections Visual aides Accessing background knowledge
RSP/SLD	<ul style="list-style-type: none"> Demonstrating and modeling Visual aides Accessing background knowledge
GATE	Applying information in synthesis and analyzing to discuss sophisticated themes.

Unit Theme: What is an American?							
Subject: American Literature	Grade Level: 11th						
Focus Standards							
W 2.2 Write responses to literature that show understanding of key ideas; analyze language and theme; provide textual support, reveal awareness of author’s style; and address ambiguities, nuances and complexities in the text.							
W 1.0 Write coherent and focused essays that convey a well-defined perspective and a tightly reasoned argument.							
W 1.1 Demonstrate control of grammar, paragraph and sentence structure, and English usage.							
R 3.0 Read and respond to historically or culturally significant works of literature; analyzing recurring patterns and themes.							
Enduring Understanding	Learning Outcomes						
Students will think about the idea of American culture as not being united by common ethnic heritage but by common core values.	Students will know and be able to do:						
Students will understand and explore the ambiguities and complexities of citizenship.	Critically examine some of the underlying core values of American culture and relate those to their own values						
Analyze documents of cultural and historical significance	Read demanding texts and look for the underlying assumptions and beliefs of the author						
	Write a coherent and well-reasoned essay regarding their own value system						
Texts	Assessments						
Kohl, “The Values Americans Live By” “What is an American”, Jean de Crevecoeur Declaration of Independence Harold Ickes, “What is an American” Poem by Pat Mora I Hear America Singing Immigration narrative Slave narrative bell hooks poem “Youth, Identity and Power,” by Carlos Munoz	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td>Thinking maps and graphic organizers</td> <td>Essay</td> </tr> <tr> <td>Group presentation on reading</td> <td>Speech on own values and where those might fit into American core values.</td> </tr> </table>	Formative:	Summative:	Thinking maps and graphic organizers	Essay	Group presentation on reading	Speech on own values and where those might fit into American core values.
Formative:	Summative:						
Thinking maps and graphic organizers	Essay						
Group presentation on reading	Speech on own values and where those might fit into American core values.						
Learning Plan: Scope and Sequence	Differentiation						
Begin by looking at de Crevecoeur’s “What is An American”	ELL differentiation:						

and charting in groups the values of Americans vs. the values of Europeans, as de Crevecoeur sees them,

Then look at the values present in the Declaration of Independence, and students will chart those values, using textual evidence to support their beliefs

Students will read and examine Robert Kohl’s article, “The Values Americans Live By.” Students will find several places to critique Kohl’s point of view, and will also select several values from the list that they believe are central values that Americans should live by.

Students will work with groups to determine their group’s list of several of the most significant or core values that they believe should underlie society.

Students will then write their own essay in which they choose and reflect upon values they believe should be central to a thoughtful society.

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: What is an American?			
Subject: A.P. Spanish	Grade Level: 11		
Focus Standards			
1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.			
2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.			
3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.			
Enduring Understanding	Learning Outcomes		
Fables are short narratives that teach a lesson. The story and its moral can teach us about the values and beliefs of the culture of origin.	Students will know and be able to do: Describe how a fable teaches the reader a lesson. Analyze how fables and their moral lesson can reflect the values and beliefs of a society. Write their own original fable which teaches a lesson. Use personification correctly, as is customary in many fables.		
Texts	Assessments		
Tesoro Literario: Joya Uno: La Fábula Any supplementary fable selections	<table border="0"> <tr> <td>Formative: Reading comprehension checks. Reader’s journal. Creative writing Oral presentation</td> <td>Summative: Students will write their own fable in Spanish which reflects the values of American society while teaching a lesson.</td> </tr> </table>	Formative: Reading comprehension checks. Reader’s journal. Creative writing Oral presentation	Summative: Students will write their own fable in Spanish which reflects the values of American society while teaching a lesson.
Formative: Reading comprehension checks. Reader’s journal. Creative writing Oral presentation	Summative: Students will write their own fable in Spanish which reflects the values of American society while teaching a lesson.		
Learning Plan: Scope and Sequence	Differentiation		
Students will learn about fables with morals, personification, characters, setting, etc. Students will read fables from the collection above which teach the reader a lesson. Students will analyze the message in the moral of each fable, and what the message reflects about the culture of origin. Students will create their own fable which reflects what they have learned in different classes about American beliefs and values. The morale of the story can be a lesson or warning about these beliefs and values. The students will read their original “American Fables” to the class in Spanish.	Student choice in creative writing can help interest a variety of students. The setting, characters, plot, personification, and moral of the created fables can be chosen by the students. Students’ own interests, concerns, ethnicities, communities, or hobbies may be represented in the fables to maintain student interest. ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.		

	<p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>
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Unit Theme	Do corporations have responsibilities to their workers and community? If so, what are they?				
Grade:	11 th				
Timeline:	6-8 weeks				
Team Members	Strojny	Martinez	Cox		
Subjects	English	U.S. History	Physics		
Rationale	During the Industrial Revolution, corporations developed a significant, and often negative, impact on the lives of their employees. Out of the developments and abuses of the Industrial Revolution emerged modern labor laws, including laws surrounding child labor, as well as the birth of unions. As employees and citizens in the global marketplace today, individuals must navigate the issues of the place of the employee within his or her corporate community, and the role of the corporation as a good citizen.				
Student Learning Outcomes					
Focus Standards	English	2.2 Write responses to literature that show understanding of key ideas; analyze language and theme, providing textual support.			
	Physics	ST 2: Students will learn about how the principles of the machinery used in the factories of the Industrial Revolution work.			
	U.S. History	ST 11.2: Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.			
Enduring Understandings: Important Concepts	<p>Major events of the Industrial Revolution.</p> <p>Understand the connection between the Industrial Revolution, the emergence of labor law, the emergence of the corporation as a fictional person, and the rise of unions.</p> <p>Make connections between the workplace world of the Industrial Revolution and global corporations today.</p> <p>Write an analytical essay.</p>		Theme-Related Essential Questions	<p>Why is work important? Do workers have rights?</p> <p>If so, what are they? How can a corporation be a good citizen?</p> <p>What should governments expect from corporate citizens? How should governments regulate corporations?</p> <p>What should employees expect from a corporation? What should people expect from corporations?</p>	
Interdisciplinary Project	Students will receive a mock scenario in which a corporation is accused of violations of law. There will be a trial with some students representing the corporation, some students representing the workers, and other students				

	representing the government.
Essay Prompt	What lessons can we learn from the Industrial Revolution about the appropriate role of corporations in relationship to their workers and governments? Write an essay in which you explain your position, using all of the concepts that have been studied in your unit on corporations, citizens and the Industrial Revolution. Be sure to address at least three sources of information, including information learned from all classes.
Common Instructional Strategies	
All Learners	<ul style="list-style-type: none"> Write an essay Participate in a mock trial Class discussion Readings Vocabulary Visual aides Thinking Maps/Graphic organizers
ELs	<ul style="list-style-type: none"> Visual aides Build academic vocabulary Demonstration and modeling Cultural connections Frontloading vocabulary Manipulatives Hands-on activities
RSP/SLD	<ul style="list-style-type: none"> Build academic vocabulary Active learning Visual aides Frontload vocabulary Use Thinking Maps and Graphic Organizers Give more time and alternative assessments, such as verbal assessment Scaffold the essay by working on process: For a high-level essay prompt, have students brainstorm on their own using bubble maps and pro/con analysis on a T-chart Help them develop a thesis based on their own point of view Use visual graphics Give students sentence starters and organizers
GATE	Activate higher order thinking skills by having students perform additional research and additional questions

Unit Theme: Do corporations have responsibilities to their workers and community? If so, what are they?	
Subject: English	Grade Level: 11
Focus Standards	
W 2.2 Write responses to literature that show understanding of key ideas; analyze language and theme, providing textual support.	
W 1.1 Demonstrate an understanding of the elements of discourse when completing writing assignments.	
W 1.5 Use language in fresh, natural and vivid ways to establish a specific tone	
W 2.3 Deliver reflective response to literature	
Enduring Understanding	Learning Outcomes
Students will understand the connections between corporations and communities Students will consider what the appropriate relationship between a company and the community should be Students will consider the appropriate relationship between workers and the corporations	Students will know and be able to do: Write a thoughtful and interesting essay exploring the place of the individual and the corporation in society
Texts	Assessments
Chicago by Carl Sandburg (poem) Excerpt from <u>The Jungle</u> by Upton Sinclair America and I by Anzia Yezierska On the Waterfront (film) Norma Rae (film) Excerpt from the Communist Manifesto (Marx) Wall Street Journal editorial	Formative: Thinking Maps Group Work Vocabulary Quiz Summative: Write an essay on the prompt provided.
Learning Plan: Scope and Sequence	Differentiation
Students will begin with watching the film “On the Waterfront” and will deconstruct it for values surrounding workers. They will move in to comparing and contrasting an excerpt from the Communist Manifesto with a Wall Street Journal editorial. They will write their own editorial responding to the points of view presented.	ELL: Building Academic Vocabulary and word walls, group work, scaffolding RSP: scaffolding, word walls, simplified assignment GATE: Opportunity to perform additional research for added depth and complexity ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other

textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	A good leader exercises courage and responsibility in the use of his/her powers.				
Grade:	11 th				
Timeline:	6 weeks				
Team Members	Martinez	Strojny	Cardoza	Cox	
Subjects	U.S. History	English	Algebra 2	Physics	
Rationale	<p>People should understand the essential components of successful and responsible leadership, both in order to exercise that leadership themselves, and to intelligently evaluate the leadership of others.</p> <p>Comparing and contrasting the themes of war in the Civil War, World War II and the Vietnam War, students will examine successes and failure of leadership.</p>				
Student Learning Outcomes					
Focus Standards	English	3.7 Narrative Analysis of Text: Analyze works of world literature, contrast major literary forms, techniques and characteristics of major literary works, relating them to major themes and issues of their eras.			
	Algebra 2	ST 8, 9, 10: Students will apply quadratic equations and their graphs to weapon projectiles.			
	Physics	ST 3: Students will learn how the concept of thermal energy is related to weapons.			
	U.S. History	ST 11.4: Students trace the rise of the United States to its role as a world power in the twentieth century.			
Enduring Understandings: Important Concepts	<ul style="list-style-type: none"> *Applying quadratic equations to parabolic projectiles will help students understand distance and impact of weapon. *Understanding the roles and responsibilities of a leader is gaining knowledge of power and leadership. *Students will understand the basic principles and axioms of power. *Students will understand the key qualities of an effective leader. 		Theme-Related Essential Questions	<ul style="list-style-type: none"> *What makes a good leader? *Why do people seek power? * Do leaders shape a society, or reflect it? *How does a leader gain power? * How does war change our values? * Why is there always war? * How do technology and choice of weapons influence 	

		the outcome of a war? * How do leaders influence war? What assumptions do we make about leaders in a time of war?
Interdisciplinary Project	Students will read a teacher-approved outside biography on the leader of their choice. Students will create a multi-disciplinary presentation on a weapon and the physics of how that weapon works (from one of the three established conflicts), a leader during the same established conflict, and significant themes of that conflict.	
Essay Prompt	Choose a leader from one of the significant conflicts studied (the Civil War, the Vietnam War and World War II), and using the principles of leadership taught, evaluate the leaders skills attributes and ultimate impact on the conflict. You may want to consider tactical strategies, moral vision and courage, and the choice of technology employed and its effectiveness.	
Common Instructional Strategies		
All Learners	<ul style="list-style-type: none"> Essay Interdisciplinary project Class discussion Readings Vocabulary Thinking Maps 	
ELs	<ul style="list-style-type: none"> Building cultural connections Developing background knowledge Build Academic language 	
RSP/SLD	<ul style="list-style-type: none"> Visual aides Demonstrating and modeling Preteaching of key concepts Word walls for specific vocabulary Provide opportunities for re-telling to assess cognitive retention 	
GATE	<ul style="list-style-type: none"> Increased Pacing Independent research 	

Unit Theme: A good leader exercises responsibility in the use of his or her powers.			
Subject: English	Grade Level: 11		
Focus Standards			
3.7 Narrative Analysis of Text: Analyze works of world literature, contrast major literary forms, techniques and characteristics of major literary works, relating them to major themes and issues of their eras.			
Enduring Understanding	Learning Outcomes		
<p>Students will understand leadership through understanding one of the significant conflicts studied.</p> <p>Students will understand how leadership strategies impacted the Civil War, Vietnam War and World War II.</p> <p>Students will understand consider tactical strategies chosen, moral vision and courage, and the choice of technology employed impact a leader’s effectiveness in conflict.</p>	<p>Students will know and be able to do:</p> <p>Research a leader and analyze the significant qualities that contributed to his/her success in that situation</p>		
Texts	Assessments		
<p>Standards Based District Approved Textbook: <u>McDougal Littell Language of Literature</u></p> <p>Student selected biography of a leader</p> <p>The Killer Angels</p> <p>The Gettysburg Address</p> <p>Selected excerpts from The Things They Carried</p> <p>Dulce et Decorum Est</p> <p>Documentary on significant individuals in the Vietnam War</p> <p>Self-assessment Quizzes on leadership for students to take</p> <p>“Some important Characteristics of Leadership”</p> <p>Article on Pete Carroll and leadership</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Formative:</p> <p>Quizzes on leadership</p> <p>Quick write</p> <p>Analytical paragraphs</p> </td> <td style="vertical-align: top;"> <p>Summative:</p> <p>Interdisciplinary Essay on leadership</p> <p>Student presentation on a leader</p> </td> </tr> </table>	<p>Formative:</p> <p>Quizzes on leadership</p> <p>Quick write</p> <p>Analytical paragraphs</p>	<p>Summative:</p> <p>Interdisciplinary Essay on leadership</p> <p>Student presentation on a leader</p>
<p>Formative:</p> <p>Quizzes on leadership</p> <p>Quick write</p> <p>Analytical paragraphs</p>	<p>Summative:</p> <p>Interdisciplinary Essay on leadership</p> <p>Student presentation on a leader</p>		
Learning Plan: Scope and Sequence	Differentiation		
<p>Students will begin with “Some Important Characteristics of Leadership,” a collection of quotes on leaders, and take self-assessment quizzes on what makes a leader. They will also read a short article on the leadership characteristics of Pete Carroll, and will give student presentations on qualities</p>	<p>Videos</p> <p>Thinking Maps</p> <p>Word Walls</p> <p>Assess with a different rubric (SpEd) and requesting less length (3 paragraphs)</p>		

of effective leadership.

After that, students will read Michael Sahara’s God and Angels and examine the traits of leaders of significant individuals in the Civil War. They will also review the Gettysburg Address, to understand how Lincoln’s leadership traits were key to the success of the Civil War.

Students will begin comparing and contrasting leadership in another era (the Civil War) by viewing a documentary on the Civil War and reading selected stories from The Things They Carried for examples of what happens in the absence of effective leadership in the battlefield.

In the meantime, students will have selected an outside individual who they believe is a leader and will write and present a report on effective leadership.

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: A good leader exercises courage and responsibility in the use of his/her powers.	
Subject: Algebra 2	Grade Level: 11 th
Focus Standards	
ST 8: Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students involve these techniques in solving word problems.	
ST 9: Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions.	
ST 10: Students graph quadratic functions and determine the maxima, minima, and the zeroes of the function.	
Enduring Understanding	Learning Outcomes
How quadratic equations and their graphs relate to weapon projectiles.	Students will know and be able to: -solve quadratic equations using various methods -graphing quadratic equations -identifying the zeroes, maxima, minima -applying quadratic functions to real life
Texts	Assessments
Standards Based District Approved Textbook: <u>Algebra 2 with Trigonometry</u> by Prentice Hall	Formative: -homework/class work -quiz solving quadratics using various methods -quiz graphing quadratics -quiz identifying parts of a parabola Summative: Students will write the equations of a quadratic function created by a projectile from various weapons.
Learning Plan: Scope and Sequence	Differentiation
-standard form, vertex form, intercept form of a quadratic function -graphing equations of these forms -identifying the max, min, and zeroes of the function -writing equations of quadratic functions -applying quadratic functions to real life -analyzing pictures of projectiles and writing equations for these	-Chunking the lesson by parts and color coding for various parts of graphs -visuals: graphing calculators, pictures -modeling the lesson -graphic organizer for the various methods of solving -graphing calculator (manipulate the coefficient) ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Gifted: accelerated pacing, independent research and project

Unit Theme	What are the impacts of gender roles in modern society?				
Grade:	11 th				
Timeline:	6 weeks				
Team Members	Ruedas Martinez	Licon/Wong	Strojny Flores	Parsanian Cardoza	
Subjects	Government/E conomics	Chicano/Asian Studies	English	Math	
Rationale	In order to understand our place in the world, thoughtful individual will want to ask, "Who am I, and how does my gender identity fit into my understanding of myself?"				
Student Learning Outcomes					
Focus Standards	English	Write an research essay analyzing an aspect of gender roles			
	Government	Studying the history of the women's rights movement			
	Economics	Comparative valuation of women's work vis a vis men's			
	Chicano /Asian Studies	Understanding of historical and cultural gender roles in Chicano and Asian society.			
	Math	Ability to do some basic statistics			
Enduring Understandings: Important Concepts	Human beings have essential meaning and worth, regardless of their gender. Stereotypes about gender and gender identity are harmful to us all.		Theme-Related Essential Questions	What does it mean to be a woman?	
	Ability to survey people and analyze data. (Quantitative research).			What does it mean to be a man?	
	Ability to design an interview and interview individuals. (Qualitative research).			What is machismo?	
				What are stereotypes I hold about the opposite gender?	
				What is essential to a person's identity, and what is not?	
Interdisciplinary Project	Interview and survey fellow students or parents surrounding research into a project on interdisciplinary research. Ability to look at historical data and connect it to personal research in an analytical essay.				
Essay Prompt	As you conducted your independent field research (interviews and surveys) what theme and beliefs did you see emerge? Did you find the information that you expected to find? How does the data you found agree or disagree with current research?				

Common Instructional Strategies	
All Learners	Write essay Class readings Ability to conduct simple Independent research and analyze the data Data and statistics Ability to locate three independent articles to include in independent research
ELs	Culturally relevant material Access background knowledge Thinking Maps
RSP/SLD	Thinking Maps Differentiation based on difficulty and complexity of research gathered
GATE	Differentiation based on difficulty and complexity of research gathered

Unit Theme: What are the impacts of gender roles in modern society?			
Subject: Algebra 2	Grade Level: 11th		
Focus Standards			
ST 12: Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.			
Enduring Understanding	Learning Outcomes		
Understand how women have evolved into the work force, legal issues, army, etc. How women's participation has grown mathematically	Students will know and be able to: -collect data and create a graphical representation -analyze the growth of women in work force, army, and legal issues -analyze the decay in men as households, leaders, and role models		
Texts	Assessments		
Standards Based District Approved Textbook: <u>Algebra 2 with Trigonometry</u> by Prentice Hall	<table border="0"> <tr> <td>Formative: -homework/class work -quiz graphing exponential growth and decay -Create model graph of gender growth/decay</td> <td>Summative: Project -Students will create a survey in which they will ask 100 students questions regarding gender roles. Students will then compute an exponential graphical representation, histogram, and illustration of their findings (poster).</td> </tr> </table>	Formative: -homework/class work -quiz graphing exponential growth and decay -Create model graph of gender growth/decay	Summative: Project -Students will create a survey in which they will ask 100 students questions regarding gender roles. Students will then compute an exponential graphical representation, histogram, and illustration of their findings (poster).
Formative: -homework/class work -quiz graphing exponential growth and decay -Create model graph of gender growth/decay	Summative: Project -Students will create a survey in which they will ask 100 students questions regarding gender roles. Students will then compute an exponential graphical representation, histogram, and illustration of their findings (poster).		
Learning Plan: Scope and Sequence	Differentiation		
-Identifying exponential growth and decay -Graphing exponential growth and decay -Apply exponential functions to real life -research on gender roles and how they have evolved over the years. -how to generate a histogram -creating appropriate questions for the survey -survey -Findings, graph, illustrations	-visuals: graphing calculators -hands on activity: survey, poster -technology -chunking the lesson into parts for understanding -modeling the lesson and providing a sample of the final product ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. . Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Gifted: accelerated pacing, independent research and project, a more sophisticated presentation		

Unit Theme: What is the impact of gender roles in modern society?	
Subject: English	Grade Level: 11
Focus Standards	
W 2.4 Write a reflective composition	
LS 1.11 LS 1.12	
RC 2.0, 2.6 (Expository critique)	
Enduring Understanding	Learning Outcomes
Human beings have essential meaning and worth, regardless of their gender. Stereotypes about gender and gender identity are harmful to us all.	Students will know and be able to do: Critically analyze the role of women in society, historically and in the present day Students will critique views of women and the media. How are women portrayed in the media? How does this reinforce negative stereotypes of gender bias, especially women?
Texts:	Assessments
Standards Based District Approved Textbook Emily Dickinson poetry Sandra Cisneros texts Gloria Anzladua text Excerpt from Simone de Beauvoir Declaration of the Rights of Women Unit on Women from American Literature textbook Documentary on women gaining the franchise Popular culture: magazines, television advertisements and television shows Handout on International Women’s Day, it’s present and its history (Julia Alvarez, <i>In the Time of the Butterflies</i>)	Formative: Quizzes- vocabulary Quick write Group work presentation Summative: Interdisciplinary Essay
Learning Plan: Scope and Sequence	Differentiation
Students will begin with looking at images of women in the modern world, from fashion models to the Secretary of State. Students will read works from selected authors, learning to criticize and evaluate readings for women’s place and roles in society. What is the history of women’s role in society and how do current media portrayals reinforce or alter those roles? Students will use thinking maps and word walls to build up to an essay.	Word Walls Thinking Maps Group Work Building academic vocabulary ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text

are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: What are the impacts of gender roles in modern society?			
Subject: Flores English/Language Arts 2	Grade Level: 11 & 12		
Focus Standards			
Listening and Speaking : 1.11 & 1.12			
Reading Comprehension: 2.6 Expository Critique			
Literary Analysis: 3.6 Literary Criticism			
Enduring Understanding	Learning Outcomes		
Stereotypes of women, women’s roles and the objectification of women are perpetuated by negative portrayals of women in the media: Ads, Magazines, Television and commercials, programs, etc.	Students will know and be able to do: Students will understand women’s issues today and how the media portray women. Will be able to evaluate how the media’s portrayal of women affect the issues they face.		
Texts	Assessments		
Two current music videos: choose from top 10 songs (relevant to students). Packet of Advertisements/images of women with guiding questions. Women in Disney packet: words and guiding questions.	<table border="0"> <tr> <td>Formative: Bubble-Maps/Brainstorm Quick-write Group/Class Discussions Charted Co-constructed responses.</td> <td>Summative: Culminating Interdisciplinary Essay and PowerPoint: How are women portrayed in the media? How does this reinforce negative stereotypes of gender bias, especially toward women?</td> </tr> </table>	Formative: Bubble-Maps/Brainstorm Quick-write Group/Class Discussions Charted Co-constructed responses.	Summative: Culminating Interdisciplinary Essay and PowerPoint: How are women portrayed in the media? How does this reinforce negative stereotypes of gender bias, especially toward women?
Formative: Bubble-Maps/Brainstorm Quick-write Group/Class Discussions Charted Co-constructed responses.	Summative: Culminating Interdisciplinary Essay and PowerPoint: How are women portrayed in the media? How does this reinforce negative stereotypes of gender bias, especially toward women?		
Learning Plan: Scope and Sequence	Differentiation		
<p>Students will explore the roles that media portray women in, and how that shapes our view of women and gender roles.</p> <p>Students will critique different forms of media, learning to criticize and evaluate medium for stereotypes about women.</p> <p>Activities: Stand up/Sit Down...if this has ever happened to you or somebody you know? (Throw ball in the middle if...)</p> <p>Scenarios: group activity: real life scenarios: read, discuss and answer questions. Share out.</p> <p>View videos: What women stereotypes were portrayed? Groups analyze the different types of media and present their findings to class.</p>	<p>Audio-Visual presentation</p> <p>Core/key word vocabulary practice and written materials alongside multi-media texts.</p> <p>ELL & SPED Strategies: Written copies of lesson activities provided. Groups with varying EL ability levels. Demonstrated vocabulary lesson, fill-in blank vocabulary assessment with different uses (grammar) of same word. Option of designing PowerPoint instead of essay. Culminating Essay or PowerPoint presentation: How are women portrayed in the media? How does this reinforce negative stereotypes of gender bias, especially toward women? ELL differentiation:</p>		

Whole class discussion follows: Share one thing you learned today, and if/how you plan to share this knowledge with someone else? (option quick write/pair share)

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	How do we assign value to our lives?				
Grade:	12 th				
Timeline:	6-8 weeks				
Team Members	Martinez	Licon Wong	Fernandez Strojny		
Subjects	Government/Economics	Chicano/Asian Studies	English		
Rationale	All human beings struggle with the question of how to assign value to their lives in meaningful and important ways. In order to understand their own values and to live conscious and examined lives, students will grapple with the question, "In what way do I assign value to my life?"				
Student Learning Outcomes					
	Government	12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. Understand how governments place value on a citizen's life through examining issues such as the history of voting rights and the civil rights era.			
	Chicano/ Asian Studies	Examine cultural standards surrounding whose life has value and why in a society			
	Economics	12.1 Students understand common economic terms and concepts and economic reasoning. Understand how to calculate the value of a person's life in economic terms.			
Enduring Understandings: Important Concepts	Write a thoughtful and analytical essay. Voting Rights Act and history of the franchise. Economics of valuing human life		Theme-Related Essential Questions	What gives a life value? Should we value our lives economically? How does the government show value for a citizen's life? Is the value of your life tied to your economic contribution? How is overcoming adversity connected to how you value your life? When you get to the end of your life, what will you be glad that you did? What will you regret? Does the value of a person's life change over time?	

Interdisciplinary Project	Students will give speeches in which they explain and defend their own personal views about the meaning of life.
Essay Prompt	We have heard a number of different voices giving insights into the value of life. You might not fully agree or disagree with any of the texts essential claims about the value of life. This makes your voice an important contribution to the discussion about how we should value human life. Where do your ideas fit into the terrain mapped by the other texts we have read? Think about the different ways the authors we have read make their points about valuing life. Ask and answer the question: How should our society assign value to human life?
Common Instructional Strategies	
All Learners	Analyzing video and music Thinking maps Compare and contrast texts Write a reflective essay Revision Read texts Classroom discussion
ELs	Discussion Culturally relevant material Thinking maps
RSP/SLD	Demonstrating and modeling Thinking maps Essay on Tape
GATE	Differentiated essay with consideration of additional issues and research.

Unit Theme: The Value of Life	
Subject: Expository Composition	Grade Level: 12th
Focus Standards	
Reading 3.2. 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.	
Reading 3.9 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 the characters (philosophical approach).	
Writing 1.0 Students write coherent and focused texts which convey a well-defined perspective and tightly reasoned argument. The writing demonstrates student’s awareness of the audience and purpose and progression through the stages of the writing process.	
Writing 1.1 Demonstrates an understanding of the purposes of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive or descriptive documents.	
Writing 1.3 Structure ideas and arguments is sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	
Reading 1.3 Discern the meanings of analogies encountered, analyzing specific comparisons as well as relations and inferences.	
Enduring Understanding	Learning Outcomes
Students will understand how to reflect upon the value and meaning they assign to their own life, and how the choices they make construct that meaning.	Students will know and be able to do: Students will be able to compare and contrast different author’s views on the meaning of life, examining how each values life in relationship to the author’s life experiences. Students will be able to write a sustained essay in which they explore and discuss the theme across multiple readings, comparing their
Texts	Assessments
District approved Standards Based Textbook: ERWC Alphonson Deng, “I Have Had to Learn to Live with Peace” Shakespeare’s Hamlet soliloquy, “To Be or Not to Be” Lance Armstrong excerpt, “It’s Not About the Bike: My Journey Back to Life” Amanda Ripley, “What is a Life Worth?” Human Life Value Calculator	Formative: Vocabulary Comparative chart Group presentation Composing a draft Drafting a thesis Editing Summative: Drafting a final, polished interdisciplinary essay
Learning Plan: Scope and Sequence	Differentiation
Students will begin to look at how different lives are valued in different situations with the “Play God” activity. They will then look at Hamlet’s speech “To Be or Not To Be,” charting it and comparing it to an excerpt from Lance	ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text

Armstrong's biography, "It's Not About the Bike, My Journey Back to Life." They will continue to chart and discuss Alphonso Deng's "I Have Had to Learn to Live with Peace," and the movie "It's a Wonderful Life."

After doing this, students will shift to looking at a life valued from an economic perspective, by researching human life value calculators on the internet, and reading Amanda Ripley's article "What is A Life Worth?" regarding the economic value assigned to the lives of the 9/11 victims.

Students will do additional research on the internet regarding their own views on the value of life, and will begin drafting a formal essay using MLA format and citations, per the Expository Composition textbook.

Finally, students will write an in-depth reflective essay on the Value of Life as they view it.

are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

GATE- Individual Research Project: students will research and consider additional texts, thinking about community values surrounding education, the elderly and diversity in how we value people's lives.

Unit Theme: How do we assign value to our lives?			
Subject: Asian Studies	Grade Level: 12		
Focus Standards			
11.11 Major social problems and domestic policy issues in contemporary American society.			
Enduring Understanding	Learning Outcomes		
<p>To understand how misconceptions and labeling both creates and reinforces stereotyping. Students will understand how stereotype and racial prejudice are related.</p> <p>Students will examine how the value they connect to their own life is connected with the value that society places on us. How is the value we place on our life connected with stereotypes?</p>	<p>Students will know and be able to do:</p> <p>Students will know that stereotypes have a stronger effect than “just” labeling</p> <p>Students will be able to engage in thoughtful and rich classroom discussions surrounding issues of value of life and stereotyping.</p> <p>Students will be able to deconstruct stereotypes.</p>		
Texts	Assessments		
<p>“Stereotype/Fact” handout “The Bear that Wasn’t” (article) “Brown Eyes vs. Blue Eyes,” (article and video)</p>	<table border="0"> <tr> <td>Formative: Quizzes Discussion Summary</td> <td>Summative: Interdisciplinary Essay and written evaluation</td> </tr> </table>	Formative: Quizzes Discussion Summary	Summative: Interdisciplinary Essay and written evaluation
Formative: Quizzes Discussion Summary	Summative: Interdisciplinary Essay and written evaluation		
Learning Plan: Scope and Sequence	Differentiation		
<p>(1) Color game activity—role play (2) Read and discuss the “Stereotype/Fact” and perform the group activity based on the handout (3) “The Bear that Wasn’t” story (article): Read and discuss the issues raised (4) “Brown Eyes versus Blue Eyes,” Read the article and play the video in preparation for whole class discussion</p>	<p>A wide range of activities will be covered, ranging from small group discussions to role playing.</p> <p>Access student knowledge through use of varied modalities, including technology, (video), reading, discussion and group work</p> <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will</p>		

share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: How do we assign value to our lives?			
Subject: Government	Grade Level: 12		
Focus Standards			
12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.			
Enduring Understanding	Learning Outcomes		
Students will understand the fundamental concepts about the foundations of the government that have influenced and shaped their lives. Moreover, students will apply value to their lives, while referencing various philosophers.	Students will know and be able to do: <ul style="list-style-type: none"> Identify the fundamental concepts of the American government and the foundations established based on enlightened thinking. Evaluate the importance of Locke’s natural rights when compared to their lives and the influences of the Rousseau’s Social Contract. 		
Texts	Assessments		
Pericles-Speech, Cicero-Des Officiis, Langton-Magna Carta, Somers-English Bill of Rights, Locke-Two Treatises of Government, Montesquieu-The Spirit of Laws, Adams-Thoughts on Government, and Jefferson-A Summary View of the Rights of British America	<table border="0"> <tr> <td>Formative: Interviews, summaries, constitution analysis, Government Cube, Timeline,</td> <td>Summative: Interdisciplinary Essay-See Prompt</td> </tr> </table>	Formative: Interviews, summaries, constitution analysis, Government Cube, Timeline,	Summative: Interdisciplinary Essay-See Prompt
Formative: Interviews, summaries, constitution analysis, Government Cube, Timeline,	Summative: Interdisciplinary Essay-See Prompt		
Learning Plan: Scope and Sequence	Differentiation		
Unit: Foundations of American Government Day1: Introduction/Vocabulary Development Day 2: Familiarization with the Power an Individual has on Government Day 3-4: Five Political Games of Government Day 5-7: Analysis of Forms of Government Day 8-9: Roots of American Government Day 10-13: Interviews with Philosophers Day 12-13: Timeline from 1619-1776	Interviews Graphic Organizers Visuals Lectures Timelines Vocabulary Development ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area		

	<p>vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.</p> <p>Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>
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Unit Theme: How do we assign value to our lives?			
Subject: Economics	Grade Level: 12		
Focus Standards			
12.1 Students understand common economic terms and concepts and economic reasoning.			
Enduring Understanding	Learning Outcomes		
Students will identify the 7 principles of economics and will be able to synthesize these theories to real life situations.	Students will know and be able to do: <ul style="list-style-type: none"> Place value on items, services, and lives based on the examinations of the 7 principles. Identify the 7 principles 		
Texts	Assessments		
District approved Standards Based Economics Textbook 7 Principles Adam Smith-The Wealth of Nations, Karl Marx and Engels-Communist Manifesto	<table border="0"> <tr> <td>Formative: Group Assignment, Squeezing the Orange, Summaries, Gallery Walk, Posters of 7 Principles</td> <td>Summative: Essay-See Prompt</td> </tr> </table>	Formative: Group Assignment, Squeezing the Orange, Summaries, Gallery Walk, Posters of 7 Principles	Summative: Essay-See Prompt
Formative: Group Assignment, Squeezing the Orange, Summaries, Gallery Walk, Posters of 7 Principles	Summative: Essay-See Prompt		
Learning Plan: Scope and Sequence	Differentiation		
Unit: Introduction to Economics Day 1: Vocabulary Development/Introduction to Economics Day 2-3: Squeezing the Orange (Adam Smith/Marx) Day 4: Lecture and Synthesis of the Readings Day 5-6: Posters of 7 Principles Day 7: Supply and Demand Curve Day 8-9: Economic Enigmas Day 10: Synthesis of Principles	<p>Vocabulary Development Group Assignments Visuals Class Discussions Technology Social Interactions</p> <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out</p>		

their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	What is social justice?				
Grade:	12 th				
Timeline:	6-8 weeks				
Team Members	Martinez	Licon	Strojny Fernandez		
Subjects	Government/E conomics	Chicano/Asian Studies	English		
Rationale					
Student Learning Outcomes					
Focus Standards	English	Writing 1.2: Structure ideas and arguments in a sustained, persuasive and sophisticated way and support them with precise and relevant examples. Write a persuasive essay discussing issues of juvenile justice; (write second persuasive essay on racial profiling).			
	Government	Take a position on issues of justice surrounding our legal system: racial profiling, prison populations, juvenile justice, and the death penalty. Social class and the American system and how individuals are socialized.			
	Economics	How is the economics and who are the “haves” and “Have nots” connected to governments and justice?			
	Chicano/Asian Studies				
Enduring Understandings: Important Concepts	There are differences in the legal system about how different groups are treated.		Theme-Related Essential Questions	How do we determine what is fair and right in our society?	
	There are historical and political reasons for the above differentiation. Actions by involved and committed citizens can make a different in how fair an outcome is. Understand and identify the uses of logos, pathos and ethos in constructing an argument.			How does a society determine who wins and who loses? What is more important, fairness or freedom? How can our values connect with our actions? What makes something “socially just?”	
Interdisciplinary Project	Students will give a speech on a controversial issue surrounding issues of social justice.				

Essay Prompt	Write an essay that presents your opinion on a controversial issue of your choice that is connected with themes and ideas of social justice. Begin with a debatable thesis statement. As you write your essay, be sure you support your positions with reasons.
Common Instructional Strategies	
All Learners	Rhetorical devices Writing a persuasive essay. Drafting a thesis statement Revision Classroom discussion Oral debate Group definitions of terms used as a working definition
ELs	Group work Oral conversation Relevant material Definition of terms used Teacher direction at all levels Skill building Checks for understanding, as in guided lessons
RSP/SLD	Thinking maps Oral discussion Skill building Simple definitions of terms used Teacher guidance and approval at each stage, with individualized assistance in areas of weakness
GATE	Students attend two political meetings and make a comparison and analysis Or – attend a Superior Court Trial, and write a reflective essay on the themes from our studies, as they were exemplified at the trial or at the meeting

Unit Theme: What is social justice?	
Subject: Expository Composition	Grade Level: 12
Focus Standards	
Reading 3.2. 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.	
Reading 3.9 Analyze the philosophical arguments presented in literary works, to determine whether the author’s positions have contributed to the quality of each work and the credibility of the characters (philosophical approach).	
Writing 1.0 Students write coherent and focused texts which convey a well-defined perspective and tightly reasoned argument. The writing demonstrates student awareness of the audience and purpose and progression through the stages of the writing process.	
Writing 1.1 Demonstrates an understanding of the purposes of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive or descriptive documents.	
Writing 1.3 Structure ideas and arguments in sustained, persuasive, and sophisticated ways and support them with precise and relevant examples.	
Reading 1.3 Discern the meanings of analogies encountered, analyzing specific comparisons as well as relations and inferences.	
Speaking and Listening Standard LC 1.1 Demonstrates control of grammar, diction and paragraph and sentence structure and an understanding of English usage.	
LC 1.2 Produces legible work that shows accurate spelling and correct punctuation and capitalization.	
SA. Students deliver polished, formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking 1.0.	
Enduring Understanding	Learning Outcomes
Students will understand what we mean when we use the term “social justice,” and how that term is used specifically in the context of juvenile justice and racial profiling discussions	Students will know and be able to do:
Students will examine our basic sense of fair play and justice in modern society. Students will think about the Supreme Court test of “evolving standards of decency” in criminal procedure cases.	Take a position and debate an issue derived out of a current S. Ct. case. Write a persuasive essay taking a position on a controversial issue surrounding social justice.
	Students will be able to read points of view from a variety of demanding sources and analyze them to develop their own point of view. Students will be able to argue their point of view using sustained, logical arguments in a sophisticated way.
Texts	Assessments
District Approved Standards Based Textbook “Hounding the Innocent,” by Bob Herbert (NY Times article) “Many Kids Called Unfit for Adult Trial,” by Greg Kriokrian	Formative: Thesis formation Prewriting
	Summative: Interdisciplinary Essay Student Debate of a

<p>“Supreme Court to Rule on Executing Young Killers,” by Adam Liptik “Kids are Kids, Until they Commit Crimes,” by Marjie Lundstrom “Startling Finds on Teenage Brains,” by Paul Thompson The Oxbow Incident 12 Angry Men</p>	<p>Editing Peer editing Conferencing</p> <p>Current S. Ct. issue examining issues of Constitutional fairness</p>
<p>Learning Plan: Scope and Sequence Readings and class discussion Vocabulary Find current Supreme Court case and divide students into pro and con arguments Have students debate the issue before the Court Have students write individual essays</p>	<p>Differentiation Develop Academic Vocabulary Modification of difficulty and depth of assignment for ELs or special ed Group work ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project, a more sophisticated presentation</p>

Unit Theme: What is social justice?					
Subject: Asian Studies	Grade Level: 12				
Focus Standards					
11.7.5 Examining the United States home front during World War II, including the internment of Japanese Americans					
Enduring Understanding	Learning Outcomes				
<p>Students will understand Japanese Relocation as part of the whole American historical experience.</p> <p>Students will be able to understand and criticize societal choices as upholding or not upholding ideas of social justice</p>	<p>Students will know and be able to do:</p> <p>Students will learn the facts of the Japanese relocation and relate them to present day issues of civil liberties and definitions of social justice.</p> <p>Students will be able to analyze the causes and effects of civil liberty and social justice issues on the Asian community.</p>				
Texts	Assessments				
<p>District Approved Standards Based Textbook Becoming Americans (chapter on the Japanese in America) Textbook “Farewell to Manzanar” (movie and excerpts from book) guest speaker (Relocation survivor)</p>	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> Quizzes Class discussion Worksheets </td> <td> Students will create a collection of written work and resource materials, with a unifying introduction </td> </tr> </table>	Formative:	Summative:	Quizzes Class discussion Worksheets	Students will create a collection of written work and resource materials, with a unifying introduction
Formative:	Summative:				
Quizzes Class discussion Worksheets	Students will create a collection of written work and resource materials, with a unifying introduction				
Learning Plan: Scope and Sequence	Differentiation				
<p>Students will begin the unit with an article from the textbook. There will be class discussion followed by reading and analysis surrounding “Farewell to Manzanar,” (includes worksheet).</p> <p>Students will be exposed to a guest speaker (a Relocation survivor), Students will synthesize the material, demonstrating knowledge and perspective on the material through a creative writing piece in which students write a “letter from Manzanar.”</p>	<p>Appeal to multiple learning modalities through inclusion of technology, including video, a guest speaker, and opportunities for creative writing.</p> <p>ELL differentiation:</p> <p>Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will</p>				

share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: What is social justice?			
Subject: US Government	Grade Level: 12		
Focus Standards			
12.5.4 Explain the controversies that have resulted over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, UC Regents v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia (VMI)			
Enduring Understanding	Learning Outcomes		
Students will understand the effects that different court cases had in securing equality and justice in the United States. They will also be able to identify the key components of the Constitution and its relations to these decisions.	Students will know and be able to do: <ul style="list-style-type: none"> • The different court cases and the Supreme Court’s decisions • The relationship between these landmark decisions and justice in the United States. 		
Texts	Assessments		
Dockets and readings about Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, UC Regents v. Bakke, Adarand Constructors, Inc. v. Pena, and United States v. Virginia (VMI).	<table border="0"> <tr> <td>Formative: Group Presentations Court Case Role Playing Individual Analysis Graphic Organizers</td> <td>Summative: Interdisciplinary Essay Prompt</td> </tr> </table>	Formative: Group Presentations Court Case Role Playing Individual Analysis Graphic Organizers	Summative: Interdisciplinary Essay Prompt
Formative: Group Presentations Court Case Role Playing Individual Analysis Graphic Organizers	Summative: Interdisciplinary Essay Prompt		
Learning Plan: Scope and Sequence	Differentiation		
Unit: Social Justice Day 1: Introduction to Social Justice/ Vocabulary Development Day 2: Discussion about Social Justice and Discrimination Day 3-5: Group Readings on Plessy v. Ferguson, Brown v. Board of Education, and Mendez v. Westminster Day 6-7: Essay Outline Day 8-10: Preparation and Presentation of Assigned Court Cases	Grouping Individual Readings Role Playing Visuals Chunking ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.		

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: What is social justice?	
Subject: Economics	Grade Level:
Focus Standards	
12.4.2 Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.	
Enduring Understanding	Learning Outcomes
Students will be able to identify different social classes of the United States and the effects on each specific class. Moreover, students will be able to analyze their social class and how to promote.	Students will know and be able to do:
Texts	Assessments
Marx-Communist Manifesto Smith-Wealth of Nations Race and Social Class Readings	Formative: Quizzes, short answer essays, presentations
	Summative: Interdisciplinary Essay
Learning Plan: Scope and Sequence	Differentiation
Unit: Social Classes in the United States Day 1: Introduction to Social Classes/Vocabulary Day 2-3: Squeeze the Orange-Karl Marx Day 4-5: Read About-Adam Smith Day 6-8: Gender, Race, and Social Class Day 9-10: Division of Classes Debate Day11: Socratic Seminar	ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?				
Grade:	12 th				
Timeline:	6-8 weeks				
Team Members	Martinez	Wong/Licon	Strojny		
Subjects	Government/Economics	Chicano/Asian Studies	English		
Rationale	Human beings live in a world in which there are competing interests between the good of the individual and the good of the collective. How can we as human beings reconcile these tensions, in order to achieve personal goals and satisfaction while also changing the dynamics and characteristics of a community?				
Student Learning Outcomes					
Focus Standards	English	Writing strategy 1.0: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Writing demonstrates students' awareness of the audience and purpose and progression through stages of the writing process.			
	Government	12.3 Students evaluate, take and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those values and principles for a free society.			
	Economics	12.4.3 Discuss wage difference among jobs and professions, using the laws of demand and supply and the concept of productivity.			
	Chicano/Asian Studies				
Enduring Understandings: Important Concepts	Understanding and knowledge of landmark Supreme Court cases involved in "separate but equal." Plessy v. Ferguson, Korematsu v. U.S., Mendez, Brown v. Board of Educ.		Theme-Related Essential Questions	How can you best serve your community once you have met your educational objectives?	
	Ability to make connections in legal reasoning across cases, analyzing how law develops. Interpretation of the U.S. Constitution can be modified for changing circumstances in the community			How can students achieve personal goals and also work for the greater good of their community? What are the goals I believe my community should be working towards? What factors prevent my community from reaching its full potential?	

	Individual activism	How can I be a role model for youth in community, as younger individuals face the same conditions that I endure (poverty, over-crowded schools, and single parent homes?)
Interdisciplinary Project	Students will identify a community-based organization and analyze its impact on the community. How is it a force for positive change, and what choices have the individuals in these organizations made to achieve their own goals as well as communal goals? Are these organizations effective? Why?	
Essay Prompt	Cesar Chavez said, "We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own." Reflect upon this quote in the context of the community organization that you have studied. Using the research that you have gathered in the Interdisciplinary project, analyze whether the organization studied is meeting the objectives outlined by Chavez. What is the efficacy of this group within the community and why? Are the goals they are striving to reach significant? Examine whether the work is having the desired impact.	
Common Instructional Strategies		
All Learners	<ul style="list-style-type: none"> Class readings Discussion Debate Field trip to Santana House, L.A. Bridges Gang Intervention, youth center, Homeboy Industries etc. Essay Socratic seminar 	
ELs	<ul style="list-style-type: none"> Cultural relevance & Multi-cultural Visuals Project-based learning Building academic vocabulary and legal vocabulary Mock trial Group work 	
RSP/SLD	<ul style="list-style-type: none"> Scaffolding Group work Building academic vocabulary 	
GATE	<ul style="list-style-type: none"> Higher order levels of thinking Essay that can be modified to provide additional complexity and depth Rubrics that meet different learning modes and modalities. 	

Unit: Can we seek achievement for ourselves, while also working for prosperity and progress for our whole community?	
Subject: Expository Composition/Mexican American Literature	Grade Level: 12th
Focus Standards	
W 2.3(c) Write reflective compositions that maintain a balance in describing individual incidents and relate those incidents to more general or abstract ideas	
W 1.9 Revise texts to highlight the 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.	
R 2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.	
Enduring Understanding	Learning Outcomes
Students will understand how to consider and reconcile tensions between personal achievement and achievement for a community overall.	Students will know and be able to do:
Students will consider how local community groups interact with the community at large, and whether that interaction is successful, along with considering reasons why and why not	Write a thoughtful and sophisticated reflective composition that shows increased strength in tone, style, organization, quality of vocabulary and grammatical structure.
Students will set goals for personal achievement	Intelligently discuss the issues arising and place them within context.
	Revise their work
Texts	Assessments
Speech by Cesar Chavez Hunger of Memory by Richard Rodriguez G-Dog and the Homeboys- by Celeste Fremon- excerpts Strange Rumbings in Aztlan by Hunter S. Thompson Selected articles by Ruben Salazar Essay by Gloria Anzaldua I am Joaquin, by Rodolfo Gonzales Cherrie Moraga	Formative: Thinking Maps Summarizing Analysis
	Summative: Write an interdisciplinary essay per the prompt cited.
Learning Plan: Scope and Sequence	Differentiation
Field trip Building background on literary and philosophical ideas behind activism.	Modeling reading Building academic vocabulary Pre-teaching vocabulary

Complete the readings, creating thinking maps to compare and contrast ideas.

Writing an essay that addresses how understanding one's personal and ethnic identity serves to be a part of improving the community.

Cooperative learning groups

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?			
Subject: Asian Studies	Grade Level: 12		
Focus Standards			
11.11: Understanding social problems in contemporary American society			
Enduring Understanding	Learning Outcomes		
Students will understand that the “model minority” is a sociological stereotype Students will study the ideas of Asian-American achievement and identity as they relate to community and individual roles	Students will know and be able to do: Students will understand that the “model minority” image has negative consequences for both Asians and non-Asians. Students will understand ideas about Asian culture’s relationship to family and community and how the individual relates to that.		
Texts	Assessments		
Standards Based District approved textbook Everything you Need to Know About Asian American History	<table border="0"> <tr> <td style="vertical-align: top;">Formative: Discussion to understand “Model Minority” concept Worksheets for articles and videos</td> <td style="vertical-align: top;">Summative: Essay summarizing and analyzing socio-economic status of Asian Americans within the context of their community and familial identities, and how the drive for achievement relates to that.</td> </tr> </table>	Formative: Discussion to understand “Model Minority” concept Worksheets for articles and videos	Summative: Essay summarizing and analyzing socio-economic status of Asian Americans within the context of their community and familial identities, and how the drive for achievement relates to that.
Formative: Discussion to understand “Model Minority” concept Worksheets for articles and videos	Summative: Essay summarizing and analyzing socio-economic status of Asian Americans within the context of their community and familial identities, and how the drive for achievement relates to that.		
Learning Plan: Scope and Sequence	Differentiation		
Asians as a Model Minority (A Critical Analysis) -definition of a “model minority” (textbook) -social and economic status of contemporary Asian Americans (text book) -African American/Asian conflict (textbook and article) American Fusion (movie) “Mix Ethnicity” panel	Learning materials and methods will include” panel of high school students, article, textbook readings, movies and guest speakers ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually. Gifted: accelerated pacing, independent research and project.		

Unit Theme: Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?					
Subject: Economics	Grade Level: 12				
Focus Standards					
12.4.3 Discuss wage difference among jobs and professions, using the laws of demand and supply and the concept of productivity.					
Enduring Understanding	Learning Outcomes				
Students will be able to identify key organizations that are community based in and around their area. They will also know how to utilize the different resources offered by the organization	Students will know and be able to do: <ul style="list-style-type: none"> • How to access different resources in their community. • The understanding of employees vs. company • Social and economic structures of the United States 				
Texts	Assessments				
Marx-Communist Manifesto Smith-Wealth of Nations Race, Class, and Gender Reader Struggles of Women in the Third World	<table border="0"> <tr> <td>Formative:</td> <td>Summative:</td> </tr> <tr> <td> Debate Interviews Group Projects Individual Assignments </td> <td> Interdisciplinary Essay Prompt </td> </tr> </table>	Formative:	Summative:	Debate Interviews Group Projects Individual Assignments	Interdisciplinary Essay Prompt
Formative:	Summative:				
Debate Interviews Group Projects Individual Assignments	Interdisciplinary Essay Prompt				
Learning Plan: Scope and Sequence	Differentiation				
Unit: Social Classes in the United States Day 1-2: Introduction to Social Classes/Vocabulary Development Day 3-4: Squeeze the Orange-Karl Marx and Engels Day 5-6: Socratic Seminar-Social Classes Day 7-9: Wealth of Nations Day 10-12: Marx Division of Labor Day 13-14: Race, Class, and Gender Analysis	Graphic Organizers Visuals Gallery Walk Group Projects PowerPoint Presentations Individual Readings ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.				

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?				
Grade:	12 th				
Timeline:	6-8 weeks				
Team Members	Martinez	Wong/Licon	Strojny		
Subjects	Government/Economics	Chicano/Asian Studies	English		
Rationale	Human beings live in a world in which there are competing interests between the good of the individual and the good of the collective. How can we as human beings reconcile these tensions, in order to achieve personal goals and satisfaction while also changing the dynamics and characteristics of a community?				
Student Learning Outcomes					
Focus Standards	English	Writing strategy 1.0: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Writing demonstrates students' awareness of the audience and purpose and progression through stages of the writing process.			
	Government	12.3 Students evaluate, take and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those values and principles for a free society.			
	Economics	12.4.3 Discuss wage difference among jobs and professions, using the laws of demand and supply and the concept of productivity.			
Enduring Understandings: Important Concepts	Understanding and knowledge of landmark Supreme Court cases involved in "separate but equal." Plessy v. Ferguson, Korematsu v. U.S., Mendez, Brown v. Board of Educ.		Theme-Related Essential Questions	How can you best serve your community once you have met your educational objectives?	
	Ability to make connections in legal reasoning across cases, analyzing how law develops. Interpretation of the U.S. Constitution can be modified for changing circumstances in the community Individual activism			How can students achieve personal goals and also work for the greater good of their community? What are the goals I believe my community should be working towards? What factors prevent my community from reaching its full potential?	

	How can I be a role model for youth in community, as younger individuals face the same conditions that I endure (poverty, over-crowded schools, and single parent homes?)
Interdisciplinary Project	Students will identify a community-based organization and analyze its impact on the community. How is it a force for positive change, and what choices have the individuals in these organizations made to achieve their own goals as well as communal goals? Are these organizations effective? Why?
Essay Prompt	Cesar Chavez said, ““We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.” Reflect upon this quote in the context of the community organization that you have studied. Using the research that you have gathered in the Interdisciplinary project, analyze whether the organization studied is meeting the objectives outlined by Chavez. What is the efficacy of this group within the community and why? Are the goals they are striving to reach significant? Examine whether the work is having the desired impact.
Common Instructional Strategies	
All Learners	Class readings Discussion Debate Field trip to Santana House, L.A. Bridges Gang Intervention, youth center, Homeboy Industries etc. Essay Socratic seminar
ELs	Cultural relevance & Multi-cultural Visuals Project-based learning Building academic vocabulary and legal vocabulary Mock trial Group work
RSP/SLD	Scaffolding Group work Building academic vocabulary
GATE	Higher order levels of thinking Essay that can be modified to provide additional complexity and depth Rubrics that meet different learning modes and modalities.

Unit: Can we seek achievement for ourselves, while also working for prosperity and progress for our whole community?	
Subject: Expository Composition/Mexican American Literature	Grade Level: 12th
Focus Standards	
W 2.3(c) Write reflective compositions that maintain a balance in describing individual incidents and relate those incidents to more general or abstract ideas	
W 1.9 Revise texts to highlight the 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.	
R 2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.	
Enduring Understanding	Learning Outcomes
Students will understand how to consider and reconcile tensions between personal achievement and achievement for a community overall.	Students will know and be able to do:
Students will consider how local community groups interact with the community at large, and whether that interaction is successful, along with considering reasons why and why not	Write a thoughtful and sophisticated reflective composition that shows increased strength in tone, style, organization, quality of vocabulary and grammatical structure.
Students will set goals for personal achievement	Intelligently discuss the issues arising and place them within context.
	Revise their work
Texts	Assessments
Culturally Relevant and Responsive Text Selections: Speech by Cesar Chavez Hunger of Memory by Richard Rodriguez G-Dog and the Homeboys- by Celeste Fremon- excerpts Strange Rumbings in Aztlan by Hunter S. Thompson Selected articles by Ruben Salazar Essay by Gloria Anzaldua I am Joaquin, by Rodolfo Gonzales Cherrie Moraga	Formative: Field trip Thinking Maps Summarizing Analysis
	Summative: Write an interdisciplinary essay per the prompt cited.
Learning Plan: Scope and Sequence	Differentiation
Building background on literary and philosophical ideas behind activism.	Modeling reading Building academic vocabulary Pre-teaching vocabulary

Complete the readings, creating thinking maps to compare and contrast ideas.

Writing an essay that addresses how understanding one's personal and ethnic identity serves to be a part of improving the community,

Cooperative learning groups

ELL differentiation:

Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.

SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.

Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?			
Subject: Asian Studies	Grade Level: 12		
Focus Standards			
11.11: Understanding social problems in contemporary American society			
Enduring Understanding	Learning Outcomes		
<p>Students will understand that the “model minority” is a sociological stereotype</p> <p>Students will study the ideas of Asian-American achievement and identity as they relate to community and individual roles</p>	<p>Students will know and be able to do:</p> <p>Students will understand that the “model minority” image has negative consequences for both Asians and non-Asians.</p> <p>Students will understand ideas about Asian culture’s relationship to family and community and how the individual relates to that.</p>		
Texts	Assessments		
<p>Standards Based District Approved Textbook Everything you Need to Know About Asian American History</p>	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Formative: Discussion to understand “Model Minority” concept Worksheets for articles and videos</p> </td> <td style="vertical-align: top;"> <p>Summative: Essay summarizing and analyzing socio-economic status of Asian Americans within the context of their community and familial identities, and how the drive for achievement relates to that.</p> </td> </tr> </table>	<p>Formative: Discussion to understand “Model Minority” concept Worksheets for articles and videos</p>	<p>Summative: Essay summarizing and analyzing socio-economic status of Asian Americans within the context of their community and familial identities, and how the drive for achievement relates to that.</p>
<p>Formative: Discussion to understand “Model Minority” concept Worksheets for articles and videos</p>	<p>Summative: Essay summarizing and analyzing socio-economic status of Asian Americans within the context of their community and familial identities, and how the drive for achievement relates to that.</p>		
Learning Plan: Scope and Sequence	Differentiation		
<p>Asians as a Model Minority (A Critical Analysis) -definition of a “model minority” (textbook) -social and economic status of contemporary Asian Americans (text book) -African American/Asian conflict (textbook and article) American Fusion (movie) “Mix Ethnicity” panel</p>	<p>Learning materials and methods will include” panel of high school students, article, textbook readings, movies and guest speakers</p> <p>ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema.</p> <p>SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning needs. Students will</p>		

share in opportunities to write about background knowledge and share out their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme: Can we seek achievement for ourselves, while also working for progress and prosperity for our whole community?	
Subject: Economics	Grade Level: 12
Focus Standards	
12.4.3 Discuss wage difference among jobs and professions, using the laws of demand and supply and the concept of productivity.	
Enduring Understanding	Learning Outcomes
Students will be able to identify key organizations that are community based in and around their area. They will also know how to utilize the different resources offered by the organization	Students will know and be able to do: <ul style="list-style-type: none"> • How to access different resources in their community. • The understanding of employees vs. company • Social and economic structures of the United States
Texts	Assessments
Marx-Communist Manifesto Smith-Wealth of Nations Race, Class, and Gender Reader Struggles of Women in the Third World	Formative: Debate Interviews Group Projects Individual Assignments
Learning Plan: Scope and Sequence	Differentiation
Unit: Social Classes in the United States Day 1-2: Introduction to Social Classes/Vocabulary Development Day 3-4: Squeeze the Orange-Karl Marx and Engels Day 5-6: Socratic Seminar-Social Classes Day 7-9: Wealth of Nations Day 10-12: Marx Division of Labor Day 13-14: Race, Class, and Gender Analysis	Graphic Organizers Visuals Gallery Walk Group Projects PowerPoint Presentations Individual Readings ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic organizers to build schema. SPED- Students will receive accommodations on assignment completion time and performance expectations based on their learning issues. Students will share in opportunities to write about background knowledge and share out

their perspectives on various issues. Students will engage in reading aloud in pairs, reading as a small group, and reading individually.
Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

Unit Theme	Student selected interdisciplinary projects that incorporate an activism centered theme.				
Grade:	12 th				
Timeline:	8-10 weeks				
Team Members	Martinez	Wong/Licon	Strojny Fernandez		
Subjects	Government/E conomics	Chicano/Asian Studies	English		
Rationale	<p>Students have been studying in an interdisciplinary way throughout their academic career, with appropriate increased emphasis on VOICE-centered themes connecting social justice and the community. Students now have the opportunity to create their own interdisciplinary research project (including a paper) in which they explore a significant human theme of interest to them, connecting that theme to activist-centered principles within their community.</p> <p>They will ask themselves, “what is the difference I want to make?” and will engage in a service-learning project that helps them to put that value into a practice in a research-based way.</p>				
Student Learning Outcomes					
Focus Standards	English	Writing application 2.5 Students write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. 2.6 Deliver multi-media presentations.			
	Government	12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy.			
	Economics	12.1.3 Identify the monetary and non-monetary incentives and how changes in incentives cause changes in behavior. 12.1.5 Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., Smith, Marx, and Engels).			
Enduring Understandings: Important Concepts	Students can conduct independent research around a self-selected theme of interest and importance to them.		Theme-Related Essential Questions	Students will be responsible for developing their own essential questions, which they will submit with their proposal. Essential question should be grounded in personal philosophical interest married to practical application for solving problems within the community.	
	Students can conduct field research.				

	<p>Students can conceive and successfully execute a service learning project that will bring them personal knowledge and will benefit the larger community. Students will be more prepared for the academic rigors of college by engaging in independent theme-based research and writing.</p>
Interdisciplinary Project	<p>Service Learning Project. Students will perform a Task Assessment (see attached draft document). Student will find 5-10 sources that address their larger interdisciplinary theme, including both fiction (novels, short stories or poems) and non-fiction (research articles, primary sources, newspaper articles or editorials, etc.) Students will select a global issue that reflects this interdisciplinary theme. Students will then choose a problem to solve that reflects some smaller aspect of this problem in their community. (Example: Students could choose as an interdisciplinary theme how human beings interact with the environment, or attitudes of individuals towards the land. A global issue would be pollution and water quality. An aspect of this within their community would be the health of the Los Angeles River. Students could do a service learning project through the LA River Conservancy in Lincoln Heights to study water quality and organize a clean-up day at the river. Students would then write a paper connecting the theme in their readings to their project, which they would also share in a power-point presentation that details their work and ideas about the issue.</p>
Essay Prompt	<ol style="list-style-type: none"> (1) Students will submit a one-page proposal that details the large theme they would like to address and will have ideas for the specific problem they will address. (2) 10-15 page research paper which that includes the following subparts: Introduction, Literature Review, Statement of Problem, Theme and Specific problem, Methodology, Data collected, Findings, Results, Implementation of issue, Conclusion.
Common Instructional Strategies	
All Learners	<p>Write a research paper Conduct research Collect qualitative and quantitative data Readings that reflect themes Power-point with specific slide number requirement Presentation</p>
ELs	<p>Cultural relevance & Multi-cultural Senior students have the option of writing the research project in their home language Scaffolding for EL students</p>

	Class time dedicated to research and specific goals of the research project. Visuals
RSP/SLD	Scaffolding Building academic vocabulary Visuals
GATE	Higher order levels of thinking Essay that can be modified to provide additional complexity and depth Rubrics that meet different learning modes and modalities.

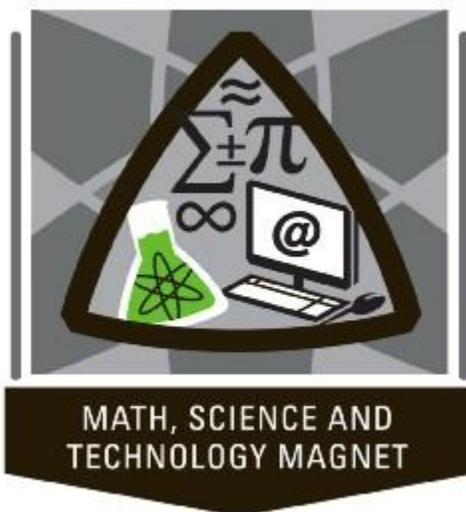
Unit Theme: Student selected interdisciplinary projects that incorporate an activism centered theme.			
Subject: US Government/Economics	Grade Level: 12		
Focus Standards			
12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy.			
12.1.3 Identify the monetary and non-monetary incentives and how changes in incentives cause changes in behavior.			
12.1.5 Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., Smith, Marx, and Engels).			
Enduring Understanding	Learning Outcomes		
Students will be able to apply the different concepts learned during the course to real life applications. Furthermore, students will also apply the skills, learned during the course, to write their final thesis project.	Students will know and be able to do: <ul style="list-style-type: none"> • How to write a thesis that includes different facets about the foundations of government. • Apply the lessons learned in government class to real life situations. 		
Texts	Assessments		
Standards Based District Approved Textbook Scholarly Journals, Community based reporting, issues that face their communities	<table border="0"> <tr> <td>Formative: Introduction, Literature Review, Methodologies, Statement of Problem, Findings, Research, Conclusion</td> <td>Summative: See Essay Prompt</td> </tr> </table>	Formative: Introduction, Literature Review, Methodologies, Statement of Problem, Findings, Research, Conclusion	Summative: See Essay Prompt
Formative: Introduction, Literature Review, Methodologies, Statement of Problem, Findings, Research, Conclusion	Summative: See Essay Prompt		
Learning Plan: Scope and Sequence	Differentiation		
Unit: Final Thesis Project Day 1-4: Analysis of Scholarly Journals Day 5-7: Writing of Literature Review Day 8-9: Begin Introduction Day 10-12: Conduct Research and Study Day 13-16: Write Project and Findings Day 17-20: Finalize Project	Examples Visuals Technology Surveys Interviews ELL differentiation: Students will be grouped both homogeneously and heterogeneously to encourage team behaviors and participation from all students. Chunks of text are read aloud and shared out to the whole class. Sticky notes and other textual annotation, such as highlighting, is used throughout texts to improve comprehension, encourage questioning and inquiry, and develop content area vocabulary on challenging words. Students will use visual aids and graphic		

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Gifted: accelerated pacing, independent research and project, a more sophisticated presentation

LINCOLN HIGH SCHOOL



LHS Interdisciplinary Thematic Base Instructional Plan: Rigor Across Content

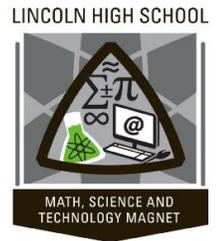
	Essential Question	Culminating Task	Portfolio	Subjects	
Prologue Interdisciplinary Time: 2 weeks	How Abstraction Affects Reality	How is reality defined by what you know and how you think?	Thematic Assessment Artifact that answers the essential question	Assessment will be reviewed by a team of teachers at end of thematic unit.	Math, English, Science, Social Studies, AP classes, Electives.
Theme I Interdisciplinary Time: 10 Weeks	The Role of Logic, Intuition, and Imagination	How do we answer questions about the world around us?	Thematic Assessment Artifact that answers the essential question	Assessment will be reviewed by a team of teachers at end of thematic unit.	Math, English, Science, Social Studies, AP classes, Electives.
Theme II Interdisciplinary Time: 10 Weeks	The Power to Change and Transform	What causes change and what does change cause?	Thematic Assessment Artifact that answers the essential question.	Assessment will be reviewed by a team of teachers at end of thematic unit.	Math, English, Science, Social Studies, AP classes, Electives.
Theme III Interdisciplinary Time: 10 Weeks	The Function of Relationship	Why are relationships inescapable?	Thematic Assessment Artifact that answers the essential question	Assessment will be reviewed by a team of teachers at end of thematic unit.	Math, English, Science, Social Studies, AP classes, Electives.
Epilogue Interdisciplinary Time: 6-8 weeks	Looking Back Looking Forward	How did your conception of reality change this year and how will these changes prepare you for your future?	Thematic Assessment Artifact that answers the essential question End of semester exhibition of cross-curricular portfolios	Assessment will be reviewed by a team of teachers at end of thematic unit.	Math, English, Science, Social Studies, AP classes, Electives.

LHS Interdisciplinary Thematic Base Instructional Plan: Rigor Across Content



Abraham Lincoln High School

Math/Science/Technology Magnet Thematic Based Instructional Plan



The most beautiful thing we can experience is the mysterious. It is the source of all true art and all science. He to whom this emotion is a stranger, who can no longer pause to wonder and stand rapt in awe, is as good as dead: his eyes are closed.

–Albert Einstein

We want our students in the Math/Science/Technology Magnet at Abraham Lincoln High School to always keep their eyes open, to cultivate the wonder, beauty, and awe that comes from imaginative questioning. In order to nurture this lifelong appreciation for learning in our students, the magnet has established the following four themes based on the theoretical foundations of higher mathematics.

These themes, besides functioning as the building blocks of all mathematical operations, will provide students with a way to integrate the knowledge and understanding they have acquired in all of their subject areas.

It is our hope that with these four core themes students will come not only to see the relevance in the course work they are taking but further develop a deeper appreciation for the interdisciplinary nature of all knowledge and learning, thus providing our students with the intellectual and emotional foundation for great thinking as displayed by great mathematicians, scientists, inventors, and the learned thinkers in the arts.

In short we want our students to take from their magnet experience the essence of what Albert Einstein said in his famous remark on the imagination: *For knowledge is limited to all we know and understand, while imagination embraces the entire world, and all there ever will be to know and understand.*

Pedagogical Note: Because our magnet is small and requires us to be flexible in how we program our students (e.g., math classes containing students in various grades, students taking specific science courses at different grade levels), these four themes presented every year at the same time at every grade level will provide the most effective way for all of our magnet students to remain enthusiastic and maximize their learning through our interdisciplinary and thematic units of instruction.

Authentic Assessment

End of Unit: At the end of each unit, students will gather artifacts from each of their subject area courses to serve as evidence of thematic learning. Students will house these artifacts in their respective portfolios (authentic assessment). Teams of teachers will review portfolios to assess student understanding of the thematic unit and to drive instruction.

End of Year Exhibit: Near the end of the school year, students will display knowledge acquired and understood in all three core themes at an all day Saturday gallery walk for parents, siblings, relatives, friends, and faculty and community members to see. Students will synthesize knowledge gained in all of their subject areas and display this knowledge via poster board, power point, performance, etc. Knowledge displayed will be based on the artifacts students have been gathering in their portfolios throughout the year.

Differentiation: This end of the year exhibit, and each of the steps leading up to it, allows all students to achieve success in synthesizing their understanding of the themes for it takes into consideration how the complexity of the information can be modified to meet the needs of each student (Special Education, English Learner, Gifted, etc.) and for accommodating each student's unique learning modality by providing students with choice over the manner in which they want their exhibit presented.

LHS Interdisciplinary Thematic Base Instructional Plan: Rigor Across Content

Prologue: How Abstractions Inform and Affect Reality (2 Weeks)

Essential Question: How is reality defined by what you know and how you think?

Representative Topics

- Algebra 1: Tools of Algebra, Variables, Expressions, Order of Operations, Open Sentences
- Algebra 2: Equations and Inequalities
- Geometry: Undefined terms and geometric figures as written symbols.
- World History: Belief Systems, Ancient and Classical Civilizations
- U.S. History: Origins of a New Society, Road to Independence, New Nation
- Government:/Economics: Formation of Government, Economic Systems
- English 9: Assumptions, Beliefs, Biases, Prejudices
- English 10: The Importance of Reading & Writing in Defining Our Reality
- English 11: Fundamental American Beliefs from the Colonial Period
- English 12: The Importance of Reading & Writing in Defining Our Reality
- AP English Language: Why do writers write? What is their purpose?
- AP English Literature: Literature as a Means to Define Reality
- Biology: Importance of Observations, Microscope Work, Letter “e”
- AP Biology: Observation and Science, Prior Knowledge, How to Observe
- Chemistry: Introduction to the Methods of Chemistry and the Scientific Method
- Computer Science: Essential Introduction to the World of Technology and How it Affects us.
- Senior Science Seminar: Prior Knowledge, What is Worthwhile to Investigate?
- Health: Knowing Yourself, Fitness, Habits
- Web Development: Understanding the Web and How It Has Evolved
- Art: Shapes and Forms

Culminating Task: Students will collect a thematic assessment artifact that answers the essential question from each of their classes for inclusion in their cross-curricular portfolio. Portfolios will be reviewed by a team of teachers at the end of each thematic unit. At the end of the Spring semester, students will create and display an exhibit using their artifacts from their cross-curricular portfolios to demonstrate their knowledge and understanding of the thematic units.

LHS Interdisciplinary Thematic Base Instructional Plan: Rigor Across Content

Theme One: The Role of Logic, Intuition, and Imagination (10 Weeks)

Essential Question: How do we answer questions about the world around us?

Representative Topics

- Algebra 1: Solving Linear Equations, Functions and Patterns, Analyzing Linear Equations
- Algebra 2: Relations, Function, Graphing, Systems of Equations
- Geometry: Geometric Reasoning and Geometric Proofs
- Pre-Calculus: Functions and Their Graphs
- World History: Enlightenment, Revolutions (Glorious, American, French, Industrial)
- U.S. History: Manifest Destiny, Expansion of Industrial America
- Government:/Economics: Enlightenment, Federalism
- English 9: Logical and Emotional Appeals in the Art of Persuasion
- English 10: Memoir: How Can We Better Understand Ourselves By Sharing Our Stories?
- English 11: The Influences of the Enlightenment and Romanticism in American Literature.
- English 12: How Does Critical Inquiry Help Us Find Truth?
- AP English Language: How do writers write? What are the tools of rhetoric?
- AP English Literature: Literature as a Means to Address the Questions of Life.
- Biology: Useful Past Experiments, Support Facts to Build up Theory, Use Scientific Method Steps,
- Logical Flow of Information in DNA, Photosynthesis Lab, Design Controlled Experiment
- AP Biology: The Scientific Method, Famous Experiments, How Do We Know What We Know?
- Chemistry: Electrons and Periodic Behavior
- Senior Science Seminar: Designing Your Project, How Do You Find Your Answer?
- Health: Knowing What Will Impact Our Health: Habits, Choices, Environment
- Computer Science: Introduction to Word Processing and Communication Techniques
- Web Development: Designing Websites
- Art: Linear Perspective

Culminating Task: Students will collect a thematic assessment artifact that answers the essential question from each of their classes for inclusion in their cross-curricular portfolio. Portfolios will be reviewed by a team of teachers at the end of each thematic unit. At the end of the spring semester, students will create and display an exhibit using their artifacts from their cross-curricular portfolios to demonstrate their knowledge and understanding of the thematic units.

LHS Interdisciplinary Thematic Base Instructional Plan: Rigor Across Content

Theme Two: The Power to Change and Transform (10 Weeks)

Essential Question: What causes change and what does change cause?

Representative Topics

- Algebra 1: Solving Systems, Solving Linear Inequalities, Polynomials
- Algebra 2: Polynomials, Rational Expressions, Powers, Roots, Quadratic Equations
- Geometry: Properties and Attributes of Triangles, Polygons, and Quadrilaterals
- Pre-Calculus: Polynomials, Ratios, Exponential Logarithms
- World History: Imperialism, Colonialism, World War One, Russian Revolution
- U.S. History: Populist Movement, Progressive Movement, Becoming a World Power
- English 9: How are humans changing the environment?
- English 10: How Can we be Agents of Change through Our Words?
- English 11: The Influences of Realism and Modernism in American Literature.
- English 12: How Changes in Our Technology Leads to Changes in Our Society.
- AP English Language: The Rhetoric of Persuasion
- AP English Literature: How do Characters Confront and Respond to Conflict?
- Biology: Evolution as Change in Populations, Change in Geological Time Scale, Natural Selection Lab,
- Mutations in DNA and Genetic Effects, How Change Causes Variety
- AP Biology: DNA and Mutations, Evolution, Cycling and Recycling of Materials, Energy Flow
- Chemistry: Bonding and Molecular Structures, Conservation of Matter and Stoichiometry
- Senior Science Seminar: What Will Be The Impact Of Your Project?
- Astronomy: Equilibrium in the Cosmos, Star Formation, Galaxies
- Health: Changing Yourself
- Computer Science: Introduction to Research Using Digital Media, Video and Graphics Editing
- Web Development: Enhancing Websites Using Graphics, Multimedia and Interactivity, HTML Tables
- Art: Escher Drawing, Animals Morphing

Culminating Task: Students will collect a thematic assessment artifact that answers the essential question from each of their classes for inclusion in their cross-curricular portfolio. Portfolios will be reviewed by a team of teachers at the end of each thematic unit. At the end of the spring semester, students will create and display an exhibit using their artifacts from their cross-curricular portfolios to demonstrate their knowledge and understanding of the thematic units.

Theme Three: The Function of Relationships (10 Weeks)

Essential Question: Why are relationships inescapable?

Representative Topics

- Algebra 1: Factoring, Quadratic and Exponential Functions, Radical Expressions and Triangles
- Algebra 2: Quadratic Functions and Transformations, Logarithms
- Geometry: Right Triangles, Trigonometry, Area, Perimeter, Spatial Reasoning
- Pre-Calculus: Analytic Trigonometry
- World History: Alliance Systems (World War I and World War II), Post-war Changes
- U.S. History: Alliance Systems (World War I and World War II), New Deal
- Government:/Economics: Constitutional Freedoms, Citizenship, Participation in Government
- English 9: The Function and Dysfunction of Love in the Family, Among Friends, In The Community
- English 10: How do Relationships Change Over Time?
- English 11: The Influences of Post-Modernism in American Literature
- English 12: How are People Transformed Through Their Relationships with Others?
- AP English Language: The Relationship Between the Writer and His/Her Audience
- AP English Literature:
- Biology: Ecological Interactions, Predator and Prey/Symbiosis, Biogeochemical cycles
- AP Biology: Ecology, Relationships of Biotic and Abiotic Environments, Bio-ethics
- Chemistry: Gases, Solids, Liquids, Solutions, Kinetics and Thermodynamics
- Astronomy: Interaction of Solar System Elements, Possibility of Life Beyond Earth
- Health: Health and Family, Friends, Community
- Computer Science: Introduction to Spreadsheets and Graphing Software
- Web Development: Project Planning, Website Development, Process and Functionality

Culminating Task: Students will collect a thematic assessment artifact that answers the essential question from each of their classes for inclusion in their cross-curricular portfolio. Portfolios will be reviewed by a team of teachers at the end of each thematic unit. At the end of the spring semester, students will create and display an exhibit using their artifacts from their cross-curricular portfolios to demonstrate their knowledge and understanding of the thematic units.

LHS Interdisciplinary Thematic Base Instructional Plan: Rigor Across Content

Epilogue: Looking Back, Looking Forward

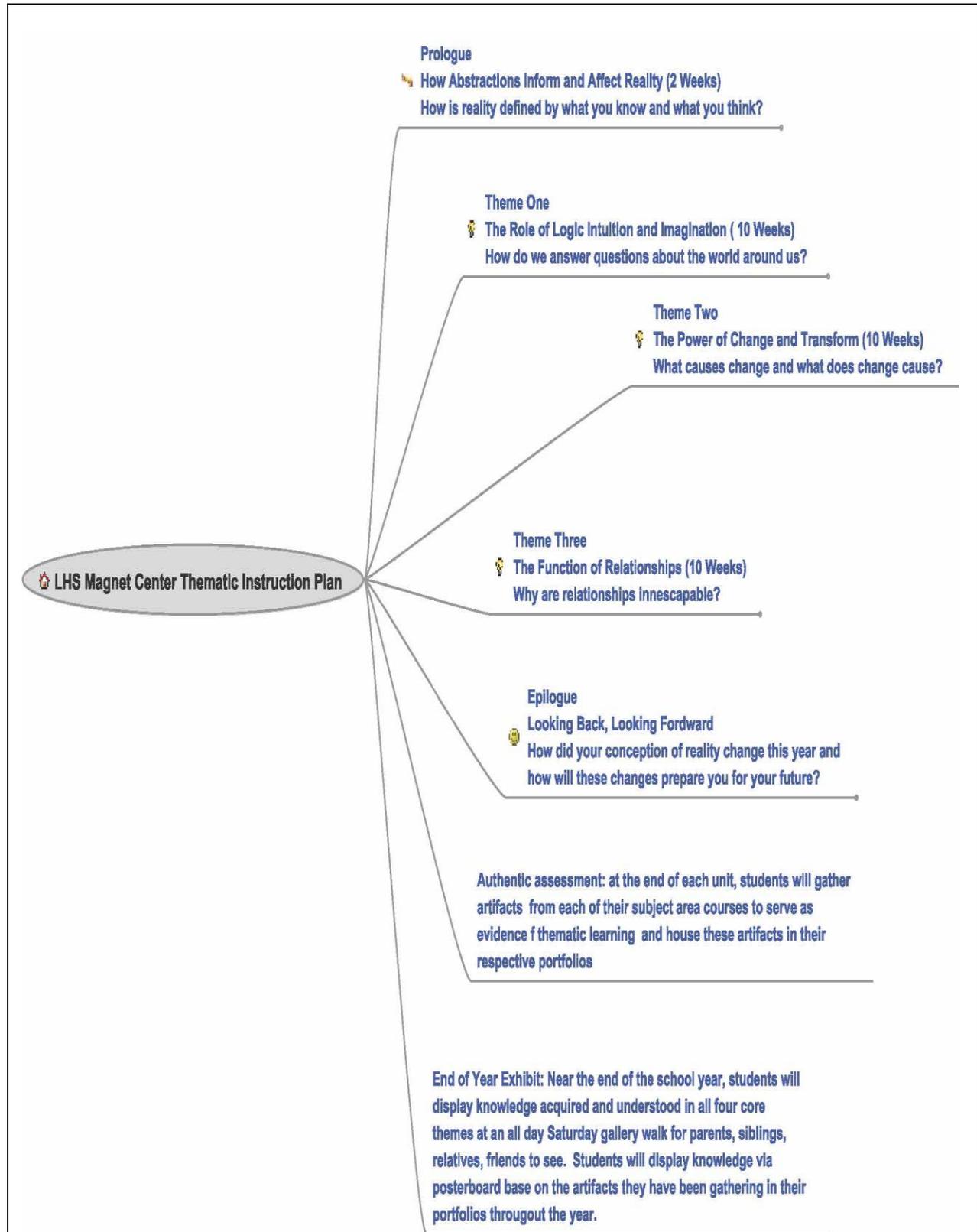
Essential Question: How did your conception of reality change this year, and how will these changes prepare you for your future?

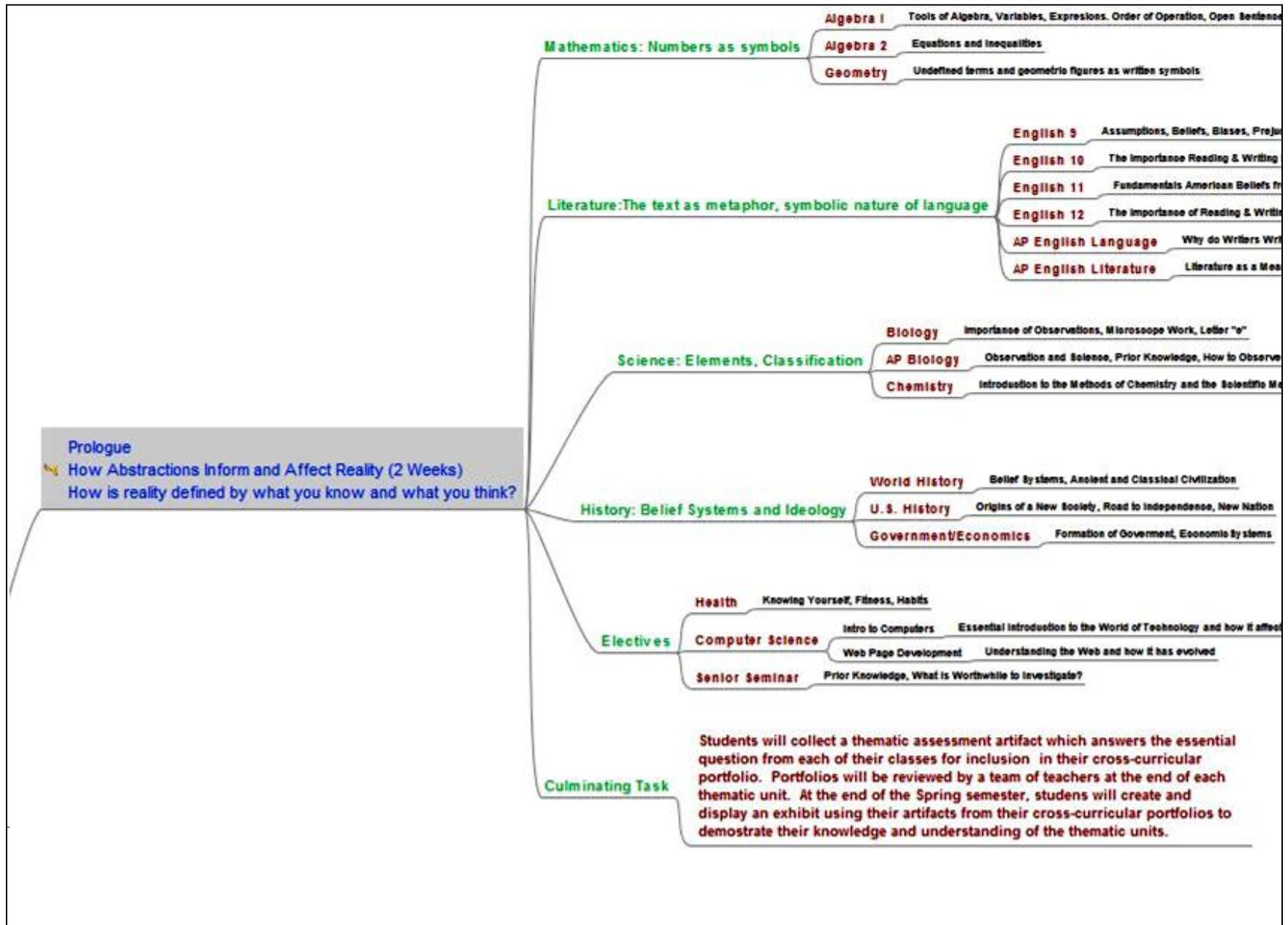
Representative Topics

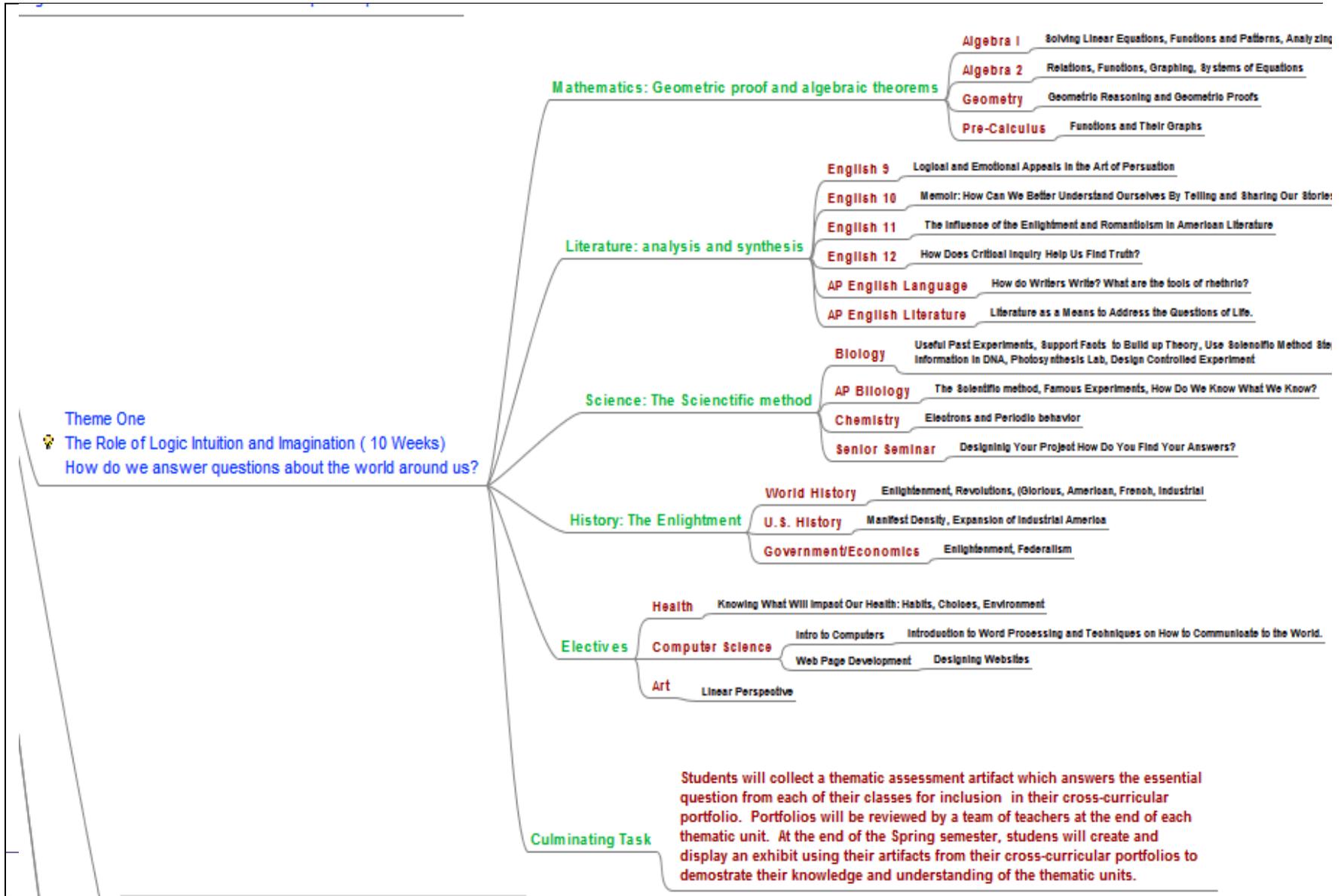
- Pre-Calculus: Introduction to Calculus
- World History: Challenges and Hopes for the Future, Contemporary World
- U.S. History: Challenges and Hopes for the Future, Contemporary World
- Government:/Economics: Political Systems of the World, Global Economy
- English 9: The Odyssey to Self-Awareness
- English 10: How Can Literature Invite us to Different Ways of Living?
- English 11: How Are You Part of the Unfolding American Story?
- English 12: This I Believe: Present Values, Future Hopes
- AP English Language: What Is Your Role in the World as a Writer?
- AP English Literature: This I Believe: Present Values, Future Hopes
- Biology: Impact on the World? Relate to Your Body?
- AP Biology: Local Ecology and Human Role, Field Trip, Careers
- Chemistry: Acid-Base Titration and pH, Electrochemistry, Organic/Biochemistry
- Astronomy: Biology, Chemistry, and Physics in Astronomy
- Health: Health and Personal Choice, Responsibility
- Computer Science: Introduction to Presentation Software
- Web Development: Publishing and Maintaining a Website

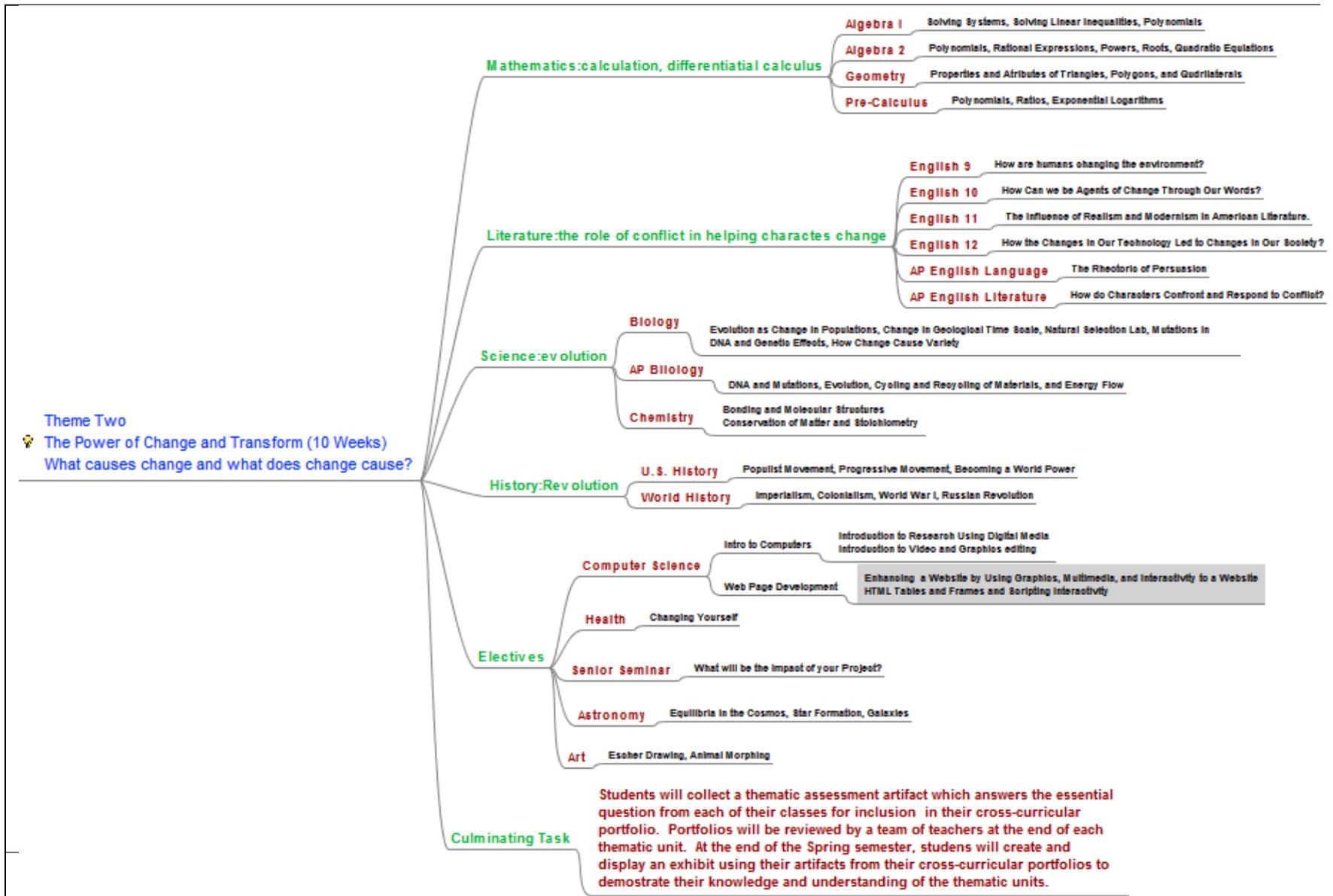
Culminating Task: Students will collect a thematic assessment artifact that answers the essential question from each of their classes for inclusion in their cross-curricular portfolio. Portfolios will be reviewed by a team of teachers at the end of each thematic unit. At the end of the spring semester, students will create and display an exhibit using their artifacts from their cross-curricular portfolios to demonstrate their knowledge and understanding of the thematic units.

LHS Interdisciplinary Thematic Base Instructional Plan: Rigor Across Content

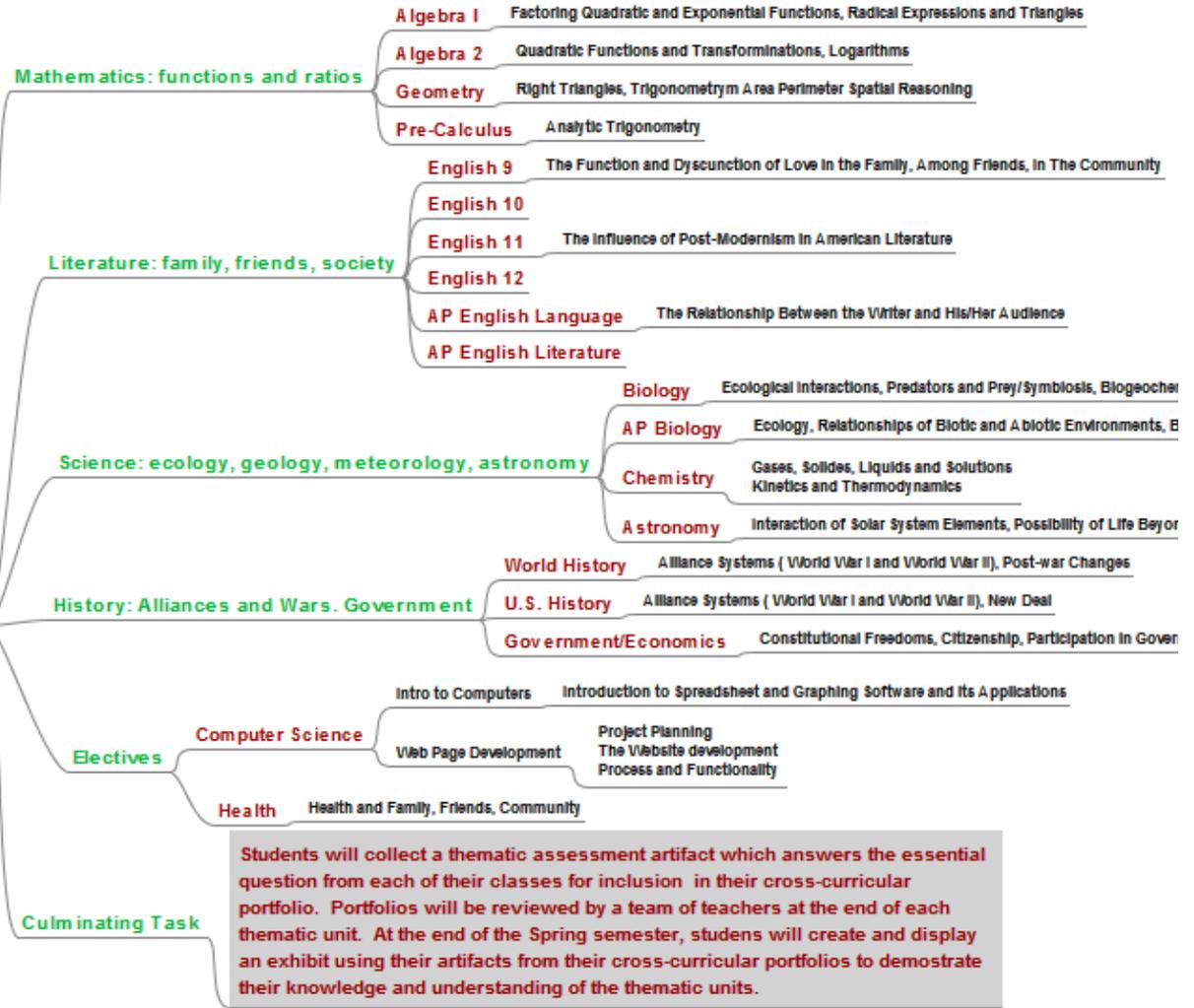








Theme Three
The Function of Relationships (10 Weeks)
Why are relationships inescapable?



Epilogue

Looking Back, Looking Forward

How did your conception of reality change this year and how will these changes prepare you for your future?

Mathematics: functions and ratios

Pre-Calculus

Introduction to Calculus

Literature: family, friends, society

English 9

The Function and Dysfunction of Love in the Family, Among Friends

English 10

How Can Literature Invite us to Different Ways of Living?

English 11

The Influence of Post-Modernism in American Literature

English 12

This I Believe: Present Values, Future Hopes

AP English Language

What is Your Role in the World as a Writer?

AP English Literature

This I Believe: Present Values, Future Hopes

Science: ecology, geology, meteorology, astronomy

Biology

Impact on the World? Relate to Your Body

AP Biology

Local Ecology and Human Role, Field

Chemistry

Acid-Base Titration
Electrochemistry
Organic/Biochemistry

Astronomy

Biology, Chemistry, and Physics in Astronomy

History: Alliances and Wars, Government

World History

Challenges and Hopes for the Future, Conf

U.S. History

Challenges and Hopes for the Future, Conf

Government/Economics

Political Systems of the World,

Electives

Health

Health and Personal Choice, Responsibility

Computer Science

Intro to Computers

Introduction to Presentation Software to Assist Students on How to Present Their Findings Using the Scientific Method

Web Page Development

Publishing a Website
Maintaining a Website

Culminating Task

Students will collect a thematic assessment artifact which answers the essential question from each of their classes for inclusion in their cross-curricular portfolio. Portfolios will be reviewed by a team of teachers at the end of each thematic unit. At the end of the Spring semester, students will create and display an exhibit using their artifacts from their cross-curricular portfolios to demonstrate their knowledge and understanding of the thematic units.

