

I. COURSE TITLE: English 2

II. PROGRAM: Home Study Academy III

III. OBJECTIVES:

Student will learn and apply English language skills to meet the objectives listed for the following content areas:

*Reading*

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development:* Students apply their knowledge of word origins to determine the meaning of new words encountered.
- 2.0 *Reading Comprehension (Focus on Informational Materials):* 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* (1990) 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, online information. In grades nine and ten, students make substantial progress toward this goal.
- 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 patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

*Writing*

- 1.0 *Written and Oral English Language Conventions:* Students write and speak with a command of Standard English conventions.
- 2.0 *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.

IV. COURSE OUTLINE:

**Semester 1**

Unit 1 Short Stories

Standards covered:

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words.
- 2.1 Analyze workplace documents.
- 2.2 Prepare bibliography of reference materials.

- 3.2 Compare and contrast presentation of theme or topic across genres, including short stories, poems, and songs.

*Writing*

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

Unit 2 Fahrenheit 451

*Reading*

- 3.3 Analyze interactions between main and subordinate characters and explore conflicts internal and external and explain impact on plot.  
3.6 Explore literary devices – foreshadowing, flashback, imagery and symbolism.

*Writing*

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

Unit 3 Plays-*Fiddler on the Roof* and *Julius Caesar*

*Reading*

- 2.1 Analyze structure and format of functional workplace documents and explain how authors use the features to achieve their purpose.  
2.8 Evaluate credibility of author's argument.

*Writing*

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

*Listening and Speaking*

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's Gettysburg Address, Martin Luther King, Jr's I Have a Dream) to find the rhetorical devices and features that make them memorable.

Unit 4 A Separate Peace

*Reading*

- 3.5 Compare universal themes in poem and novel:  
justice, guilt, growing up, love, etc.  
3.9 Explain how voice, persona and choice of narrator affect characterization and tone, plot, and credibility of text.  
3.11 Evaluate impact of diction and figurative language on tone, mood and theme

*Writing*

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

**Semester 2**

Unit 5 Short Stories

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

*Writing*

- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

*Listening and Speaking*

- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Unit 6 I Am the Cheese

*Reading*

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

*Writing*

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

*Listening and Speaking*

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 2.2 Deliver expository presentations.

Unit 7 Modern Fiction

*Reading*

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

*Writing*

- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 2.2 Write responses to literature:
  - Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- 2.5 Write business letters:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

*Reading*

- 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 *narcissistic* drawn from the myth of Narcissus and Echo).
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).

V. COURSE MATERIALS:

In order to meet state standards, we select readings from a number of sources including *the Prentice Hall Literature Series*, *The Norton Sampler*, Thomas Cooley, ed., 1993 and *Responding to Literature*, Judith Stanford, ed., 2006. These selections are designed to strengthen and challenge reading skills, support writing ability and develop students' critical thinking skills. By using a wide range of texts we are able to read classic Western Literature, contemporary authors and multicultural texts.

Novels:

A Separate Peace

Julius Caesar

I Am the Cheese

Fahrenheit 451

VI. INSTRUCTIONAL STRATEGIES:

A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain,

estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.

- iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
- iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
- v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
- vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.

B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
- b. Provide individualized remediation in math and language arts.
- c. Provide guided internet instruction and research.

D. Reading:

- a. Encourage research using both primary and secondary source documents:
  - i. Course texts and ancillary materials:
    1. Teacher-generated materials
    2. Print, film, and electronic media
- b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.

E. Writing:

- a. Teach students to write clearly and precisely, including development of clear thesis statements.

- b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VI. METHODS OF ASSESSMENT:

### Grading System:

*Homework:* Late work only accepted after an absence. Homework counts as 30% of the grade.

*Writing:* All writing assignments are to be typed in MLA style. Writing assignments count as 30% of the grade.

*Participation:* Students are expected to participate actively in class discussion. This is not strictly a lecture course and student input is required. Participation is 10% of the grade.

*Tests:* Mastery of the subject is required for a passing grade.

Tests count as 30% of the grade. Final exams count in the test grade category.

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

## I. COURSE TITLES:

- Algebra I
- Algebra A\*
- Algebra B\*

\* Algebra A and Algebra B provide a two-year course of study in Algebra I. Algebra A is a one-year course comprised of the first half of the Algebra I course content; Algebra B is a one-year course comprised of the second half of Algebra I. Both courses earn math credit but not Algebra credit until Algebra B is completed in the second year.

## II. PROGRAM: Charter Community School, Grades 8-12

## III. OBJECTIVES:

The goal in mathematics education is for students to:

- Develop fluency in basic computational skills.
- Develop an understanding of mathematical concepts.
- Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Make connections among mathematical ideas and between mathematics and other disciplines.

### Algebra I Content Standards:

1. 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:
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.
3. Students solve equations and inequalities involving absolute values.
4. Students simplify expressions before solving linear equations and inequalities in one variable, such as  $3(2x-5) + 4(x-2) = 12$ .
5. Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
6. 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  $2x + 6y < 4$ ).
7. Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.

8. 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.
9. 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.
10. Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.
11. Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
12. Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
13. Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
14. Students solve a quadratic equation by factoring or completing the square.
15. Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
16. 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.
17. Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
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.
19. Students know the quadratic formula and are familiar with its proof by completing the square.
20. Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
21. Students graph quadratic functions and know that their roots are the  $x$ -intercepts.
22. Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the  $x$ -axis in zero, one, or two points.
23. Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
24. Students use and know simple aspects of a logical argument:
25. Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:

IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs.)

- A. Pre-algebra Review: Real Number System (*Standards 1, 2*)
  - a. Fractions
    - i. Find the lowest common denominator and write fractions in lowest terms
    - ii. Multiply, divide, add, and subtract fractions
  - b. Order of operations
  - c. Real numbers
    - i. The ordering of real numbers
    - ii. Addition, subtraction, multiplication & division of real numbers
    - iii. Properties of real numbers
    - iv. Identify like terms & simplify expressions
  
- B. Linear Equations & Inequalities in One Variable (*Standards 3, 10*)
  - a. Addition & multiplication properties of equality
  - b. Solve linear equations
  - c. Addition & multiplication properties of inequality
  - d. Solve inequalities
  
- C. Linear Equations in Two Variables (*Standards 6, 7, 8, 16, 17, 18*)
  - a. Ordered pairs
  - b. Graph linear equations
  - c. Slopes of lines
  - d. Introduce functions
  
- D. Polynomials & Exponents (*Standards 2, 10, 11*)
  - a. Addition & subtraction of polynomials
  - b. Graphing polynomials
  - c. Exponents: product rule & power rule
  - d. Multiplication of polynomials
  - e. Special products
  - f. Integer exponents & quotient rule
  - g. Division of polynomials
  - h. Scientific notation
  
- E. Factoring (*Standards 11, 14*)
  - a. Greatest common factor & group factoring
  - b. Factoring trinomials
    - i. With one variable
    - ii. With two variables
  - c. Special factoring rules
    - i. Difference of squares
    - ii. Perfect squares
    - iii. Difference of cubes & sum of cubes
  - d. Solving quadratic equations by factoring
    - i. Zero factor property
    - ii. Solve quadratic inequalities

- F. Word Problems: Equations With One or Two Variables (*Standards 5, 10, 15*)
  - a. Learn to use the six steps for solving real problems (applied problems).
  - b. Setup charts & equations of various types of word problems.
    - i. Mixture problems
    - ii. Money & ticket problems
    - iii. Distance & motion problems
  
- G. Rational Expressions (*Standard 13*)
  - a. Fundamental property of rational expressions
  - b. Multiplication & division of rational expressions
  - c. Write rational expression with LCD as denominator
  - d. Add & subtract rational expressions
  - e. Simplify complex expressions
  - f. Solve word problems using rational expressions
  
- H. Equations of Lines, Inequalities & Function (*Standards 5, 6, 7, 8, 16, 18, 20*)
  - a. Convert between standard form, slope-intercept form, & point-slope form
  - b. Able to graph linear inequalities in two variables
  - c. Functions
    - i. Define what makes a function
    - ii. Understand the distinction between domain and range
    - iii. Use the vertical line test to determine if a graph is a function
  
- I. Linear Systems (*Standard 9*)
  - a. Solve systems of linear equations by graphing
  - b. Solve systems of linear equations by substitution
  - c. Solve systems of linear equations by elimination
  - d. Solve applied problems with two variables
  - e. Solve systems of linear inequalities
  
- J. Roots and Radicals (*Standards 19, 20, 21*)
  - a. Evaluating roots
    - i. Find square roots
    - ii. Use the Pythagorean formula
    - iii. Use the distance formula
  - b. Multiply and divide with radicals
    - i. Learn the product rule
    - ii. Learn the quotient rule
    - iii. Use both rules to simplify higher roots
  - c. Add and subtract radicals
  - d. Rationalize the denominator
  - e. Simplify radical expressions with quotients in lowest terms
  - f. Solve equations with radicals
  - g. Understand and work with fractional exponents
  
- K. Quadratic Equations (*Standards 19, 23, 25*)

- a. Solve quadratic equations by the square root property
  - b. Solve quadratic equations by completing the square
  - c. Solve quadratic equations by the quadratic formula
- L. Complex Numbers (*Standard 22*)
- a. Introduce the use of the number “*i*”
  - b. Add and subtract with complex numbers
  - c. Multiply and divide with complex numbers
  - d. Solve quadratic equations with complex number solutions
  - e. Graph quadratic equations
    - i. Find x-intercepts & the vertex of quadratic equations
    - ii. Find other points & plot the graph

V. COURSE MATERIALS:

- Holt California Mathematics, Course 3: Algebra 1, Holt, Rinehart and Winston, 2008 (Campus and EDTS)
- The Pacemaker Curriculum Algebra 1, Prentice Hall 2003 (HSA II)
- Algebra Essentials, Merrill (HSA II)
- Algebra 1, Concepts and Skills, McDougal Littell, 2001 (Campus)
- Algebra, Prentice Hall 2001(CARE III Tahoe)
- Beginning Algebra by Margaret Lial. Addison Wesley Publisher, 2000 (HSA III)
- Renaissance Math
- Accelerated Math, State of CA Aligned Libraries (Campus, EDTS)

VI. INSTRUCTIONAL STRATEGIES:

A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom’s Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.

- iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
  - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.
- B. Activity and project-based investigation:
- a. Provide investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development.
- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, and spreadsheets with appropriate technology tools.
  - b. Provide individualized acceleration and remediation in math
  - c. Provide guided internet instruction and research

## VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives.
- Completion of coursework:
  - Homework
  - Assignments
  - Quizzes (Announced and Unannounced)
  - Projects
  - Major Exams
- Teacher observation
- Class participation
- Notebook or portfolio

### Evaluation

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59-0%

I. COURSE TITLE: Algebra II

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

The goal in mathematics education is for students to:

- Develop fluency in basic computational skills.
- Develop an understanding of mathematical concepts.
- Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Make connections among mathematical ideas and between mathematics and other disciplines.

Algebra II Content Standards:

1. Students solve equations and inequalities involving absolute value.
2. Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.
3. Students are adept at operations on polynomials, including long division.
4. Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.
5. Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.
6. Students add, subtract, multiply, and divide complex numbers.
7. Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.
8. Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.
9. Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as  $a$ ,  $b$ , and  $c$  vary in the equation  $y = a(x-b)^2 + c$ .
10. Students graph quadratic functions and determine the maxima, minima, and zeros of the function.
11. Students prove simple laws of logarithms.

12. Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.
13. Students use the definition of logarithms to translate between logarithms in any base.
14. Students understand and use the properties of logarithms to simplify logarithmic numeric expressions and to identify their approximate values.
15. Students determine whether a specific algebraic statement involving rational expressions, radical expressions, or logarithmic or exponential functions is sometimes true, always true, or never true.
16. Students demonstrate and explain how the geometry of the graph of a conic section (e.g., asymptotes, foci, eccentricity) depends on the coefficients of the quadratic equation representing it.
17. Given a quadratic equation of the form  $ax^2 + by^2 + cx + dy + e = 0$ , students can use the method for completing the square to put the equation into standard form and can recognize whether the graph of the equation is a circle, ellipse, parabola, or hyperbola. Students can then graph the equation.
18. Students use fundamental counting principles to compute combinations and permutations.
19. Students use combinations and permutations to compute probabilities.
20. Students know the binomial theorem and use it to expand binomial expressions that are raised to positive integer powers.
21. Students apply the method of mathematical induction to prove general statements about the positive integers.
22. Students find the general term and the sums of arithmetic series and of both finite and infinite geometric series.
23. Students derive the summation formulas for arithmetic series and for both finite and infinite geometric series.
24. Students solve problems involving functional concepts, such as composition, defining the inverse function and performing arithmetic operations on functions.
25. Students use properties from number systems to justify steps in combining and simplifying functions.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs.)

1. Linear Equations and Inequalities. (*Standards 1, 2*)
  - a. Solving equations and inequalities in one variable.
  - b. Solving systems of linear equations in two or three variables by substitution, elimination, matrices, and graphs.
  - c. Reduce rectangular matrices to row echelon form to solve linear systems
  - d. Applications of systems of equations
2. Exponents and polynomials (*Standards 4, 8, 9, 10*)

- a. Factoring polynomials representing the difference of squares, perfect square and the sum and difference of two cubes.
  - b. Solve and graph quadratic equations by factoring, completing the square and using the quadratic formula.
  - c. Writing/converting quadratic functions in graphing form, noting the effect of the coefficients.
  - d. Graphing quadratic functions determining the maxima, minima, roots/zeros, and lines of symmetry.
  
3. Rational Equations and expressions (*Standards 3, 5, 6, 7, 12*)
  - a. Operations on polynomials, including long division.
  - b. Relating real and complex numbers graphically and as solutions to quadratic equations.
  - c. Evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions.
  - d. Using the rules for fractional exponents to solve for exponential growth and decay
  
4. Inverse, Exponential and Logarithmic functions (*Standards 11, 13 15*).
  - a. Proving and using the simple laws of logarithms.
  - b. Using the definition of logarithms to translate between logarithms of any base
  - c. Solve logarithmic or exponential expressions of any base
  - d. Apply logarithm/exponential concepts to calculate applications such as interest and radioactive decay.
  
5. Conic Sections (*Standard 17*)
  - a. Given a quadratic function, put it in graphing form and graph the equation as a circle, parabola, ellipse, or hyperbola.
  
6. Statistics and Probability (*Standards 18, 23*)
  - a. Using fundamental counting principals to compute combinations, permutations and probabilities
  - b. Use the binomial theorem to calculate  $nCr$  and  $nPr$  probabilities.
  - c. Finding general terms and sums of arithmetic and geometric series.
  - d. Use function principals to solve problems using combinations of probabilities.

#### V. COURSE MATERIALS:

- Intermediate Algebra, eighth edition by Margaret Lial. Addison Wesley, 2000
- Renaissance Math
- Accelerated Math, State of California aligned libraries.

#### VI. INSTRUCTIONAL STRATEGIES:

- A. Problem Solving and Critical Thinking:
  - a. Use teaching strategies that promote student learning, critical thinking, and problem solving.

- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
  - c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
  - d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
  - e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
    - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
    - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
    - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
    - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
    - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, and invent, what if, etc., to encourage students to combine elements into a pattern that's new.
    - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.
- B. Activity and project-based investigation:
- a. Provide investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development.
- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, and spreadsheets with appropriate technology tools.
  - b. Provide individualized acceleration and remediation in math.
  - c. Provide guided internet instruction and research.

## VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives.
- Completion of coursework:
  - Homework
  - Assignments
  - Quizzes (Announced and Unannounced)
  - Projects
  - Major Exams
- Teacher observation
- Class participation
- Notebook or portfolio

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Biology/Life Science

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

Students will understand the following California State Standards:

1. The fundamental life processes of plants and animals depend on a variety of chemical reactions that occur in specialized areas of the organism's cells.
2. Mutation and sexual reproduction lead to genetic variation in a population.
3. A multicellular organism develops from a single zygote, and its phenotype depends on its genotype, which is established at fertilization.
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.
5. The genetic composition of cells can be altered by incorporation of exogenous DNA into the cells.
6. Stability in an ecosystem is a balance between competing effects.
7. The frequency of an allele in a gene pool of a population depends on many factors and may be stable or unstable over time.
8. Evolution is the result of genetic changes that occur in constantly changing environments.
9. As a result of the coordinated structures and functions of organ systems, the internal environment of the human body remains relatively stable (homeostatic) despite changes in the outside environment.
10. Organisms have a variety of mechanisms to combat disease.

IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs. Life Science does not include labs)

Unit 1: Biology Solving Real World Problems (1b, 1f, 1j, 4c, 5c, 10d)

- a. Researching Careers in Science
- b. Current Event Articles relating to biology
- c. Scientific Processes
- d. Solving a Problem
- e. Scientific Measurement
- f. “Analyzing Experimental Design”
- g. Water and Solutions - pH

*Unit 1 Standards:*

- 1b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- 1f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
- 1j. Students know how eukaryotic cells are given shape and internal organization by a cytoskeleton or cell wall or both.

4c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

5c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

10d. Students know there are important differences between bacteria and viruses with respect to their requirements for growth and replication, the body's primary defenses against bacterial and viral infections, and effective treatments of these infections.

Unit 2: Chemistry of Cells (1a, 1b, 1c, 1e, 1g, 1h, 4a, 5a)

a. Food Analysis

b. Effect of Temperature on Enzyme Activity

c. Energy and Chemical Reactions

i. Enzyme Detergents

ii. Action of Bile

d. Looking at Cells - Microscopic Techniques

e. Cell Features

i. Surface Area to Volume

ii. Prokaryotic vs. Eukaryotic

f. Cell Organelles

i. Cell Parts/Analogies

ii. Comparing Plant and Animal cells

g. Cell Transport

i. Osmosis in Eggs

ii. Osmosis/ Diffusion

iii. Effect of Cell Size on Diffusion

iv. Analyzing the Effect of Electrical Charge on Ion Transport Activity

*Unit 2 Standards:*

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 equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.

1c. Students know how prokaryotic cells, eukaryotic cells (including those from plants and animals), and viruses differ in complexity and general structure.

1e. Students know the role of the endoplasmic reticulum and Golgi apparatus in the secretion of proteins.

1g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

1h. Students know most macromolecules (polysaccharides, nucleic acids, proteins, lipids) in cells and organisms are synthesized from a small collection of simple precursors.

4a. Students know the general pathway by which ribosomes synthesize proteins, using RNAs to translate genetic information in mRNA.

5a. Students know the general structures and functions of DNA, RNA, and protein.

Unit 3: Photosynthesis and Cellular Respiration (1b, 1f, 1g)

- a. Identifying a Product of Photosynthesis
- b. Plant Pigment Analysis
- c. Photosynthetic worksheet
- d. Cellular Respiration
  - i. Fermentation Activity (making Malasadas)
  - ii. Energy Release from Foods
  - iii. Respiration worksheet

*Unit 3 Standards:*

- 1b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- 1f. Students know usable energy is captured from sunlight by chloroplasts and is stored through the synthesis of sugar from carbon dioxide.
- 1g. Students know the role of the mitochondria in making stored chemical-bond energy available to cells by completing the breakdown of glucose to carbon dioxide.

Unit 4: Chromosomes (2b, 2f, 5a)

- a. Karyotype
- b. Modeling Chromosomal Mutations

*Unit 4 Standards:*

- 2b. Students know only certain cells in a multi cellular organism undergo meiosis.
- 2f. Students know the role of chromosomes in determining an individual's sex.
- 5a. Students know the general structures and functions of DNA, RNA, and protein.

Unit 5: The Cell Cycle and Meiosis (2a, 2c, 4c)

- a. Mitosis
- b. Mitosis Worksheet
- c. Modeling Mitosis
- d. Meiosis
  - i. Modeling Meiosis
  - ii. Modeling Crossing-Over

*Unit 5 Standards:*

- 2a. Students know 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.
- 2c. Students know how random chromosome segregation explains the probability that a particular allele will be in a gamete.
- 4c. Students know how mutations in the DNA sequence of a gene may or may not affect the expression of the gene or the sequence of amino acids in an encoded protein.

Unit 6: Sexual Reproduction (2a, 2d, 2e)

- a. Rebops

*Unit 6 Standards:*

- 2a. Students know 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.
- 2d. Students know new combinations of alleles may be generated in a zygote through the fusion of male and female gametes (fertilization).
- 2e. Students know why approximately half of an individual's DNA sequence comes from each parent.

Unit 7: Genetics, Mendel, and Heredity (3a, 3b, 3c, 2g)

- a. Calculating Mendel's ratios
- b. "Spot" worksheet
- c. Studying Heredity
  - i. Analyzing a Test Cross Activity
  - ii. Predicting Cross Results
  - iii. Using Probability
  - iv. Evaluating Pedigrees

*Unit 7 Standards:*

- 3a. Students know how to predict the probable outcome of phenotypes in a genetic cross from the genotypes of the parents and mode of inheritance (autosomal or X-linked, dominant or recessive).
- 3b. Students know the genetic basis for Mendel's laws of segregation and independent assortment.
- 3c. Students know how to predict the probable mode of inheritance from a pedigree diagram showing phenotypes.
- 2g. Students know how to predict possible combinations of alleles in a zygote from the genetic makeup of the parents.

Unit 8: DNA Structure, Replication, and Technology (1b, 5a, 5b, 5c, 5d)

- a. DNA Structure and Replication
- b. DNA Extraction
- c. Identifying Genetic Disorders using Karyotypes Activity
- d. Identifying Base Changes in Gene Mutations worksheet
- e. DNA Technology
  - i. Recombinant DNA Activity
  - ii. Modeling Electrophoresis Activity
  - iii. DNA Fingerprinting Simulation
  - iv. DNA Technology in Agriculture worksheet

*Unit 8 Standards:*

- 1b. Students know enzymes are proteins that catalyze biochemical reactions without altering the reaction equilibrium and the activities of enzymes depend on the temperature, ionic conditions, and the pH of the surroundings.
- 5a. Students know the general structures and functions of DNA, RNA, and protein.

5b. Students know how to apply base-pairing rules to explain precise copying of DNA during semi conservative replication and transcription of information from DNA into mRNA.

5c. Students know how genetic engineering (biotechnology) is used to produce novel biomedical and agricultural products.

5d. Students know how basic DNA technology (restriction digestion by endonucleases, gel electrophoresis, ligation, and transformation) is used to construct recombinant DNA molecules.

Unit 9: Protein Synthesis (1d, 4a, 4b, 4e, 5a, 5b)

a. Triplet Spelling Activity

b. Modeling Transcription Activity

c. Decoding the Genetic Code Activity

d. Modeling Introns and Exons Activity

e. Protein Synthesis

f. Making Rice Krispies using steps of Protein Synthesis

*Unit 9 Standards:*

1d. Students know how to use the periodic table to determine the number of electrons available for bonding.

4a. Students know the random motion of molecules and their collisions with a surface create the observable pressure on that surface.

4b. Students know the random motion of molecules explains the diffusion of gases.

5a. Students know the observable properties of acids, bases, and salt solutions.

5b. Students know acids are hydrogen-ion-donating and bases are hydrogen-ion-accepting substances.

Unit 10: Evolution of Life, Evolution Theory (1c, 7a, 8a, 8b, 8d)

a. Analyzing Signs of Endosymbiosis Activity

b. Making a Time Line of Life on Earth

c. Evolution Theory

i. Modeling Natural Selection Activity

ii. Pepper Moth Data Study

iii. Biochemical Evidence for Evolution

iv. Genetic Evidence for Evolutionary Relationships

*Unit 10 Standards:*

1c. Students know how to use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.

7a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).

8a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.

8b. Students know how reaction rates depend on such factors as concentration, temperature, and pressure.

8d. Students know the definition and role of activation energy in a chemical reaction.

Unit 11: Population Growth Patterns/ Analysis (6c, 7a, 8a)

- a. Random Sampling Activity.
- b. Population Growth Patterns.
- c. Demonstrating the Hardy-Weinberg Principle Activity.
- d. Observing How Natural Selection Affects a Population.

*Unit 11 Standards:*

- 6c. Students know temperature, pressure, and surface area affect the dissolving process.
- 7a. Students know how to describe temperature and heat flow in terms of the motion of molecules (or atoms).
- 8a. Students know the rate of reaction is the decrease in concentration of reactants or the increase in concentration of products with time.

Unit 12: Ecosystems and Energy Flow (6a, 6b, 6e, 6f)

- a. Biodiversity / Recovery Time
- b. Modeling Succession Activity (Demo.)
- c. Energy in Trophic Levels Activity + Worksheet

*Unit 12 Standards:*

- 6a. Students know the definitions of solute and solvent.
- 6b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
- 6e. Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.
- 6f. Students know how molecules in a solution are separated or purified by the methods of chromatography and distillation.

Unit 13: Biogeochemical Cycles (6d)

- a. Oxygen-Carbon Cycles in an Ecosystem Demonstration.
- b. Nitrogen Cycle worksheet.
- c. Carbon Cycle worksheet.

*Unit 13 Standards:*

- 6d. Students know how to calculate the concentration of a solute in terms of grams per liter, molarity, parts per million, and percent composition.

Unit 14: Biological Communities (6a, 6e)

- a. How Predation Affects a Plant Community Activity.
- b. Changes in a Realized Niche Activity.
- c. Predator-Prey Effect on Evolution.
- d. Climatogram.
- e. Factors Affecting Freshwater Ecosystems.

*Unit 14 Standards:*

- 6a. Students know the definitions of solute and solvent.
- 6e. Students know the relationship between the molality of a solute in a solution and the solution's depressed freezing point or elevated boiling point.

Unit 15: Our Environment (6b)

- a. Modeling the Greenhouse Effect Activity.
- b. Effects of Acid Rain.
- c. Organic Waste/Thermal Pollution.
- d. Human Pollution Types Worksheet.

*Unit 15 Standards:*

- 6b. Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.

Unit 16: The Body and Microbes Relationship (10a, 10b, 10c, 10d, 10e)

- a. Sequencing Lines of Defense Activity.
- b. Simulating Disease Transmission Activity.
- c. Tracking the spread of AIDS Activity.

*Unit 16 Standards:*

- 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.
- 10c. Students know amino acids are the building blocks of proteins.
- 10d. 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.
- 10e. Students know how to identify the functional groups that form the basis of alcohols, ketones, ethers, amines, esters, aldehydes, and organic acids.

V. COURSE MATERIALS:

Holt Biology – Johnson and Raven –by Holt, Rinehart, and Winston (III)  
Biology-The Dynamics of Life-by Glenco/McGraw-Hill 9 (EDTS)

VI. INSTRUCTIONAL STRATEGIES:

A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.

- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
  - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.
- B. Activity and project-based investigation:
  - a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.
- C. Technology-based Learning:
  - a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts.
  - c. Provide guided internet instruction and research.
- D. Reading:
  - a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      - 1. Teacher-generated materials
      - 2. Print, film, and electronic media

E. Writing:

- a. Teach students to write clearly and precisely, including development of clear thesis statements.
- b. Instruct in summarizing and note-taking strategies.
- c. Provide grammar instruction as applied directly to student writing.

F. Listening and Speaking:

- a. Cultivate interpersonal skills
- b. Instruct using a variety of instructional techniques and media.
- c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
- d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
- e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives as shown in tests and quizzes.
- Completion of written and/or laboratory assignments in pen or computer.
- Answers written in complete sentences using proper grammar, correct spelling and punctuation for full credit.
- Labs requiring a summary includes the purpose, what happened and why, and the significance of the “why” to science/ application of the concept today.
- Complete, neat, organized class binder or portfolio.
- Projects.
- Letter Grade is based on a percentage of accumulated points each semester.
- Final semester grade is based on points accumulated during the semester with improvement, commitment to meeting class requirements, and completing assignments in a thorough and consistent manner influencing the outcome.

Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Economics

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

- 12.1 Students understand common economic terms and concepts and economic reasoning.
- 12.2 Students analyze the elements of America's market economy in a global setting.
- 12.3 Students analyze the influence of the federal government on the American economy.
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
- 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.

The intellectual analysis skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

- 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- 3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- 4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

- 1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
- 2. Students identify bias and prejudice in historical interpretations.
- 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

##### Unit 1-Introduction - Standard 12.1

- a. Economic systems: The Philosophies
- b. Economic Terms: scarcity, opportunity costs, factors of production
- c. Three Basic Economic Questions
- d. Supply and Demand

##### *Unit 1 Standards:*

- 12.1 Students understand common economic terms and concepts and economic reasoning.
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 non monetary 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).

##### Unit 2- American Business Structure – Standards 12.2, 12.3, 12.5

- a. Operations of markets, how prices are determined, types of business.
- b. How prices are determined
- c. Types of American Businesses
- d. Sample Activity: Research, write and present the history of an American Company

##### *Unit 2 Standards:*

- 12.2 Students analyze the elements of America's market economy in a global setting.
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.
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).
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
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, an 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.

Unit 3- Labor and Unions - Standard 12.4

- a. Income distribution: World and American Statistics
- b. American Poverty: causes and solutions
- c. Urban economic problems
- d. Sample Activity: Compile the statistics on poverty as related to race, gender and age; summarize your conclusions and speculate on the causes

*Unit 3 Standards:*

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
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.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

Unit 4 - The Economy and the Environment 12.3.1, 12.3.2

- a. Costs of Pollution
- b. Role of Government Regulation

*Unit 4 Standards:*

12.3 Students analyze the influence of the federal government on the American economy.

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.

Unit 5 - World Economics – Standard 12.6

- a. America and the Global Economy: Imports, Exports, Outsourcing
- b. The Technological Revolution
- c. LDC's: Least Developed Countries:
  - i. Characteristics of "third world" nations
  - ii. Solutions for "third world" nations

*Unit 5 Standards:*

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.

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.

#### V. COURSE MATERIALS:

Basic Economics: Thomas Sowell Government  
Economics-Principles and Practices, Glencoe 2001  
Basic Economics, Basic Books/Perseus Books Group 2004

#### VI. INSTRUCTIONAL STRATEGIES:

##### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
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  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.

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- B. Activity and project-based investigation:
  - a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.
- C. Technology-based Learning:
  - a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts
  - c. Provide guided internet instruction and research
- D. Reading:
  - a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      - 1. Teacher-generated materials
      - 2. Print, film, and electronic media
  - b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.
- E. Writing:
  - a. Teach students to write clearly and precisely, including development of clear thesis statements.
  - b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
  - a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VII. METHODS OF ASSESSMENT:

Grades will be determined by the following modes of assessment:

1. Homework

2. Daily In-class Assignments
3. Quizzes (Announced and Unannounced)
4. Writing assignments and essays
5. Projects (this includes a Research project)
6. Major Exams

Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Economics

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

- 12.1 Students understand common economic terms and concepts and economic reasoning.
- 12.2 Students analyze the elements of America's market economy in a global setting.
- 12.3 Students analyze the influence of the federal government on the American economy.
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
- 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.

The intellectual analysis skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

- 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- 3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- 4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

- 1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
- 2. Students identify bias and prejudice in historical interpretations.
- 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

##### Unit 1-Introduction - Standard 12.1

- a. Economic systems: The Philosophies
- b. Economic Terms: scarcity, opportunity costs, factors of production
- c. Three Basic Economic Questions
- d. Supply and Demand

##### *Unit 1 Standards:*

- 12.1 Students understand common economic terms and concepts and economic reasoning.
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 non monetary 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).

##### Unit 2- American Business Structure – Standards 12.2, 12.3, 12.5

- a. Operations of markets, how prices are determined, types of business.
- b. How prices are determined
- c. Types of American Businesses
- d. Sample Activity: Research, write and present the history of an American Company

##### *Unit 2 Standards:*

- 12.2 Students analyze the elements of America's market economy in a global setting.
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.
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).
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
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, an 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.

Unit 3- Labor and Unions - Standard 12.4

- a. Income distribution: World and American Statistics
- b. American Poverty: causes and solutions
- c. Urban economic problems
- d. Sample Activity: Compile the statistics on poverty as related to race, gender and age; summarize your conclusions and speculate on the causes

*Unit 3 Standards:*

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
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.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

Unit 4 - The Economy and the Environment 12.3.1, 12.3.2

- a. Costs of Pollution
- b. Role of Government Regulation

*Unit 4 Standards:*

12.3 Students analyze the influence of the federal government on the American economy.

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.

Unit 5 - World Economics – Standard 12.6

- a. America and the Global Economy: Imports, Exports, Outsourcing
- b. The Technological Revolution
- c. LDC's: Least Developed Countries:
  - i. Characteristics of "third world" nations
  - ii. Solutions for "third world" nations

*Unit 5 Standards:*

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.

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.

#### V. COURSE MATERIALS:

Basic Economics: Thomas Sowell Government  
Economics-Principles and Practices, Glencoe 2001  
Basic Economics, Basic Books/Perseus Books Group 2004

#### VI. INSTRUCTIONAL STRATEGIES:

##### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.

- vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.
- B. Activity and project-based investigation:
    - a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
    - b. Incorporate cooperative learning strategies.
    - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.
  - C. Technology-based Learning:
    - a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
    - b. Provide individualized remediation in math and language arts
    - c. Provide guided internet instruction and research
  - D. Reading:
    - a. Encourage research using both primary and secondary source documents:
      - i. Course texts and ancillary materials:
        - 1. Teacher-generated materials
        - 2. Print, film, and electronic media
    - b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.
  - E. Writing:
    - a. Teach students to write clearly and precisely, including development of clear thesis statements.
    - b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
    - c. Instruct in summarizing and note-taking strategies
    - d. Provide grammar instruction as applied directly to student writing.
  - F. Listening and Speaking:
    - a. Cultivate interpersonal skills
    - b. Instruct using a variety of instructional techniques and media.
    - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
    - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
    - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VII. METHODS OF ASSESSMENT:

Grades will be determined by the following modes of assessment:

1. Homework

2. Daily In-class Assignments
3. Quizzes (Announced and Unannounced)
4. Writing assignments and essays
5. Projects (this includes a Research project)
6. Major Exams

Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: English 2

II. PROGRAMS: Campus, El Dorado Trade School, and Home Study Academy II

III. OBJECTIVES:

Student will learn and apply English language skills to meet the objectives listed for the following content areas:

*Reading*

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development:*  
Students apply their knowledge of word origins to determine the meaning of new words encountered.
- 2.0 *Reading Comprehension:*  
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 (1990) 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, online information. In grades nine and ten, students make substantial progress toward this goal.
- 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 patterns and themes. The selections in Recommended Literature, Grades Nine through Twelve illustrate the quality and complexity of the materials to be read by students.

*Writing*

- 1.0 *Written and Oral English Language Conventions:*  
Students write and speak with a command of Standard English conventions.
- 2.0 *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.

IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

**Semester 1**

Unit 1- Short Stories

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words
- 2.1 Analyze workplace documents
- 2.2 Prepare bibliography of reference materials
- 3.2 Compare and contrast presentation of theme or topic across genres.  
Compare short stories, poems, and songs.

*Writing*

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

Unit 2- Novel Study: White Fang or Call of the Wild

*Reading*

- 2.8 Evaluate credibility of author's argument
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g. internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

*Writing*

- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Unit 3- Poetry: Ballads and Lyrics

*Reading*

- 3.5 Compare universal themes in poem and novel: justice, guilt, growing up, love, etc.
- 3.9 Explain how voice, persona and choice of narrator affect characterization and tone, plot and credibility of text.
- 3.11 Evaluate impact of diction and figurative language on tone, mood and theme.

*Writing*

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

## Semester 2

### Unit 4- Drama: Julius Cesar

#### *Reading*

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

#### *Writing*

- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

#### *Listening and Speaking*

- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).

### Unit 5- Novel Study 2: All Quiet on the Western Front or Lord of the Flies

#### *Reading*

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Writing

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

Listening and Speaking

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 2.2 Deliver expository presentations.

Unit 6- Modern Fiction

*Reading*

- 1.5 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g. the word *narcissistic* drawn from the myth of Narcissus and Echo).
- 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.
- 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).

*Writing*

- 1.6 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, and definitions).
- 2.2 Write responses to literature:
- Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- 2.5 Write business letters:
- Provide clear and purposeful information and address the intended audience appropriately.
  - Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  - Highlight central ideas or images.
  - Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

V. COURSE MATERIALS:

Select readings from a number of sources including Elements of Literature, Third Edition- Holt, Rinehart and Winston. These selections are designed to strengthen and challenge reading skills, support writing ability, and develop students' critical

thinking skills. Students will read a wide range of texts, including classic Western Literature, contemporary authors, and multicultural texts.

*Novels:*

White Fang

Jack London

Call of the Wild

Jack London

All Quiet on the Western Front

E.M. Remarque

Lord of the Flies

Wm. Golding

*Plays:*

Julius Cesar

Wm. Shakespeare

## VI. INSTRUCTIONAL STRATEGIES:

### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design,

- invent, what if, etc., to encourage students to combine elements into a pattern that's new.
- vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.
- B. Activity and project-based investigation:
- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.
- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts.
  - c. Provide guided internet instruction and research.
- D. Reading:
- a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      - 1. Teacher-generated materials
      - 2. Print, film, and electronic media
    - b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.
- E. Writing:
- a. Teach students to write clearly and precisely, including development of clear thesis statements.
  - b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies.
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VI. METHODS OF ASSESSMENT:

Grades will be determined by the following modes of assessment:

1. Homework
2. Daily In-class Assignments
3. Quizzes (Announced and Unannounced)
4. Writing assignments and essays
5. Projects (this includes a Research project)
6. Major Exams

Students are expected to complete all projects and exams.

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: English 3

II. PROGRAMS: Campus, El Dorado Trade School, and Home Study Academy II

III. OBJECTIVES:

Student will learn and apply English language skills to meet the objectives listed for the following content areas:

*Reading*

1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development:*

Students apply their knowledge of word origins to determine the meaning of new words encountered.

2.0 *Reading Comprehension:*

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* (1990) 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, online information. In grades nine and ten, students make substantial progress toward this goal.

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 patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

*Writing*

1.0 *Written and Oral English Language Conventions:*

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:*

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.

*Listening and Speaking*

1.0 *Listening and Speaking Strategies:*

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

2.0 *Speaking Applications (Genres and Their Characteristics)*

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 Standard 1.0.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

##### **Semester 1**

##### Unit 1- Non-Fiction Short Stories and Novels and Historical Nonfiction/Fiction to 1900

Standards covered:

###### *Reading*

- 1.0 Word analysis, fluency, and systematic vocabulary development.
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences
- 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.

###### *Literary Response and Analysis*

- 1.0 Listening and speaking strategies.
- 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.

###### *Writing*

- 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.
- 2.0 Writing applications – Genres and their characteristics.
- 2.1 Write biographical or autobiographical narratives or short stories:
  - a. Relate a sequence of events and communicate the significance of the events to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character's feelings.
  - d. Pace the presentation of actions to accommodate changes in time and mood.
  - e. Make effective use of descriptions of appearance, images, shifting, perspective, and sensory details.

##### Unit 2- Early Americans or Media

###### *Reading*

- 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.

###### *Literary Response and Analysis*

- 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.

*Writing*

- 2.1 Write biographical or autobiographical narratives or short stories:
  - a. Relate a sequence of events and communicate the significance of the events to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
  - d. Pace the presentation of actions to accommodate changes in time and mood.
  - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
  - a. Report information and convey ideas logically and correctly.
  - b. Offer detailed and accurate specifications.
  - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
  - d. Anticipate readers' problems, mistakes, and misunderstandings.

*Listening and Speaking*

- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's Henry V with Kenneth Branagh's 1990 film version).

Unit 3- Novel Study: Cannery Row or To Kill a Mockingbird or Drama Critique

*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.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

### *Literary Response and Analysis*

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- Narrative Analysis of Grade-Level-Appropriate Text*
- 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.
  - 3.6 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 (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
  - 3.7 Analyze recognized works of world literature from a variety of authors:
    - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g. Homeric Greece, medieval, romantic, neoclassic, and modern).
    - b. Relate literary works and authors to the major themes and issues of their eras.
    - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

### *Writing*

- 2.2 Write responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
  - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 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.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- Research and Technology*
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 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.

### *Listening and Speaking*

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
  - a. Inductive and deductive reasoning
  - b. syllogisms and analogies
- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 Identify logical fallacies used in oral addresses (e.g., attack as hominem, false causality, red herring, overgeneralization, bandwagon effect).
- 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 1.14 Analyze the techniques used in media messages for a particular audience And evaluate their effectiveness (e.g., Orson Wells' radio broadcast 'War of the Worlds').

## **Semester 2**

### Unit 4- Poetry or Historical Fiction/Nonfiction 1900 to Modern

#### *Reading*

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).
- 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

*Literary Response and Analysis*

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

*Narrative Analysis of Grade-Level-Appropriate Text*

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

*Writing*

- 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.

*Listening and Speaking*

- 2.3 Deliver oral responses to literature:
- Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
  - Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
  - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Unit 5-Novel Study 2: Ethan From or Night Or Historical Investigation Research Report

*Reading*

- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

*Literary Response and Analysis*

- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

*Literary Criticism*

- 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).

## *Writing*

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- Research and Technology*
- 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.
  - 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
  - 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 2.1 Write fictional, autobiographical, or biographical narratives:
    - a. Narrate a sequence of events and communicate their significance to the audience.
    - b. Locate scenes and incidents in specific places.
    - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
    - d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
    - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
  - 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.

## *Listening and Speaking*

- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

## Unit 6- Modern Fiction or Poetry

### *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.

- 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.
- 3.9 Analyze the philosophical arguments presented in literary works to the authors' positions have contributed to the quality of each work and the credibility of the characters (Philosophical approach).

*Literary Response and Analysis*

- 3.3 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.
- Narrative Analysis of Grade-Level-Appropriate Text*
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
  - 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

*Literary Criticism*

- 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).

*Writing*

- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 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.
- 2.5 Write job applications and résumés:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - c. Modify the tone to fit the purpose and audience.
  - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

*Listening and Speaking*

- 2.2 Deliver oral reports on historical investigations:
  - a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
  - 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.
  - d. Include information on all relevant perspectives and consider the validity and

reliability of sources.

Unit7- Literary Analysis (H.S.A. II): To Kill a Mockingbird, The Great Gatsby, or The Scarlett Letter

*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.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

*Literary Response and Analysis*

- 3.3 Analyze interactions between 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.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).

V. COURSE MATERIALS:

Select readings from a number of sources including Elements of Literature, Fifth Edition- Holt, Rinehart and Winston. These selections are designed to strengthen and challenge reading skills, support writing ability, and develop students' critical thinking skills. Students will read a wide range of texts, including classic Western Literature, contemporary authors, and multicultural texts.

Novels:

Ethan From

Cannery Row

To Kill a Mockingbird

Night

The Way West

Edith Wharton

John Steinbeck

Harper Lee

Elie Wiesel

A. B. Guthrie Jr

## VI. INSTRUCTIONAL STRATEGIES:

### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
  - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.

### B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

### C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.

- b. Provide individualized remediation in math and language arts.
- c. Provide guided internet instruction and research.
- D. Reading:
  - a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      - 1. Teacher-generated materials
      - 2. Print, film, and electronic media
    - b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.
- E. Writing:
  - a. Teach students to write clearly and precisely, including development of clear thesis statements.
  - b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies.
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
  - a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VI. METHODS OF ASSESSMENT:

Grades will be determined by the following modes of assessment:

1. Homework
2. Daily In-class Assignments
3. Quizzes (Announced and Unannounced)
4. Writing assignments and essays
5. Projects (this includes a Research project)
6. Major Exams

### Evaluation

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59-0%

I. COURSE TITLE: English 1

II. PROGRAM: Home Study Academy III

III. OBJECTIVES:

Student will learn and apply English language skills to meet the objectives listed for the following content areas:

*Reading*

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development:* Students apply their knowledge of word origins to determine the meaning of new words encountered.
- 2.0 *Reading Comprehension (Focus on Informational Materials):* 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* (1990) 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, online information. In grades nine and ten, students make substantial progress toward this goal.
- 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 patterns and themes. The selections in *Recommended Literature, Grades Nine through Twelve* illustrate the quality and complexity of the materials to be read by students.

*Writing*

- 1.0 *Written and Oral English Language Conventions:* Students write and speak with a command of Standard English conventions.
- 2.0 *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.

IV. COURSE OUTLINE:

**Semester 1**

Unit 1 Short Stories

Standards covered:

*Reading*

- 1.2 Distinguish between denotative and connotative meanings.  
Write original short stories exploring word meanings.
- 2.4 Synthesize content of several sources and paraphrase.

- 2.5 Extend ideas through original analysis, evaluation and elaboration.
- 3.2 Compare and contrast presentation of theme or topic across genres.  
Compare short stories, poems and songs.

*Writing*

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

Unit 2 Edgar Allan Poe, poems and short stories

*Reading*

- 3.3 Analyze interactions between main and subordinate characters.  
explore conflicts internal and external and explain impact on plot.
- 3.6 Explore literary devices – foreshadowing, flashback, imagery and symbolism.

*Writing*

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

Unit 3 Non-Fiction

*Reading*

- 2.1 Analyze structure and format of functional workplace documents and explain how authors use the features to achieve their purpose.
- 2.8 Evaluate credibility of author’s argument.

*Writing*

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

*Listening and Speaking*

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's Gettysburg Address, Martin Luther King, Jr.'s I Have a Dream) to find the rhetorical devices and features that make them memorable.

Unit 4 To Kill a Mockingbird

*Reading*

- 3.5 Compare universal themes in poem and novel:  
Justice, race relations, growing up, love, etc.
- 3.9 Explain how voice, persona and choice of narrator affect characterization and tone, plot and credibility of text.
- 3.11 Evaluate impact of diction and figurative language on tone, mood and theme.

*Writing*

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

**Semester 2**

Unit 5 Poetry

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

*Writing*

- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

*Listening and Speaking*

- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Unit 6 Romeo and Juliet

*Reading*

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

*Writing*

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

*Listening and Speaking*

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 2.2 Deliver expository presentations.

Unit 7 Lord of the Flies

*Reading*

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

*Writing*

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

Unit 8 The Odyssey

*Reading*

- 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 *narcissistic* drawn from the myth of Narcissus and Echo).
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

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

*Writing*

- 2.2 Write responses to literature:  
Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- 2.5 Write business letters:
- Provide clear and purposeful information and address the intended audience appropriately.
  - Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  - Highlight central ideas or images.
  - Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

V. COURSE MATERIALS:

In order to meet state standards, we select readings from a number of sources including the Prentice Hall Literature Series, The Norton Sampler, Thomas Cooley, ed., 1993 and Responding to Literature, Judith Stanford, ed., 2006. These selections are designed to strengthen and challenge reading skills, support writing ability and develop students' critical thinking skills. By using a wide range of texts we are able to read classic Western Literature, contemporary authors and multicultural texts.

Novels:

To Kill a Mockingbird

Harper Lee

Lord of the Flies

William Golding

VI. INSTRUCTIONAL STRATEGIES:

A. Problem Solving and Critical Thinking:

- Use teaching strategies that promote student learning, critical thinking, and problem solving.
- Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain,

estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.

- iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
- iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
- v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
- vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.

B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
- b. Provide individualized remediation in math and language arts.
- c. Provide guided internet instruction and research.

D. Reading:

- a. Encourage research using both primary and secondary source documents:
  - i. Course texts and ancillary materials:
    - 1. Teacher-generated materials
    - 2. Print, film, and electronic media
- b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.

E. Writing:

- a. Teach students to write clearly and precisely, including development of clear thesis statements.

- b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies.
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills.
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VI. METHODS OF ASSESSMENT:

### Grading System:

*Homework:* Late work only accepted after an absence. Homework counts as 30% of the grade.

*Writing:* All writing assignments are to be typed in MLA style. Writing assignments count as 30% of the grade.

*Participation:* Students are expected to participate actively in class discussion. This is not strictly a lecture course and student input is required. Participation is 10% of the grade.

*Tests:* Mastery of the subject is required for a passing grade.

Tests count as 30% of the grade. Final exams count in the test grade category.

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: English 1

II. PROGRAM: Home Study Academy III

III. OBJECTIVES:

Student will learn and apply English language skills to meet the objectives listed for the following content areas:

*Reading*

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development:* Students apply their knowledge of word origins to determine the meaning of new words encountered.
- 2.0 *Reading Comprehension (Focus on Informational Materials):* 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* (1990) 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, online information. In grades nine and ten, students make substantial progress toward this goal.
- 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 patterns and themes. The selections in *Recommended Literature, Grades Nine through Twelve* illustrate the quality and complexity of the materials to be read by students.

*Writing*

- 1.0 *Written and Oral English Language Conventions:* Students write and speak with a command of Standard English conventions.
- 2.0 *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.

IV. COURSE OUTLINE:

**Semester 1**

Unit 1 Short Stories

Standards covered:

*Reading*

- 1.2 Distinguish between denotative and connotative meanings.  
Write original short stories exploring word meanings.
- 2.4 Synthesize content of several sources and paraphrase.

- 2.5 Extend ideas through original analysis, evaluation and elaboration.
- 3.2 Compare and contrast presentation of theme or topic across genres.  
Compare short stories, poems and songs.

*Writing*

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

Unit 2 Edgar Allan Poe, poems and short stories

*Reading*

- 3.3 Analyze interactions between main and subordinate characters.  
explore conflicts internal and external and explain impact on plot.
- 3.6 Explore literary devices – foreshadowing, flashback, imagery and symbolism.

*Writing*

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

Unit 3 Non-Fiction

*Reading*

- 2.1 Analyze structure and format of functional workplace documents and explain how authors use the features to achieve their purpose.
- 2.8 Evaluate credibility of author’s argument.

*Writing*

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

*Listening and Speaking*

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's Gettysburg Address, Martin Luther King, Jr.'s I Have a Dream) to find the rhetorical devices and features that make them memorable.

Unit 4 To Kill a Mockingbird

*Reading*

- 3.5 Compare universal themes in poem and novel:  
Justice, race relations, growing up, love, etc.
- 3.9 Explain how voice, persona and choice of narrator affect characterization and tone, plot and credibility of text.
- 3.11 Evaluate impact of diction and figurative language on tone, mood and theme.

*Writing*

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

**Semester 2**

Unit 5 Poetry

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

*Writing*

- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

*Listening and Speaking*

- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Unit 6 Romeo and Juliet

*Reading*

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

*Writing*

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

*Listening and Speaking*

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 2.2 Deliver expository presentations.

Unit 7 Lord of the Flies

*Reading*

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

*Writing*

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

Unit 8 The Odyssey

*Reading*

- 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 *narcissistic* drawn from the myth of Narcissus and Echo).
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

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

*Writing*

- 2.2 Write responses to literature:  
Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- 2.5 Write business letters:
- Provide clear and purposeful information and address the intended audience appropriately.
  - Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  - Highlight central ideas or images.
  - Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

V. COURSE MATERIALS:

In order to meet state standards, we select readings from a number of sources including the Prentice Hall Literature Series, The Norton Sampler, Thomas Cooley, ed., 1993 and Responding to Literature, Judith Stanford, ed., 2006. These selections are designed to strengthen and challenge reading skills, support writing ability and develop students' critical thinking skills. By using a wide range of texts we are able to read classic Western Literature, contemporary authors and multicultural texts.

Novels:

To Kill a Mockingbird

Harper Lee

Lord of the Flies

William Golding

VI. INSTRUCTIONAL STRATEGIES:

A. Problem Solving and Critical Thinking:

- Use teaching strategies that promote student learning, critical thinking, and problem solving.
- Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain,

estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.

- iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
- iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
- v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
- vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.

B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
- b. Provide individualized remediation in math and language arts.
- c. Provide guided internet instruction and research.

D. Reading:

- a. Encourage research using both primary and secondary source documents:
  - i. Course texts and ancillary materials:
    - 1. Teacher-generated materials
    - 2. Print, film, and electronic media
- b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.

E. Writing:

- a. Teach students to write clearly and precisely, including development of clear thesis statements.

- b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies.
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills.
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VI. METHODS OF ASSESSMENT:

### Grading System:

*Homework:* Late work only accepted after an absence. Homework counts as 30% of the grade.

*Writing:* All writing assignments are to be typed in MLA style. Writing assignments count as 30% of the grade.

*Participation:* Students are expected to participate actively in class discussion. This is not strictly a lecture course and student input is required. Participation is 10% of the grade.

*Tests:* Mastery of the subject is required for a passing grade.

Tests count as 30% of the grade. Final exams count in the test grade category.

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: English 2

II. PROGRAM: Home Study Academy III

III. OBJECTIVES:

Student will learn and apply English language skills to meet the objectives listed for the following content areas:

*Reading*

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development:* Students apply their knowledge of word origins to determine the meaning of new words encountered.
- 2.0 *Reading Comprehension (Focus on Informational Materials):* 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* (1990) 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, online information. In grades nine and ten, students make substantial progress toward this goal.
- 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 patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

*Writing*

- 1.0 *Written and Oral English Language Conventions:* Students write and speak with a command of Standard English conventions.
- 2.0 *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.

IV. COURSE OUTLINE:

**Semester 1**

Unit 1 Short Stories

Standards covered:

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words.
- 2.1 Analyze workplace documents.
- 2.2 Prepare bibliography of reference materials.

- 3.2 Compare and contrast presentation of theme or topic across genres, including short stories, poems, and songs.

*Writing*

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

Unit 2 Fahrenheit 451

*Reading*

- 3.3 Analyze interactions between main and subordinate characters and explore conflicts internal and external and explain impact on plot.  
3.6 Explore literary devices – foreshadowing, flashback, imagery and symbolism.

*Writing*

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

Unit 3 Plays-*Fiddler on the Roof* and *Julius Caesar*

*Reading*

- 2.1 Analyze structure and format of functional workplace documents and explain how authors use the features to achieve their purpose.  
2.8 Evaluate credibility of author's argument.

*Writing*

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

*Listening and Speaking*

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's Gettysburg Address, Martin Luther King, Jr's I Have a Dream) to find the rhetorical devices and features that make them memorable.

Unit 4 A Separate Peace

*Reading*

- 3.5 Compare universal themes in poem and novel:  
justice, guilt, growing up, love, etc.  
3.9 Explain how voice, persona and choice of narrator affect characterization and tone, plot, and credibility of text.  
3.11 Evaluate impact of diction and figurative language on tone, mood and theme

*Writing*

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

**Semester 2**

Unit 5 Short Stories

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

*Writing*

- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

*Listening and Speaking*

- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Unit 6 I Am the Cheese

*Reading*

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

*Writing*

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

*Listening and Speaking*

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 2.2 Deliver expository presentations.

Unit 7 Modern Fiction

*Reading*

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

*Writing*

- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 2.2 Write responses to literature:  
Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- 2.5 Write business letters:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

*Reading*

- 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 *narcissistic* drawn from the myth of Narcissus and Echo).
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).

V. COURSE MATERIALS:

In order to meet state standards, we select readings from a number of sources including *the Prentice Hall Literature Series*, *The Norton Sampler*, Thomas Cooley, ed., 1993 and *Responding to Literature*, Judith Stanford, ed., 2006. These selections are designed to strengthen and challenge reading skills, support writing ability and develop students' critical thinking skills. By using a wide range of texts we are able to read classic Western Literature, contemporary authors and multicultural texts.

Novels:

A Separate Peace

Julius Caesar

I Am the Cheese

Fahrenheit 451

VI. INSTRUCTIONAL STRATEGIES:

A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain,

estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.

- iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
- iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
- v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
- vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.

B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
- b. Provide individualized remediation in math and language arts.
- c. Provide guided internet instruction and research.

D. Reading:

- a. Encourage research using both primary and secondary source documents:
  - i. Course texts and ancillary materials:
    - 1. Teacher-generated materials
    - 2. Print, film, and electronic media
- b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.

E. Writing:

- a. Teach students to write clearly and precisely, including development of clear thesis statements.

- b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VI. METHODS OF ASSESSMENT:

### Grading System:

*Homework:* Late work only accepted after an absence. Homework counts as 30% of the grade.

*Writing:* All writing assignments are to be typed in MLA style. Writing assignments count as 30% of the grade.

*Participation:* Students are expected to participate actively in class discussion. This is not strictly a lecture course and student input is required. Participation is 10% of the grade.

*Tests:* Mastery of the subject is required for a passing grade.

Tests count as 30% of the grade. Final exams count in the test grade category.

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: English 4

II. PROGRAMS: Campus, El Dorado Trade School, and Home Study Academy II

III. OBJECTIVES:

Student will learn and apply English language skills to meet the objectives listed for the following content areas:

#### Reading

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development:*  
Students apply their knowledge of word origins to determine the meaning of new words encountered.
- 2.0 *Reading Comprehension:*  
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 (1990) 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, online information. In grades nine and ten, students make substantial progress toward this goal.
- 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 patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.

#### Writing

- 1.0 *Written and Oral English Language Conventions:*  
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:*  
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.

#### Listening And Speaking

- 1.0 *Listening and Speaking Strategies:*  
Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.
- 2.0 *Speaking Applications (Genres and Their Characteristics)*  
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 Standard 1.0.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

##### **Semester 1**

##### Unit 1- Science Fiction: 1984, Brave New World, Fahrenheit 451

Standards covered:

##### *Reading*

- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences
- 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.

##### *Literary Response and Analysis*

- 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.

##### *Writing*

- 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.

##### *Research and Technology*

- 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.

##### Unit 2- Contemporary Literature: Animal Farm

##### *Reading*

- 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.
- 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.

- 3.6 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 (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

#### *Writing*

- 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.

### **Semester 2**

#### Unit 3- Short Stories: World Literature

##### Reading

- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
- 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.

##### *Literary Response and Analysis*

- 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.

##### *Writing*

- 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.

#### Unit 4- Senior Project

1. Research Paper
2. Creating a Product
3. Portfolio
4. Presentation

##### *Research and Technology*

- 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 documents.

### *Organization and Delivery of Oral Communication*

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
  - a. Inductive and deductive reasoning
  - b. Syllogisms and analogies
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
  - a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

### V. COURSE MATERIALS:

Select readings from a number of sources including Elements of Literature, Fifth Edition- Holt, Rinehart and Winston. These selections are designed to strengthen and challenge reading skills, support writing ability, and develop students' critical thinking skills. Students will read a wide range of texts, including classic Western Literature, contemporary authors, and multicultural texts.

Novels:

<u>Animal Farm</u>	George Orwell
<u>Fahrenheit 451</u>	Kurt Vonnegut
<u>1984</u>	George Orwell
<u>Brave New World</u>	Aldus Huxley

### VI. INSTRUCTIONAL STRATEGIES:

#### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell,

- describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
- ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
  - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.
- B. Activity and project-based investigation:
- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.
- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts.
  - c. Provide guided internet instruction and research.
- D. Reading:
- a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      1. Teacher-generated materials
      2. Print, film, and electronic media
  - b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.
- E. Writing:
- a. Teach students to write clearly and precisely, including development of clear thesis statements.
  - b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.

- c. Instruct in summarizing and note-taking strategies.
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills.
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VI. METHODS OF ASSESSMENT:

Grades will be determined by the following modes of assessment:

1. Homework
2. Daily In-class Assignments
3. Quizzes (Announced and Unannounced)
4. Writing assignments and essays
5. Projects (this includes a Research project)
6. Major Exams

Students are expected to complete all projects and exams.

### Evaluation

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59-0%

I. COURSE TITLE: Food Science, Dietetics, and Nutrition

II. PROGRAM: El Dorado Trade School

III. OBJECTIVES:

In this course, students will gain an understanding of the importance of nutrition and fitness in their everyday life. They will examine the food choices they make, facts about foods, nutrients, food safety, making smart choices as a consumer and the importance of physical activity. Students exploring this career pathway learn about industry awareness; workforce and organizational management; food chemistry and technology; research and product development; and public relations.

The Hospitality, Tourism, and Recreation sector provides students with the academic and technical preparation to pursue high-demand and high-skill careers in these related and growing industries. The sector encompasses three distinct, yet interrelated, career pathways: Food Science, Dietetics, and Nutrition; Food Service and Hospitality; and Hospitality, Tourism, and Recreation. The foundation standards include core, comprehensive technical knowledge and skills that prepare students for learning in the pathways. The knowledge and skills are acquired within a sequential, standards-based pathway program that integrates hands-on and project- and work-based instruction as well as internship, community classroom, work experience, apprenticeship, and cooperative career technical education. Standards included in the Hospitality, Tourism, and Recreation sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

The Food Science, Dietetics, and Nutrition Pathway focuses on three specializations centered on the science of food and its relationship to the health and well-being of individuals. Students pursuing this career pathway learn about industry awareness; food safety and sanitation; workforce and organizational management; food, fitness, and wellness; nutritional requirements and processes; food chemistry and technology; research and product development; and marketing and public relations.

Food Science, Dietetics, and Nutrition Standards:

*A1.0 Students understand key aspects of the food science, dietetics, and nutrition industry and the role of the industry in the local, state, national, and global economies.*

A1.1 Evaluate the contributions of the various segments of the industry to local, state, national, and international economies.

A1.2 Understand the requirements and standards for employees in the industry, including education, training, licensures, and certifications.

A1.3 Distinguish core elements of the food science, dietetics, and nutrition industry from the supporting industries and regulatory agencies.

A2.0 *Students understand important workforce and organizational management concepts.*

A2.1 Know how to find information on the primary business procedures for food science, dietetics, and nutrition organizations.

A2.2 Know important management strategies for planning, decision making, shared responsibility, and negotiations.

A2.3 Understand the differences and importance of the main elements in day-to-day operational procedures at various types of food-related facilities.

A3.0 *Students know the primary standards and regulations for safe food handling and sanitation practices.*

A3.1 Know industry-recommended standards for personal grooming and hygiene.

A3.2 Understand safe and sanitary food-handling procedures as set forth by local, state, and federal health and safety codes, including reporting and dealing with violations of the food safety code.

A3.3 Understand procedures for preventing the spread of food-borne pathogens and illness.

A 4.0 *Students understand the relationship of basic nutritional principles and concepts to the physical and emotional well-being of individuals.*

A4.1 Understand the anatomical structure and functions of the digestive system, including the biochemical processes involved in digestion, absorption, metabolism, and energy balance.

A4.2 Analyze appropriate nutrient intake, diet, and energy expenditure for individuals of different ages and with different dietary and health needs.

A4.3 Understand the relationship of emotional, psychological, and physiological needs to food intake and natural hunger cues.

A4.4 Understand the concept of recommended diets for different dietary and health needs.

A5.0 *Students understand the correlation of food and fitness to wellness.*

A5.1 Know how research-based, recognized dietary guidelines relate to nutrition, fitness, and overall wellness.

A5.2 Understand nutritional information needed to implement and sustain change in behavior and lifestyle management.

A5.3 Analyze popular diets for recommendations that are consistent with or contrary to approved dietary guidelines.

A5.4 Understand nutrient density as it relates to food quality and dietary choices for individual nutrition, fitness, and wellness goals.

A5.5 Understand how social and cultural norms and barriers relate to the implementation of nutrition, fitness, and wellness changes.

A6.0 *Students understand the basics of community collaborative opportunities and methods of outreach in the field of nutrition, fitness, and wellness.*

A6.1 Know the available community services, agencies, and outreach programs that provide nutrition, fitness, and wellness information and services.

A6.2 Know the differences in services and outreach methods of community organizations that provide nutrition, fitness, and wellness information and services.

A6.3 Understand the influence of cultural health-related practices and food preferences on the nutrition, fitness, and wellness of individuals.

A7.0 *Students understand the basic principles of managing and operating food service outreach programs.*

A7.1 Know the types of community-based and institutional programs that provide food and nutrition outreach services.

A7.2 Understand the factors that affect the management and operation of a food service outreach program.

A7.3 Understand the training needs of an effective food service outreach staff.

A8.0 *Students understand the basic principles of chemistry and physics related to changes in foods and food products during preparation, processing, and preservation.*

A8.1 Understand important chemical and physical changes that occur during food preparation.

A8.2 Know terminology, methods, and equipment used in the food science and technology industry.

A8.3 Practice safe laboratory and equipment use and maintenance procedures.

IV. COURSE OUTLINE – Food Science, Dietetics, and Nutrition (Sequence and emphasis may vary according to program needs)

1. Nutrition Industry (*Standards A1.1, A1.2*)
  - a. Evaluating the Industry and Economies
  - b. Education and Training Standards
2. Management Concepts (*Standards A2.1, A2.2, A2.3*)
  - a. Finding Business Procedures
  - b. Decision Making and Negotiations
  - c. Food-Related Facilities (*Standard A2.3*)
3. Food Handling and Sanitation (*Standards A3.1, A3.2, A3.3*)
  - a. Standards for grooming and hygiene
  - b. Food Handling Procedures
  - c. Preventing food-borne illness

4. Diet and Wellness (*Standards A4.1, A4.2-3, A5.1-5*)
  - a. Digestive System and Metabolism
  - b. Emotional and Physical Effects
  - c. Dieting Guidelines
  - d. Wellness Goals and Norms
5. Community Opportunities and Outreach (*Standards A6.1-2, A7.3*)
  - a. Agencies and Services
  - b. Training of Outreach
6. Chemistry and Physics of Food Science (*Standards A8.1-4*)
  - a. Chemical Changes and Terminology
  - b. Scientific Experiments and Lab Use
7. Research and Evaluation (*Standards A9.2, A9.5*)
  - a. Procedures of Research
  - b. Purpose and Importance of Research
8. Marketing and Public Relations (*Standards A10.1, A10.2, A10.5*)
  - a. Public Relations and Advertising
  - b. Advertising and Psychological effects
  - c. Communicating Information

#### V. COURSE MATERIALS:

- Gold, Robert and Greenberg, Jerrold. Holt Health. Austin: Holt, Rinehart, and Winston. 1999.
- [www.unitedstreaming.com](http://www.unitedstreaming.com)
- [www.alison.com](http://www.alison.com)
- [www.cteonline.org](http://www.cteonline.org)
- [www.careerinfonet.org](http://www.careerinfonet.org)

#### VI. INSTRUCTIONAL STRATEGIES:

- A. Problem Solving and Critical Thinking:
  - a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
  - b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
  - c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
  - d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
  - e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:

- i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, and differentiate, etc., to encourage students to translate, interpret, and extrapolate.
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- B. Activity and project-based investigation:
- a. Provide investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development.
- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, and spreadsheets with appropriate technology tools.
  - b. Provide individualized acceleration and remediation in math.
  - c. Provide guided internet instruction and research.

## VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives.
- Completion of coursework:
  - Homework
  - Assignments

- Quizzes (Announced and Unannounced)
  - Projects
  - Major Exams
- Teacher observation
- Class participation
- Notebook or portfolio

Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Geometry

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

The goal in mathematics education is for students to:

- Develop fluency in basic computational skills.
- Develop an understanding of mathematical concepts.
- Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Make connections among mathematical ideas and between mathematics and other disciplines.

Geometry Content Standards:

1. Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.
2. Students write geometric proofs, including proofs by contradiction.
3. Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.
4. Students prove basic theorems involving congruence and similarity.
5. Students prove that triangles are congruent or similar, and they are able to use the concept of corresponding parts of congruent triangles.
6. Students know and are able to use the triangle inequality theorem.
7. Students prove and use theorems involving the properties of parallel lines cut by a transversal, the properties of quadrilaterals, and the properties of circles.
8. Students know, derive, and solve problems involving perimeter, circumference, area, volume, lateral area, and surface area of common geometric figures.
9. Students compute the volumes and surface areas of prisms, pyramids, cylinders, cones, and spheres; and students commit to memory the formulas for prisms, pyramids, and cylinders.
10. Students compute areas of polygons, including rectangles, scalene triangles, equilateral triangles, rhombi, parallelograms, and trapezoids.
11. Students determine how changes in dimensions affect the perimeter, area, and volume of common geometric figures and solids.
12. Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems.

13. Students prove relationships between angles in polygons by using properties of complementary, supplementary, vertical, and exterior angles.
14. Students prove the Pythagorean Theorem.
15. Students use the Pythagorean Theorem to determine distance and find missing lengths of sides of right triangles.
16. 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.
17. Students prove theorems by using coordinate geometry, including the midpoint of a line segment, the distance formula, and various forms of equations of lines and circles.
18. Students know the definitions of the basic trigonometric functions defined by the angles of a right triangle. They also know and are able to use elementary relationships between them. For example,  $\tan(x) = \sin(x)/\cos(x)$ ,  $(\sin(x))^2 + (\cos(x))^2 = 1$ .
19. Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of a side.
20. Students know and are able to use angle and side relationships in problems with special right triangles, such as  $30^\circ$ ,  $60^\circ$ , and  $90^\circ$  triangles and  $45^\circ$ ,  $45^\circ$ , and  $90^\circ$  triangles.
21. Students prove and solve problems regarding relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of circles.
22. Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs.)

##### A. Geometry Basics

1. Foundations of Geometry and Mathematical System of Geometry (*Standard 1*)
  - a. Introduce the components of vocabulary- statement types; conditional statements.
  - b. Theories, postulates, properties & principles- distinguish definitions.
2. Logic & Logical Reasoning (*Standard 1*)
  - a. Patterns & observational skills- worksheets.
  - b. Intuition, inductive, deductive- verbal exercises.

##### B. Basic Building Blocks

1. Point, Line, and Plane (*Standard 1*)
  - a. Distinguish between segments, rays and lines.
  - b. Solve measurements problems with segments and lines.
2. Parallel and Perpendicular Lines (*Standards 7, 17*)
  - a. Given lines cut by a transversal, identify angles formed.
  - b. Graph linear equations; solve systems and problems on the coordinate plane.

3. Transformations- reflection, translation, rotation (*Standard 22*)
4. Construction (*Standard 16*)
  - a. Copy & bisect- segments, lines, angles, & triangles.
  - b. From a given line, construct lines parallel & perpendicular.
5. Introduction to Proofs (*Standards 2, 3*)
  - a. Make logical deductions & justify through appropriate definition, postulate or theorem.
  - b. Writing of various proof types: indirect, direct, and 2 column.

### C. Plane Geometry Figures

1. Triangles (*Standards 2, 4, 5, 6, 10, 12*)
  - a. Identify triangles by types, worksheets practice of angle measurement problems.
  - b. Triangle inequality: determine the possibility of a triangle just from given sides & recognize the relationship of sides of a triangle to its angles.
  - c. Identify what constitutes a congruent triangle & practice writing of congruent triangle proofs.
  - d. From congruent triangles, identify their corresponding parts.
2. Similarity & Similar Triangles (*Standards 5, 8*)
  - a. Algebra: review of ratio & proportion exercises.
  - b. Relate real world usage of ratio & proportion with “Golden rectangle” problems.
  - c. Practice properties of similar triangles with related problems.
  - d. Utilize Angle-angle theorem and write proofs of similar triangles.
  - e. Solve similar triangle exercise problems.
  - f. “Marooned Island Lab”: exercise to apply learned concepts to solve real world problems involving use of similar triangles.
3. Trigonometry (*Standards 8, 10, 18, 19*)
  - a. Learn the relationship of the basic trigonometric functions: sine- SOH, cosine- CAH, tangent-TOA.
  - b. Practice solving trig word problems in its various forms.
  - c. Solve triangle areas problems using trig.
  - d. Clinometer Lab: Build and utilize a clinometer to solve real-world problems: calculate the height of a building, flagpole, & tree using trig.
4. Right Triangles & Pythagorean Theorem (*Standards 8, 10, 14, 15, 18, 19, 20*)
  - a. Algebra review: working with radicals.
  - b. Learn the “Special Right Triangles”: the relationship between their angles & sides.
  - c. Practice solving applied problems involving “special right triangles,” and Pythagorean Theorem.
  - d. Introduce the Law of sine and Law of cosine; solve complex trig problems using the Law of Sine and Law of Cosine.

### D. Polygons (*Standards 7, 8, 10, 11, 12, 13, 17*)

1. Learn the types of quadrilaterals & various n-gons.

- b. Distinguish the various polygonal names and shapes.
    - c. Recognize their unique diagonals and other properties.
    - d. Solve polygon related angle and diagonal problems.
  - 2. Introduce polygon formulas.
    - a. Calculate the number of sides, the measure of an interior or exterior angle of a polygon.
    - b. Calculate the sum of the interior or exterior angles of a polygon.
  - 3. Use tangram puzzle pieces to reinforce working with polygon figures.
  - 4. Work with polygon problems in a coordinate plane.
  - 5. Perimeter and area of polygons.
    - a. Calculate the area of regular polygonal shapes.
    - b. Calculate the area of regular polygonal shapes with use of trig.
  - 6. Construction of polygonal figures.
- E. Circles (*Standards 7, 8, 17, 21*)
- 1. Distinguish parts of/associated with circles: cords, arcs, secants, tangents, sectors and segments.
  - 2. Work with angles, arcs, and measurement problems; circle sector and segment problems.
- F. Solid Geometry (*Standards 8, 9, 11*)
- 1. Introduce solid geometry terms and vocabulary.
  - 2. Solve surface area and volume problems of regular solid figures.
    - a. Solve problems involving prism and cylinder.
    - b. Solve problems involving pyramid, cone, and sphere.
- G. Introduction to Analytic Geometry (*Standards 17*)
- 1. Plot and graph linear and circle equations in coordinate plane.
  - 2. Plot and graph transformations in coordinate plane.

## V. COURSE MATERIALS:

- Geometry, McDougal Littell, 2006
- Geometry by Ron Larson, Laurie Boswell and Lee Stiff, 2005
- Geometry Concepts and Skills, McDougal Littell, 2005
- *The Pacemaker Curriculum Geometry*, Prentice Hall 2003
- Ancillary materials developed by El Dorado Union High School District Math Departments

## VI. INSTRUCTIONAL STRATEGIES:

- A. Problem Solving and Critical Thinking:
  - a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
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- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
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## VII. METHODS OF ASSESSMENT:

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### Evaluation

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B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Government

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

- 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.
- 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.
- 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.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 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.

The intellectual analysis skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

#### Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

##### Unit 1 - The Foundations of American Government – Standards 12.1, 12.2, 12.3

- a. Historical Background
- b. The Constitution
- c. The Federal System
- d. Civil Rights and Civil Liberties
- e. Sample lessons: Comparison of the Magna Carta, The Declaration of Rights of Man and Citizen, and the Declaration of Independence

##### *Unit 1 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.

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.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
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".
4. 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*.
5. 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.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

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 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).
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).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
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.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

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.

3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

#### Unit 2 - Structure of American Government – Standards 12.4, 12.5

- a. Congress: Structure, Powers and Actions
- b. The President and the Executive Branch
- c. The Judicial System and the Supreme Court
- d. Sample lesson: a review and enactment of the five most important Supreme Court Decisions

#### *Unit 2 Standards:*

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

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. Pena*, and *United States v. Virginia* (VMI).

#### Unit 3 - The process of Government – Standard 12.6

- a. Political parties
- b. Electoral and Voting Systems
- c. Interest and pressure groups

- d. Culture, polling, public opinion
- e. Sample Lesson: After researching and listing the major political parties, the Students invent their ideal party

*Unit 3 Standards:*

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

Unit 4 - State and local governments – Standards 12.7, 12.8, 12.9, 12.10

- a. Structure of the Community
- b. Local and State Representation
- c. Sample Lesson: Research on local and county representatives followed by a political opinion letter to one or more

*Unit 4 Standards:*

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

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 organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
3. Discuss the advantages and disadvantages of federal, con federal, and unitary systems of government.
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

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.

#### V. COURSE MATERIALS:

NTC's American Government, National Textbook Company 1999 (III)

American Government-A Complete Coursework, Great Source Publishing 2000

American Government in the United States, Great Source Education Group, 2006

## VI. INSTRUCTIONAL STRATEGIES:

### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
  - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.

### B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

### C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts.
  - c. Provide guided internet instruction and research.
- D. Reading:
- a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      - 1. Teacher-generated materials
      - 2. Print, film, and electronic media
  - b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.
- E. Writing:
- a. Teach students to write clearly and precisely, including development of clear thesis statements.
  - b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VII. METHODS OF ASSESSMENT:

Grades will be determined by the following modes of assessment:

1. Homework
2. Daily In-class Assignments
3. Quizzes (Announced and Unannounced)
4. Writing assignments and essays
5. Projects (this includes a Research project)
6. Major Exams

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Government

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

- 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.
- 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.
- 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.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 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.

The intellectual analysis skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

#### Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

##### Unit 1 - The Foundations of American Government – Standards 12.1, 12.2, 12.3

- a. Historical Background
- b. The Constitution
- c. The Federal System
- d. Civil Rights and Civil Liberties
- e. Sample lessons: Comparison of the Magna Carta, The Declaration of Rights of Man and Citizen, and the Declaration of Independence

##### *Unit 1 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.

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.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
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".
4. 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*.
5. 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.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

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 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).
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).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
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.
5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

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.

3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

#### Unit 2 - Structure of American Government – Standards 12.4, 12.5

- a. Congress: Structure, Powers and Actions
- b. The President and the Executive Branch
- c. The Judicial System and the Supreme Court
- d. Sample lesson: a review and enactment of the five most important Supreme Court Decisions

#### *Unit 2 Standards:*

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

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)*.

#### Unit 3 - The process of Government – Standard 12.6

- a. Political parties
- b. Electoral and Voting Systems
- c. Interest and pressure groups

- d. Culture, polling, public opinion
- e. Sample Lesson: After researching and listing the major political parties, the Students invent their ideal party

*Unit 3 Standards:*

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

Unit 4 - State and local governments – Standards 12.7, 12.8, 12.9, 12.10

- a. Structure of the Community
- b. Local and State Representation
- c. Sample Lesson: Research on local and county representatives followed by a political opinion letter to one or more

*Unit 4 Standards:*

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

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 organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
3. Discuss the advantages and disadvantages of federal, con federal, and unitary systems of government.
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

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#### V. COURSE MATERIALS:

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American Government-A Complete Coursework, Great Source Publishing 2000  
American Government in the United States, Great Source Education Group, 2006

## VI. INSTRUCTIONAL STRATEGIES:

### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
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  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
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  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
  - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.

### B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

### C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts.
  - c. Provide guided internet instruction and research.
- D. Reading:
- a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      - 1. Teacher-generated materials
      - 2. Print, film, and electronic media
  - b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.
- E. Writing:
- a. Teach students to write clearly and precisely, including development of clear thesis statements.
  - b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VII. METHODS OF ASSESSMENT:

Grades will be determined by the following modes of assessment:

1. Homework
2. Daily In-class Assignments
3. Quizzes (Announced and Unannounced)
4. Writing assignments and essays
5. Projects (this includes a Research project)
6. Major Exams

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: English 2

II. PROGRAM: Home Study Academy III

III. OBJECTIVES:

Student will learn and apply English language skills to meet the objectives listed for the following content areas:

*Reading*

- 1.0 *Word Analysis, Fluency, and Systematic Vocabulary Development:* Students apply their knowledge of word origins to determine the meaning of new words encountered.
- 2.0 *Reading Comprehension (Focus on Informational Materials):* 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* (1990) 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, online information. In grades nine and ten, students make substantial progress toward this goal.
- 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 patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

*Writing*

- 1.0 *Written and Oral English Language Conventions:* Students write and speak with a command of Standard English conventions.
- 2.0 *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.

IV. COURSE OUTLINE:

**Semester 1**

Unit 1 Short Stories

Standards covered:

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words.
- 2.1 Analyze workplace documents.
- 2.2 Prepare bibliography of reference materials.

- 3.2 Compare and contrast presentation of theme or topic across genres, including short stories, poems, and songs.

*Writing*

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

Unit 2 Fahrenheit 451

*Reading*

- 3.3 Analyze interactions between main and subordinate characters and explore conflicts internal and external and explain impact on plot.  
3.6 Explore literary devices – foreshadowing, flashback, imagery and symbolism.

*Writing*

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

Unit 3 Plays-*Fiddler on the Roof* and *Julius Caesar*

*Reading*

- 2.1 Analyze structure and format of functional workplace documents and explain how authors use the features to achieve their purpose.  
2.8 Evaluate credibility of author's argument.

*Writing*

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

*Listening and Speaking*

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's Gettysburg Address, Martin Luther King, Jr's I Have a Dream) to find the rhetorical devices and features that make them memorable.

Unit 4 A Separate Peace

*Reading*

- 3.5 Compare universal themes in poem and novel:  
justice, guilt, growing up, love, etc.  
3.9 Explain how voice, persona and choice of narrator affect characterization and tone, plot, and credibility of text.  
3.11 Evaluate impact of diction and figurative language on tone, mood and theme

*Writing*

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

**Semester 2**

Unit 5 Short Stories

*Reading*

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

*Writing*

- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

*Listening and Speaking*

- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Unit 6 I Am the Cheese

*Reading*

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

*Writing*

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

*Listening and Speaking*

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 2.2 Deliver expository presentations.

Unit 7 Modern Fiction

*Reading*

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

*Writing*

- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 2.2 Write responses to literature:  
Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- 2.5 Write business letters:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.

- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

*Reading*

- 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 *narcissistic* drawn from the myth of Narcissus and Echo).
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).

V. COURSE MATERIALS:

In order to meet state standards, we select readings from a number of sources including *the Prentice Hall Literature Series*, *The Norton Sampler*, Thomas Cooley, ed., 1993 and *Responding to Literature*, Judith Stanford, ed., 2006. These selections are designed to strengthen and challenge reading skills, support writing ability and develop students' critical thinking skills. By using a wide range of texts we are able to read classic Western Literature, contemporary authors and multicultural texts.

Novels:

A Separate Peace

Julius Caesar

I Am the Cheese

Fahrenheit 451

VI. INSTRUCTIONAL STRATEGIES:

A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain,

estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.

- iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
- iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
- v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
- vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgments according to a set of criteria.

B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
- b. Provide individualized remediation in math and language arts.
- c. Provide guided internet instruction and research.

D. Reading:

- a. Encourage research using both primary and secondary source documents:
  - i. Course texts and ancillary materials:
    - 1. Teacher-generated materials
    - 2. Print, film, and electronic media
- b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.

E. Writing:

- a. Teach students to write clearly and precisely, including development of clear thesis statements.

- b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
  - c. Instruct in summarizing and note-taking strategies
  - d. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VI. METHODS OF ASSESSMENT:

### Grading System:

*Homework:* Late work only accepted after an absence. Homework counts as 30% of the grade.

*Writing:* All writing assignments are to be typed in MLA style. Writing assignments count as 30% of the grade.

*Participation:* Students are expected to participate actively in class discussion. This is not strictly a lecture course and student input is required. Participation is 10% of the grade.

*Tests:* Mastery of the subject is required for a passing grade.

Tests count as 30% of the grade. Final exams count in the test grade category.

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Marketing, Sales, and Service Industry Sector

II. PROGRAM: El Dorado Trade School

III. OBJECTIVES:

The Marketing, Sales, and Service sector is designed to align career path course work with current and projected employment opportunities. Marketing includes the processes and techniques of transferring products or services to consumers and is a function of almost every business. It exists within an environment of rapidly changing technology, interdependent nations and economies, and increasing demands for ethical and social responsibility.

The four pathways in this sector—E-commerce, Entrepreneurship, International Trade, and Professional Sales and Marketing—emphasize training to meet the growing need for marketing professionals with skills in communication, global marketing, marketing strategies, product and service management, promotion, and selling concepts. These pathways provide a firm foundation for advanced education, entry to a career, and success in the global marketplace.

A. E-Commerce Pathway Standards:

The Internet is increasingly the element that holds the global economy together as it makes the marketplace an all-day, everyday event. Globalization is no longer an option but a strategic necessity for all but the smallest of corporations. Students pursuing the E-commerce Pathway develop an understanding of the functions, foundations, and dynamics of e-commerce as well as the legal, ethical, and social responsibilities of the business.

- A1. Students understand the fundamental concepts of e-commerce.
- A2. Students understand the decisions an e-commerce business makes in the development of products and services.
- A3. Students understand important promotional strategies for communicating information about products, services, images, and ideas in an e-commerce environment.
- A4. Students understand the purpose, process, and components of effective online sales and purchasing.
- A5. Students understand the role of technology as it relates to e-commerce.

B. Entrepreneurship Pathway Standards:

Competition and the global economy have opened the door for many new businesses, and entrepreneurs are becoming increasingly vital to the economy. Students with a career interest in entrepreneurship learn skills for employment in today's growth industries as well as skills that are transferable to careers of the future.

- B1. Students understand the basic aspects of entrepreneurship:
- B2. Students understand the elements and purpose of a business plan.

- B3. Students understand how to use technology in a small business to gain a competitive advantage.
- B4. Students understand effective marketing of small businesses.
- B5. Students understand the key economic concepts that affect small business ownership.

#### C. International Trade Pathway Standards:

The relative ease of travel and the use of electronic communication have seemingly diminished the size of the globe. Today's global marketplace, while growing and thriving, is also becoming increasingly competitive. Students focusing on the occupational area of international trade develop an understanding of the global business environment and the interconnectedness of cultural, political, legal, historical, economic, and ethical systems.

- C1. Students understand the fundamental concepts of international business:
- C2. Students understand how geographic, cultural, political, legal, historical, and economic factors influence international trade:
- C3. Students understand the role of information technology in modern global trade:
- C4. Students understand the logistics of importing and exporting products and services:

#### D. Professional Sales and Marketing Pathway Standards:

Employees in professional sales and marketing are involved in the transfer of goods and services in the economy, both to businesses and to individual consumers. Sales positions in all sectors account for more than eight million jobs and are expected to grow. The increased use of technology in sales positions has resulted in increased responsibilities for members of the sales staff. Students focusing on this competitive career path develop an understanding of the sales process, sales management, and marketing information management.

- D1. Students understand the key concepts of professional sales and marketing.
- D2. Students understand the theories and basic functions of sales management.

#### IV.A. COURSE OUTLINE – E-Commerce (Sequence and emphasis may vary according to program needs)

- 1. Unit 1: Foundations (*Standard A1*)
  - a. Evolution and Economic Transformation of Business Transactions
  - b. Defining E-Commerce
  - c. Exploring the Nature of Marketing
- 2. Unit 2: Navigating the Internet (*Standard A5*)
  - a. Tools, Browsers, Search Engines
  - b. Language, Layout, and Links

3. Unit 3: Electronic Business Models (*Standard A2*)
  - a. Types of Business Ownership
  - b. Business Plan
  
4. Unit 4: Business on the Web (*Standard A5*)
  - a. Retail and Purchases
  - b. Consumer Issues
  - c. Internet Marketing
  - d. Digital Advertising
  - e. Global E-Commerce
  
5. Unit 5: Security and Privacy (*Standard A4*)
  - a. Trust and Safety in Transactions
  - b. Valid Information
  - c. Policy Statements
  - d. Copyright and Intellectual Property
  - e. Ethics
  - f. Regulations
  
6. Unit 6: Creating a Company Website (*Standard A0*)
  - a. Vision and Image
  - b. Marketing Plan
  - c. Website Design
  - d. Publishing on the Web
  
7. Unit 7: Career Development (*Standard A3*)  
Searching Careers
  - a. Career Planning
  - b. Job Search
  - c. Education and Training

IV.B. COURSE OUTLINE - Entrepreneurship (Sequence and emphasis vary according to program needs)

1. Unit 1: Entrepreneurship (*Standard B1*)
  - a. What is an entrepreneur?
  - b. Characteristics
  - c. Are you an entrepreneur?
  - d. Entrepreneurs in American History
  - e. Areas of entrepreneurial opportunity
  - f. Case studies
  
2. Unit 2: Choose a business (*Standards B2, B3*)
  - a. How to develop a business plan
  - b. Obtaining financing

- c. Business cards
  - d. Mission statement
  - e. Executive summary
  - f. Resume
  - g. Business ethics
3. Unit 3: Location of Your Business (*Standards B2, B4*)
- a. Layout planning
  - b. Layout needs and possibilities
  - c. Draw your inner and outer layouts
4. Unit 4: Legal Forms of Business Ownership (*Standard B2*)
- a. Sole proprietorship
  - b. Partnership
  - c. Corporation
  - d. C-Corporation
  - e. S-Corporation
  - f. Franchise
5. Unit 5: Entrepreneurship in today's economy (*Standard B2*)
- a. Goods and services
  - b. Scarcity
6. Unit 6: How Free Enterprise Works: (*Standard B5*)
- a. The profit motive
  - b. The role of competition
  - c. Supply and demand
  - d. Role of marketing
7. Unit 7: Promotional Plans (*Standard B5*)
- a. Advertising
  - b. Sales promotion
8. Unit 7: Using Math in Business Management (*Standard B1*)
- a. Profit and loss
  - b. Break-even point
  - c. Interest
  - d. Purchase orders
  - e. Sales tax
  - f. Sales slips
  - g. Markup
  - h. Markdown discounts
  - i. Balance sheet
  - j. Cash flow statement
  - k. Final case study analysis
  - l. Paper presentation

IV.C. COURSE OUTLINE - International Trade (Sequence and emphasis vary according to program needs)

1. Unit 1: Global Management (*Standard C1*)
  - a. Management Challenge of International Trade.
  - b. Aspects of the Global Business Planning Process.
  - c. Factors Affecting Management of International Trade.
  - d. Information Sources for Global Business Planning.
  - e. Sources of Assistance for Global Business Planning.
  - f. Practical Tools for International Trade.
  - g. The Management Context of Global Business.
  
2. Unit 2: Global Marketing (*Standard C3*)
  - a. Evaluating the Internal and External Environment.
  - b. Developing and Implementing the Global Marketing Plan.
  - c. Coordinating the Marketing Mix.
  
3. Unit 3: Global Trade Finance (*Standard C4*)
  - a. Political Economic and Cultural Risks.
  - b. Foreign Exchange Risk and Mitigation.
  - c. Researching, Analyzing and Mitigating Credit Risk.
  - d. Optimizing Methods of Payment and Documentation.
  - e. Payment Terms.
  - f. Developing the Short, Medium, and Long-term Financial Plan.
  
4. Unit 4: Global Supply-Chain Management (*Standard C2*)
  - a. Optimizing Supply-Chain Solutions.
  - b. Evaluating and Selecting Potential Intermediaries.
  - c. Completing Documents for International Movement of Products and Services.
  - d. Calculating Costs, Benefits, and Risks of International Transactions.
  - e. Facilitating Offshore Procurement Processes.

IV.D. COURSE OUTLINE - Professional Sales and Marketing (Sequence and emphasis vary according to program needs)

1. Unit 1: The World of Marketing (*Standards D1, D2*)
  - b. Describe the scope of marketing.
    - a. Discuss the reasons for studying marketing.
    - b. State the marketing concept.
    - c. Define what constitutes a market, as well as how to identify one.
    - d. Identify key methods used to reach potential customers.
    - e. Developing a customer profile, target marketing, and positioning.
  
2. Unit 2: Economic Essentials (*Standards D1, D2*)

- a. Summarize the key principles on which a modified free enterprise system is based.
  - b. Explain how supply and demand interact to set prices.
  - c. Discuss the consumer's role in a market economy.
  - d. Identify the factors of production.
  - e. List the goals of a healthy economy and explain how they are measured.
  - f. Describe the four phases of the business cycle.
3. Unit : Business and Marketing Essentials (*Standards D1, D2*)
- a. Tell what a business is and explain its basic functions.
  - b. Discuss business ethics.
  - c. Identify demographic, geographic, and psychographic trends.
  - d. Distinguish the consumer and industrial markets.
  - e. Discuss the importance of international trade to nations.
  - f. Explain how businesses can get involved in international trade.
4. Unit 4: Selling (*Standards D1, D2*)
- a. Use the eight steps of the sales process on the job.
  - b. Explain the techniques that are applicable to both retail and industrial selling.
  - c. Evaluate sales as a profession for career-planning purposes.
  - d. Perform the functions of a cashier in a retail sales setting.
  - e. Plan and perform a sales demonstration
5. Unit 5: Promotion (*Standards D1, D2*)
- a. Explain the role of promotion in marketing.
  - b. Explain the purpose and types of advertising media.
  - c. Prepare print advertising.
  - d. Explain how to design, prepare, maintain, and dismantle displays.
  - e. Tell what public relations specialists do.
  - f. Plan and demonstrate a radio and television broadcast advertisement.
6. Unit 6: Buying and Distribution (*Standards D1, D2*)
- a. Diagram the channels of distribution for consumer and industrial products.
  - b. Distinguish purchasing agents and buyers.
  - c. Describe the buying process.
  - d. Trace the stock-handling process from receiving.
  - e. Discuss the impact of technology on inventory systems.
  - f. Calculate the major entries in a merchandise plan.
  - g. Figure stock turnover rates.
7. Unit 7: Pricing (*Standards D1, D2*)
- a. Use pricing terminology correctly and effectively.
  - b. Perform computations related to pricing theory and practice.

8. Unit 8: Marketing Information Management (*Standards D1, D2*)
  - a. Discuss the importance of marketing research in planning
  - b. Explain the function of a marketing information system.

Unit 9: Product Planning (*Standards D1, D2*)

- a. Explain how businesses plan what products to produce and sell
- b. Identify key product mix strategies.
- c. Explain the nature and scope of branding in product planning.
- d. Explain the importance of warranties and credit to product planning.

Career Search:

Task: As students complete this business course, they will need to think about the impact that the successful completion of the course will have on your future. The students will take a test to determine your interests and style and research the availability and desirability of jobs. Also, they will incorporate these new skills and other personal information into a resume.

- Personal Interest and Style Worksheet -Princeton personality test
- Research a Functional Resume @ jobstar.org
- Using a template fill out and create a resume
- Using the U.S. Department of Labor Bureau of Labor Statistics students' research through the information about a job they are interested in and answer the questions.
- Students then use monster.com and look for a job in there perspective field. Then prepare a summary of the job and its requirements.

Researching a Business:

Students will choose a company that they are interested in learning more about. Students will think about consumer products such as cars, electronics, food and amusement parks. Once they have decided on a business, they will search the internet for background information about the company. The research will be presented in a PowerPoint presentation. You will also recommend whether or not someone should invest in the business.

- The PowerPoint will include the following information
  - History of the company-how it got started and by whom
  - Pictures that enhance the presentation
  - Type of industry
  - Year founded
  - Location of current headquarters and any global locations
  - Other companies owned
  - Products or services
  - Types of revenue
  - Competitors
  - Number of Employees
  - Two current events

- A chart showing the stock price for the last three months including the stock symbol

### Get Rich Fast!

Task: Students develop a business plan. In the business plan, they must decide if your business is going to sell a mega product or provide a service. Other factors you must consider are your competitors, financing your venture, and a competitive price. The business plan must be well organized, be easy to read, and follow a logical format. The sample format for a business plan has seven parts

- Company Description
- Products and Services Plan
- Marketing Plan
- Legal Plan
- Management Plan
- Operating Plan
- Financial Plan

The final product will be in the form of a portfolio (using a word processor), Power Point presentation, or a Web page.

### International Business Project

Overview: Student will have been “just hired” as an import/export consultant to come up with a product to be sold to an international market.

Working individually, they will identify a product, locate a country to export your product to, and explain why there is a good market opportunity in the targeted country.

There are many parts to this project. We will be doing most of the work in class or in the library using the itdn.net web site.

## V. COURSE MATERIALS

- Ewing Marion Kauffman Foundation
- The National Foundation for Teaching Entrepreneurship
- Entrepreneurship Education
- The Entrepreneur Test
- Entrepreneurmag
- Entreworld
- Allterrainbrain
- Careeronestop

## VI. INSTRUCTIONAL STRATEGIES:

### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.

- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
  - c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
  - d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
  - e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
    - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
    - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, and differentiate, etc., to encourage students to translate, interpret, and extrapolate.
    - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, and experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
    - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, and arrange, etc., to encourage students to break information down into parts.
    - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, and invent, what if, etc., to encourage students to combine elements into a pattern that's new.
    - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, and summarize, etc., to encourage students to make judgments according to a set of criteria.
- B. Activity and project-based investigation:
- a. Provide investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development.
- C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, and spreadsheets with appropriate technology tools.
- b. Provide individualized acceleration and remediation in math.
- c. Provide guided internet instruction and research.

#### VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives.
- Completion of coursework:
  - Homework
  - Assignments
  - Quizzes (Announced and Unannounced)
  - Projects
  - Major Exams
- Teacher observation
- Class participation
- Notebook or portfolio

#### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Math Analysis/Pre-Calculus

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus while strengthening their conceptual understanding of problems and mathematical reasoning in solving problems. Mathematical analysis is combined with Trigonometry and Pre-Calculus to make a year-long pre-calculus course.

The goal in mathematics education is for students to:

- Develop fluency in basic computational skills.
- Develop an understanding of mathematical concepts.
- Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Make connections among mathematical ideas and between mathematics and other disciplines.

Math Analysis Content Standards:

1. Students are familiar with, and can apply, polar coordinates and vectors in the plane. In particular, they can translate between polar and rectangular coordinates and can interpret polar coordinates and vectors graphically.
2. Students are adept at the arithmetic of complex numbers. They can use the trigonometric form of complex numbers and understand that a function of a complex variable can be viewed as a function of two real variables. They know the proof of DeMoivre's theorem.
3. Students can give proofs of various formulas by using the technique of mathematical induction.
4. Students know the statement of, and can apply, the fundamental theorem of algebra.
5. Students are familiar with conic sections, both analytically and geometrically:
6. Students find the roots and poles of a rational function and can graph the function and locate its asymptotes.
7. Students demonstrate an understanding of functions and equations defined parametrically and can graph them.
8. Students are familiar with the notion of the limit of a sequence and the limit of a function as the independent variable approaches a number or infinity. They determine whether certain sequences converge or diverge.

Trigonometry Standards:

1. Students understand the notion of angle and how to measure it, in both degrees and radians. They can convert between degrees and radians.
2. 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.

3. Students know the identity  $\cos^2(x) + \sin^2(x) = 1$ :
4. Students graph functions of the form  $f(t) = A \sin(Bt + C)$  or  $f(t) = A \cos(Bt + C)$  and interpret  $A$ ,  $B$ , and  $C$  in terms of amplitude, frequency, period, and phase shift.
5. Students know the definitions of the tangent and cotangent functions and can graph them.
6. Students know the definitions of the secant and cosecant functions and can graph them.
7. Students know that the tangent of the angle that a line makes with the  $x$ -axis is equal to the slope of the line.
8. Students know the definitions of the inverse trigonometric functions and can graph the functions.
9. Students compute, by hand, the values of the trigonometric functions and the inverse trigonometric functions at various standard points.
10. Students demonstrate an understanding of the addition formulas for sines and cosines and their proofs and can use those formulas to prove and/or simplify other trigonometric identities.
11. Students demonstrate an understanding of half-angle and double-angle formulas for sines and cosines and can use those formulas to prove and/or simplify other trigonometric identities.
12. Students use trigonometry to determine unknown sides or angles in right triangles.
13. Students know the law of sines and the law of cosines and apply those laws to solve problems.
14. Students determine the area of a triangle, given one angle and the two adjacent sides.
15. Students are familiar with polar coordinates. In particular, they can determine polar coordinates of a point given in rectangular coordinates and vice versa.
16. Students represent equations given in rectangular coordinates in terms of polar coordinates.
17. Students are familiar with complex numbers. They can represent a complex number in polar form and know how to multiply complex numbers in their polar form.
18. Students know DeMoivre's theorem and can give  $n$ th roots of a complex number given in polar form.
19. Students are adept at using trigonometry in a variety of applications and word problems.

#### Linear Algebra Standards:

1. Students solve linear equations in any number of variables by using Gauss-Jordan elimination.
2. Students interpret linear systems as coefficient matrices and the Gauss-Jordan method as row operations on the coefficient matrix.
3. Students reduce rectangular matrices to row echelon form.
4. Students perform addition on matrices and vectors.
5. Students perform matrix multiplication and multiply vectors by matrices and by scalars.
6. Students demonstrate an understanding that linear systems are inconsistent (have no solutions), have exactly one solution, or have infinitely many solutions.
7. Students demonstrate an understanding of the geometric interpretation of vectors and vector addition (by means of parallelograms) in the plane and in three-dimensional space.
8. Students interpret geometrically the solution sets of systems of equations. For example, the solution set of a single linear equation in two variables is interpreted as a line in the plane, and the solution set of a two-by-two system is interpreted as the intersection of a pair of lines in the plane.

#### Probability and Statistics Standards:

1. Students know the definition of the notion of independent events and can use the rules for addition, multiplication, and complementation to solve for probabilities of particular events in finite sample spaces.
2. Students know the definition of conditional probability and use it to solve for probabilities in finite sample spaces.
3. Students demonstrate an understanding of the notion of discrete random variables by using them to solve for the probabilities of outcomes, such as the probability of the occurrence of five heads in 14 coin tosses.
4. Students are familiar with the standard distributions (normal, binomial, and exponential) and can use them to solve for events in problems in which the distribution belongs to those families.
5. Students determine the mean and the standard deviation of a normally distributed random variable.
6. Students know the definitions of the mean, median, and mode of a distribution of data and can compute each in particular situations.
7. Students compute the variance and the standard deviation of a distribution of data.
8. Students organize and describe distributions of data by using a number of different methods, including frequency tables, histograms, standard line and bar graphs, stem-and-leaf displays, scatterplots, and box-and-whisker plots.

#### Calculus Standards:

1. Students demonstrate an understanding of the formal definition of the derivative of a function at a point and the notion of differentiability:
5. Students know the chain rule and its proof and applications to the calculation of the derivative of a variety of composite functions.
7. Students compute derivatives of higher orders.
15. Students demonstrate knowledge and proof of the fundamental theorem of calculus and use it to interpret integrals as antiderivatives.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs.)

1. Functions (*Math Analysis standards 1-6*)
  - a. Recognizing mathematical equations and expressions as functions
  - b. Applying the fundamental theorem of algebra to solve polynomial equations, including using the arithmetic of complex numbers.
  - c. Use quadratic, exponential, logarithmic equations and apply these equations to solve application problems.
2. Trigonometry (*Trigonometry standards 1-19*)
  - a. Understanding the definition of sine and cosine as  $y$  and  $x$  coordinates of point on the unit circle.
  - b. Knowing the definitions of tangent and cotangent functions and graphing all the variations of the six trig. Functions.

- c. Graph and apply the functions of  $f(t) = A \sin(Bt+C)$  and/or  $f(t) = A \cos (Bt + C)$  and apply problems in terms of frequency, period, and phase shift.
  - d. Know and be able to derive Pythagorean trigonometric identities, half angle and double angle formulas for sines and cosines and use those formulas to prove and/or simplify other trigonometric identities.
  - e. Understand and work problems using complex numbers in terms of polar coordinates and using polar trigonometric forms to find roots of polynomials.
  - f. Apply trigonometric concepts to vector applications including addition and subtraction of vectors, dot products and cross products.
3. Linear Algebra (*Linear Algebra Standards 1-8*)
- a. Apply Gauss-Jordan elimination to linear equations
  - b. Reduce rectangular matrices to row echelon form to solve linear systems
  - c. Use matrix multiplication rules to multiply vectors
  - d. Use inverse matrix concepts to solve systems
4. Probability (*Probability and Statistics standards 1-8*)
- a. Finding probabilities for independent events.
  - b. Use conditional probability to solve for probabilities in finite sample spaces.
  - c. Understanding and using discrete random variables to solve for the probabilities of outcomes such as the occurrence of five heads in 14 coin tosses.
  - d. Understand and apply standard distributions (normal, binomial, and exponential) for samples of data.
  - e. Use mean, median, and mode as well as understanding and calculating the standard deviation for data sets.
  - f. Understand and organize data by using frequency tables, histograms, standard line and bar graphs, stem/leaf plots, scatterplots and box/whisker plots
5. Pre-Calculus/ Introduction to differential and integral calculus (*Calculus Standards 4, 5, 7, 15*)
- a. Defining a limit of a function and the techniques used to evaluate limits of the tangent of a line as the definition of a derivative.
  - b. Using the definition to evaluate common limits exponential, polynomial, and simple trigonometric functions.
  - c. Defining the simple integral of a two variable function as the area beneath the curve of the function and using the antiderivative to evaluate basic integrals.

#### V. COURSE MATERIALS:

- PreCalculus with Limits, A Graphing Approach. Houghton Mifflin, 2005
- Ancillary materials developed by El Dorado Union High School District Math Departments

## VI. INSTRUCTIONAL STRATEGIES:

### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
  - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.

### B. Activity and project-based investigation:

- a. Provide investigations and application of real world situations, including guest speakers and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development.

### C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, and spreadsheets with appropriate technology tools.
- b. Provide individualized acceleration and remediation in math.
- c. Provide guided internet instruction and research.

#### VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives.
- Completion of coursework:
  - Homework
  - Assignments
  - Quizzes (Announced and Unannounced)
  - Projects
  - Major Exams
- Teacher observation
- Class participation
- Notebook or portfolio

#### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Physical/Earth Science

II. PROGRAMS: Charter Community School, Grades 9-12

III. OBJECTIVES:

*Students will understand the following: (Chemistry Standards)*

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.
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.
3. The Kinetic molecular theory describes the motion of atoms and molecules and explains the properties of gases.
4. Acids, bases, and salts are three classes of compounds that form ions in water solutions.
5. Solutions are homogeneous mixtures of two or more substances.
6. Energy is exchanged or transformed in all chemical reactions and physical changes of matter.
7. 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.
11. 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.

*Students will understand the following: (Physics Standards)*

1. Newton's laws predict the motion of most objects.
2. The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects.
3. Energy cannot be created or destroyed, although in many processes energy is transferred to the environment as heat.
4. Waves have characteristic properties that do not depend on the type of wave.

*Students will understand the following: (Earth Science Standards)*

1. Astronomy and planetary exploration reveal the solar system's structure, scale, and change over time.
2. Earth-based and space-based astronomy reveal the structure, scale, and changes in stars, galaxies, and the universe over time.
3. Plate tectonics operating over geologic time have changed the patterns of land, sea, and mountains on Earth's surface.

4. Energy enters the Earth system primarily as solar radiation and eventually escapes as heat.
5. Heating of Earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents.
6. Climate is the long-term average of a region's weather and depends on many factors.
7. Each element on Earth moves among reservoirs, which exist in the solid earth, in oceans, in the atmosphere, and within and among organisms as part of biogeochemical cycles.
8. Life has changed Earth's atmosphere, and changes in the atmosphere affect conditions for life.
9. The geology of California underlies the state's wealth of natural resources as well as its natural hazards.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

1. The Nature of Matter (*Chemistry Standards 1, 2, 3, 4*)
  - a. Matter
  - b. Atoms and the Periodic Table
  - c. Structure of Matter
2. Changes in Matter (*Chemistry Standards 1, 5, 6, 7, 11*)
  - a. Chemical Reactions
  - b. Solutions, Acids, and Bases
  - c. Nuclear Changes
3. Motion and Energy (*Physics Standards 1, 2, 3*)
  - a. Motion and Forces
  - b. Work and Energy
  - c. Heat and Temperature
4. Waves and Wave Properties (*Physics Standard 4*)
  - a. Waves
  - b. Sound and Light
5. Earth and Space (*Earth Science Standards 1- 9*)
  - a. The Universe
  - b. Earth Processes
  - c. The Atmosphere
  - d. Natural Resources

#### V. COURSE MATERIALS:

Science Spectrum, Holt, Rinehart, Winston 2001 edition  
Earth and Physical Science, Glencoe

#### VI. INSTRUCTIONAL STRATEGIES:

- A. Problem Solving and Critical Thinking:
  - a. Use teaching strategies that promote student learning, critical thinking, and problem solving.

- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
  - c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
  - d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
  - e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
    - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
    - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
    - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
    - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
    - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
    - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.
- B. Activity and project-based investigation:
- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.
- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts.
  - c. Provide guided internet instruction and research.

D. Reading:

- a. Encourage research using both primary and secondary source documents:
  - i. Course texts and ancillary materials:
    1. Teacher-generated materials
    2. Print, film, and electronic media

E. Writing:

- a. Teach students to write clearly and precisely, including development of clear thesis statements.
- b. Instruct in summarizing and note-taking strategies.
- c. Provide grammar instruction as applied directly to student writing.

F. Listening and Speaking:

- a. Cultivate interpersonal skills
- b. Instruct using a variety of instructional techniques and media.
- c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
- d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
- e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives as shown in tests and quizzes.
- Completion of written and/or laboratory assignments in pen or computer.
- Answers written in complete sentences using proper grammar, correct spelling and punctuation for full credit.
- Labs requiring a summary includes the purpose, what happened and why, and the significance of the “why” to science/ application of the concept today.
- Complete, neat, organized class binder or portfolio.
- Projects.
- Letter Grade is based on a percentage of accumulated points each semester.
- Final semester grade is based on points accumulated during the semester with improvement, commitment to meeting class requirements, and completing assignments in a thorough and consistent manner influencing the outcome.

Evaluation

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59-0%

I. COURSE TITLE: Physics

II. PROGRAMS: Charter Community School, Grades 9-12

III. OBJECTIVES:

*Students will understand the following standards:*

Motion and Forces

1. Newton's laws predict the motion of most objects. As a basis for understanding this concept:
  - 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.
  - f. Students know applying a force to an object perpendicular to the direction of its motion causes the object to change direction but not speed (e.g., Earth's gravitational force causes a satellite in a circular orbit to change direction but not speed).
  - g. Students know circular motion requires the application of a constant force directed toward the center of the circle.

Conservation of Energy and Momentum

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.

## Heat and Thermodynamics

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.

## Waves

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  $3 \times 10^8$  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.

## Electric and Magnetic Phenomena

5. Electric and magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:
  - a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.
  - b. Students know how to solve problems involving Ohm's law.
  - c. Students know any resistive element in a DC circuit dissipates energy, which heats the resistor. Students can calculate the power (rate of energy dissipation) in any resistive circuit element by using the formula  $\text{Power} = IR$  (potential difference)  $\times I$  (current)  $= I^2R$ .
  - d. Students know the properties of transistors and the role of transistors in electric circuits.

- e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
- f. Students know magnetic materials and electric currents (moving electric charges) are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
- g. Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.
- h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.
- i. Students know plasmas, the fourth state of matter, contain ions or free electrons or both and conduct electricity.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

##### 1. Mechanics (*Standards 1, 2*)

- A. Linear motion and Projectile motion
- B. Newton's laws
- C. Momentum
- D. Energy: work, power, potential, and kinetic energy, conservation of energy
- E. Circular motion

##### 2. Heat (*Standard 3*)

- A. Temperature, heat, and expansion
- B. Heat Transfer
- C. Thermodynamics

##### 3. Sound and Light (*Standard 4*)

- A. Vibrations and Waves: wave motion, speed, interference, Doppler Effect
- B. Sound: speed of sound, resonance, interference
- C. Light: electromagnetic waves, polarization
- D. Reflection and refraction
- E. Lenses: converging and diverging
- F. Diffraction and Interference

##### 4. Electricity and Magnetism (*Standard 5*)

- A. Electrical forces and charges
- B. Electric fields and potentials
- C. Electric current and circuits
- D. Magnetism
- E. Electromagnetic Induction

#### V. COURSE MATERIALS:

Conceptual Physics, Prentice-Hall, 2002

## VI. INSTRUCTIONAL STRATEGIES:

### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
  - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
  - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
  - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.

### B. Activity and project-based investigation:

- a. Provide in-depth investigations and application of real world and practical situations, including laboratory investigations, guest speakers, and field trips.
- b. Incorporate cooperative learning strategies.
- c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.

### C. Technology-based Learning:

- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts.
  - c. Provide guided internet instruction and research.
- D. Reading:
- a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      1. Teacher-generated materials
      2. Print, film, and electronic media
- E. Writing:
- a. Teach students to write clearly and precisely, including development of clear thesis statements.
  - b. Instruct in summarizing and note-taking strategies
  - c. Provide grammar instruction as applied directly to student writing.
- F. Listening and Speaking:
- a. Cultivate interpersonal skills
  - b. Instruct using a variety of instructional techniques and media.
  - c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
  - d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
  - e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

## VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives as shown in tests and quizzes.
- Completion of written and/or laboratory assignments.
- Labs requiring a summary includes the purpose, what happened and why, and the significance of the “why” to science/ application of the concept today.
- Complete, neat, organized class binder or portfolio.
- Projects.

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Pre-Algebra

II. PROGRAM: Charter Community School, Grades 7-12

III. OBJECTIVES:

The goal in mathematics education is for students to:

- Develop fluency in basic computational skills.
- Develop an understanding of mathematical concepts.
- Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent.
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.
- Make connections among mathematical ideas and between mathematics and other disciplines.

*Number Sense*

1.0 Students know the properties of, and compute with, rational numbers.

2.0 Students use exponents, powers, and roots and use exponents in working with fractions.

*Algebra and Functions*

3.0 Students express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs.

4.0 Students interpret and evaluate expressions involving integer powers and simple roots.

5.0 Students graph and interpret linear and some nonlinear functions.

6.0 Students solve simple linear equations and inequalities over the rational numbers

10.0 Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques (Algebra I standard).

*Measurement and Geometry*

7.0 Students choose appropriate units of measure and use ratios to convert within and between measurement systems to solve problems.

8.0 Students compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale.

9.0 Students know the Pythagorean Theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.

*Statistics, Data Analysis, and Probability*

- 10.0 Students collect, organize, and represent data sets that have one or more variables and identify relationships among variables within a data set:

*Mathematical Reasoning*

- 11.0 Students make decisions about how to approach problems.  
12.0 Students use strategies, skills, and concepts in finding solutions.  
13.0 Students determine a solution is complete and move beyond a particular problem by generalizing to other situations.

IV. COURSE OUTLINE: (Sequence and emphasis vary according to program needs)

**Semester 1**

- A. Review of Fractions (*Standard 1.0*)
1. Fractions
    - a. Recognize different forms of fractions
    - b. Multiply, divide, add & subtract fractions
  2. Area and perimeter
- B. Basic Operations With Integers (*Standard 1.0*)
1. Addition & subtraction
  2. Multiplication & division
- C. Order of Operations (*Standard 1, Grade 7*)
1. P.E.M.D.A.S.
  2. Solve simple problems & problems with rational expressions
- D. Evaluating Expressions (*Standard 3.0*)
1. Evaluating expressions
  2. Evaluating formulas
- E. Simplifying Polynomials (*Standard 10, Algebra I*)
1. Terms & polynomials
  2. Combining like terms
- F. Solving Equations (*Standards 5.0, 6.0, 12.0*)
1. Solving Equations with one step
  2. Solving Equations with two steps
  3. Solving Equations with “x” on both sides of the equation
  4. Basic percent problems
- G. Solving Inequalities (*Standard 5.0*)
1. Graphing Inequalities
  2. Solving Inequalities involving two steps
- H. Word Problems (*Standards 7.0, 8.0, 9.0, 10.0, 12.0*)
1. Translating expressions
  2. Number problems

3. Consecutive integers
  4. Geometry problems
  5. Coin/ticket/sales problems
- I. Laws of Exponents (*Standards 2.0, 4.0*)
1. Product rule
  2. Quotient rule
  3. Negative exponents
- J. Multiplying Polynomials (*Standard 10, Algebra I*)
1. Distributive rule
  2. Using the “FOIL” method
- K. Factoring Polynomials (*Standard 10, Algebra I*)
1. Like terms
  2. Greatest common factor
  3. Factoring polynomials with perfect squares
  4. Factoring easy trinomials
- L. Solving Quadratic Equations (*Standard 12.0*)
1. Solving factored equations
  2. Solving quadratic equations with factoring
- M. Linear Equations & Graphs (*Standard 5.0*)
1. Plotting ordered pairs
  2. Solutions to equations
  3. Completing ordered pairs
  4. Graphing equations
  5. Graphing equations with intercepts

## V. COURSE MATERIALS:

- Holt California Mathematics, Course 2: Pre-Algebra, Holt, Rinehart and Winston, 2008 (Campus, EDTS, HSA I & II)
- Pre Algebra by Joseph Eitel. The Magis Classroom, 2004 (EDTS, HSA III)
- Algebra Essentials, Merrill (Campus)
- Algebra 1, Concepts and Skills, McDougal Littell, 2001 (Campus)
- Algebra Essentials, Merrill (HSA II)
- Beginning Algebra by Margaret Lial. Addison Wesley Publisher, 2000 (HSA III)
- Accelerated Math, State of CA Aligned Libraries (Campus, EDTS)
- Renaissance Math
- Teacher Ancillary Materials

## VI. INSTRUCTIONAL STRATEGIES:

- A. Problem Solving and Critical Thinking:
- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.

- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
  - c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
  - d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
  - e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
    - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
    - ii. Comprehension: grasping or understanding the meaning of informational materials. Use words such as: describe, explain, estimate, predict, identify, differentiate, etc., to encourage students to translate, interpret, and extrapolate.
    - iii. Application: applying previously learned information (or knowledge) to new and unfamiliar situations. Use words such as: demonstrate, apply, illustrate, show, solve, examine, classify, experiment, etc., to encourage students to apply knowledge to situations that are new and unfamiliar.
    - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
    - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
    - vi. Evaluation: judging or deciding according to some set of criteria, without real right or wrong answers. Use words such as: assess, decide, measure, select, explain, conclude, compare, summarize, etc., to encourage students to make judgements according to a set of criteria.
- B. Activity and project-based investigation:
- a. Provide investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development.
- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, and spreadsheets with appropriate technology tools.
  - b. Provide individualized acceleration and remediation in math.
  - c. Provide guided internet instruction and research.

## VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives.
- Completion of coursework:
  - Homework
  - Assignments
  - Quizzes (Announced and Unannounced)
  - Projects
  - Major Exams
- Teacher observation
- Class participation
- Notebook or portfolio

### Evaluation

A = 100-90%

B = 89-80%

C = 79-70%

D = 69-60%

F = 59-0%

I. COURSE TITLE: Residential and Commercial Construction

II. PROGRAM: El Dorado Trade School

III. OBJECTIVES:

Building Trades and Construction Industry Sector

The Building Trades and Construction sector provides a foundation in the building trades and construction industry for secondary students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in the building trades and construction industry. The sector encompasses four career pathways: Cabinetmaking and Wood Products, Engineering and Heavy Construction, Mechanical Construction, and Residential and Commercial Construction. These pathways emphasize processes, systems, and the way in which structures are built. The knowledge and skills are acquired in a sequential, standards-based pathway program that integrates hands-on, project-based, and work-based instruction as well as internship, community classroom, work experience, apprenticeship, and cooperative career technical education. Standards included in the Building Trades and Construction sector are designed to prepare students for technical training, postsecondary education, and entry to a career.

The Residential and Commercial Construction Pathway provides learning opportunities for students interested in preparing for careers in construction (framing, plumbing, electrical, and so forth). The standards focus on the manner in which residential and commercial structures are built.

D1.0 Students understand and apply measurement systems in the planning and layout process used in the residential construction industry:

D1.1 Identify design solutions for residential construction problems.

D1.2 Calculate required materials for residential construction applications.

D1.3 Convert scaled blueprint drawing measurements to full dimensions for a given construction project.

D1.4 Apply conventional construction measurement processes accurately (geometric and trigonometric functions).

D1.5 Know the use of conventional construction formulas to determine production requirements.

D2.0 Students understand the safe and appropriate use of hand tools common to the residential and commercial construction industry:

D2.1 Use the common hand tools of the trade, such as hammers, torches, pliers, wire cutters, pipe cutters, saws, chisels (wood and concrete), and wrenches, safely and properly.

- D2.2 Maintain and care for hand tools used in residential and commercial construction.
- D3.0 Students understand the safe and appropriate use of portable power tools that are common to the residential construction industry and are appropriate to the individual student's level:
  - D3. Use portable power tools, such as circular saws, table saws, saber saws, drills, planers, and sanders, safely and properly.
  - D3.2 Use portable pneumatic tools, such as rough framing nail guns interior finishing and brad nail guns, hammers, impact wrenches, drills, and compressors, safely, and appropriately.
  - D3.3 Maintain and care for portable power tools and portable pneumatic tools.
- D4.0 Students understand project management procedures and processes as they occur in a construction project:
  - D4.1 Interpret and use residential construction blueprints and specifications.
  - D4.2 Understand how to estimate materials from blueprints and specifications.
  - D4.3 Understand the sequencing of events for specific construction projects.
  - D4.4 Solve common residential construction problems, such as framing, plumbing, and electrical, by using the official codes adopted by the state and local building standards commission.
  - D4.5 Understand industry conventions for the creation and maintenance of construction logs.
  - D4.6 Understand customer service/relations as applied to project management and wholesale and retail sales.
- D5.0 Students understand the value and necessity of practicing occupational safety in the construction industry facility and job site:
  - D5.1 Understand the safe use of electrical connection methods and electrical wiring procedures.
  - D5.2 Know the safety procedures and practices in various work environment settings pertaining to residential and commercial construction.
- D6.0 Students understand the variety of building phases, systems, and techniques used in residential and commercial construction:
  - D6.1 Develop building plans and schedules by using processes common to residential and commercial construction.

- D6.2 Understand the processes and materials (e.g., structural, electrical, mechanical, finish) appropriate to the architectural design and residential construction.
- D6.3 Prepare the site layout and the site, including the grading and engineering of the building pad.
- D6.4 Understand the phases of residential and commercial construction.
  
- D7.0 Students understand the impact of financial, technical, environmental, and labor trends on the past and future of the construction industry:
  - D7.1 Understand significant historical trends in the construction industry.
  - D7.2 Develop financial plans for construction projects.
  - D7.3 Understand the environmental regulations that influence residential and commercial design.

IV. COURSE OUTLINE Food Science, Dietetics, and Nutrition (Sequence and emphasis vary according to program needs).

1. Orientation to the Trade (*Standards D1, D7*)
  - a. Describe the history of the construction trade.
  - b. Demonstrate ability to use measurement devices found in construction trades.
  - c. Identify the aptitudes, behaviors, and skills needed to be a successful.
  - d. Identify the training opportunities within construction trades.
  - e. Identify the career and entrepreneurial opportunities within construction trades.
  - f. Identify the responsibilities of a person working in the construction industry.
  
2. Safety (*Standards D2, D3, D5*)
  - a. Demonstrate competency on shop safety procedures.
  - b. Demonstrate safe use of power and hand tools.
  - c. Explain the importance of safety in the construction industry.
  
3. Building materials and fasteners (*Standards D1.2-D1.5, D5.2, D6.2*)
  - a. Identify various types of building materials and their uses.
  - b. State the uses of various types of hardwoods and softwoods.
  - c. Identify the different grades and markings of wood building materials.
  - d. Identify the safety precautions associated with building materials.
  - e. Describe the proper method of storing and handling building materials.
  - f. State the uses of various types of engineered lumber.
  - g. Calculate the quantities of lumber and wood products using industry-standard methods.
  - h. Describe the fasteners, anchors, and adhesives used in construction work and explain their uses.
  
4. Hand and Power Tools (*Standards D2, D3*)
  - a. Identify the hand tools commonly used in construction trades and describe

- their uses.
  - b. Use hand tools in a safe and appropriate manner.
  - c. State the general safety rules for operating all power tools, regardless of type.
  - d. State the general rules for properly maintaining all power tools, regardless of type.
  - e. Identify the portable power tools commonly used in the construction trades and describe their uses.
  - f. Use portable power tools in a safe and appropriate manner.
5. Reading Plans and Elevations (*Standards D4, D6.1*)
- a. Describe the types of drawings usually included in a set of plans and list the information found on each type.
  - b. Identify the different types of lines used on construction drawings.
  - c. Identify selected architectural symbols commonly used to represent materials on plans.
  - d. Identify selected electrical, mechanical, and plumbing symbols commonly used on plans.
  - e. Identify selected abbreviations commonly used on plans.
  - f. Read and interpret plans, elevations, schedules, sections, and details contained in basic construction drawings.
  - g. State the purpose of written specifications.
  - h. Demonstrate or describe how to perform a quantity takeoff for materials.
6. Floor Systems (*Standards D1.2, D1.3, D2.1, D3.1, D4.1, D4.2, D4.4, D5.2, D6.2, D6.4*)
- a. Identify the different types of framing systems.
  - b. Read and interpret drawings and specifications to determine floor system requirements.
  - c. Identify floor and sill framing and support members.
  - d. Name the methods used to fasten sills to the foundation.
  - e. Given specific floor load and span data, select the proper girder/beam size from a list of available girders/beams.
  - f. List and recognize different types of floor joists.
  - g. Given specific floor load and span data, select the proper joist size from a list of available joists.
  - h. List and recognize different types of bridging.
  - i. List and recognize different types of flooring materials.
  - j. Explain the purposes of subflooring and underlayment.
  - k. Match selected fasteners used in floor framing to their correct uses. Estimate the amount of material needed to frame a floor assembly.
7. Wall and ceiling Framing (*Standards D1.2, D1.3, D2.1, D3.1, D4.1, D4.2, D4.4, D5.2, D6.2, D6.4*)
- a. Identify the components of a wall and ceiling layout.
  - b. Describe the procedure for laying out a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing, and fire stops.

- c. Describe the correct procedure for assembling and erecting an exterior wall.
  - d. Identify the common materials and methods used for installing sheathing on walls.
  - e. Lay out, assemble, erect, and brace exterior walls for a frame building.
  - f. Describe wall framing techniques used in masonry construction.
  - g. Explain the use of metal studs in wall framing.
  - h. Describe the correct procedure for laying out ceiling joists.
  - i. Cut and install ceiling joists on a wood frame building.
  - j. Estimate the materials required to frame walls and ceilings.
  - k. Roof Framing
  - l. Understand the terms associated with roof framing.
  - m. Identify the roof framing members used in gable and hip roofs.
  - n. Identify the methods used to calculate the length of a rafter.
  - o. Identify the various types of trusses used in roof framing.
  - p. Use a rafter framing square, speed square, and calculator in laying out a roof.
  - q. Identify various types of sheathing used in roof construction.
  - r. Explain the safety requirements for roof jobs.
  - s. Install fiberglass shingles on gable and hip roofs
  - t. Frame a gable roof with vent openings.
  - u. Frame a roof opening.
  - v. Erect a gable roof using trusses.
  - w. Estimate the materials used in framing and sheathing a roof.
8. Exterior Finishing (*Standards D1.2, D1.3, D2.1, D3.1, D4.1, D4.2, D4.4, D5.2, D6.2*)
- a. Describe the purpose of wall insulation and flashing.
  - b. Install selected common cornices.
  - c. Demonstrate panel siding estimating methods.
  - d. Describe the types and applications of panel siding.
  - e. Describe the types and applications of special exterior finish systems.
  - f. Install types of siding commonly used in this area.
  - g. Doors and Door Hardware
  - h. Identify various types of door jambs and frames and demonstrate the installation procedures for placing selected door jambs and frames in different types of interior partitions.
  - i. Identify different types of interior doors.
  - j. Identify different types of interior door hardware and demonstrate the installation procedures for selected types.
  - k. List and identify specific items included on a typical door schedule.
  - l. Demonstrate the procedure for placing and hanging a selected door.
9. Basic Plumbing (*Standards D1, D2.1, D3.1, D4, D5.2*)
- a. Identify various plumbing materials (metal and plastic) and demonstrate knowledge of how and when each is properly used.
  - b. Identify the type of adhesive used with the appropriate material.
  - c. Demonstrate proper and effective use of thread sealants.

- d. Demonstrate the ability to properly and effectively join sized plastic plumbing materials.
- e. Demonstrate the ability to install a sink faucet.

10. Basic Electrical (*Standards D1, D2.1, D3.1, D4, D5.1*)

- a. Identify sizes of wire commonly found in residential construction.
- b. Demonstrate knowledge of electrical symbols in drawings.
- c. Demonstrate knowledge of basic electrical circuitry.
- d. Demonstrate knowledge of UBC for residential circuits.
- e. Demonstrate ability to properly install a circuit that contains outlets.
- f. Demonstrate ability to properly install a circuit that contains single pole switches.

V. COURSE MATERIALS:

- Teacher Generated Materials
- Industry Developed Materials
- Trade Specific Literature
- CAHSEE Revolutions Prep software

VI. INSTRUCTIONAL STRATEGIES:

A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.
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- B. Activity and project-based investigation:
- a. Provide investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
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- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, and spreadsheets with appropriate technology tools.
  - b. Provide individualized acceleration and remediation in math.
  - c. Provide guided internet instruction and research.

## VII. METHODS OF ASSESSMENT:

- Successful mastery of course objectives.
- Completion of coursework:
  - Homework
  - Assignments
  - Quizzes (Announced and Unannounced)
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  - Major Exams
- Teacher observation
- Class participation
- Notebook or portfolio

### Evaluation

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- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59-0%

I. COURSE TITLE: 11<sup>th</sup> Grade United States History

II. PROGRAMS: Charter Community School, Grades 9-12

III. OBJECTIVES:

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

- 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.
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- 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.
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7 Students analyze America's participation in World War II.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

The intellectual analysis skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

#### *Chronological and Spatial Thinking*

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

#### *Historical Research, Evidence, and Point of View*

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### *Historical Interpretation*

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

#### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

##### Semester 1: Founding a Nation- The New Deal

##### Unit 1 Philosophy of Government (11.1)

- a. The Enlightenment (11.1.1)
- b. The Founding Fathers (11.1.2)
- c. The Civil War and Reconstruction (11.1.4)

##### *Unit 1 Standards:*

- 1.1 Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
- 1.2 Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
- 1.4 Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

##### Unit 2 Immigration (11.2)

- a. Rural-to-Urban Migration (11.2.2)
- b. Ellis Island
- c. The Americanization Movement (11.2.3)
- d. Ideologies of Social Darwinism and the Social Gospel (11.2.7)

##### *Unit 2 Standards:*

- 2.2 Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.
- 2.3 Trace the effect of the Americanization movement.
- 2.7 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).

##### Unit 3 The Role of Religion (11.3)

- a. Religious Revivals and Great Awakenings (11.3.2)
- b. Examples of Religious Intolerance (11.3.3)

##### *Unit 3 Standards:*

- 3.2 Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

- 3.3 Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).

#### Unit 4 The U.S. as a World Power (11.4)

- a. The Open Door Policy (11.4.1)
- b. WWI on the Home Front (11.4.5)

##### *Unit 4 Standards:*

- 4.1 List the purpose and the effects of the Open Door policy.
- 4.5 Analyze the political, economic, and social ramifications of World War I on the home front.

#### Unit 5 The Roaring 20's (11.5)

- a. Attacks on Civil Liberties (11.5.2)
- b. The Role of Women (11.5.4)
- c. Pop Culture and New Technology (11.5.6-7)

##### *Unit 5 Standards:*

- 5.2 Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
- 5.4 Analyze the passage of the Nineteenth Amendment and the changing role of women in society.
- 5.6 Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- 5.7 Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

#### Unit 6 The Great Depression and the New Deal (11.6)

- a. Principal Causes of the Great Depression (11.6.2)
- b. The Dust Bowl (11.6.3)
- c. The New Deal Economic Policies (11.6.4)

##### *Unit 6 Standards:*

- 6.2 Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
- 6.3 Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

- 6.4 Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

Semester 2: WWII – Contemporary U.S.

### Unit 7: Participation in WWII

- a. The attack on Pearl Harbor and Battles in the Pacific (11.7.1-2)
- b. U.S. Foreign Policy (11.7.4)
- c. Constitutional Issues on the Home Front (11.7.5)
- d. Modern Warfare and the Atomic Bomb (11.7.6-7)

#### *Unit 7 Standards:*

- 7.1 Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- 7.2 Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
- 7.4 Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
- 7.5 Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.
- 7.6 Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
- 7.7 Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).

### Unit 8 Post WWII

- a. Mexican Immigration (11.8.2)
- b. Presidential Powers (11.8.3 and 11.8.5)
- c. Technological Developments (11.8.7)

#### *Unit 8 Standards:*

- 8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
- 8.3 Examine Truman's labor policy and congressional reaction to it.

- 8.5 Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
- 8.7 Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

#### Unit 9 U.S. Foreign Policy since WWII

- a. The United Nations (11.9.1)
- b. The Cold War (11.9.2-3)
- c. The Vietnam War (11.9.4)

#### *Unit 9 Standards:*

- 9.1 Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
- 9.2 Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
- 9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:
  - a. The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting
  - b. The Truman Doctrine
  - c. The Berlin Blockade
  - d. The Korean War
  - e. The Bay of Pigs invasion and the Cuban Missile Crisis
  - f. Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies
  - g. The Vietnam War
  - h. Latin American policy
- 9.4 List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).

#### Unit 10 The Civil Rights Movement

- a. Key Events, Policies, and Court Cases (11.10.2)
- b. Martin Luther King Jr. (11.10.4)
- c. Women's Rights Movement (11.10.7)

#### *Unit 10 Standards:*

- 10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

- 10.4 Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
- 10.7 Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

#### Unit 11 Contemporary American Society

- a. Environmental Conservation (11.11.5)
- b. Poverty and Reform Programs (11.11.6)

#### *Unit 11 Standards:*

- 11.5 Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
- 11.6 Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

#### V. COURSE MATERIALS:

Globe Fearon American History- Civil War to the Present, Pearson Education.

[www.unitedstreaming.com](http://www.unitedstreaming.com)

[www.history.com](http://www.history.com)

[www.cagle.com](http://www.cagle.com)

[S.C.O.R.E. History/Social Science K-12](#) : These websites contains lesson plans, information on assessments, resources, standards and frameworks for California teachers.

#### VI. INSTRUCTIONAL STRATEGIES:

##### A. Problem Solving and Critical Thinking:

- a. Use teaching strategies that promote student learning, critical thinking, and problem solving.
- b. Teach critical thinking skills to help students make informed decisions and solve both hypothetical and real-life problems, including work-related issues and tasks.
- c. Help students understand how to create alternative solutions by using skills such as flexibility, logical reasoning, and analytical thinking.
- d. Use and teach systematic problem-solving that incorporate input, process, outcome, and feedback components.
- e. Provide instruction and activities to encourage the use of all six thinking categories of Bloom's Taxonomy:
  - i. Knowledge: remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong)

answers. Use words and phrases such as: how many, when, where, list, define, tell, describe, identify, etc., to draw out factual answers, testing students' recall and recognition.

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  - iv. Analysis: breaking down information into parts, or examining (and trying to understand the organizational structure of) information. Use words and phrases such as: what are the differences, analyze, explain, compare, separate, classify, arrange, etc., to encourage students to break information down into parts.
  - v. Synthesis: applying prior knowledge and skills to combine elements into a pattern not clearly there before. Use words and phrases such as: combine, rearrange, substitute, create, design, invent, what if, etc., to encourage students to combine elements into a pattern that's new.
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- a. Provide in-depth investigations and application of real world situations, including guest speakers and field trips.
  - b. Incorporate cooperative learning strategies.
  - c. Incorporate activities that encourage creative application of skills and cross-disciplinary interaction and development such as creating board games, using simulations, and constructing future timelines.
- C. Technology-based Learning:
- a. Produce work such as projects, presentations, papers, spreadsheets, and lab reports with appropriate technology tools.
  - b. Provide individualized remediation in math and language arts.
  - c. Provide guided internet instruction and research.
- D. Reading:
- a. Encourage research using both primary and secondary source documents:
    - i. Course texts and ancillary materials:
      - 1. Teacher-generated materials
      - 2. Print, film, and electronic media
  - b. Investigate themes, motifs, and symbols used in texts. Discuss historical and cultural implications of text.

E. Writing:

- a. Teach students to write clearly and precisely, including development of clear thesis statements.
- b. Provide a variety of opportunities to write in various genres: handouts, resumes, cover letters, essays to persuade, narration, newspaper articles, description, brochures.
- c. Instruct in summarizing and note-taking strategies.
- d. Provide grammar instruction as applied directly to student writing.

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- a. Cultivate interpersonal skills
- b. Instruct using a variety of instructional techniques and media.
- c. Encourage active listening, thoughtful questioning, and knowledge of audience through lectures, guest speakers, and pair, small group, and whole-class discussion.
- d. Provide opportunities for oral presentations, including individual, pair, and small group projects.
- e. Provide instruction in the elements of a well-presented argument, including valid conclusions.

VII. METHODS OF ASSESSMENT:

Grades will be determined by the following modes of assessment:

1. Homework
2. Daily In-class Assignments
3. Quizzes (Announced and Unannounced)
4. Writing assignments and essays
5. Projects (this includes a Research project)
6. Major Exams

Evaluation

- A = 100-90%  
B = 89-80%  
C = 79-70%  
D = 69-60%  
F = 59-0%

I. COURSE TITLE: World History

II. PROGRAM: Charter Community School, Grades 9-12

III. OBJECTIVES:

*Development of Modern Political Thought*

- 10.1 Relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought...
- 10.2 Compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

*Industrial Expansion and Imperialism*

- 10.3 Analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- 10.4 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.

*Causes and Effects of the First World War*

- 10.5 Analyze the causes and course of the First World War.
- 10.6 Analyze the effects of the First World War.

*Causes and Effects of the Second World War*

- 10.7 Analyze the rise of totalitarian governments after World War I.
- 10.8 Analyze the causes and consequences of World War II

*International Developments in the Post World War II Era*

- 10.9 Analyze the international developments in the post-World War II world.
- 10.9.1 Analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- 10.9.2 Analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).

The intellectual analysis skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

- 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

#### Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

#### Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

### IV. COURSE OUTLINE – (Sequence and emphasis vary according to program needs)

#### Unit 1- 10.1: Pre-history: archeology and anthropology

- a. The Beginning River civilizations
- b. The Agricultural Revolution
- c. The First Kingdoms of Egypt and the Middle East
- d. Egypt: Old, Middle and New Kingdoms
- e. Greece: Minoan Civilization, Rise of democracy, Hellenistic Culture
- f. Rome: Early development, rise of the citizen/soldier, fall of the empire

#### *Unit 1 Standards:*

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.

#### Unit 2- 10.2 Middle Ages to Renaissance

- a. Feudal system and chivalry
- b. Rise of Kingdoms/Resurgence of Trade
- c. Renaissance and Exploration
- d. Discovery, Science and Art
- e. Colonization and Empire
- f. England: Beginnings to Henry VIII, Elizabethan England and Industrial Revolution, Building an Empire
- g. France: Rise of Absolutism to Louis XIV, Revolution to Napoleon, Struggle for a Republic
- h. Formation of nations: Imperialism, Nationalism, Militarism
- i. Russia: Background of the Czars, Rise of Communism

#### *Unit 2 Standards:*

1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

#### Unit 3- 10.3 through 10.6: World War I

- a. Rise of the Germanic Kingdoms
- b. Colonial Unrest and nationalism
- c. Assassination and Allegiances
- d. Battles and Aftermath
- e. American Entry into War

#### *Unit 3 Standards:*

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

1. Analyze why England was the first country to industrialize.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

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.

1. Describe the rise of industrial economies and their link to imperialism and colonial-ism (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).
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.
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.
4. 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.

10.5 Students analyze the causes and course of the First World War.

1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."
2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).
3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.
5. Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.

#### 10.6 Students analyze the effects of the First World War.

1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.
2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.
3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway).

#### Unit 4- 10.7 and 10.8: World War II

- a. Rise of Nazism in Germany
- b. Rise of fascism in Italy and Spain
- c. Rise of militarism in Japan
- d. Steps to War and First Battles, German Expansion
- e. America's Entrance to War
- f. The European Battlefield
- g. South Pacific Battlefields
- h. Technology, Weaponry, Nuclear Development
- i. The Aftermath of War

#### *Unit 4 Standards:*

#### 10.7 Students analyze the rise of totalitarian governments after World War I.

1. Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).
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).
3. Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.

#### 10.8 Students analyze the causes and consequences of World War II.

1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.
2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.
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, with emphasis on the importance of geographic factors.

4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).
5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

#### Unit 5- 10.9 and 10.10: The Nuclear Age

- a. Europe After WWII
- b. South Pacific after WWII
- c. The U.S. and U.S.S.R. Superpowers
- d. Communist Revolution in China
- e. Zionist Movement: Birth of Israel
- f. The Divided World: The Iron Curtain, Korea, Vietnam

#### *Unit 5 Standards:*

10.9 Students analyze the international developments in the post-World World War II world.

1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.
4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
5. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.
8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

Unit 6- 10.9 through 10.11: Post Cold War

- a. The Israel-Arab Conflict
- b. Struggle of Third World Nations: Development in Latin America and Africa
- c. Technological Change/Economic Upheaval

*Unit 6 Standards:*

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## V. COURSE MATERIALS

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Modern World History McDougal Little (H.S.A. II)

[www.unitedstreaming.com](http://www.unitedstreaming.com)

[www.history.com](http://www.history.com)

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