

**Scope & Sequences**

**For**

**MATHEMATICS**

**Pre-Algebra**

**Intensive Mathematics**

**Algebra I**

**Geometry**

**Algebra II**

**Math Analysis**

**Pre-calculus**

**AP Calculus AB**



<b>Curriculum Framework for Pre-Algebra</b>			
Freire Charter School Wilmington Curricular Tools: Glencoe <i>Pre-Algebra</i> , 2012		Grade 8	
<b>Unit 1: The Concept of Congruence</b> Timeline: 5 weeks (55-minute lessons each day)			
Theme and Big Ideas: Students will be able to use models to show their understanding of congruent one- and two-dimensional figures.			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
8.G.A.1 8.G.A.2 8.G.A.5	<ul style="list-style-type: none"> <li>Congruent figures can be formed by a series of rigid transformations.</li> <li>Understand angle relationships in one and two-dimensional figures.</li> </ul>	<ul style="list-style-type: none"> <li>How can you use models of one and two-dimensional figures to show congruent figures?</li> </ul>	<p><b>FORMATIVE: 5 QUIZZES</b></p> <p><b>SUMMATIVE: MID-UNIT AND UNIT TEST</b></p>
<b>Unit 2: Similarity</b> Timeline: 5 weeks (55-minute lessons each day)			
Theme and Big Ideas: Students will be able to use models to show their understanding of similar one- and two-dimensional figures.			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
8.G.A.3 8.G.A.4 8.G.A.5 8.G.B.6 8.G.B.7	<ul style="list-style-type: none"> <li>Similar figures can be formed by a series of transformations.</li> <li>Understanding dilations to prove similarity.</li> </ul>	<ul style="list-style-type: none"> <li>How can you use models of one and two-dimensional figures to show similar figures?</li> </ul>	<p><b>FORMATIVE: 5 QUIZZES</b></p> <p><b>SUMMATIVE: MID-UNIT AND UNIT TEST</b></p>
<b>Unit 3: Numerical Roots and Radicals</b> Timeline: 3 weeks (55-minute lessons each day)			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
8.NS.A.1 8.NS.A.2	<ul style="list-style-type: none"> <li>Squares and Radicals can help solve real world problems.</li> </ul>	<ul style="list-style-type: none"> <li>What is the difference between rational and irrational numbers?</li> </ul>	<p><b>FORMATIVE: 6 QUIZZES</b></p>

<p>8.EE.A.1 8.EE.A.2</p>	<ul style="list-style-type: none"> <li>Squares and Radicals affect the numbers that are being used within an operation.</li> <li>The rules for radicals can be applied to variable expressions.</li> </ul>	<ul style="list-style-type: none"> <li>How do radicals and squares help solve real world problems?</li> <li>How are radicals and squares useful for solving equations and manipulating numbers?</li> </ul>	<p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 4: Pythagorean Theorem, Distance, and Midpoint</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> This unit will provide a deeper understanding of the Pythagorean Theorem and its converse for students. They will apply the theorem to problems involving right triangles that model real world problems. They will also find distances and midpoints between two points.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b> 8.G.B.6 8.G.B.7 8.G.B.8</p>	<p><b>UNIT CONCEPTS</b> <b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>The Pythagorean Theorem can be used to solve real world problems.</li> <li>The Pythagorean Theorem aids in solving problems involving right triangles.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does the Pythagorean Theorem help solve real world problems?</li> <li>How do we compute the distance and midpoint within problems?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 5: Scientific Notation</b>  <b>Timeline: 1 week (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> This unit will introduce the concept of scientific notation to students. It will demonstrate the purpose of scientific notation and how to write numbers using this form. They will be able to convert numbers between scientific notation and standard form, as well as perform different operations within equations.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b> 8.EE.A.3 8.EE.A.4</p>	<p><b>UNIT CONCEPTS</b> <b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Scientific notation will help demonstrate very large and very small numbers when solving real world application problems.</li> <li>Numbers can be represented in scientific notation and still be manipulated using operations such as addition, subtraction, multiplication, and division</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How will scientific notation help when writing numbers and equations?</li> <li>How is scientific notation used in real world application problems?</li> <li>How are numbers compared and manipulated using scientific</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: MID-UNIT AND UNIT TEST</b></p>

			notation?	
<p><b>Unit 6: Linear Equations</b>  <b>Timeline: 8 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> In this unit, students extend what they already know about unit rates and proportional relationships to linear equations and their graphs. Students understand the connections between proportional relationships, lines, and linear equations. Also, students learn to apply the skills they acquired in Grades 6 and 7, with respect to symbolic notation and properties of equality to transcribe and solve equations in one variable and then in two variables.</p>				
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>8.EE.C.7  8.EE.B.5  8.EE.B.6  8.EE.C.8</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>How to solve an equation in one variable</li> <li>How to solve an equation for a variable in the equation.</li> <li>Various methods can be used to solve equations, and the solution to an equation can be checked by substituting into the original equation.</li> <li>The point at which lines intersect is the solution to the system with those lines.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can the value of an unknown variable be found?</li> <li>What is meant by the slope of a line, and how can knowing a line's slope help to graph a line and find parallel and perpendicular lines?</li> <li>How can real world situations be modeled by systems? How can solutions to a system be found?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 8 QUIZZES</b></p> <p><b>SUMMATIVE: MID-UNIT AND UNIT TEST</b></p>	
<p><b>Unit 7: Functions</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> This unit will allow students to understand how functions operate and relates to a graph. They will compare properties of two functions and represent functions in multiple ways. They will be introduced to slope-intercept form and recognize that the graph will be a straight line. They will also construct graphs from two quantities that form a linear relationship and describe the relationship using that graph.</p>				
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>8.F.A.1  8.F.A.2  8.F.A.3  8.F.B.4  8.F.B.5</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>The definition of a function and what it's graph represents.</li> <li>Properties of functions and their graphs are similar but not identical.</li> <li>Slope-intercept form is an easy way of graphing functions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What is a function?</li> <li>How are functions represented?</li> <li>What can a relationship between numbers tell about a problem?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 6 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>	

	<ul style="list-style-type: none"> <li>• The ability to graph a function and write a function from a graph.</li> </ul>	<ul style="list-style-type: none"> <li>• Are properties of functions and graphs the same for all functions?</li> </ul>	
<p><b>Unit 8: Data</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> This unit will allow students to examine scatter plots and interpret data into a graph. They will be able to understand different patterns and lines of best fit within graphs. They will use linear models and two variable data to explain real life situations. They also will examine frequencies and bivariate data.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Scatter plots, line of best fit, and frequencies all help interpret data within a problem.</li> <li>• Patterns can be modeled using different graphs.</li> <li>• Straight lines are widely used to model relationships.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>8.SP.A.1 8.SP.A.2 8.SP.A.3 8.SP.A.4</p>		<ul style="list-style-type: none"> <li>• How can information from a problem be represented in a way to see a pattern or a frequency?</li> <li>• What is a line of best fit and how can it simply a conclusion?</li> <li>• Are interpretation and predication an accurate conclusion for a problem?</li> </ul>	<p><b>FORMATIVE: 2 QUIZZES</b> <b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 9: 3-D Geometry</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> This unit will allow students to learn about 3-dimensional solids and how to calculate their volume. They will also use these formulas to solve real world problems.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• There are different formulas that can be used when solving for the volume of a 3-dimensional figure.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>• What is a 3-dimensional figure?</li> <li>• How can I find the volume of a 3-dimensional figure?</li> <li>• How can the volume of a 3-dimensional figure help me solve real world problems?</li> </ul>	<p><b>ASSESSMENTS</b></p>
<p>8.G.C.9</p>			<p><b>FORMATIVE: 2 QUIZZES</b> <b>SUMMATIVE: UNIT TEST</b></p>
<p><b>FINAL EXAM</b></p>			

<b>Curriculum Framework: Intensive Mathematics</b>		
Freire Charter School Wilmington Curricular Tools: McDougal Littell, <i>Algebra Readiness</i> ; <a href="http://www.khanacademy.org">www.khanacademy.org</a>		Grade 8 or 9
Note: * This course is designed to remediate students' foundational math skills; skill alignment is at appropriate remediation levels, not necessarily appropriate CCSS grade levels.		
<b>Unit 1: Rational, Irrational Numbers and Number Systems</b> <b>Timeline: 1 week (55-minute lessons each day)</b>		
Themes and Big Ideas: This unit focuses on categorizing numbers and identifying their properties. Students will investigate irrational numbers by approximation. This unit highlights the nested subsets of real number system and requires students to classify real numbers.		
DELAWARE STANDARDS ALIGNMENT / CCSS*	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
8.NS.A.1 8.NS.A.2 6.NS.C.7	<ul style="list-style-type: none"> <li>• Rational numbers represent findable values.</li> <li>• Working with irrational numbers may involve estimation.</li> <li>• Estimation of radicals involves perfect squares.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it impossible to determine the exact value of an irrational number?</li> </ul>
		<b>ASSESSMENTS</b>
		<b>FORMATIVE: 1 QUIZ</b>
		<b>SUMMATIVE: OPEN-ENDED ESSAY RESPONSE</b>
<b>Unit 2: Order of Operations</b> <b>Timeline: 2 weeks (55-minute lessons each day)</b>		
Themes and Big Ideas: In preparation for algebra, students will simplify expressions involving whole numbers, addition, subtraction, multiplication, division, exponents and grouping symbols. This unit explores distributive, associative and commutative properties.		
DELAWARE STANDARDS ALIGNMENT / CCSS*	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
5.OA.A.1	<ul style="list-style-type: none"> <li>• The order of operations is universally applicable</li> <li>• Addition and subtraction are computed from left to right when simplifying expressions.</li> <li>• Multiplication and division are computed from left to right when simplifying expressions.</li> <li>• Operations create relationships between numbers.</li> <li>• The relationships among the operations and their properties promote computational fluency.</li> </ul>	<ul style="list-style-type: none"> <li>• How can adding a negative represent subtraction?</li> <li>• What does it mean that the order of operations is a convention?</li> </ul>
		<b>ASSESSMENTS</b>
		<b>FORMATIVE: 2 QUIZZES</b>
		<b>SUMMATIVE: UNIT TEST</b>
<b>Unit 3: Prime Factorization, Greatest Common Factor and Least Common Multiple</b> <b>Timeline: 2 weeks (55-minute lessons each day)</b>		

<p><b>Themes and Big Ideas:</b> Knowing the prime factorization of a number is essential in finding least common multiples and greatest common factors. Venn diagrams can help students to visualize the intersection (GCF) and union (LCM) of a set of values. These skills will prove applicable later when working with polynomials.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p> <p>6.NS.B.4</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>One is not a prime number.</li> <li>There are infinite prime numbers, to which no pattern has been identified.</li> <li>The least common multiple and greatest common factor of a set of values are determined by their prime factorization.</li> <li>The LCM of two values can be determined by taking their product and dividing by the GCF.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How is thinking about values by their prime factorization useful?</li> </ul> <p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 4: Unit Rates, Ratios and Proportions</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> Many real world scenarios can be modeled with ratios and proportions. The ability to identify unit rates has immediate applications. Developing proportional reasoning through exposure to numerical and real world problems is a precursor to algebra.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p> <p>6.RP.A.1 6.RP.A.2 6.RP.A.3</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>A ratio is a comparison between two values.</li> <li>When a ratio compares two different units, the unit rate can be determined.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How are ratios and proportions used in real world applications?</li> <li>In what ways do unit measures and proportions relate?</li> </ul> <p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 5: Word Problems and Number Sense</b>  <b>Timeline: 2 week (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> The concretization and abstraction of quantities are skills that are essential for understanding mathematical models and their applications. This unit focuses on estimation and determining which mathematical operations best represent real world scenarios as well as units of measure. Every unit that follows will include word problems.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT /</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>ASSESSMENTS</b></p>



<p><b>CCSS*</b> 5.OA.A.2 CCSS Modeling Standards</p>	<ul style="list-style-type: none"> <li>Each operation can be represented by a variety of words.</li> <li>Understanding what a word-problem is asking is essential in determining what data is needed.</li> <li>There are a variety of techniques that may assist in solving word problems.</li> </ul>	<ul style="list-style-type: none"> <li>How do we determine what the appropriate steps are to solve a given word problem?</li> </ul>	<p><b>FORMATIVE: 1 QUIZ</b> <b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 6: Integer Operations</b> <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> If students do not master operations involving negative integers, they will be hindered from finding deep understanding in high school mathematics. While there are tricks that can be applied, it is crucial that students compute accurately with negatives and also understand and can explain conceptually the ideas that operations with negatives represent.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p>	<p><b>UNIT CONCEPTS</b> <b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>6.NS.C.5</p>	<ul style="list-style-type: none"> <li>Negative means opposite.</li> <li>Subtracting is best understood as adding a negative.</li> </ul>	<ul style="list-style-type: none"> <li>How are negative numbers represented in real life?</li> </ul>	<p><b>FORMATIVE: 2 QUIZZES</b> <b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 7: Absolute Value</b> <b>Timeline: 1 week (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> Distance is always represented by nonnegative values. Determining the distance between two points, regardless of dimensionality, involves using absolute value. Simplifying expressions involving absolute value and solving for an unknown will be the oci of this unit.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p>	<p><b>UNIT CONCEPTS</b> <b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>6.NS.C.7</p>	<ul style="list-style-type: none"> <li>Absolute value is the distance a value is from 0 on a number line.</li> <li>Absolute value is always positive.</li> <li>Negative values can be described with their opposites.</li> <li>Absolute value bars are grouping symbols.</li> <li>The distance between two values is the absolute value of their difference.</li> </ul>	<ul style="list-style-type: none"> <li>How can absolute value help us find the distance between two values?</li> </ul>	<p><b>FORMATIVE: 2 QUIZZES</b> <b>SUMMATIVE: OPEN-ENDED ESSAY RESPONSE</b></p>

<p><b>Unit 8: Operations with Fractions</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Often students who struggle with fractions in their teenage years do not have a conceptual understanding of what ratios represent. This unit focuses on fractions as the quotient of two values and builds facility in the four basic operations involving fractions, whole numbers and mixed numbers. Explaining the reasoning behind steps used to add, subtract, multiply and divide fractions will be a highlight.</p> <p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p> <ul style="list-style-type: none"> <li>6.NS.A.1</li> <li>5.NF.B.6</li> <li>5.NF.B.7</li> </ul>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Equivalent fractions have the same value.</li> <li>Multiplying the numerator and denominator by the same value is an application of the multiplicative identity.</li> <li>Any operation with fractions can be represented numerically and visually.</li> <li>Understanding the procedures conceptually is essential to mastering operations with fractions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>MIDTERM</b></p>			
<p><b>Unit 9: Operations with Decimals and Percents</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Working with decimals can lead to deeper understandings of place value. When students internalize that decimal portions of values are a continuation of place value, they can apply skills they have used in working with whole numbers to operations involving decimals. This unit will include visual representations and rounding.</p> <p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p> <ul style="list-style-type: none"> <li>6.NS.B.2</li> <li>6.NS.A.3</li> <li>6.RP.A.3c</li> </ul>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Lining up place values is essential when adding or subtracting whole numbers, but not with multiplication or division – working with decimals follows the same principles.</li> <li>A percent is a number out of 100.</li> <li>Converting between percents and decimals is done by multiplying or dividing by 100.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can we apply rules of working with integers to decimals?</li> <li>Which is always larger, a percent or its decimal equivalent? (positive values only)</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 10: Representations, Conversion and Ordering Numbers</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			

<p><b>Themes and Big Ideas:</b> In this unit, students will compare and order expressions involving integers, fractions, decimals, percents, absolute value and other grouping symbols. Students will approximate values' placements on a number line. This incorporates of much of the work that students have done so far in this course and will develop a synthesis of understandings on related topics.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
<p>5.MD.A.1</p>	<ul style="list-style-type: none"> <li>It is easiest to compare unfamiliar values by converting them all to a similar form.</li> <li>A value might be best represented in a variety of ways depending on context.</li> </ul>	<ul style="list-style-type: none"> <li>What properties of a given representation lend it to being applied in real world settings?</li> </ul>
<p><b>Unit 11: Rules of Exponents</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> In this unit, students will expand powers into repeated multiplication. Requiring that bases be factored completely before expanding will strengthen the conceptual grasp on rules of exponents. The focus will be on showing work through these methods and then determining the simplified expressions. The rules of exponents will be learned by inductive reasoning.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
<p>8.EE.A.1</p>	<ul style="list-style-type: none"> <li>Exponents represent repeated multiplication.</li> <li>The rules of exponents are shortcuts that can be easily generated with a strong conceptual understanding of exponents.</li> <li>Any nonzero value raised to the power of 0 equals 1.</li> </ul>	<ul style="list-style-type: none"> <li>What are the correlations between multiplication as repeated addition and exponents as repeated multiplication?</li> </ul>
<p><b>Unit 12: Scientific Notation and Powers of 10</b>  <b>Timeline: 1 week (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> This unit builds on the concept of place value by writing values as the sum of multiples of powers of ten (i.e., expanded notation). Students learn to express very large and small numbers in scientific notation. Comparing values expressed in scientific notation as well as performing operations on them is required.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
<p>5.NBT.A.2</p>	<ul style="list-style-type: none"> <li>Scientific notation is used to represent very</li> </ul>	<ul style="list-style-type: none"> <li>How does performing</li> </ul>
		<p><b>ASSESSMENTS</b></p>
		<p><b>FORMATIVE: 1 QUIZ</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
		<p><b>ASSESSMENTS</b></p>
		<p><b>FORMATIVE: 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>ASSESSMENTS</b></p>		
<p><b>FORMATIVE: 1 QUIZ</b></p>		

<p>8.EE.A.3 8.EE.A.4</p>	<p>large and small quantities.</p> <ul style="list-style-type: none"> <li>• Powers of ten are used because we use base ten. If a very large or very small value were written in base <math>x</math>, we would then use powers of <math>x</math>.</li> <li>• When converting between standard and scientific notation, the number of places the decimal moves and the value of the exponent are related but this is not generalizable to bases other than 10.</li> </ul>	<p>operations with scientific notation strengthen prior understandings?</p>	<p><b>SUMMATIVE: MINI-TEST</b></p>
<p><b>Unit 13: Geometry and Measurement in Settings</b> <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> Students will learn about categories and subcategories of 2-dimensional shapes and classify them. The hierarchy of quadrilaterals will be explored. The focus of this unit will be on problems in settings and identifying the number of relevant dimensions to determine whether each problem requires the computation of perimeter or area, surface area or volume, or whether the unknown is a single-dimension. These word problems will require students to apply skills learned throughout the course in conjunction with geometry and measurement.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>5.G.B.3 5.G.B.4 5.MD.C.3 5.MD.C.5 6.G.A.1</p>	<ul style="list-style-type: none"> <li>• Objects can be modeled through geometry.</li> <li>• Perimeter is represented by one-dimension, area and surface area by two and volume by three.</li> </ul>	<ul style="list-style-type: none"> <li>• How does looking at various models involving operations with fractions deepen our understanding?</li> </ul>	<p><b>FORMATIVE: 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 14: Data Analysis and Scatter Plots</b> <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students will explore scatter plots and lines of best fit. The focus will be on analysis, including the affordances and constraints of using a line of best fit.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS*</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>8.SP.A.1 8.SP.A.2</p>	<ul style="list-style-type: none"> <li>• A scatter plot is an array of data points.</li> <li>• A line of best fit is used to best approximate a</li> </ul>	<ul style="list-style-type: none"> <li>• How accurately can we make predictions using lines of best</li> </ul>	<p><b>FORMATIVE: QUIZZES</b></p>

	<ul style="list-style-type: none"> <li>scatter plot and to predict future outcomes. Generally, the closer the clustering, the more accurate the predictions.</li> </ul>	fit?	<b>SUMMATIVE: UNIT TEST</b>
<b>Unit 15: Probability</b> <b>Timeline: 3 weeks (55-minute lessons each day)</b>			
<b>Themes and Big Ideas:</b> Probability is used in area as diverse as sports and quantum physics. This unit generates a basic understanding of sample space and how to determine simple probability. Independent, dependent and compound events will be touched upon as well as the Fundamental Counting Principle, factorials, combinations and permutations.			
<b>DELAWARE STANDARDS / ALIGNMENT / CCSS*</b>	<b>UNIT CONCEPTS</b> <b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
S-CP.A.1 S-CP.A.2 S-CP.A.3 S-CP.B.7 S-CP.B.9	<ul style="list-style-type: none"> <li>Probability is used to make inferences and predictions.</li> <li>Simple probability is expressed by a ratio, decimal or percent.</li> <li>The probability of an event's occurrence can be predicted with varying degrees of confidence.</li> <li>The experimental probability of an event will approach its theoretic probability as the number of trials increases.</li> </ul>	<ul style="list-style-type: none"> <li>What factors affect the accuracy of our predictions? And in what ways?</li> </ul>	<b>FORMATIVE: 1 QUIZ</b>  <b>SUMMATIVE: MINI-TEST</b>
<b>FINAL</b>			



<b>Curriculum Framework for Algebra I</b>			<b>Grade 9</b>
<p><b>Freire Charter School Wilmington</b>  <b>Curricular Tool: Glencoe Algebra 1, 2012</b></p>			
<p><b>Unit 1: Relationship Between Quantities and Reasoning with Equations and Their Graphs</b>  <b>Timeline: 6 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> By the end of Grade 8, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students are introduced to non-linear equations and their graphs. They formalize their understanding of equivalent algebraic expressions and begin their study of polynomial expressions. Further, they learn that there are some actions that, when applied to the expressions on both sides of an equal sign, will not result in an equation with the same solution set as the original equation. Finally, they encounter problems that induce the full modeling cycle, as it is described in the Common Core Learning Standards for Mathematics.</p>			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
N-Q.1 N-Q.2 N-Q.3 A-CED.2 A-SSE.2 A-APR.1 A-CED.3 A-CED.4 A-REI.1 A-REI.3 A-REI.5 A-REI.6 A-REI.10 A-REI.12 A-SSE.1 A-CED.1 A-CED.2	<ul style="list-style-type: none"> <li>• Graphs of various functions</li> <li>• Analyzing graphs in real-world situations</li> <li>• Using the commutative, distributive and associative properties with expressions</li> <li>• Combining expressions using basic operations</li> <li>• Solving equations and inequalities</li> <li>• Rearranging formulas</li> </ul>	<ul style="list-style-type: none"> <li>• How do we represent unknown quantities?</li> <li>• What can we learn from analyzing the graph of a function?</li> <li>• How can the value of an unknown variable be found?</li> </ul>	<b>FORMATIVE: 8 QUIZZES</b>  <b>SUMMATIVE: MID-UNIT AND UNIT TEST</b>

<p><b>Unit 2: Graphing Linear Equations</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit covers how to graph linear equations and different forms the equations can be written in. Students will also learn how write the equation of a line with given qualities. The relationships between vertical and horizontal lines, parallel lines, and perpendicular lines will be covered.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b> S-ID.7</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Slope (rate of change)</li> <li>How to graph a line</li> <li>Know the different forms the equation a line can take</li> <li>Intercepts of a line</li> <li>Horizontal and Vertical lines</li> <li>Parallel Lines and their slopes</li> <li>Perpendicular lines and their slopes</li> <li>How to write the equation of a line given characteristics of the line</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What is meant by the slope of a line, and how can knowing a line's slope help to graph a line and find parallel and perpendicular lines?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 3: Solving and Graphing Linear Inequalities</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit builds upon the methods of solving equations and demonstrates the similarities and differences between solving equations and solving inequalities</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b> A-CED.2 A-REI.3</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>The vocabulary associated with inequalities.</li> <li>Steps used to solve inequalities</li> <li>The difference between and &amp; or statements</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can related values that are not equivalent be represented?</li> <li>How do we solve for a variable in an inequality?</li> <li>What are the real-world applications for inequalities?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>



<b>MIDTERM EXAM</b>			
<p><b>Unit 4: Linear and Exponential Functions</b>  <b>Timeline: 6 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> In earlier grades, students define, evaluate, and compare functions and use them to model relationships between quantities. In this module, students extend their study of functions to include function notation and the concepts of domain and range. They explore many examples of functions and their graphs, focusing on the contrast between linear and exponential functions. They interpret functions given graphically, numerically, symbolically, and verbally; translate between representations; and understand the limitations of various representations.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
F-IF.A.1 F-IF.A.2 F-IF.A.3 F-IF.B.6 F-BF.A.1a F-LE.A.1 F-LE.A.2 F-LE.A.3 F-IF.B.4 F-IF.B.5 F-IF.C.7a A-REI.D.11 F-BF.B.3 A-CED.A.1 A-SSE.B.3c F-IF.C.9 F-BF.A.1a F-LE.A.2 F-LE.B.5	<ul style="list-style-type: none"> <li>• Know what exponential growth is.</li> <li>• The difference between growth rate and a growth factor.</li> <li>• Know what exponential decay is.</li> <li>• Rules for exponents.</li> <li>• Understand functions.</li> <li>• Understand and generalize transformations of functions.</li> </ul>	<ul style="list-style-type: none"> <li>• How is compounded interest different from simple interest?</li> </ul>	<p><b>FORMATIVE: 10 QUIZZES</b></p> <p><b>SUMMATIVE: MID-UNIT AND UNIT TEST</b></p>
<p><b>Unit 5: Polynomials</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit explores basic operations that can be done with polynomials. This unit focuses on like terms, adding, subtracting, multiplying, and dividing polynomials.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS

<p>A-SSE.2 A-APR.3 A-APR.6 A-REI.4</p>	<ul style="list-style-type: none"> <li>• If the product of two factors is zero, one of the factors is zero.</li> <li>• To add or subtract polynomials, only like terms can be combined.</li> <li>• To multiply polynomials, each term of the terms of one polynomial is multiplied to each term of the second polynomial</li> <li>• Factoring is another way of rewriting a polynomial.</li> </ul>	<ul style="list-style-type: none"> <li>• How does understanding the order of operations apply to working with polynomials?</li> <li>• Why can't we combine unlike terms?</li> </ul>	<p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 6: Polynomial and Quadratic Expressions, Equations, and Functions</b> <b>Timeline: 6 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> Students have been analyzing the process of solving equations and developing fluency in writing, interpreting, and translating between various forms of linear equations and linear and exponential functions. Here students continue to interpret expressions, create equations, rewrite equations and functions in different but equivalent forms, and graph and interpret functions, but this time using polynomial functions, and more specifically quadratic functions, as well as square root and cube root functions.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>A-SSE.A.1 A-SSE.A.2 A-SSE.B.3a A-APR.A.1 A-REI.B.4b A-REI.D.11 A-CED.A.1 A-CED.A.2 F-IF.B.4 F-IF.B.5 F-IF.B.6 F-IF.B.7a N-RN.B.3 A-REI.B.4 F-IF.C.8a A-SSE.B.3b A-APR.B.3</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• The characteristics and properties of a graph of a quadratic (parabola)</li> <li>• What it means to solve a quadratic.</li> <li>• Factoring trinomials</li> <li>• Finding the solutions to quadratics using various methods</li> <li>• The quadratic formula and the discriminant</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• In what ways can the zeros of a quadratic be found, and can this help us find when an object is in free-fall?</li> <li>• How can we determine whether a trinomial can be factored?</li> <li>• What generalities can we make about translating functions?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 8 QUIZZES</b></p> <p><b>SUMMATIVE: MID-UNIT AND UNIT TEST</b></p>

<p><b>Unit 7: Systems</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b>                  Theme and Big Ideas: The unit uses graphing, elimination, and substitution to solve systems of equations and inequalities. Situations will be modeled with systems and solved.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>A-CED.2                  A-REI.5                  A-REI.6                  A-REI.11                  A-REI.12</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>The point at which lines intersect is the solution to the system with those lines.</li> <li>That the overlap of the half planes of a system of inequalities is the solution set of the system.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can real world situations be modeled by systems? How can solutions be found to a system?</li> </ul> <p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 QUIZZES</b>  <b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 8: Data and Statistical Analysis</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b>                  Theme and Big Ideas: The unit introduces the concepts and misconception of statistics. The unit reviews central tendencies and presents ways in which data can be displayed. Misleading graphs will also be examined.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>S.ID.1                  S.ID.2                  S.ID.3                  S.ID.5                  S.ID.7                  S.ID.8                  S.ID.9</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Average is the center of the data and can be found with mean, median, and mode</li> <li>The way data is displayed can either support or refute a point</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can we represent a set of data in a way that tells a story?</li> </ul> <p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 8 mini QUIZZES</b>  <b>SUMMATIVE: UNIT TEST</b></p>
<p><b>FINAL EXAM</b></p>		



## Curriculum Framework for Geometry

Freire Wilmington Charter School

Grade 9/10

Curricular Tool: *Glencoe Geometry*, 2012

**Unit 1: Points, Lines, Planes and Angles**

**Timeline: 4 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** The unit introduces the concepts points, lines, and planes as the basic building blocks of geometry. Segment and angle relationships are explored and constructions are introduced.

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
G-CO.1 G-CO.9 G-CO.12 G-GPE.7	<ul style="list-style-type: none"> <li>• Understanding definitions of geometric figures.</li> <li>• Find perimeter and areas of basic polygons.</li> <li>• Understand congruence of segments and angles.</li> <li>• Using basic construction techniques to explore properties.</li> </ul>	<ul style="list-style-type: none"> <li>• How do we develop an awareness of the structure of a mathematical system connecting definitions, postulates, and theorems?</li> </ul>	<p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

**Unit 2: Parallel and Perpendicular Lines**

**Timeline: 3 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** The unit reviews and extends the concepts of slope and linear equations from Algebra 1. Students will apply theorems involving parallel and perpendicular lines to solve problems and construct proofs.

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
G.CO.1 G.CO.9 G.CO.11 G.CO.12 G.CO.13 G.GPE.5	<ul style="list-style-type: none"> <li>• Not all lines and not all planes intersect.</li> <li>• When a line intersects two or more lines, the angles formed at the intersection points create special angle pairs.</li> <li>• The special angle pairs formed by parallel lines and a transversal are either congruent or supplementary.</li> <li>• Certain angle pairs can be used to decide</li> </ul>	<ul style="list-style-type: none"> <li>• Can I logically communicate my mathematical reasoning in writing as well as orally?</li> <li>• How do you prove that two lines are parallel/perpendicular?</li> </ul>	<p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

	<ul style="list-style-type: none"> <li>whether two lines are parallel/perpendicular.</li> <li>Use basic construction techniques to explore properties.</li> </ul>		
<p><b>Unit 3: Transformations</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit explores isometric and non-isometric transformations. Transformations will be identified by comparing a preimage to an image, and the magnitude and direction will be calculated.</p>			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
G-SRT.2 G-SRT.3 G-SRT.4 G-SRT.5	<ul style="list-style-type: none"> <li>Isometry: rotation, translation, reflection, glide reflection</li> <li>Non-isometry: size change</li> <li>line of symmetry</li> <li>rotational symmetry</li> <li>tessellation</li> </ul>	<ul style="list-style-type: none"> <li>What types of transformations are isometry and which are not?</li> </ul>	<p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 4: Congruent Triangles</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit explores congruence between triangles. Students learn to classify triangles by their sides and angles, the Triangle Sum Theorem, and the Isosceles Triangles. The unit concludes with triangle congruence statements, proofs involving triangle congruence, and proofs.</p>			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
G-SRT-4 G-SRT-5 G-CO.8 G-CO.10	<ul style="list-style-type: none"> <li>Classifying triangles by sides and angles</li> <li>The sum of the angles of a triangle is <math>180^\circ</math></li> <li>Isosceles triangles have 2 congruent sides and two congruent angles</li> <li>Congruence statements for triangles</li> <li>CPCTC</li> <li>Proofs involving triangles</li> </ul>	<ul style="list-style-type: none"> <li>How can statements about triangles be proven?</li> </ul>	<p><b>FORMATIVE: 5 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

<p><b>Unit 5: Similar Figures</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>		
<p>Theme and Big Ideas: The unit identifies ways in which to prove figures are similar and the proportions that result from similar figures.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>All congruent shapes are similar.</li> <li>Similarity implies proportionality.</li> <li>Scale factor is used with similar figures.</li> <li>Dilations, reflections and rotations do not affect similarity.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What lies behind "same shape"?</li> </ul>
<p>G-SRT.1 G-SRT.2 G-SRT.3 G-SRT.4 G-SRT.5</p>		<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>MIDTERM EXAM</b></p>		
<p><b>Unit 6: Triangles</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>		
<p>Theme and Big Ideas: The unit explores congruence between triangles. Students learn to classify triangles by their sides and angles, the Triangle Sum Theorem, and the Isosceles Triangles. The unit concludes with triangle congruence statements, proofs involving triangle congruence, and proofs.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Center of mass of a triangle</li> <li>Exterior angles are a linear pair of an interior angle</li> <li>Hinge Theorem</li> <li>Incenter is a point equidistant from the sides</li> <li>Circumcenter is equidistant from the vertices</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What happens when basic constructions such as perpendicular bisectors and angle bisectors are applied to the sides and angles of a triangle?</li> </ul>
<p>G-CO.10 G-CO.12</p>		<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 7: Trigonometry</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>		
<p>Theme and Big Ideas: The unit is an introduction to trigonometry. The unit begins with the ratios of 30-60-90 and 45-45-90 and solving problems with those ratios. These special right triangles lead into the sine, cosine, and tangent ratios. The unit concludes with solving problems using laws of cosine and sine.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
		<p><b>ASSESSMENTS</b></p>

<p>G-SRT.6 G-SRT.7 G-SRT.8 G-SRT.9 G-SRT.10 G-SRT.11 F-TF.1 F-TF.2 F-TF.3 F-TF.4 F-TF.5 F-TF.6 F-TF.7</p>	<ul style="list-style-type: none"> <li>Geometric mean</li> <li>Pythagorean Theorem</li> <li>Sine, Cosine, and Tangent</li> <li>Law of Sines</li> <li>Law of Cosines</li> </ul>	<ul style="list-style-type: none"> <li>What is the relationship between the sides and angles of right triangles?</li> </ul>	<p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 8: Quadrilaterals</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit explores the family tree of quadrilaterals. Sufficient conditions and properties of the special triangles are explored and applied to problems. Proofs involving quadrilaterals are also created.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>G-CO.11 G-CO.13 G-GPE.4</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Interior and Exterior Angles of Polygons</li> <li>Properties of parallelograms, trapezoids, isosceles trapezoids, rectangles, kites, rhombi, and squares</li> <li>Applying quadrilateral properties to coordinate proofs</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What are the similarities and differences between the different quadrilaterals?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 5 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 9: Circles</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit explores parts of a circle and the relationships between intersecting lines and circles. The standard form of an equation will be covered and what it means for a point to be inside, on, and outside the circle algebraically.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>G-C.1 G-C.2 G-C.3 G-C.4</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Tangent lines intersect a circle at a single point.</li> <li>The angle measure of an angle that intersects a circle is related to the measure</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Does how and where a line(s) intersect a circle make a difference?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>



	<p>of the arc intersected.</p> <ul style="list-style-type: none"> <li>The power of a point depends on where the lines intersect in relationship to the circle.</li> <li>Points that satisfy the equation of a circle lie on the circle.</li> <li>There is relationship between a chord, its distance from the center of a circle, and the radius of the circle.</li> </ul>		
<p><b>Unit 10: Surface Area and Volume</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit looks at ways 3-dimensional figures can be represented on a 2-dimensional plane, a sheet of paper. Surface area and lateral area of these figures and their volumes will be calculated. The unit concludes with comparing surfaces.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>N-Q.1 N-Q.2 N-Q.3 G-GMD.1 G-GMD.2 G-GMD.3 G-GMD.4</p>	<ul style="list-style-type: none"> <li>The surface area of a polygon is the sum of the areas of the faces.</li> <li>The volume of a surface is amount of space inside of the surface.</li> <li>Similar solids have a ratio of similitude that can be squared or cubed to compare their areas or volumes</li> </ul>	<p>Is there a relationship between the area and perimeter of a polygon and surface area and volume of a surface?</p>	<p><b>FORMATIVE: 8 mini QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 11: Coordinate Geometry</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> This unit focuses on proving simple geometric theorems algebraically. Students will determine the properties of triangles and quadrilaterals in the coordinate plane, including their classification, perimeter and area. They will use the coordinate plane to check for congruence and similarity of triangles.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>G-GPE.B.4 G-GPE.B.5 G-GPE.B.7</p>	<ul style="list-style-type: none"> <li>Two-dimensional shapes can be represented by equations.</li> <li>Understand how dilations and transformations</li> </ul>	<ul style="list-style-type: none"> <li>What is common to determining properties of polygons in and out of the coordinate plane?</li> </ul>	<p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

	are represented in equations.		
	<ul style="list-style-type: none"><li>• Use perpendicular lines and altitudes to find the area of triangles and quadrilaterals.</li></ul>		
<b>FINAL EXAM</b>			

## Curriculum Framework for Algebra II

Freire Charter School Wilmington

Grade 11

Curricular tool: *Glencoe Algebra II*, 2012

### Unit 1: Fundamental Skills of Algebra

**Timeline: 3 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** This unit is a review of fundamental skills from Algebra 1. It begins with solving equations, inequalities and formulas. Then continues with factoring out a GCF, factoring quadratics, special factoring, factoring by grouping and then combinations of all. The third topic covers working with exponents, while the fourth goes over adding, subtracting, multiplying and dividing radicals. The intention of this unit is to rebuild basic skills necessary for success in Algebra 2.

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
A-REI.3 A-REI.11 A-CED.4 A-SSE.2	<ul style="list-style-type: none"> <li>• The same equivalences, or properties, are used to solve equations, inequalities and formulas.</li> <li>• Factoring expressions is a way to rewrite the expression using simpler elements. It does not change the integrity of the original expression.</li> <li>• Rules for simplifying expressions with exponents are just short cuts that help quickly simplify the expression.</li> <li>• Working with radicals in simplest radical form allows numbers to remain as exact values.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different structures of equations and/or expressions and how do you manipulate them?</li> </ul>	<p><b>FORMATIVE: 8 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

### Unit 2: Quadratic Functions

**Timeline: 4 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** The unit covers quadratic equations. Students learn to graph quadratic functions and find the zeros of the function through graphing, factoring, finding square roots, completing the square, and the quadratic formula. The standard form and vertex form of quadratics and graphing quadratic inequalities will also be discussed.

DELAWARE STANDARDS ALIGNMENT /	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS

<p><b>CCSS</b></p> <ul style="list-style-type: none"> <li>A-SSE.2</li> <li>A-APR.3</li> <li>A-APR.4</li> <li>A-REI.4</li> <li>F-IF.7</li> <li>F-IF.9</li> <li>F-BF.3</li> </ul>	<ul style="list-style-type: none"> <li>• The graph of a quadratic is U-shaped and called a parabola.</li> <li>• A quadratic can have 0, 1, or 2 zeros.</li> <li>• The x-intercepts of a quadratic can also be called zeros or solutions.</li> <li>• The quadratic formula can be used to find zeros</li> <li>• The discriminant of quadratic formula can tell the number and nature of the roots</li> <li>• In the graph of <math>f(x) = a(b(x+c))^2 + d</math>, <math>a</math> is a vertical dilation or reflection, <math>b</math> is a horizontal dilation or reflection, <math>c</math> is a horizontal slide, and <math>d</math> is a vertical slide of <math>f(x) = x^2</math></li> </ul>	<ul style="list-style-type: none"> <li>• How can we find the position of an object at a given time, including when it hits the ground?</li> </ul>	<p><b>FORMATIVE: 6 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 3: Polynomial Functions</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit begins with reviewing rules of exponents and goes into adding, subtracting, dividing, and multiplying polynomials. Students will be asked to analyze graphs of polynomials and find the zeros both algebraically and graphically. Students will also be asked to write polynomial functions from the given zeros.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <ul style="list-style-type: none"> <li>A-APR.1</li> <li>A-APR.2</li> <li>A-APR.3</li> <li>A-APR.4</li> <li>A-APR.5</li> <li>A-SSE.1</li> <li>A-SSE.2</li> <li>F-IF.7</li> <li>F-BF.4</li> </ul>	<p><b>UNIT CONCEPTS</b>  <b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Like terms have the same bases with the same degrees.</li> <li>• Graphs of polynomials have end behaviors dependent on the degree of the polynomial</li> <li>• Division of Polynomials follow the rules of long division</li> <li>• The total zeros (real and imaginary) total the degree of the polynomial.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How do the characteristics of quadratics apply to polynomials?</li> <li>• How are factors, zeros and x-intercepts related for a polynomial function?</li> <li>• Does knowing the zeros of a function give you enough information to sketch it?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

<p><b>Unit 4: Rational Expressions, Equations and Functions</b>  <b>Timeline: 3 weeks(55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit covers what a rational expression is and how to simplify it. The unit covers adding, subtracting, multiplying, and dividing rational equations. Solving rational equations, variation and graphing of rational functions will also be covered.</p>				
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>A-APR.6  A-APR.7  A-REI.1  A-REI.2  F-IF.7</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Denominator cannot equal zero</li> <li>Zeros of the denominators create discontinuities at those points for the function at those values.</li> <li>To add or subtract rationals, need common denominators.</li> <li>To solve a variation problem, need to find constant of variation first.</li> <li>Solving a rational equation yields possible solutions, substitute to check for extraneous solutions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How are rational functions and their graphs similar to linear functions? How are they different?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>	
<p><b>Unit 5: Radical Equations and Graphs</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit covers Roots, Radicals, Composite of functions, and Inverses. Students learn to convert between rational exponents and radical form, write roots in simplest terms, and do operations with roots. Students will be exposed to the imaginary number <math>i</math>, and perform operations with it. The graphing of square roots will be done, and students will study the similarities between graphing a radical and graphing an absolute value.</p>				
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>N-RN.1  N.RN.2  N-CN.1  N-CN.2  A-REI.12</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>The denominator of a rational exponent is the index of the radical.</li> <li>A radical cannot be in the denominator of a simplified expression.</li> <li><math>I = \sqrt{-1}</math></li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can knowing that roots and exponents are inverses, help in solving radical equations?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 5 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>	

<p>SSE.1 F-IF.7 F-BF.1 F-BF.3</p>	<ul style="list-style-type: none"> <li>• <math>f(f^{-1}(x))=f^{-1}(f(x))=x</math></li> <li>• When solving a radical equation, the solutions need to be checked for extraneous answers.</li> <li>• In the graph of <math>f(x)=a\sqrt{b(x+c)}+d</math>, <math>a</math> is a vertical dilation or reflection, <math>b</math> is a horizontal dilation or reflection, <math>c</math> is a horizontal slide, and <math>d</math> is a vertical slide of <math>f(x)=\sqrt{x}</math>.</li> </ul>		
<b>MIDTERM EXAM</b>			
<p><b>Unit 6: Analyzing Functions</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit covers Identifying Functions (Domain, Range, Continuity, Relations, Functions, and Function Notation), Intercepts, Value, Rate of Change, Local Extrema, Increasing and Decreasing Functions, End Behaviors, Symmetry, Periodicity, and Graphing. At the end of this unit students will be able to identify the properties of functions including transformations on the general form of the functions.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS</b>  <b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>F-IF.4 F-IF.6 F-IF.7 N-Q.2 F.BF.3</p>	<ul style="list-style-type: none"> <li>• The denominator of a rational exponent is the index of the radical.</li> <li>• A radical cannot be in the denominator of a simplified expression.</li> <li>• The domain is the set of all possible input values for a function, and the range is the set of all output values.</li> <li>• A relation is continuous if the points are not disjoint.</li> <li>• A relation is a function when each input has exactly one output</li> <li>• Use of function notation</li> <li>• The intercepts of a graph are the points where the graph crosses the x-axis and y-axis</li> <li>• Rate of change</li> <li>• The properties of a function can provide many useful points such as extrema, symmetry, period, and end behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• How can knowing and being able to interpret the properties of functions help us predict and interpret data?</li> </ul>	<p><b>FORMATIVE : 7 QUIZZES</b>  <b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 7: Exponential and Logarithmic Functions</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			

<p><b>Theme and Big Ideas:</b> The unit examines exponential growth and decay. Students will work with different bases, including <math>e</math>. The concept of logs and how they can be used when there is a variable as an exponent will be covered. Properties of logs, common logs, and natural logs will be used to solve equations and model continuous growth.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>F-LE.1 F-LE.2 F-LE.3 F-LE.4 F-LE.5 F-IF.7 F-IF.8 F-IF.9 F-BF.4 F-BF.5</p>	<ul style="list-style-type: none"> <li>• Compounded interest is when interest earns interest.</li> <li>• Logs are inverse functions of exponential functions.</li> <li>• <math>A=Pe^{rt}</math></li> <li>• Properties of logs can be used to expand/contract logs to help simplify and/or solve expressions/equations.</li> </ul>	<ul style="list-style-type: none"> <li>• How does exponential growth differ from linear growth?</li> <li>• What real world phenomena are modeled by exponential and logarithmic growth?</li> </ul>	<p><b>FORMATIVE: 4 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 8: Sequences and Series</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit examines arithmetic and geometric sequences and series. Formulas for these and the sum of an infinite series will be covered.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>A-SSE.4 A-APR.5 F-BF.2</p>	<ul style="list-style-type: none"> <li>• An arithmetic sequence has a constant difference between consecutive terms.</li> <li>• A geometric sequence has a constant ratio between consecutive terms.</li> <li>• A series is the sum of the terms of the related sequence.</li> <li>• An infinite series has a definite sum if the ratio between terms, <math>r</math>, is <math>0 &lt;  r  &lt; 1</math>.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between a sequence and a series?</li> <li>• What is the difference between geometric and arithmetic sequences?</li> </ul>	<p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 9: Trigonometry</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit reviews the solving of triangles using trig ratios. Students learned about the unit circle and graphing trig functions. Trig identities are used to prove statements are true and to solve equations.</p>			

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
F-TF.1 F-TF.2 F-TF.3 F-TF.4 F-TF.5 F-TF.6 F-TF.7 G-SRT.6 G-SRT.7 G-SRT.8 G-SRT.10 G-SRT.11	<ul style="list-style-type: none"> <li>• Trig Ratios relate the sides and angles of a right triangle</li> <li>• The unit circle relies on 30-60-90 and 45-45-90 triangles</li> <li>• Graphing trig functions is the set of points in the form as opposed to the unit circle</li> <li>• The law of sines and cosines are used for non-right triangles.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the relationship between the sides and angles of a triangle?</li> </ul>	FORMATIVE: 5 QUIZZES  SUMMATIVE: UNIT TEST
<b>Unit 10: Conic Sections</b> <b>Timeline: 3 weeks (55-minute lessons each day)</b>			
<b>Theme and Big Ideas:</b> The unit extends the formulas for midpoint and distance to the conic sections. Students will work with the equations for circles, parabolas, ellipse, and hyperbola in standard and general form. Students will learn the characteristics of the different conics and be able to graph them.			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
G-GPE.1 G-GPE.2 G-GPE.3	<ul style="list-style-type: none"> <li>• A circle is the set of points in a plane equal distance from the same point.</li> <li>• A parabola is the set of points equal distance from a focus point and its directrix.</li> <li>• An ellipse is the set of points that is the sum of distances from two foci.</li> <li>• A hyperbola is the set of points that is the difference between distances from two foci.</li> </ul>	How are the conic sections related to the equation for distance?	FORMATIVE: 2 QUIZZES  SUMMATIVE: UNIT TEST
<b>Unit 11: Probability and Statistics</b> <b>Timeline: 3 weeks (55-minute lessons each day)</b>			
<b>Theme and Big Ideas:</b> This unit introduces fundamental set vocabulary and builds upon prior knowledge of probability. The unit first applies this knowledge to independence and conditional probability and then introduces concepts of central tendency, standard deviation, and normal			



distribution. Two-way tables, sampling, and experiments are then explored and created to extend theory into practice.		
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
		ASSESSMENTS
S-ID.1 S-CP.1 S-ID.2 S-CP.2 S-ID.3 S-CP.3 S-ID.4 S-CP.4 S-ID.5 S-CP.5 S-ID.6 S-CP.6 S-ID.7 S-CP.7 S-ID.8 S-CP.8 S-ID.9 S-CP.9 S-IC.1 S-MD.1 S-IC.2 S-MD.2 S-IC.3 S-MD.3 S-IC.4 S-MD.4 S-IC.5 S-MD.5 S-IC.6 S-MD.6 S-MD.7	<ul style="list-style-type: none"> <li>Vocabulary that relates to sets, such as sample space, universe, subset, unions, intersections, and compliments.</li> <li>The difference between independent and dependent events.</li> <li>What conditional probability shows about the probability of an event.</li> <li>That measures of central tendency can reveal important information about data.</li> <li>The standard deviation of data represents how close that data is to its mean.</li> <li>Two-Way Frequency tables allow the study of more than one variable.</li> <li>Statistical analysis is important for interpretation of surveys and results in the media.</li> </ul>	<ul style="list-style-type: none"> <li>How can we predict the likelihood of an event occurring?</li> <li>How can information be examined and interpreted to our advantage?</li> <li>How can I evaluate data in real-life situations to help me make decisions?</li> </ul>
		FORMATIVE: 6 QUIZZES SUMMATIVE: UNIT TEST
<b>FINAL EXAM</b>		



Freire Charter School Wilmington Grade 11 <b>Curriculum Framework for Math Analysis</b> Curricular Tools: <i>Glencoe MathMatters 3</i> Textbook, ACT Practice Tests, Supplemental Worksheets, Graph Paper, Protractors, YouTube/Internet			
<b>Unit 1: Fundamentals of Numbers—Thinking about the Basics</b> <b>Timeline: 5 weeks of instruction (55-minute lessons each day)</b>			
<b>Theme and Big Ideas:</b> The unit revisits math fundamentals covered in previous classes such as classifying numbers by type, expressing rules for math procedures orally and in writing with precision, and understanding how to translate the language of algebra to solve word problems in various formats. Procedural skill and fluency with numbers is emphasized.			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
N-RN.1 N-RN.2 N-RN.3 N-Q.1 A-SSE.1 A-SSE.2 A-REI.1 A-CED.1 A-CED.4 S-ID.1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Classify numbers by the following types: real, imaginary, rational, irrational, natural, whole, integer, and non-integer. Define precisely what each term means.</li> <li>Plot various types of numbers or sets of numbers on a number line. View a number line with points already plotted and create what the original problem was.</li> <li>Recite precisely and apply the rules for adding, subtracting, multiplying, and dividing positive and negative numbers.</li> <li>Recite precisely and apply the rules for adding/subtracting fractions with common denominators; adding/subtracting fractions with unlike denominators; multiplying fractions; dividing fractions; and solving fractions with exponents.</li> <li>Solve problems that require decimals to multiplied or divided together.</li> <li>Recite precisely and apply the rules for problems with exponents, including addition and subtraction problems with exponents, both types of multiplication problems (product of powers and power of powers), and division problems.</li> </ul>	<ul style="list-style-type: none"> <li>How many ways can one number be classified and what are the mathematical implications of that classification?</li> <li>If math rules become your "tools", do you know when and how to skillfully apply a precise tool from your "toolbox"?</li> <li>Can you explain—both orally and in writing—your thought process in solving a problem using specific math terms/rules?</li> <li>Can you think critically and translate a "math sentence" into an English sentence and an English sentence into a "math sentence"?</li> <li>What is the difference between a simple average and a weighted average and how can selecting the wrong formula impact your mathematical findings?</li> <li>Can you articulate how data can be manipulated in the real world to prove a point that isn't necessarily</li> </ul>	<p><b>FORMATIVE:</b> Cold calls, exit slips, homework assignments, 4 pop quizzes, oral quiz for math rules</p> <p><b>SUMMATIVE:</b> 2 Unit Quizzes and 1 Unit Test (including writing components)</p>

	<ul style="list-style-type: none"> <li>Recite precisely what "like terms" means and apply knowledge in problems.</li> <li>Convert numbers into scientific notation form.</li> <li>Convert words into expressions and/or equations (the language of algebra) with fluency</li> <li>Solve problems involving consecutive integers.</li> <li>Explain the following concepts: mean, median, mode, and range. Apply knowledge to solve problems relating to each concept.</li> <li>Calculate a weighted average as well as to explain why weighted averages differ from simple averages using real-world examples of each.</li> <li>Explain why some measures of central tendencies are better than others in certain problems.</li> </ul>	<p>true (when examining graphs of central tendencies)?</p>	
<p><b>Unit 2: All about Graphs</b>  <b>Timeline: 6 weeks of instruction (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit centers on all things graphing that students have covered in previous coursework. It connects and reinforces previous content knowledge so that students are well prepared for 11<sup>th</sup> grade state and national exams.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>A-CED.2  A-CED.3  A-REI.2  A-REI.3  A-REI.6  A-REI.12  F-IF.1  F-IF.2  F-IF.6  S-ID.7</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Explain with precise math terms the parts of a coordinate plane.</li> <li>Explain what domain and range are as well as decide whether the domain and range of a relation make it a function. Decide when to use the Vertical Line Test.</li> <li>Find the domain and range of any relation represented on a graph.</li> <li>Recognize function notation and solve problems in this format—including compound functions such as <math>f(g(x))</math> and functions using</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Can you predict how "data in" will affect the "data out"?</li> <li>Can you work backwards from the "data out" to hypothesize the "data in"?</li> <li>Can you explain—both orally and in writing—your thought process in solving a problem using specific math terms/rules?</li> <li>Can you compare two graphs and explain precisely how they</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE:</b> Cold calls, exit slips, homework assignments, 5 pop quizzes, graphing "art gallery" tours</p> <p><b>SUMMATIVE:</b> 2 Unit Quizzes and 1 Unit Test (including writing components)</p>

	<ul style="list-style-type: none"> <li>variables as the inputs.</li> <li>Explain what the slope-intercept form of linear equations means; to convert equations into this form if they are not already; and to apply this form of the equation to graph the solution on a coordinate plane.</li> <li>Discover the slope of a line using <math>(Y2-Y1)/(X2-X1)</math> when specifically given a pair of ordered pairs as well as finding the ordered pairs on their own if given just a graph.</li> <li>Examine a graph and tell if the slope is positive or negative as well as articulate why one slope is steeper than another.</li> <li>Construct equations for graphs where the slope is zero or the slope is undefined. When given the equations first, properly graph the difference between the two kinds of slopes.</li> <li>Construct the equation of a graph in <math>y=mx + b</math> form when given just the graph and no other information.</li> <li>Classify pictures of graphs by the following types: linear, absolute value, quadratic, and cubic. Identify what the "x" looks like in each case.</li> <li>Recite precisely the formula for absolute value graphs and explain the functions of each part of the absolute value graph formula.</li> <li>Construct graph absolute value functions.</li> <li>Recite precisely the procedural steps to graphing linear inequalities and then using these steps, graph the inequalities with fluency.</li> </ul>	<p>are different?</p> <ul style="list-style-type: none"> <li>What are some real-life scenarios that can be graphed in <math>y=mx+b</math> form?</li> <li>What does absolute value truly represent?</li> <li>How do you set up a unique coordinate plane to represent the specific data you wish to depict?</li> </ul>	
<p><b>Unit 3: Working All Angles—Points, Lines, and Planes</b>  <b>Timeline: 6 weeks of instruction (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit explores points, lines, planes, and angles as the building blocks of geometry. It reinforces the need for a conceptual understanding of geometric fundamentals in order subsequently apply knowledge to solve problems. In preparation for 11<sup>th</sup> grade state and national exams, it serves as a refresher for concepts students might not have used since 9<sup>th</sup> grade.</p>			
<p><b>DELAWARE STANDARDS</b></p>	<p><b>UNIT CONCEPTS</b> <b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>

ALIGNMENT / CCSS	Students will be able to:	<ul style="list-style-type: none"> <li>• Can students use basic geometric terms precisely?</li> <li>• Are students able to connect algebraic concepts with geometric concepts?</li> <li>• How do mathematicians translate words into equations and now diagrams?</li> <li>• Are students able to give multiple reasons for angles' congruency to justify their work?</li> <li>• How can you prove two lines are parallel or perpendicular on a coordinate plane?</li> <li>• How do you label/name your answers precisely, including the use of symbols?</li> </ul>	<p>FORMATIVE: Cold calls, exit slips, homework assignments, 5 pop quizzes, hands-on construction activities</p> <p>SUMMATIVE: 2 Unit Quizzes and 1 Unit Test (including hands-on construction component)</p>
G-CO.1 G-CO.9 A-SSE.1 A-CED.1 A-REI-1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and use precisely the following words: point, line, plane, collinear points, coplanar points, endpoint, ray, and line segment. Construct accurate pictures of these terms and label the pictures appropriately.</li> <li>• Explain what the unique line postulate and the unique plane postulate are.</li> <li>• Explain what the segment addition postulate is as well as solve geometric problems using this postulate.</li> <li>• Define precisely what an angle is, to name an angle three ways, to draw one with a protractor, and to measure an angle with a protractor.</li> <li>• Explain the difference among acute angles, right angles, obtuse angles, and straight angles.</li> <li>• Define complementary and supplementary angles as well as solve algebraic word problems relating to these concepts.</li> <li>• Explain what the Angle Addition postulate is as well as solve geometric problems using this concept.</li> <li>• Define precisely adjacent angles as well as solve problems using this concept.</li> <li>• Calculate the midpoint of a line segment when given the length of the segment.</li> <li>• Solve for possible endpoints of a line segment when given the midpoint and the length.</li> <li>• Find the midpoint (or an endpoint) of a line segment on a coordinate plane using the midpoint formula.</li> <li>• Define precisely vertical angles and solve problems using this concept.</li> <li>• Define precisely perpendicular lines and perpendicular bisectors as well as solve problems using these concepts (including</li> </ul>		

	<p>finding both angle measurements and lengths of line segments).</p> <ul style="list-style-type: none"> <li>Define precisely parallel lines, skew lines, and transversals.</li> <li>Define precisely the following angles in relation to parallel lines: interior angles, exterior angles, alternate interior angles, same-side interior angles, and corresponding angles. Solve problems using these concepts.</li> <li>When given a line with a certain slope, find the slope of the lines parallel and perpendicular to this original line.</li> </ul>		
<b>MIDTERM EXAM</b>			
<p><b>Unit 4: Three Sides to Every Triangle</b>  <b>Timeline: 5 weeks of instruction (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit investigates triangles and key theorems associated with this shape. Students learn to think critically about what theorem to apply to unique problems. Proofs are central to this unit when exploring triangle congruence and serve as a vehicle for students to focus on procedure logically and to think like a mathematician.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>G-CO.10  G-CO.12  G-SRT.4  G-SRT.5  A-SSE.1  A-CED.1  A-REI-1</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Classify triangles by both the measures of their sides and the measures of their angles.</li> <li>Define precisely and apply knowledge to solve problems related to the Angle Sum Theorem.</li> <li>Define precisely and apply knowledge to solve problems related to the Exterior Angle Theorem.</li> <li>Define precisely and apply knowledge to solve problems related to the Isosceles Triangle Theorem and its converse, the Base Angle Theorem.</li> <li>Define precisely and apply knowledge to solve problems related to the Triangle Inequality Theorem.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>When you look at a triangle problem, what “tools” (theorems) should spring to mind to help you solve it?</li> <li>How do you decide what is the best “tool” (theorem) to use?</li> <li>How can you show the same two triangles are congruent using more than one method of reasoning?</li> <li>What makes something similar versus what makes something congruent?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE:</b> Cold calls, exit slips, homework assignments, 5 pop quizzes, hands-on construction project, Triangle Theorem Battle Royale, Law &amp; Order: Triangle Proof Edition</p> <p><b>SUMMATIVE:</b> 1 Unit Quiz and 1 Unit Test (including writing components)</p>

	<ul style="list-style-type: none"> <li>Define precisely and knowledge to solve problems related to the Opposite Side-Angle Theorem.</li> <li>Communicate four ways (SSS, SAS, AAS, ASA) to prove triangles are congruent and then be able to solve a geometric proof using one of these ways.</li> <li>Explain what similar triangles are and solve problems accordingly.</li> </ul>		
<p><b>Unit 5: Right Triangles &amp; Trigonometry</b>  <b>Timeline: 4 weeks of instruction (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> The unit expands upon the knowledge obtained in the previous unit and explores problems focused on right triangles specifically. Students will be required to understand mathematical concepts pertaining to right triangles and to construct precise diagrams proving these concepts.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>G-CO.12  G-SRT.5  G-SRT.6  G-SRT.8  G-GPE.4  A-SSE.1  A-CED.1  A-REI.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Define precisely and apply knowledge to problems related to the Pythagorean Theorem.</li> <li>Simplify square roots as well as estimate them as a decimal using mathematical reasoning.</li> <li>Articulate the shortcuts for the Pythagorean Theorem (triples, 45-45-90, 30-60-90) as well as apply knowledge to solve problems using these shortcuts.</li> <li>Define SOHCAHTOA as well as use trigonometry to find a missing side or a missing angle of a right triangle.</li> <li>Use mathematical reasoning to decide when to use sin, cos, and tan and when to use their inverses.</li> <li>Apply trigonometry to solve real-world mathematical problems.</li> </ul>	<ul style="list-style-type: none"> <li>What are the shortcuts you can use for right triangles on a standardized test?</li> <li>How do sin, cos, and tan connect to each other?</li> <li>What are real world applications for trigonometry?</li> <li>How can you prove a triangle is a right triangle using your knowledge of the properties of a right triangle?</li> </ul>	<p><b>FORMATIVE:</b> Cold calls, exit slips, homework assignments, 5 pop quizzes, two hands-on construction projects</p> <p><b>SUMMATIVE:</b> 1 Unit Quiz and 1 Unit Test</p>



	<ul style="list-style-type: none"> <li>Rationalize a denominator.</li> </ul>		
<p><b>Unit 6: Polygons—Beyond Three Sides</b>  <b>Timeline: 4 weeks of instruction (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit examines polygons after the triangle. Parallelograms are particularly emphasized as a multitude of problems unifying previous course content can be used to reinforce conceptual understanding of topics. Students will be expected to communicate precisely (orally and in writing) when sharing properties of specific polygons.</p>			
<b>DELAWARE ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
<p>G-CO.11                      G-CO.12                      G-GPE.4                      G-GPE.5                      G-GPE.7                      A-SSE.1                      A-CED.1                      A-REI-1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Define, name, and classify precisely various polygons.</li> <li>Calculate the sum of any polygon's exterior and/or interior angles as well as calculate the individual exterior/interior angles of any regular polygon.</li> <li>State precisely the properties of a parallelogram.</li> <li>State precisely the unique properties of special parallelograms (rectangle, rhombus, and square).</li> <li>State precisely the properties of the diagonals in a parallelogram (including special parallelograms).</li> <li>Apply knowledge of the above properties of parallelograms and their diagonals to solve for unknown sides and angles.</li> <li>Define precisely the terms trapezoid, isosceles trapezoid, and midsegment as well as apply knowledge to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>How does the number of sides of a polygon affect the sum of its interior angles? Its exterior angles?</li> <li>Why do the properties of a rectangle and a rhombus connect to a square?</li> <li>How can you connect the knowledge previously learned about right triangles to solve problems involving diagonals of parallelograms?</li> <li>Can you accurately make a polygon family tree?</li> <li>Using a ruler and a protractor, can you create diagrams to prove as a mathematician the concepts covered in this unit?</li> </ul>	<p><b>FORMATIVE:</b> Cold calls, exit slips, homework assignments, 5 pop quizzes, Polygon Flower Art Project</p> <p><b>SUMMATIVE:</b> 1 Unit Quiz and 1 Unit Test (including writing component)</p>
<p><b>Unit 7: The Big Test—Practice Makes Perfect</b>  <b>Timeline: 3 weeks of instruction (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> The unit is designed to synthesize everything covered this year through an intensive, direct application of skills using ACT test prep questions. With the ACT in June, students will take repeated ACT practice tests in class and review solution strategies. Test prep for the Delaware math exam in 11<sup>th</sup> grade will also take place.</p>			
<b>DELAWARE</b>	<b>UNIT CONCEPTS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>

<p><b>STANDARDS ALIGNMENT / CCSS</b></p> <p>All skills covered in course listed above</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Think critically to solve problems on ACT Practice Sets reflecting the skills learned in the course (number properties, averages, ratios and rates, powers and roots, graphs, lines and angles, triangles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Are you prepared for the ACT and the Delaware state exam?</li> <li>Are you able to extend your mathematical knowledge to solve problems presented in a different format than you are accustomed (even if the basic skill being tested is the same)?</li> </ul>	<p><b>FORMATIVE:</b> Cold calls, exit slips, 2 pop quizzes, Create-Your-Own-ACT problem Quiz Bowl</p> <p><b>SUMMATIVE:</b> 1 Unit Quiz and 1 Unit Test</p>
<p><b>FINAL EXAM</b></p>			

## Curriculum Framework for Pre-calculus

Freire Charter School Wilmington

Grade 11

Curricular Tool: Glencoe *Pre-calculus*, Second Ed., 2011

### Unit 1: Basic Algebraic Concepts

Timeline: 3 weeks (55-minute lessons each day)

Themes and Big Ideas: Students will be able to algebraically solve and compare equations, inequalities, and systems.

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
A-CED.A.1 A-REI.3 F-BF.A.1 F-IF.C.7	<ul style="list-style-type: none"> <li>Linear equations and arithmetic sequences are directly related.</li> <li>Many skills used in solving linear equations are applicable to linear inequalities.</li> <li>Solving linear inequalities involves understanding the relationship between the equations and their graphs.</li> </ul>	<ul style="list-style-type: none"> <li>What is the connection between linear functions and arithmetic sequences?</li> <li>What are the similarity and differences between solving a linear equation compared to a linear inequality?</li> </ul>	<p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

### Unit 2: Functions and Their Graphs

Timeline: 4 weeks

Themes and Big Ideas: Students will be able to determine whether a relation or its inverse is a function, explain the commonalities in translating functions from parent graphs and exhibit a facility with manipulating the equations of functions and using their graphs to identify key properties.

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
F-BF.A.1 F-IF.C.7 F-BF.B.4	<ul style="list-style-type: none"> <li>Many rules of function transformations are universal.</li> <li>Knowing parent functions aids in the manipulation and identifying key of properties of related functions.</li> <li>Multiple functions can be combined to form new relations.</li> <li>Finding composite functions can determine whether two functions are inverses.</li> <li>Relations and functions can be represented</li> </ul>	<ul style="list-style-type: none"> <li>How is the domain and range of a function, determined from the graph of the function?</li> <li>What happens to a parent function when you transform its graph?</li> <li>What is the algebraic process that is used to find the inverse of a function?</li> </ul>	<p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

	numerically, graphically, algebraically, and/or verbally.		
<p><b>Unit 3: Polynomial, Radical, and Rational Functions</b>  <b>Timeline: 3 weeks</b></p> <p><b>Themes and Big Ideas:</b> Students will be able to use graphs of polynomial functions, manipulate their equations of and apply key theorems to identify their properties, including identifying and working with imaginary solutions.</p>			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
A-APR.D.6 A-APR.D.7 F-IF.C.7 F-IF.C.7d N-CN.A.3 N-CN.C.8 N-CN.C.9	<ul style="list-style-type: none"> <li>Radicals and rational functions can result in asymptotes or holes.</li> <li>The properties of a function can be determined by its equation.</li> <li>The Fundamental Theorem of Algebra offers methods to determine the solutions of a function.</li> </ul>	<ul style="list-style-type: none"> <li>What is the procedure that is used to find real zeros of a polynomial function?</li> <li>Why does every non-constant polynomial have a zero in the complex number system?</li> <li>How do you find the conjugate of a complex number?</li> </ul>	<p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 4: Exponential and Logarithmic Functions</b>  <b>Timeline: 3 weeks</b></p> <p><b>Themes and Big Ideas:</b> Students will be able to use concepts related to exponential and logarithmic functions to solve real world applications.</p>			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
F-BF.B.5	<ul style="list-style-type: none"> <li>Exponential and logarithmic functions are closely related.</li> <li>The rules of exponents can illuminate how to combine logarithms.</li> <li>Exponential and logarithmic functions model real world phenomena from a variety of disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>How are exponential and logarithmic models used along with polynomial models to solve real world situations?</li> <li>How are exponential and logarithmic models used along with polynomial models to solve real world situations?</li> </ul>	<p><b>FORMATIVE: 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 5: Trigonometry</b>  <b>Timeline: 3 weeks</b></p> <p><b>Themes and Big Ideas:</b> Students will be able to convert between radians and degrees as well as use trigonometric ratios and the unit circle to</p>			

Identify angles and properties of right triangles.			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTION	ASSESSMENTS
F-TF.A.3 F-TF.A.4 F-TF.C.9 G-C.A.4	<ul style="list-style-type: none"> <li>Trigonometric functions are essential in solving certain real world problems.</li> <li>The patterns in the unit circle are the result of repeating properties found in basic trigonometric functions.</li> <li>Radians and degrees are two comparable methods for measuring angles.</li> <li>Trigonometric functions are ratios.</li> </ul>	<ul style="list-style-type: none"> <li>How is right triangle trigonometry used to solve right triangles?</li> <li>How is the unit circle used to describe trigonometric functions?</li> <li>How do you convert between radians and degrees?</li> <li>What are the relationships between the Pythagorean Identities for trigonometry?</li> </ul>	<p><b>FORMATIVE: 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<b>MIDTERM</b>			
<b>Unit 6: Trigonometric Graphs</b>			
<b>Timeline: 3 weeks</b>			
Themes and Big Ideas: Students will be able to identify properties of trigonometric graphs, perform transformations and sketch them.			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
F-TF.A.4 F-TF.B.6 F-TF.B.7	<ul style="list-style-type: none"> <li>Connections among the six trigonometric and circular functions are a result of their properties.</li> <li>Trigonometric functions can be described by period, amplitude, vertical shift and phase shift.</li> <li>Trigonometric functions can be sketched using key values.</li> <li>The graphs of sine and cosine model real-world phenomena.</li> </ul>	<ul style="list-style-type: none"> <li>How do you graph the basic trigonometric functions on the coordinate plane?</li> <li>How do transformations affect the trigonometric graphs of each function? Such as, how do you determine the period and amplitude of a trigonometric function without looking at the graph of the function?</li> <li>How do you use graphs or trigonometric functions to determine trigonometric</li> </ul>	<p><b>FORMATIVE: 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

			identities?	
<p><b>Unit 7: Solving Trigonometric Equations</b>  <b>Timeline: 2 weeks</b></p> <p>Themes and Big Ideas: Students will be able to solve trigonometric equations using a variety of techniques.</p>				
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>                  F-TF.B.6                  F-TF.B.7</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Trigonometric equations can be solved graphically or algebraically.</li> <li>The properties of inverse functions expand to trigonometric functions.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How do you graphically solve a trigonometric equation?</li> <li>What is the difference between sine function and the restricted sine function and why is it important when working with the inverse sine function?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 QUIZZES</b>  <b>SUMMATIVE: UNIT TEST</b></p>	
<p><b>Unit 8: Trigonometric Identities</b>  <b>Timeline: 2 weeks</b></p> <p>Themes and Big Ideas: Students will be able to identify and use trigonometric identities.</p>				
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>                  F-TF.C.9</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Trigonometric identities can be proven or derived numerically.</li> <li>Trigonometric identities can be expressed in equivalent forms.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How is proving or verifying a trigonometric identity different then solving a trigonometric equation?</li> <li>What is the difference between the reciprocal and co functional relationships for trigonometric functions?</li> <li>How can the double-angle identity for sine be used calculate a distance?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 QUIZZES</b>  <b>SUMMATIVE: UNIT TEST</b></p>	

<b>Unit 9: Trigonometric Applications, Vectors and Polar Coordinates</b> <b>Timeline: 3 weeks</b>		
<b>Themes and Big Ideas:</b> Students will be able to use solve oblique triangles, use polar coordinates and the complex plane and apply understandings of vectors.		
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
G-SRT.D.9 G-SRT.D.10 G-SRT.D.11 A-APR.C.5 N-CN.B.4 N-CN.B.5 N-VM.A.1 N-VM.A.2 N-VM.A.3 N-VM.B.4a N-VM.B.4b N-VM.B.4c N-VM.B.5a N-VM.B.5b	<ul style="list-style-type: none"> <li>The characteristics of trigonometric and circular functions and their representations are useful in solving real-world problems.</li> <li>The Law of Sines and the Law of Cosines are derived from the Pythagorean Theorem and are used to solve oblique triangles.</li> <li>Trigonometry can aid in determining the area of oblique triangles.</li> <li>Functions and relations can be represented using vectors, parametric equations, and polar coordinates.</li> <li>Vectors, parametric equations, and polar coordinates are useful in solving real-world problems.</li> </ul>	<ul style="list-style-type: none"> <li>When is it necessary to use the Law of Sines to solve a triangle?</li> <li>How can you use the Binomial Theorem to expand binomials?</li> <li>How is a complex number converted to polar form?</li> <li>What is the difference between vectors and rays?</li> <li>How do you find the dot product of two vectors?</li> </ul>
<b>Unit 10: Analytic Geometry</b> <b>Timeline: 3 weeks</b>		
<b>Themes and Big Ideas:</b> Students will identify properties of conics, write their equations and translate between rectangular and polar coordinates.		
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
G-GPE.A.2 G-GPE.A.3 G-GPE.A.3a N-CN.B.4	<ul style="list-style-type: none"> <li>There are four distinct curves that can be derived from a cone.</li> <li>Translations of the four conic sections follow similar patterns.</li> <li>The shape and properties of a conic can be found by manipulating its equation algebraically.</li> <li>Conic sections are formed when a plane intersects a cone.</li> </ul>	<ul style="list-style-type: none"> <li>How does the concept of distance relate to the concepts of ellipses and hyperbolas</li> <li>How do you determine the shape of a translated conic section with graphing?</li> <li>How is the procedure of parameterization of conic</li> </ul>
		<b>ASSESSMENTS</b>
		<b>ASSESSMENTS</b>

		sections used to solve real world problems?	
<p><b>Unit 11: Systems of Equations</b>  <b>Timeline: 4 weeks</b></p>			
<p><b>Themes and Big Ideas:</b> Students will be able to perform matrix operations, solve matrices and use the properties of matrices (as well as graphing, substitution and elimination) to solve systems of equations.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>A-REI.C.7                  A-REI.C.8                  A-REI.C.9                  A-REI.D.11                  N-VM.C.6                  N-VM.C.7                  N-VM.C.8                  N-VM.C.9                  N-VM.C.10</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Operations with matrices can be performed under various restraints.</li> <li>• Row operations can be used to solve systems of equations.</li> <li>• Operations with matrices have direct algebraic analogues.</li> <li>• The intersections of systems of equations can be found graphically and numerically.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What is an example of where you would use matrices?</li> <li>• How do you determine whether two matrices can be added, subtracted, or multiplied or solved?</li> <li>• How do you solve a nonlinear system graphically?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>FINAL EXAM</b></p>			



<b>Curriculum Framework: AP Calculus AB</b>			
Freire Charter School Wilmington		Grade 12	
Curricular Tools: Textbook: Larson, Ron, Bruce H. Edwards, and Robert P. Hostetler. <i>Calculus</i> . Houghton Mifflin. Student resource: <a href="http://www.khanacademy.org/math/calculus">http://www.khanacademy.org/math/calculus</a>			
<b>Unit 1: A Library of Functions</b>			
<b>Timeline: 4 weeks (55-minute lessons each day)</b>			
Themes and Big Ideas: This is a review of Pre-calculus, focusing mainly on algebraic manipulations, as well as properties of various functions and their graphs.			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
F-IF.A.1 F-IF.A.2 F-IF.A.3 F-BF.B.4 F-BF.B.5 F-LE.A.2 F-LE.A.2 A-REI.C.6	<ul style="list-style-type: none"> <li>Understanding the relationship between numerical and graphical representations.</li> <li>Understanding how to manipulate expressions algebraically to reveal essential properties.</li> <li>Essential to calculus is the analysis of the critical elements of functions.</li> </ul>	<ul style="list-style-type: none"> <li>What prerequisite skills and understandings essential for success in calculus?</li> </ul>	<p><b>FORMATIVE: 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<b>Unit 2: Limits</b>			
<b>Timeline: 2 weeks (55-minute lessons each day)</b>			
Themes and Big Ideas: This unit aims to give students an intuitive understanding of limits. Students will focus on graphically and numerically determining limits as well as identifying continuity and various discontinuities.			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
This section of the course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.	<ul style="list-style-type: none"> <li>The concept of a limit is one of the foundations of calculus.</li> <li>The limit of a function is the value approached by <math>f(x)</math> approaches a given value or infinity.</li> <li>Limits are the underlying concept supporting physical applications that are imbedded in many fields.</li> </ul>	<ul style="list-style-type: none"> <li>What is a limit?</li> <li>How is a limit calculated?</li> <li>What does continuity mean and what are the different types of discontinuities?</li> <li>What are vertical asymptotes and how are they related to</li> </ul>	<p><b>FORMATIVE: 2 AP FREE-RESPONSE QUESTIONS</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

	<ul style="list-style-type: none"> <li>Functions can be analyzed graphically by their limiting behavior and rates of change.</li> </ul>	limits?	
<p><b>Unit 3: The Derivative</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Students will be introduced to instantaneous rate of change, the relationship between tangents and derivatives and learn how to find derivatives. Using limits and local linearity, they will find and apply Newton's difference quotient, learn to find the slope of a line tangent to a curve at a given point using the power rule and write the equation of that tangent line. This unit focuses on the derivative at a point, the derivative function, interpretations and applications of derivatives, the second derivative, continuity and differentiability.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>This section of the course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>The derivative is the instantaneous rate of change at a given point.</li> <li>The tangent line problem leads to the formal definition of a derivative.</li> <li>Derivatives can be used to analyze curves.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How do limits lead us to Newton's difference quotient?</li> <li>What are the applications for first, second and third derivatives?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 AP FREE-RESPONSE QUESTIONS, 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 4: Shortcuts to Differentiation</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> In this unit, students find derivatives using the product, quotient and chain rules. They will differentiate trigonometric functions. They will explore related rates and implicit functions.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>This section of the course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>As the expression or equation varies so does the method of differentiation that must be applied.</li> <li>Implicit differentiation can be used to simplify taking the derivative of complicated equations.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does an aptitude for algebra lead to efficiency in applying the rules of differentiation?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 AP FREE-RESPONSE QUESTIONS, 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>

<p><b>Unit 5: Using the Derivative</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Students will learn about applications for the first, second and third derivatives. They will explore increasing and decreasing intervals. They will use theorems to determine whether functions are continuous and differentiable. They will use derivatives to solve problems involving economics, optimization and modeling.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>This section of the course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Calculus is used to solve a wide range of real world problems.</li> <li>Position, velocity and acceleration are related mathematically by the derivative.</li> <li>Finding the derivative of a function may require the use of several rules.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does Calculus allow us to determine optimization?</li> </ul>
<b>MIDTERM</b>		
<p><b>Unit 6: Constructing Antiderivatives</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> This unit focuses on determining antiderivatives graphically and numerically. Students will construct antiderivatives analytically, study differential equations, and learn about the Second Fundamental Theorem of Calculus.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>This section of the course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.</p>	<p><b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Antiderivatives follow directly from derivatives.</li> <li>Derivatives and definite integration are inverse operations.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What is an antiderivative and how is it calculated?</li> </ul>
<p><b>Unit 7: Integration</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> This unit focuses on integration by substitution and approximating definite integrals with graphing calculators.</p>		
<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 AP FREE-RESPONSE QUESTIONS, 3 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>		
<p><b>ASSESSMENTS</b></p> <p><b>FORMATIVE: 2 QUIZZES</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>		

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>This section of the course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.</p>	<ul style="list-style-type: none"> <li>Antiderivatives and integrals are closely related.</li> <li>There are several numerical techniques to approximate the definite integral.</li> <li>Riemann sums are approximations.</li> <li>Summation and limits allow us to define definite integrals.</li> </ul>	<p>How does the chain rule relate to u-substitution?</p>	<p><b>FORMATIVE: 2 AP FREE-RESPONSE QUESTIONS, 1 QUIZ</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 8: The Definite Integral</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students will learn about definite integrals and their applications, such as total distance traveled. They will explore and apply the Fundamental Theorem of Calculus.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	DELAWARE STANDARDS ALIGNMENT / CCSS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>This section of the course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.</p>	<ul style="list-style-type: none"> <li>Differentiation and definite integration are inverse operations.</li> <li>The integral is a function that can be used to determine the summation of an infinite set.</li> </ul>	<ul style="list-style-type: none"> <li>How do limits and summation allow us to determine the definite integral?</li> </ul>	<p><b>FORMATIVE: 2 AP FREE-RESPONSE QUESTIONS, 1 QUIZ</b></p> <p><b>SUMMATIVE: UNIT TEST</b></p>
<p><b>Unit 9: Differential Equations</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> This is a more in-depth look at differential equations focusing on the separation of variables. Students will analyze growth and decay. There will be an investigation of slope fields. The unit ends with the opportunity for students to model and analyze real-world situations with differential equations.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>This section of the</p>	<ul style="list-style-type: none"> <li>There is a relationship between the solution</li> </ul>	<ul style="list-style-type: none"> <li>How are differential equations</li> </ul>	<p><b>FORMATIVE: 4 AP FREE-</b></p>

course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.	curves for differential equations and slope fields.	applied in disciplines such as economics, physics, and biology?	<b>RESPONSE QUESTIONS, 2 QUIZZES</b>  <b>SUMMATIVE: UNIT TEST</b>
<b>Unit 10: Using the Definite Integral</b>			
<b>Timeline: 3 weeks (55-minute lessons each day)</b>			
Themes and Big Ideas: This unit focuses on some applications of the definite integral, specifically exploring how to determine area and volume, including the derivation of formulas.			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>UNIT CONCEPTS ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
This section of the course requires CCSS as prerequisites but contains content that is beyond the scope of CCSS.	<ul style="list-style-type: none"> <li>Differential and integral calculus together are powerful tools used by mathematicians, scientists, and engineers to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>What is the difference between net and total area?</li> <li>How do limits relate to finding volume?</li> </ul>	<b>FORMATIVE: 4 AP FREE-RESPONSE QUESTIONS, 2 QUIZZES</b>  <b>SUMMATIVE: UNIT TEST</b>
<b>FINAL AP EXAM</b>			



# **Scope & Sequences**

**For**

**ENGLISH**

**English Language Arts**

**Intensive Reading**

**English 1**

**Writing for Change**

**English 2**

**English 3**

**English 4**

**AP English Literature & Composition**





**Curriculum Framework: ELA 8**

Freire Charter School Wilmington

Grade 8

**Curricular tools:** select novels, nonfiction, and shorter works; Sadlier-Oxford Vocabulary for Success; Sadlier-Oxford Writing and Grammar

**General Course Description:** This course begins by establishing a variety of expectations which may be new to students: nightly homework, reading independently in and outside of class, daily writing, bringing all necessary materials and supplies to class every day, and keeping all materials organized. Teachers focus on the "learning to learn" skills that our students need in order to take on the challenges of building students' literacy skills as they develop knowledge about the world. Each of the four major units (or modules) in the course addresses core literacy skills, vocabulary, specific content knowledge and also includes a variety of grade-level central and other short fiction, nonfiction, and other types of texts for students. All extended central texts fall into the Common Core Band Level Text Difficulty Ranges for Grades 6–8: 925–1185L. Each unit also contains formative assessments which formally assess target CCSS, and also a performance task that helps students synthesize and apply their learning in an engaging and authentic way.

**Unit 1: Finding Home: Refugees: Reading Closely and Writing to Learn**

**Timeline: 9 weeks (55-minute lessons each day)**

**Themes and Big Ideas:** In this unit, students consider the challenges of fictional and real refugees. They read the novel Inside Out & Back Again, analyzing critical incidents that reveal the dynamic nature of Ha, a 10-year-old Vietnamese girl whose family flees during the fall of Saigon. They also read complex informational texts to learn more about the history of war in Vietnam, the historical context of Ha's family's struggle, and the universal themes of refugees' experiences of fleeing and finding home. Students consider how Ha's experience represents the universal refugee experience of being turned "inside out" and then coming "back again." Students work in research groups to study the experiences of refugees from one of several cultures. Then, using the novel's poems as mentor texts, students write free verse narrative poems that capture the universal refugee experience.

The unit is extended an "extra" week to emphasize the additional enduring understandings and essential questions that students confront in this rigorous course—understandings and questions about heightened expectations and their own needs to increase effort and commitment to their own literacy studies. Students also do regular word study, vocabulary context work, daily writing, and conventions study in tandem with the key concepts and texts of the unit.

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
RI.8.1 RI.8.2 RI.8.3 RL.8.1 RL.8.1 RL.8.3 RL.8.4 RL.8.6.a RL.8.11 W.8.2.	<ul style="list-style-type: none"> <li>Successful students read—a lot.</li> <li>Successful students think about and complete work inside and outside of class</li> <li>Successful students spend time on writing</li> <li>Successful students keep their eyes on the prize: being skilled enough to learn everything THEY need and want to know</li> <li>Critical incidents reveal a character's dynamic nature.</li> <li>Characters change over time in response</li> </ul>	<ul style="list-style-type: none"> <li>How can I be successful in ELA8?</li> <li>How will being successful here help me in other areas of school? In other area of my life?</li> <li>What is home?</li> <li>How do critical incidents reveal character?</li> <li>What common themes unify the refugee experience?</li> </ul>	<b>SUMMATIVE:</b> <ul style="list-style-type: none"> <li>2 research-based poems. These are based on the central and informational texts, and research students do in teams. They are revised, edited, and shared within the classroom</li> <li>Unit Reading Comprehension</li> </ul>

<p>W.8.3 W.8.4 W.8.5, W.8.6 W.8.7 W.8.9 W.8.10 W.8.11 L.8.4 L.8.6 SL.8.1 SI.8.4</p>	<p>to challenges.</p> <ul style="list-style-type: none"> <li>Authors select a genre of writing to fully engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>How can we tell powerful stories about people's experiences?</li> </ul>	<p>Skills test</p> <ul style="list-style-type: none"> <li>Unit conventions test</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>2 extended literary responses</li> <li>1 short constructed response</li> <li>1 scaffolded essay</li> <li>2 narrative poem</li> <li>Weekly vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 2: Taking a Stand: Working with Evidence</b> Timeline: 8 weeks (55-minute lessons each day)</p>			
<p><b>Themes and Big Ideas:</b> Students continue to develop their ability to closely read text while studying the theme of taking a stand. They read several speeches from real people who took a stand and then immerse themselves in a study of <i>To Kill a Mockingbird</i>, by Harper Lee. They engage in a character study of Atticus—analyzing his actions and words, and what others say about him—to better understand his willingness to take a stand for others. Students also consider how the theme of “The Golden Rule” is rendered new in the novel, and compare and contrast the novel with poems that have this same theme. Finally, students form groups to create a Readers Theater montage based on key quotes from the text, and write an associated commentary to explain how and why their script remains true to but also veers from the original text. Students also do regular word study, vocabulary context work, daily writing, and conventions study in tandem with the key concepts and texts of the unit.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Authors use the structure of texts to create style and convey meaning.</li> <li>Authors use allusions to layer deeper meaning in the text</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does taking a stand in small ways show integrity?</li> <li>Is it worth taking a stand for one's self? For others?</li> <li>What do we know that Scout doesn't?</li> <li>How does the idea of taking a stand connect to the dramatic irony and Scout's perspective?</li> </ul>	<p><b>ASSESSMENTS</b></p>
<p>RL.8.1; RI.8.5 RL.8.2; RI.8.2 RL.8.3; RI.8.6 RL.8.4; W.8.1 RL.8.5; W.8.3 RL.8.6; W.8.4 W.8.5; W.8.6 RL.8.7; W.8.9 W.8.10; W.8.11 L.8.2; L.8.5 RL.8.9</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Authors use the structure of texts to create style and convey meaning.</li> <li>Authors use allusions to layer deeper meaning in the text</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does taking a stand in small ways show integrity?</li> <li>Is it worth taking a stand for one's self? For others?</li> <li>What do we know that Scout doesn't?</li> <li>How does the idea of taking a stand connect to the dramatic irony and Scout's perspective?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Reader's Theater script, analytical commentary, and performance: Taking A Stand in Maycomb.</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>2 analyses of author's craft</li> <li>2 essays: Perspective Comparison of To Kill a Mockingbird, film and novel, and Argument Essay: Taking a Stand</li> <li>Weekly vocab and editing</li> </ul>

MIDTERM: CUMULATIVE READING COMPREHENSION AND CONVENTIONS EXAMS		(conventions) quizzes
<p><b>Unit 3: Japanese American Relations in WWII: Understanding Perspectives</b>  <b>Timeline: 8 weeks (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> In this unit students study Japanese-American relations during World War II. They consider the question "How does war affect individuals and societies?" as they read case studies about the plight of Japanese-Americans interned on American soil and American prisoners of war held captive in Japan during World War II. The central texts are <u>Unbroken</u> by Laura Hillenbrand and a short biography of Miné Okubo, a Japanese-American interned during the war. As students read both of these pieces of literary nonfiction, they will consider how the narrative structure can communicate real events in a compelling manner. Students also do regular word study, vocabulary context work, daily writing, and conventions study in tandem with the key concepts and texts of the unit.</p>		
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<ul style="list-style-type: none"> <li>RI.8.1</li> <li>RI.8.7</li> <li>RI.8.9</li> <li>W.8.2</li> <li>W.8.3</li> <li>W.8.5</li> <li>W.8.6</li> <li>W.8.9</li> <li>W.8.10</li> <li>W.8.11</li> <li>SL.8.1</li> <li>L.8.1</li> <li>L.8.2</li> <li>L.8.3</li> <li>L.8.5</li> </ul>	<ul style="list-style-type: none"> <li>• The war affected both ordinary Japanese-Americans and American prisoners of war in life-changing ways.</li> <li>• War and conflict bring important yet divergent experiences to individuals and societies.</li> <li>• There are important yet divergent experiences in war and conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• How does war and conflict affect individuals and societies?</li> <li>• How do historians/readers reconcile multiple accounts of the same event?</li> <li>• How can narrative be used to communicate real events?</li> <li>• How does captivity make the captive invisible?</li> <li>• How can individuals become visible again?</li> <li>• What are the advantages and disadvantages of using different media?</li> </ul>
		<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• 1 Informational Essay: The Invisibility of Captives during WWII</li> <li>• Timed writing. Researched narrative based on a provided prompt, incorporating information from multiple sources.</li> <li>• Unit Reading Comprehension Skills exam</li> <li>• Conventions Unit exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• 1 Graphic organizer, fishbowl discussion</li> <li>• 1 Quiz: Assessment: Evaluating and Classifying Primary Sources</li> <li>• Weekly vocab and editing</li> </ul>

			(conventions) quizzes
<p><b>Unit 4: Sustainability of World's Food Supply, Research, Decision-Making, and Forming Positions</b>  <b>Timeline: 8 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students analyze arguments and the evidence used to support arguments to determine whether sufficient evidence has been used and whether the evidence is relevant in support of the claim an author or speaker is making. They then research to gather evidence to make their own spoken and written arguments. Students read Michael Pollan's <i>The Omnivore's Dilemma</i> (930L), a literary non-fiction text about where food comes from and about making decisions about what to buy and eat. They build background knowledge about what happens to food before it gets to the consumer, and the different choices the consumer can make when buying food while analyzing Michael Pollan's arguments and the evidence he uses to support his claims. Next, students engage in a robust research project in which they further investigate the consequences of each of the food chains and the stakeholders affected in those food chains. To help students grapple with this issue, they use a decision-making process called "Stakeholder Consequences Decision-Making." This process helps students understand the implications of various choices, and scaffolds their ability to determine, based on evidence and their own values, and to take a position on which food chain they would choose if they were trying to feed everyone in the US. Students finish by writing a position paper explaining which of Michael Pollan's food chain they would choose to feed the US and why, and creating a poster stating their position.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>		<p><b>ASSESSMENTS</b></p>	
<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>The food we buy comes to us from various different routes and processes. We can make more informed decisions about what food to buy when we understand those processes and the stakeholders affected by the food choices we make.</li> </ul>		<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>Which of Michael Pollan's food supply chains would best feed the US?</li> <li>How do we make decisions about what we eat?</li> <li>What journey does food take before it gets to your plate?</li> <li>Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim?</li> </ul>	
<p>RI.8.6 RI.8.8 RI.8.10 W.8.1 W.8.7 W.8.8 W.8.9.b SL.8.2 SL.8.3 SL.8.4 SL.8.5 SL.8.6 L.8.4</p>		<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Position paper PLUS Poster summarizing position (for Gallery Walk activity)</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>2 graphic organizers</li> <li>1 analysis</li> <li>1 research portfolio</li> <li>Weekly vocab and editing (conventions) quizzes</li> </ul>	
<p><b>FINAL EXAMS: READING COMPREHENSION AND CONVENTIONS EXAMS</b></p>			

## Curriculum Framework for Intensive Reading 8

Grade 8

Freire Charter School Wilmington

Curricular tools: Sopris West REWARDS Reading program, Corrective Reading Intervention program

**Themes and Big Ideas:** This semester-long course uses Sopris West's intensive 20-lesson REWARDS phonics program, and then SRA's Corrective Reading Direct Instruction program. Together, these two intensive interventions are designed to raise students' reading levels and give them transferable literacy skills to use in all classes. Both programs include built-in progress monitoring. Those students whose reading skills are below grade level take this course concurrently with the regular 8<sup>th</sup> grade ELA course.

### REWARDS WORD DECODING

Timeline: 5 weeks (55-minute lessons each day)

**Themes and Big Ideas:** REWARDS helps students who struggle with basic word attack and decoding skills by providing focused phonics practice. Students use its scaffolded instructional approach ("I do, we do, you do") to move from guided to independent learning. It is a scripted program.

### DELAWARE STANDARDS ALIGNMENT / CCSS

By design and intention, this course does not align with grade-level standards. Throughout the year, students work toward proficiency in the following CCSS areas:

- RF.3
- RF.3a #3 and #3a
- RF4
- L4
- L5
- RI.1
- L2

### ENDURING UNDERSTANDINGS

- Effective readers "break" words containing two to eight parts into manageable, decodable blocks
- Effective readers identify vowel sounds, prefixes, and suffixes
- Increasing fluency improves comprehension

### ESSENTIAL QUESTIONS

- What word attack strategies can I use to be a better reader?

### ASSESSMENTS

- SUMMATIVE:**
- Pre/posttest of word recognition/decoding
  - Generalization test of word recognition/decoding
  - Pre/post-syllabification assessment
- FORMATIVE:**
- Ongoing progress monitoring assessments (student progress is tracked on a fluency chart)

### CORRECTIVE READING

Based on intake diagnostics, and progress gained during the REWARDS section of the course, we will offer one or more sections of Corrective Reading. Students who need more decoding practice will use a sequence of Corrective Reading's Decoding programs. Others will use an appropriate comprehension program within the Corrective Reading menu.

Timeline: REMAINDER OF SEMESTER

**Themes and Big Ideas:** Corrective Reading uses direct instruction, which consists of consistent instructional routines including teacher modeling and demonstrations, guided and independent practice and application with corrective feedback, careful pacing of lessons, thorough practice and review, and sequenced assessment. Based on student needs, we will use one or more of Corrective Reading's appropriate courses: Decoding A (outcome: reading level 2.0-2.5 grade level), B1 (outcome: 3.5-3.9), B2 (outcome: 4.5-4.9) or C (outcome: 6.5-7.0). If students' reading levels are

Attachment 4: Scope & Sequences, Intensive Reading

higher, but they still need additional reading support, we will use Comprehension B1 or C.			
DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS IN DECODING COURSES	ESSENTIAL QUESTIONS	ASSESSMENTS
RF.3 RF.3a #3 and #3a RF4 L4 L5 RI.1 L2	<ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Phonics Skills</li> <li>Word analysis</li> <li>Spelling</li> <li>Fluency</li> </ul> <p><b>ENDURING UNDERSTANDINGS IN COMPREHENSION COURSES</b></p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Organization</li> <li>Logical Thinking</li> <li>Writing Skills</li> <li>Information and Background Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>What word attack strategies can I use to be a better reader</li> <li>How can better reading skills help me in all my classes?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>2 benchmark assessments per semester, for all levels: -one-on-one oral reading test: word per minute read with accuracy. (LEVEL A DECODING assessment stops here)</li> </ul> <p>All other levels include the following sections in the benchmark</p> <ol style="list-style-type: none"> <li>Listening</li> <li>Passage reading and answering comprehension questions</li> </ol> <p><b>FORMATIVE:</b> Weekly workbook checks and regular Running Records</p>

## Curriculum Framework for ENGLISH 1

Freire Charter School Wilmington

Grade 9

Curricular tools: A variety of grade level novels, literary nonfiction, poetry, Shakespeare's *Romeo and Juliet*, drama, select short works, Sadlier-Oxford *Vocabulary*, Sadlier-Oxford *Grammar for Writing*.

**Unit 1: Unlocking the Text**

**Timeline: 6 weeks (55-minute lessons each day)**

**Themes and Big Ideas:** This first unit consists of two sub-units, and gives students reading and writing "toolkits." The first sub-unit uses short works and excerpts to introduce skills; in the second sub-unit, students practice reading skills, reading a longer work (at a CCSS-revised Lexile level between 1025-1335), and several shorter ones closely for textual details. In both subunits, students learn how both fiction and nonfiction text "work," paying close attention to what the text says and to what it suggests. Using literature, literary nonfiction, and informational texts all sharing the theme of Education, students learn to cite textual evidence, infer, and determine central ideas. Students continue to develop writing skills in two genres: narrative and argument-writing. They also engage in daily vocabulary, word, and conventions study.

### SEE SAMPLE SUB-UNIT: "READING CLOSELY FOR TEXTUAL DETAILS" (HELEN KELLER)

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
RI.9-10.1; RI.9-10.1 RI.9-10.2; RI.9-10.2 RI.9-10.4; RI.9-10.6 RI.9-10.9; RI.9-10.10 W.9-10.2; W.9-10.1 W.9-10.3; W.9-10.4 W.9-10.9; SL.9-10.1 SL.9-10.4; SL.9-10.6 L.9-10.1; L.9-10.3a L.9-10.2; L.9-10.4	<ul style="list-style-type: none"> <li>• Literary and informational texts must be read carefully to understand explicit and implicit information</li> <li>• Textual details convey central ideas and themes</li> <li>• Arguments are constructed through valid reasoning, relevant and sufficient evidence, formal style and objective tone, claims, and counterclaims</li> </ul>	<ul style="list-style-type: none"> <li>• Why pay attention to details in a text?</li> <li>• How should I pay attention to details? What am I looking for?</li> <li>• How can my reading and responding to texts foster a deeper understanding of the human experience?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• 5 ¶, thesis-based literary essay (Taking and defending a position. Genre: Argument writing)</li> <li>• Narrative project: written and oral retelling of personal experience relating to text theme.</li> <li>• Unit Reading Comprehension Skills exam</li> <li>• Unit Conventions exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly vocab and editing (conventions) quizzes</li> </ul>

**Unit 2: Evidence-Based Claims**

Attachment 4: Scope & Sequences, English I

<b>Timeline: 6 weeks (55-minute lessons each day)</b> <b>Themes and Big Ideas:</b> This unit introduces students to making evidence-based claims. There are two subunits here. In the first, students learn to interpret words and phrases, unlock text structures, and explore both point of view and author's purpose. In the second subunit, the focus is on making evidence-based claims, which is a skill that lies at the heart of the CCSS. Students' major reading is at a CCSS-revised Lexile between 1025-1335. They also read two works of literary nonfiction ranging from 860-1385. The writing genre of focus is argument. Students also continue to engage in daily vocabulary, word, and conventions study.			
<b>SEE SAMPLE SUB-UNIT: MAKING EVIDENCE-BASED CLAIMS (PLATO)</b>			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>
RL9-10.4 RL9-10.5 RL9-10.6 W9-10.1 W9-10.3 W9-10.9 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.3a L.9-10.4 L.9-10.5	<ul style="list-style-type: none"> <li>• Good readers make claims about characters, events, and authors' purposes as they read texts closely</li> <li>• Opinions about and interpretations must be supported with textual evidence</li> <li>• Evidence-based claims are at the center of intellectual life</li> <li>• Collaborative discussions depend on valuation of others' opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• What are evidence-based claims? When, why, and in what contexts do they matter?</li> <li>• How and why should I read texts closely?</li> <li>• How can I organize and communicate my understanding of a text?</li> </ul>	<b>SUMMATIVE:</b> <ul style="list-style-type: none"> <li>• 5 ¶ , thesis- and evidence-based literary essay (Taking and defending a position)</li> <li>• Genre: Argument writing)</li> <li>• Unit Reading Comprehension</li> <li>• Skills exam</li> <li>• Unit Conventions exam</li> </ul> <b>FORMATIVE:</b> <ul style="list-style-type: none"> <li>• Weekly vocab and editing (conventions) quizzes</li> </ul>
<b>Unit 3: Author's Craft (Informational Text)</b> <b>Timeline: 5 weeks (55-minute lessons each day)</b>			
<b>Themes and Big Ideas:</b> This unit stresses careful analysis of informational writing. In it, students read one extended literary nonfiction text, at a CCSS-revised Lexile between 1025-1335, two short (informational) texts, ranging from 860-1385, and one or two other texts. Students learn to analyze author's craft in these informational texts, and also interpret words and phrases, unlock the structure of text, understand point of view and author's purpose, and trace/evaluate the author's argument. Students then use this knowledge to conduct deeper analysis of informational works in both writing and speaking, and to start researching and writing their own informational texts. They generate and pursue exploration of a question or problem relating to unit themes. They engage in daily vocabulary and conventions study.			
<b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>



Attachment 4: Scope & Sequences, English 1

<p>R19-10.4 R19-10.5 R19-10.6 W9-10.3 W9-10.7 W9-10.9 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3a L.9-10.4</p>	<ul style="list-style-type: none"> <li>Cultural experiences often shape an author's point of view and his/her purpose</li> <li>An author's word choice can impact meaning and tone.</li> <li>Informative/explanatory compositions must be accurate, and deliberately organized</li> <li>Narratives are developed through the concepts of self-generated question, inquiry process, and the importance of different cultures and world views.</li> <li>Research projects depend on self-generated questions, inquiry process, importance of different cultures and world views.</li> <li>Collaborative discussions depend on the valuation of others' opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>What does style look like in nonfiction?</li> <li>How does an author's language, (style, word choice, syntax, tone, and literary techniques) influence a nonfiction text's meaning?</li> <li>What thinking strategies should I use to analyze author's craft?</li> <li>What does conducting and writing research teach me?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Multi-paragraph reports citing and synthesizing research from in-class readings (Genre: Informational writing)</li> <li>Narrative written and revised to demonstrate understanding of multiple perspectives</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Weekly vocab and editing (conventions) quizzes</li> </ul>
<p><b>MIDTERM EXAMS: CUMULATIVE READING AND CONVENTIONS SKILLS</b></p>			
<p><b>Unit 4: Integrating Literature, Informational Text, and Media in Research Themes and Big Ideas: 5 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> In this unit, students read one extended text, at a CSS-revised Lexile between 1025-1335, two short (Informational) texts, ranging from 860-1385, and one or two works of literary nonfiction as they engage in critical reading of texts and viewing of media which are thematically related. Students then think across the texts and mediums, making connections and comparisons. The preceding units have helped students read text deeply, so the integration of knowledge and ideas across texts are now possible. Students' writing and speaking will reflect the synthesis and integration of information from multiple sources. The focus in this engaging unit is on research. Students also continue to engage in daily vocabulary, and conventions study.</p>			
<p><b>DELAWARE STANDARDS / ALIGNMENT / CCSS</b></p> <p>W9-10.3 W9-10.7 W9-10.8 W9-10.9 RL9-10.7 RI9-10.7 SL9-10.2 SL9-10.5 SL9-10.5</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Authors draw on source material or other work in their own writing</li> <li>The difference between plagiarism and citation</li> <li>Citations must come from credible sources</li> <li>A subject, key scene, or other accounts can be represented in various media</li> <li>Multimedia and visual displays can be used to</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>How can I, as a self-directed learner, use and integrate information from multiple media and/or various sources to advance an argument or interpret a story?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Thesis-driven research paper synthesizing ideas and evidence from in- and out-of class readings and other media</li> <li>Thesis-driven literary essay</li> <li>Unit Conventions exam</li> <li>Citation skills test</li> </ul>

Attachment 4: Scope & Sequences, English I

<p>L.9-10.1 L.9-10.2 L.9-10.3a L.9-10.4</p>	<p>clarify information, support claims and add interest, both credibly and accurately</p> <ul style="list-style-type: none"> <li>Interpretations of a subject may change in different mediums.</li> <li>Information can be quoted and paraphrased from multiple print and digital sources.</li> </ul>		<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Weekly vocab and editing (conventions) quizzes</li> <li>Citation quiz</li> </ul>
<p><b>Unit 5: Genre Study: Drama and Poetry</b> <b>Timeline: 5 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students will engage in deep study of drama and poetry. They read one full-length play (at least at a CCSS-revised Lexile level between 1025-1335), two short (informational) texts ranging from 860-1385, and a variety of poems. Students learn about the elements of drama and poetry, including the language, structure, purpose, and conventions that are unique to these genres, esp. Shakespeare. In their own writing for this unit they continue to incorporate research in literary essays, and also do some creative poetry and script-writing. They engage in daily vocabulary, word, and conventions study.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Meaning in poetry and drama depends on specific literary elements and techniques, awareness of audience, and intensified deliberation with language</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How do I make meaning of poetry and drama?</li> <li>How do poets and playwrights capture, illuminate, and enrich human experience?</li> <li>Is each of us a poet or playwright in some way? In what way am I a poet or playwright?</li> </ul>	<p><b>ASSESSMENTS</b></p>
<p>R19-10.1 RL9-10.1 R19-10.2 RL9-10.2 R19-10.3 RL9-10.3 RL9-10.4 R19-10.4 W9-10.2 W9-10.3 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.3a L.9-10.4 L.9-10.6</p>			<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Thesis-driven literary essay</li> <li>Creative writing: collection of poetry and/ or original dramatic scene(s)</li> <li>Unit Reading Comp Skills Exam</li> <li>Unit Conventions exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Weekly vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 6: Literary Analysis: Shakespeare</b></p>			

Attachment 4: Scope & Sequences, English I

**Timeline: 6 Weeks (55-minute lessons each day)**

**Themes and Big Ideas:** In this year-end unit, students bring together the knowledge and skills from the preceding units to analyze a full-length Shakespearean play- *Romeo and Juliet*—and also make claims and support them with evidence, as they interpret the play and make real-life and literary connections. They also read two short (Informational) texts, at Lexile levels ranging from 860-1385, and one or two works of literary nonfiction. Students use a psychological theory about love as a lens through which they analyze *Romeo and Juliet*. They engage in daily word, vocabulary, and conventions study.

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
RI9-10.1 RL9-10.10 RL9-10.11 SL9-10.6 W9-10.1 W9-10.3 W9-10.7 W9-10.8 W9-10.9 L.9-10.1 L.9-10.2 L.9-10.3a L.9-10.4	<ul style="list-style-type: none"> <li>• Readers consider aesthetics, ethics, perspectives, and informed judgments when analyzing or evaluating literature.</li> <li>• Arguments are supported and constructed with valid reasoning, relevant and sufficient evidence, formal style and objective tone, claims and counterclaims.</li> <li>• Researchers generate questions and explore different cultures and world views in the inquiry process</li> <li>• Information is quoted and paraphrased from multiple print and digital sources.</li> <li>• Citations must be from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>• How can reading help me answer the questions that matter most to me?</li> <li>• What can literature from another time and place teach me?</li> <li>• What can I do with the insights and understanding I gain from reading?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Literary analysis of the theme of love in <i>Romeo and Juliet</i>.</li> <li>• Research project: Elizabethan England or another related topic</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly vocab and editing (conventions) quizzes</li> </ul>

**FINAL EXAM : CUMULTAIVE READING COMP AND CONVENTIONS SKILLS**

## Curriculum Framework: WRITING FOR CHANGE (1 semester)

Freire Charter School Wilmington

Grade 9

Curricular Tools: Writers' Notebooks, "Writer's Work Time", Sopris West's REWARDS and SRA's Corrective Reading

### General Course Description

Coming in the second semester of 9<sup>th</sup> grade, Writing for Change is a pivotal course for 9<sup>th</sup> graders at Freire. Having learned some fundamentals in writing through their 9<sup>th</sup> grade English course, this one-semester course pushes students to a higher level of rigor and independence through a Writer's Workshop model that not only teaches students to write grade-level compositions in varying genres but also invests students in the idea that writing is an essential tool in making change in the world.

Stressing "time in ink," students spend the majority of their time engaged in the writing process, with the course stressing engagement, technology, carefully organized Writers' Notebooks, and the five steps of writing process: generating ideas, drafting, revising, editing, and publishing. The class follows strict protocols of daily mini lessons, "Writer's Work Time," during which students compose, revise, and edit while the teacher conducts writing conferences and offers opportunities for safe, controlled online publishing. Throughout, students will be evaluated both through process based assignments which will result in highly refined writing, as well as on-demand writing tasks that more immediately assess transfer of skills.

Since reading and writing go hand in hand, we expect this work to impact students' reading skills as well. However, some students may need additional reading intervention. In that case, we trade out select genres below for intensive reading work with either Sopris West's REWARDS program, and/or SRA's Corrective Reading program.

### Essential Understandings

- Strong thinking is the backbone of strong writing. We become better writers and thinkers by writing, by examining exemplary writing, and by getting targeted feedback.
- We, like all writers, make intentional choices when we write to enhance our message and achieve a certain purpose. Learning about these choices empowers us as writers.
- Being able to write effectively is critical to success in high school, college, and life. Through writing, we not only begin to understand the world around us, but we also develop tools that can help us change it.

Unit 1: Being the Change: Memoir & The Writing Process

Timeline: 4 weeks (55-minute lessons each day)

*"What we achieve inwardly will change outer reality." - Plutarch*

*"If you wanna make the world a better place, take a look at yourself and make a change." - Michael Jackson*

Attachment 4: Scope & Sequences, Writing For Change

<p><b>Theme and Big Ideas:</b> Changing the world must start with being the change ourselves. In this introductory unit, students take known material—their own experience—and reshape it into thoughtful pieces of writing. They do write not biographies, but instead select powerful instances when they discover important truths about themselves and the world around us. In doing so, they'll also be introduced to the kind of writing that will be necessary to apply to college. In crafting this genre, students will gain a deeper understanding of the five steps of the writing process, understanding that high quality writing takes both grit and perseverance. The unit offers four weeks of instruction (organized into four steps), preceded by one week for assessing students and establishing guidelines for effective technology use. Students will also practice reading skills in their examination of mentor texts written at students' instructional levels.</p> <p>More deeply, writing a personal narrative requires introspection and discipline. Students become editors, selecting what to leave in and what to eliminate in order to communicate a larger truth to their readers. Memoir demands the use of precise language and structure. Students learn narrative technique as well as planning, drafting and revision skills. Moreover, studying memoir helps them to reflect on and make sense of their own lives and to communicate meaning deliberately through their writing.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
W9-10.3 W9-10.4 W9-10.5 W9-10.6 W9-10.10 L9-10.3	<ul style="list-style-type: none"> <li>• Writing is a process that takes time and perseverance.</li> <li>• Strong writing requires strong thinking.</li> <li>• Writing about my own life helps me understand who I am, what I value, and how I want others to see me.</li> <li>• Writers focus on single events and make deliberate choices in order to convey their stories.</li> <li>• Writing can be a powerful force for change.</li> </ul>	<ul style="list-style-type: none"> <li>• How can personal narrative writing inspire reflection and self-understanding?</li> <li>• In the writing process, how do I brainstorm and develop a topic, draft my essay, and use peer feedback and revision to improve my writing?</li> <li>• How do authors make text- and sentence-level choices to convey their stories and how can I apply these ideas in my own writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Performance task: written personal narrative, revised, edited, and published, and containing all required elements.</li> <li>• On Demand task: In Class personal narrative</li> </ul> <p><i>Rubric:</i> Delaware Narrative Text-Based Writing Rubric (modified since this assignment is not text-based)</p> <p><b>Formative evaluations</b></p> <ul style="list-style-type: none"> <li>• 4 Writers' notebook checks</li> <li>• 3 reflections about self as a writer</li> </ul>

**Unit 2: The Literary Essay: Analyzing Stories of Change**  
**Timeline: 4 weeks (55-minute lessons each day)**

Attachment 4: Scope & Sequences, Writing For Change

*"The process of reading is not a half-sleep, but, in the highest sense, an exercise, a gymnast's struggle." – Walt Whitman*

**Theme and Big Ideas:** One of the primary forms of writing that students will be expected to produce in high school is the literary analysis essay. In this unit, students are challenged not only to identify big ideas and themes that have significance beyond the story they are reading, but also to support their thinking with evidence that convinces their audience to be of the same mind. This requirement prepares students to communicate their unique perspectives clearly and authoritatively. Students will read and analyze a variety of literary mentor texts clustered around the theme of writing for change. Further, unit will deepen the understanding of literary essays that students will have gained in their yearlong English course. More specifically, students will develop logical structure, defend assertions, incorporate smooth contextualization, select evidence, and craft interpretations of key passages.

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
W9-10.4 W9-10.5 W9-10.6 W9-10.9 W9-10.10 L9-10.3 RL9-10.1 RI9-10.1 RL9-10.2 RI9-10.2	<ul style="list-style-type: none"> <li>• Authors of stories make deliberate choices to create certain effects for the reader.</li> <li>• The knowledge learned in literature class should be applied to my writing to show deeper understanding of the text.</li> <li>• Literary essays are deliberately organized and structured and require strong thesis statements, introductions, body paragraphs, and conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• How do these authors convey the theme of change in their writing?</li> <li>• How can I communicate my understanding and insights about why authors choose to make certain moves in their writing?</li> <li>• How can a multi-paragraph literary analysis essay communicate a single, unifying idea?</li> </ul>	<ul style="list-style-type: none"> <li>• Performance task: Extended, revised, edited and published Literary Essay containing all required elements.</li> <li>• On Demand Task: Literary Essay</li> </ul> <p>Rubric: Delaware Argumentation/Opinion Text-Based Writing Rubric Formative evaluations</p> <ul style="list-style-type: none"> <li>• 4 Writers' notebook checks,</li> <li>• 3 short responses to mentor texts</li> </ul>

**Unit 3: Writing The Change Editorials**

**Timeline: 4 weeks (55-minute lessons each day)**

*"To hold a pen is to be at war." - Voltaire*

**Topic:** With a more solid foundation of the writing process, students will move to a genre of writing that tries to direct change outward—the editorial. These are the types of persuasive, thesis-based compositions that are at the center of our civic discourse—the types of writing that change minds and effect change in the world. This unit capitalizes on students' interests and passions, helping them research and thoughtfully express themselves on the issues that matter to them. First, students read a variety of mentor texts—strong editorials that have acted as key

Attachment 4: Scope & Sequences, Writing For Change

levers for change. Students conduct research, and then generate and clearly express claims on controversial topics about which they feel passionate. They are challenged not only to support their claims with reasons backed by evidence found through reading and research, but also to consider an opposing point of view and rebut the "other side's" counterclaim. Students convince their audience of the importance of their topic by issuing a call to action. In doing so, students become empowered to create change in their communities.

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>W9-10.1</li> <li>W9-10.2</li> <li>W9-10.4</li> <li>W9-10.5</li> <li>W9-10.6</li> <li>W9-10.7</li> <li>W9-10.8</li> <li>W9-10.10</li> <li>L9-10.3</li> <li>R19-10.8</li> </ul>	<ul style="list-style-type: none"> <li>Constructing a strong argument requires searching for and selecting strong evidence</li> <li>Readers and writers must evaluate the quality of evidence and strength of reasons used in an argument</li> <li>Readers and writers must evaluate the information we find on the Internet</li> <li>A good argument anticipates and rebuts counterclaims</li> </ul>	<ul style="list-style-type: none"> <li>What are editorials and why are they written?</li> <li>What kinds of rhetorical techniques do writers use to persuade readers?</li> <li>How do I evaluate contrasting claims from multiple sources and use these in my writing?</li> <li>How do I research and develop a topic for an editorial?</li> </ul>	<ul style="list-style-type: none"> <li>Performance task: Research-based revised, edited, and published editorial containing all required elements</li> <li>On-Demand Task: In Class synthesis essay, developing an argument based on multiple short sources (modeled on AP Language exam)</li> </ul> <p>Rubric: Delaware Argumentation/Opinion Text-Based Writing Rubric</p> <p>Formative evaluations</p> <ul style="list-style-type: none"> <li>four Writers' notebook checks,</li> <li>"virtual notecard" research portfolio</li> <li>Ethos, Pathos, Logos application quiz</li> </ul>

**Unit 4: Writing The Short Story: Social Fiction as Social Change**  
**Timeline: 4 Weeks (55-minute lessons each day)**  
*"Fiction is the lie through which we tell the truth." – Albert Camus*

Attachment 4: Scope & Sequences, Writing For Change

<p>(This unit will be used if and when students' reading deficits have been addressed via reading intervention programs.)</p> <p><b>Theme and Big Ideas:</b> Why teach this genre, which is not assessed on state tests? A teacher's job is not only to teach students to write persuasive and informational 5-paragraph essays; it is also to help them understand and feel compassion for the people and challenges they face now and will continue to face in the future.</p> <p>To raise this unit to the rigor demanded by the common core, students will ground their writing in other texts and will specifically be writing social fiction—stories that dramatize a prevailing social problem through its effect on the characters. Students will have read social fiction already in unit two, but now students will read other fiction and non-fiction to gain understanding of a specific problem and social context. Then, students will use these texts as background for developing their own stories.</p> <p>Student writers will reflect on characters with whom they can identify and carefully consider how they might react to plausible challenges by asking “what if” – an intense and complex higher-order thinking exercise. While they are free to imagine a storyline, at the same time, our students must harness their thinking to stay within the boundaries of their given social context if their stories are to have an internal logic that is compelling to readers. For ninth graders, this is a tall order that requires them to contemplate what they know about themselves and others, about human interaction, and about life in general. In the end, a work of fiction emerges that not only portrays the complexities of life but also illuminates an important social issue, allowing students to end the year on a high note of confidence as writers.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
W9-10.3 W9-10.4 W9-10.5 W9-10.6 W9-10.10 L9-10.3 RF9-10.1	<ul style="list-style-type: none"> <li>• Social fiction is a way to highlight and create change for important issues by allowing the reader to empathize with characters and situations outside of their experience.</li> <li>• Good narratives:               <ul style="list-style-type: none"> <li>○ Establish a clear point of view</li> <li>○ Focus closely on one character or characters</li> <li>○ Uses strong sensory details to make the character(s) and event come alive</li> <li>○ Uses precise language</li> <li>○ May use dialogue and description</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How can social fiction be written to convey a message about change?</li> <li>• What makes fictional characters believable and compelling?</li> <li>• How can mid-writing conferences with peers keep me focused as a writer?</li> <li>• How do I organize the events of a story in a coherent structure?</li> <li>• How and what can writing fiction teach us about reality?</li> </ul>	<ul style="list-style-type: none"> <li>• Performance task: Revised, edited, and published piece of short fiction, containing all required elements</li> <li>• On Demand Task: Short story given a theme and contextualizing texts.</li> <li>• Rubric: Delaware Narrative Text-Based Writing Rubric (modified since this assignment is not text-based)</li> </ul> <p>Formative evaluations</p>



Attachment 4: Scope & Sequences, Writing For Change

	<p>to capture the character(s) and event</p> <ul style="list-style-type: none"> <li>o Conclude effectively</li> </ul>		<ul style="list-style-type: none"> <li>• Four Writers' notebook checks,</li> <li>• Two quizzes: applying and identifying story lines and story maps, types of conflicts</li> <li>• Final reflection: my journey as a writer this year</li> <li>• Post-test: see below (end of year timed writing)</li> </ul>
<p><b>FINAL EXAM: POST TEST (TIMED RESPONSE TO PROMPTS)</b></p>			

## Curriculum Framework for ENGLISH 2

**Freire Charter School Wilmington**

**Grade 10**

**Curricular tools:** A variety of grade level novels, literary nonfiction, poetry, Shakespeare's Julius Caesar, drama, select short works, Sadlier-Oxford Vocabulary; Sadlier-Oxford Grammar for Writing.

**Unit 1: Unlocking the Text and Argument Writing**  
**Timeline: 6 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** This first unit gives students reading and writing "toolskits." Students gain and practice reading skills, reading closely for textual details. Students learn how both fiction and nonfiction text "work." As they read one extended text, at a CCSS-revised Lexile between 1025-1335, and a variety of short informational texts and works of literary nonfiction, they pay close attention to what the text says and to what it suggests. Students learn to cite textual evidence, infer, and determine central ideas. Students practice writing skills in three genres: narrative, research- and argument-writing, with an emphasis on their review of argument skills. They engage in daily word, vocabulary, and conventions study

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>• RL9-10.1; RI9-10.1</li> <li>• RL9-10.2; RI9-10.2</li> <li>• RI9-10.3; RI9-10.8</li> <li>• W9-10.1; W9-10.3</li> <li>• W9-10.7; W9-10.9;</li> <li>• SL9-10.4; SL9-10.6;</li> <li>• L.9-10.1; L.9-10.3a</li> <li>• L.9-10.2; L.9-10.4</li> </ul>	<ul style="list-style-type: none"> <li>• Literary and informational texts must be read carefully to understand explicit and implicit information</li> <li>• Details convey central ideas and themes</li> <li>• Character development and interaction advance the plot and Theme and Big Ideas</li> <li>• Arguments are constructed through valid reasoning, relevant and sufficient evidence, formal style and objective tone, claims, and counterclaims</li> <li>• Research projects depend on self-generated questions, inquiry process, importance of different cultures and world views.</li> </ul>	<ul style="list-style-type: none"> <li>• How does our reading and responding to texts foster a deeper understanding of the human experience?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Multi-<input type="checkbox"/> thesis-based literary essay (Taking and defending a position. Genre: Argument writing)</li> <li>• Narrative project: written and oral retelling of personal experience relating to unit theme.</li> <li>• Multi-paragraph reports, synthesizing and citing research (genre: informational writing)</li> <li>• Unit Reading Skills exam</li> <li>• Unit Conventions exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly vocab and editing (conventions) quizzes</li> </ul>

**Unit 2: Author's Craft (Literature) and Informational Writing**

Attachment 4: Scope & Sequences, English 2

**Timeline: 6 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** This unit emphasizes close reading techniques. Students learn to analyze narrative text: they interpret words and phrases, unlock text structures, and explore both point of view and author's purpose. They read one extended fiction text, at a CCSS-revised Lexile between 1025-1335, two short (Informational) texts, ranging from 860-1385, and one or two works of literary nonfiction. Students then use this knowledge to engage in deeper analysis of narrative works through writing and speaking. They focus on constructing arguments in writing, and compose and polish narratives using more sophisticated techniques. They also continue to engage in daily word, vocabulary, and conventions study.

DELAWARE STANDARDS / CCSS ALIGNMENT	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
RL9-10.4 RL9-10.5 RL9-10.6 W9-10.3 W9-10.7 W9-10.9 SL9-10.1 L.9-10.1 L.9-10.2 L.9-10.3a L.9-10.4	<ul style="list-style-type: none"> <li>Cultural experiences often shape an author's point of view and his/her purpose</li> <li>Connotation and figurative meaning enrich interpretation.</li> <li>An author's word choice can impact meaning and tone.</li> </ul>	<ul style="list-style-type: none"> <li>How does an author's language, (style, word choice, syntax, tone, and literary techniques) influence a text's meaning?</li> <li>What thinking strategies do readers use to analyze author's craft?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Multi-paragraph reports citing and synthesizing research from in-class readings (Genre: Informational writing)</li> <li>Narrative written and revised to demonstrate understanding of multiple perspectives</li> <li>Unit Reading Comprehension Skills exam</li> <li>Unit Conventions exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Weekly vocab and editing (conventions) quizzes</li> </ul>

**Unit 3: Author's Craft (Informational Text)**

**Timeline: 5 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** This unit stresses careful analysis of informational writing. Here, students learn to analyze author's craft in informational text, interpret words and phrases, unlock the structure of text, understand point of view and author's purpose, and trace/evaluate the author's argument. Students then use this knowledge to conduct deeper analysis of informational works in both writing and speaking, and to start researching and writing their own informational texts. The readings for this unit are one extended literary nonfiction text, at a CCSS-revised Lexile between 1025-1335, two short (Informational) texts, ranging from 860-1385, and one or two other texts. To develop research skills, students generate and pursue exploration of a question or problem relating to unit themes. They engage in daily vocabulary, and conventions study.

Attachment 4: Scope & Sequences, English 2

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>R19-10.4</li> <li>R19-10.5</li> <li>R19-10.6</li> <li>W9-10.3</li> <li>W9-10.7</li> <li>W9-10.9</li> <li>SL9-10.1</li> <li>L.9-10.1</li> <li>L.9-10.2</li> <li>L.9-10.3a</li> <li>L.9-10.4</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural experiences often shape an author's point of view and his/her purpose</li> <li>• An author's word choice can impact meaning and tone.</li> <li>• Informative/explanatory compositions must be accurate, and deliberately organized</li> <li>• Narratives are developed through the concepts of self-generated question, inquiry process, and the importance of different cultures and world views.</li> <li>• Research projects depend on self-generated questions, inquiry process, importance of different cultures and world views.</li> <li>• Collaborative discussions depend on the valuation of others' opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• What does style look like in nonfiction?</li> <li>• How does an author's language, (style, word choice, syntax, tone, and literary techniques) influence a nonfiction text's meaning?</li> <li>• What thinking strategies should I use to analyze author's craft?</li> <li>• What does conducting and writing research teach me?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Extended research reports citing and synthesizing information from in-class readings (Genre: Informational writing)</li> <li>• Narrative written and revised to demonstrate understanding of multiple perspectives</li> </ul> <p><b>FORMATIVE</b></p> <ul style="list-style-type: none"> <li>• Weekly vocab and editing (conventions) quizzes</li> </ul>
<b>MIDTERM EXAM: CUMULATIVE READING AND CONVENTIONS SKILLS</b>			
<b>Unit 4: Integrating Literature, Informational Text and Media in Research Themes and Big Ideas: 5 weeks (55-minute lessons each day)</b>			
<p><b>Theme and Big Ideas:</b> In this unit, students engage in critical reading of texts and viewing of media that are thematically related. Students then think across the texts and mediums, making connections and comparisons. The preceding units have helped students read text deeply, so the integration of knowledge and ideas across texts are now possible. Students' writing and speaking will reflect the synthesis and integration of information from multiple sources. The focus in this engaging unit is on research. Students also continue to engage in daily vocabulary and conventions study.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS

Attachment 4: Scope & Sequences, English 2

<p>W9-10.3 W9-10.7 W9-10.8 W9-10.9 RL9-10.7 RI9-10.7 SL9-10.2 SL9-10.5 SL9-10.5 L.9-10.1 L.9-10.2 L.9-10.3a L.9-10.4</p>	<ul style="list-style-type: none"> <li>• Authors draw on source material or other work in their own writing</li> <li>• The difference between plagiarism and citation</li> <li>• Citations must come from credible sources</li> <li>• A subject, key scene, or other accounts can be represented in various media</li> <li>• Multimedia and visual displays can be used to clarify information, support claims and add interest, both credibly and accurately</li> <li>• Interpretations of a subject may change in different mediums.</li> <li>• Information can be quoted and paraphrased from multiple print and digital sources.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I, as a self-directed learner, use and integrate information from multiple media and/or various sources to advance an argument or interpret a story?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Thesis-driven research paper synthesizing ideas and evidence from in- and out-of class readings and other media (less scaffolding than 9<sup>th</sup> grade research assignment)</li> <li>• Thesis-driven literary essay</li> <li>• Unit Conventions exam</li> <li>• Citation skills test</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 5 Genre Study: Drama and Poetry</b> <b>Timeline: 5 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students will engage in deep study of drama and poetry. They read one full-length play (at least at a CCSS-revised Lexile level between 1025-1335), two short (Informational) texts, ranging from 860-1385, and a variety of poems. Students learn about the elements of drama and poetry, including the language, structure, purpose, and conventions that are unique to these genres. In their own writing for this unit they continue to incorporate research in literary essays, and also do some creative poetry and script-writing. They engage in daily vocabulary, word, and conventions study.</p>			
<p>DELAWARE STANDARDS ALIGNMENT / CCSS</p>	<p>UNIT CONCEPTS ENDURING UNDERSTANDINGS</p>	<p>ESSENTIAL QUESTIONS</p>	<p>ASSESSMENTS</p>
<p>RI9-10.1 RL9-10.1 RI9-10.2 RL9-10.2 RI9-10.3 RL9-10.3 RI9-10.4 RL9-10.4</p>	<ul style="list-style-type: none"> <li>• Meaning in poetry and drama depends on specific literary elements and techniques, awareness of audience, and intensified deliberation with language</li> </ul>	<ul style="list-style-type: none"> <li>• How do I make meaning of poetry and drama?</li> <li>• How do poets and playwrights capture, illuminate, and enrich human experience?</li> <li>• Is each of us a poet or playwright in some way? In</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Thesis-driven literary essay</li> <li>• Creative writing: collection of poetry and/ or original dramatic scene(s)</li> <li>• Unit Reading Skills exam</li> <li>• Unit Conventions exam</li> </ul>

Attachment 4: Scope & Sequences, English 2

<p>W9-10.2 W9-10.3 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.3a L.9-10.4 L.9-10.6</p>	<p>what way am I a poet or playwright?</p>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Weekly vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 6: Literary Analysis: Shakespeare</b> Timeline: 6 Weeks (55-minute lessons each day)</p>		
<p><b>Themes and Big Ideas:</b> In this year-end unit, students bring together the knowledge and skills from the preceding units to analyze a full-length Shakespearean play- Julius Caesar—and also make claims and support them with evidence, as they interpret the play and make real-life and literary connections. They also read two short (Informational) texts, at Lexile levels ranging from 860-1385, and one or two works of literary nonfiction. Students do a great deal of close reading with Julius Caesar, and pay special attention to Shakespeare's use of language to communicate power. They engage in daily word, vocabulary, and conventions study.</p>		
<p><b>DELAWARE STANDARDS / CCSS ALIGNMENT</b></p> <p>RI9-10.1 RL9-10.10 RL9-10.11 SL9-10.6 W9-10.1 W9-10.3 W9-10.7 W9-10.8 W9-10.9 L.9-10.1 L.9-10.2 L.9-10.3a L.9-10.4</p>	<p><b>UNIT CONCEPTS</b> <b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Readers consider aesthetics, ethics, perspectives, and informed judgments when analyzing or evaluating literature.</li> <li>Arguments are supported and constructed with valid reasoning, relevant and sufficient evidence, formal style and objective tone, claims and counterclaims.</li> <li>Researchers generate questions and explore different cultures and world views in the inquiry process</li> <li>Information is quoted and paraphrased from multiple print and digital sources.</li> <li>Citations must be from credible sources</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can reading help me answer the questions that matter most to me?</li> <li>What can literature from another time and place teach me?</li> <li>What can I do with the insights and understanding I gain from reading?</li> </ul>
<p><b>ASSESSMENTS</b></p>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Literary analysis of Julius Caesar, focusing on language.</li> <li>Research project related topically or thematically to Julius Caesar</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Weekly vocab and editing (conventions) quizzes</li> </ul>	
<p><b>FINAL EXAM: CUMULATIVE READING AND CONVENTIONS SKILLS</b></p>		

### Curriculum Framework for ENGLISH 3

Freire Charter School Wilmington

Grade 11

**Curricular tools:** A variety of grade level novels, literary nonfiction, poetry, Shakespeare's *Macbeth*, drama, select short works, Sadlier-Oxford Vocabulary; Sadlier-Oxford Grammar for Writing.

**Unit 1: Unlocking the Text**

**Timeline: 6 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** In this unit, students read one extended text, at a CCSS-revised Lexile between 1185-1385, and 2-4 short texts. They learn to comprehend what a text actually says and implies. And refine the skills of citing text evidence, inference, and determining central ideas. Students are expected, by this point, to be able to make claims and support them with convincing textual evidence, and also demonstrate their understanding of narrative story structure, in both writing and speaking. They engage in daily SAT/ACT vocabulary, conventions and style study.

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
RL11-12.1 RI11-12.1 RL11-12.2 RI11-12.2 RI11-12.3 W11-12.1 W11-12.3 W11-12.7 W11-12.9 SL11-12.4 L11-12.1 L11-12.2 L11-12.4 L11-12.5 L11-12.6	<ul style="list-style-type: none"> <li>Literary and informational texts must be read carefully to understand explicit and implicit information</li> <li>Textual details convey central ideas and themes</li> <li>Arguments are constructed through valid reasoning, relevant and sufficient evidence, formal style and objective tone, claims, and counterclaims</li> </ul>	<ul style="list-style-type: none"> <li>How can I make my reading and responding to texts foster a deeper understanding of the human experience?</li> </ul>	<b>SUMMATIVE:</b> <ul style="list-style-type: none"> <li>Extended thesis-based literary essay with textual citations (Taking and defending a position. Genre: Argument writing)</li> <li>Unit Reading Comprehension Skills exam</li> <li>Unit Conventions and Style exam</li> </ul> <b>FORMATIVE:</b> <ul style="list-style-type: none"> <li>Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>

**Unit 2: Literature: Author's Craft**

**Timeline: 6 weeks (55-minute lessons each day)**

**Theme and Big Ideas:** Building on their work with author's craft in 10<sup>th</sup> and 11<sup>th</sup> grades, students continue analyzing more sophisticated narrative text for author's craft and make evidence-based claims in this unit. Their major work is an extended literary (fiction) text at a CCSS-revised Lexile between 1185-1385. They also read 2-4 thematically-related short texts. With all unit readings, students practice interpreting words and phrases, unlocking the structure of text, and understanding point of view and author's purpose. Students then use this knowledge to conduct deeper analysis of narrative works in both writing and speaking, and compose narrative text using more varied and advanced techniques. They also engage in daily SAT/ACT vocabulary work, conventions practice, and the study of authorial style.

SEE SAMPLE SUB-UNIT: MAKING EVIDENCE-BASED CLAIMS (ERDRICH AND OBRIEN)			
DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
RL11-12.3 RL11-12.4 RL11-12.5 RL11-12.6 W11-12.2 W11-12.3 W11-12.4 W11-12.7 W11-12.9 SL11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.5	<ul style="list-style-type: none"> <li>• Good readers dig deeply into words' figurative and connotative meanings, word choice and text structure</li> <li>• Questions and problems initiate and drive research and an understanding of a subject</li> <li>• Analysis, reflection, and research is supported through evidence from texts</li> <li>• Point of view impacts meaning</li> <li>• Claims are always supported with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• How do I practice close reading with more difficult works?</li> <li>• What if my understanding of a text or passage isn't "right"? Are some readings more right than others?</li> <li>• What makes an interpretation "right"? What makes an interpretation valid? Are they the same thing?</li> <li>• Where does the best evidence come from, and how can I use it to substantiate my claims?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Extended narrative incorporating unit themes and personal experiences</li> <li>• Literary exegesis using evidence from multiple sources (genre: informational writing)</li> <li>• Unit Reading Comprehension skills exam</li> <li>• Unit Conventions and Style exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 3: Author's Craft (Informational Text)</b>                      Timeline: 5 weeks (55-minute lessons each day)</p>			
<p><b>Theme and Big Ideas:</b> This unit stresses careful analysis of informational writing. Here, students read one extended literary nonfiction text, at a CCSS-revised Lexile between 1185-1385, and 2-4 short texts; they learn to analyze author's craft in these texts, and interpret words and phrases, unlock the structure of text, understand point of view and author's purpose, and trace/evaluate the author's argument. Students use this knowledge to conduct deeper analysis of these texts in both writing and speaking. They also start researching and writing their own informational texts, generating questions and exploring a problem or issue relating to unit themes. They engage in daily vocabulary, style, and conventions study.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
RI11-12.4 RI11-12.5 RI11-12.6	<ul style="list-style-type: none"> <li>• Cultural experiences often shape an author's point of view and his/her purpose</li> <li>• An author's word choice can impact meaning and tone.</li> </ul>	<ul style="list-style-type: none"> <li>• How does an author's language, (style, word choice, syntax, tone, and literary</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Multi-paragraph reports citing and synthesizing research from in-class readings (Genre:</li> </ul>



<p>W11-12.3 W11-12.7 W11-12.9 SL11-12.1 L.11-12.1 L.11-12.2 L.11-12.3a L.11-12.4</p>	<ul style="list-style-type: none"> <li>• Informative/explanatory compositions must be accurate, and deliberately organized</li> <li>• Narratives are developed through the concepts of self-generated question, inquiry process, and the importance of different cultures and world views.</li> <li>• Research projects depend on self-generated questions, inquiry process, importance of different cultures and world views.</li> <li>• Collaborative discussions depend on the valuation of others' opinions and ideas.</li> </ul>	<p>techniques) influence a nonfiction text's meaning?</p> <ul style="list-style-type: none"> <li>• How do we analyze author's craft?</li> <li>• What does conducting and writing research teach me?</li> </ul>	<p>Informational writing)</p> <ul style="list-style-type: none"> <li>• Narrative written and revised to demonstrate understanding of multiple perspectives</li> </ul> <p>FORMATIVE:</p> <ul style="list-style-type: none"> <li>• Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>
<p><b>MIDTERM: CUMULATIVE READING SKILLS AND CONVENTIONS EXAM</b></p> <p><b>Unit 4: Integrating Literature, Informational Text, and Media in Research</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> In this unit, students engage in critical reading of texts and viewing of media that are thematically related. Students think across texts and media, making connections and comparisons. Because the preceding units have shown students how to read text deeply, they can now integrate knowledge and ideas across texts. Students' writing and speaking reflect the synthesis and integration of information from multiple sources. The writing focus in this engaging unit is informational; students conduct research and present their findings and analysis using multiple media. They also engage in daily SAT/ACT vocabulary and conventions study.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>W11-12. 3 W11-12. 7 W11-12. 8 W11-12. 9 RL11-12.7 RI11-12.7 SL11-12.2 SL11-12.5 SL11-12.5 L.11-12.1 L.11-12.2 L.11-12.3a L.11-12.4</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Authors draw on source material or other work in their own writing</li> <li>• The difference between plagiarism and citation</li> <li>• Citations must come from credible sources</li> <li>• A subject, key scene, or other accounts can be represented in various media</li> <li>• Multimedia and visual displays can be used to clarify information, support claims and add interest, both credibly and accurately</li> <li>• Interpretations of a subject may change in different mediums.</li> <li>• Information can be quoted and paraphrased from multiple print and digital sources.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>• How do readers use and integrate information from multiple media and/or various sources to advance an argument or interpret a story?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Thesis-driven research paper / presentation synthesizing ideas and evidence from in- and out-of class readings and other media</li> <li>• Thesis-driven literary essay</li> <li>• Citation skills test</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>

<p><b>Unit 5: Genre Study: 18<sup>th</sup>-20<sup>th</sup> Century Foundational Works of American Literature</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> In this unit, students engage in deep study of literature that has defined various archetypal American experiences, speaking to our country's founding, immigration, freedom, civil rights, the experiences of minority populations, etc. They read one full-length play (at a CCSS-revised Lexile between 1185-1385), two to four 17<sup>th</sup>-19<sup>th</sup> century foundational U.S. documents-- application of constitutional principles and legal reasoning, works of public advocacy, and the like---in addition to period poems or drama. Students apply close reading skills to these works, and endeavor to make sense of antiquated language, structures, and conventions. They delineate and evaluate premises, purposes, and arguments in U.S. texts. In their own writing for this unit, students write imaginative narratives and a variety of reports summarizing and analyzing seminal works of American literature. They engage in daily ACT/ SAT vocabulary, style, and conventions study.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>R.11-12.9                  RL.11-12.9                  W.11-12.2                  W.11-12.4                  W.11-12.9                  L.11-12.1                  L.11-12.2                  L.11-12.3                  L.11-12.3a                  L.11-12.4                  L.11-12.6</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> century foundational American literature address similar themes</li> <li>Meaning in poetry and drama depends on specific literary elements and techniques, awareness of audience, and intensified deliberation with language</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How do I make meaning of literature from past eras?</li> <li>What do I have in common with people from those times? What separates us?</li> </ul>
		<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Extended narrative, demonstrating exploration of unit themes</li> <li>Explanatory reports and analyses of literature and associated themes</li> <li>Unit Reading Comprehension Skills exam</li> <li>Unit Conventions and Style exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Weekly SAT/ ACT vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 6: Literary Analysis: Shakespeare</b>  <b>Timeline: 6 Weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> In this year-end unit, students will bring together the knowledge and skills from the preceding units to analyze Macbeth, and also 2-4 shorter texts. They continue making claims and supporting them with evidence, interpreting and making connections. They also conduct research into a topic of their choice related to the unit's major work. They engage in daily ACT/SAT vocabulary, style, and conventions study.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT /</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>
		<p><b>ASSESSMENTS</b></p>

Attachment 4: Scope & Sequences, English 3

<p><b>CCSS</b></p> <p>RI.11-12.1            RL.11-12.10            RL.11-12.11            SL.11-12.6            W.11-12.1            W.11-12.3            W.11-12.7            W.11-12.8            W.11-12.9            L.11-12.1            L.11-12.2            L.11-12.3a            L.11-12.4</p>	<ul style="list-style-type: none"> <li>• Readers consider aesthetics, ethics, perspectives, and informed judgments when analyzing or evaluating literature.</li> <li>• Arguments are supported and constructed with valid reasoning, relevant and sufficient evidence, formal style and objective tone, claims and counterclaims.</li> <li>• Researchers generate questions and explore different cultures and world views in the inquiry process</li> <li>• Information is quoted and paraphrased from multiple print and digital sources.</li> <li>• Citations must be from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>• How can reading help me answer the questions that matter most to me?</li> <li>• What materials should I read? And how should I read these materials?</li> <li>• What can I do with the insights and understanding I gain from reading?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Extended thesis-driven literary analysis, analyzing and making connections among multiple works of literature</li> <li>• Research project related to the unit's major work</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>
<p><b>FINAL EXAM: CUMULATIVE READING SKILLS AND CONVENTIONS EXAM</b></p>			

## Curriculum Framework for ENGLISH 4

**Freire Charter School Wilmington**

**Grade 12**

A variety of grade-level novels, literary nonfiction, poetry, Shakespeare's *Othello*, drama, select short works, Sadlier-Oxford Vocabulary; Sadlier-Oxford Grammar for Writing.

**Unit 1: Unlocking the Text**

**Timeline: 6 weeks (55-minute lessons each day)**

**Themes and Big Questions:** In this unit, students use the skills they have gained over the years to earn to cite text evidence, infer, and determine central ideas mostly independently in their reading of a major work at a CCSS-revised Lexile between 1185-1385, and 2-4 short texts. They examine the ambiguity inherent in these texts, and work in pairs and groups to unlock meaning within this ambiguity. Students also explore the different questions that arise in regard to differing cultures and world views, an explicit characteristic of Freirian education. Students also engage in daily SAT/ACT vocabulary, style, and conventions study, paying close attention to connotation and nuance.

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
RL11-12.1 RI11-12.1 RL11-12.2 RI11-12.2 RI11-12.3 W11-12.1 W11-12.3 W11-12.7 W11-12.9 SL11-12.4 L11-12.1 L11-12.2 L11-12.4 L11-12.5 L11-12.6	<ul style="list-style-type: none"> <li>• Literary and informational texts must be read carefully to understand explicit and implicit information</li> <li>• Textual details convey central ideas and themes</li> <li>• Arguments are constructed through valid reasoning, relevant and sufficient evidence, formal style and objective tone, claims, and counterclaims</li> </ul>	<ul style="list-style-type: none"> <li>• How does a reader make sense of confusing and ambiguous texts?</li> <li>• How can my reading and responding to texts foster a deeper understanding of the human experience?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Extended thesis-based literary essay with textual citations (Taking and defending a position. Genre: Argument writing)</li> <li>• Unit Reading Skills exam</li> <li>• Unit Conventions and Style exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>

**Unit 2: Literature: Author's Craft in Shakespeare**

**Timeline: 6 weeks (55-minute lessons each day)**

**Themes and Big Questions:** In this unit, students learn to analyze Shakespeare's *Othello* for author's craft and make evidence-based claims. They interpret the language and go deeply into analysis of text and subtext, exploring unit themes in this work and 2-4 other, related texts. Students then use this knowledge to conduct deeper analysis of narrative works in both writing and speaking, and compose narrative text using more sophisticated techniques. They also engage in daily SAT/ACT vocabulary and conventions study.

DELAWARE STANDARDS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS

Attachment 4: Scope & Sequences, English 4

<p><b>ALIGNMENT / CCSS</b></p>	<ul style="list-style-type: none"> <li>• Good readers dig deeply into words' figurative and connotative meanings, word choice and text structure</li> <li>• Questions and problems initiate and drive research and an understanding of a subject</li> <li>• Analysis, reflection, and research is supported through evidence from texts</li> <li>• Point of view impacts meaning</li> <li>• Claims are always supported with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• How should I read difficult texts closely?</li> <li>• How do I make sense of archaic language and sentence structures?</li> <li>• How can I organize and communicate my understanding of themes using textual evidence?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Extended narrative incorporating unit themes and personal experiences</li> <li>• Literary exegesis using evidence from multiple sources (genre: informational writing)</li> <li>• Unit Reading Skills exam</li> <li>• Unit Conventions exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 3: Author's Craft: (Informational Text)</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Questions:</b> This unit stresses careful analysis of informational writing. Here, students learn to analyze author's craft in one extended literary nonfiction text, at a CCSS-revised Lexile between 1185-1385 and 2-4 short texts. They interpret words and phrases, unlock the structure of text, understand point of view and author's purpose, and trace/evaluate the author's argument. Students use this knowledge to conduct deeper analysis of informational works in both writing and speaking, and to research and write their own informational texts. They generate and pursue exploration of a question or problem relating to unit themes. They also engage in daily SAT/ACT vocabulary, style, and conventions study.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Cultural experiences often shape an author's point of view and his/her purpose</li> <li>• An author's word choice can impact meaning and tone.</li> <li>• Informative/explanatory compositions must be accurate, and deliberately organized</li> <li>• Narratives are developed through the concepts</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How does an author's language, (style, word choice, syntax, tone, and literary techniques) influence a nonfiction text's meaning?</li> <li>• What thinking strategies should I use to analyze author's craft?</li> </ul>	<p><b>ASSESSMENTS</b></p>
<p>RI11-12.4 RI11-12.5 RI11-12.6 W11-12.3 W11-12.7 W11-12.9</p>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Multi-paragraph reports citing and synthesizing research from in-class readings (Genre: Informational writing)</li> <li>• Narrative written and revised to demonstrate understanding of</li> </ul>		<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Multi-paragraph reports citing unit themes and personal experiences</li> <li>• Literary exegesis using evidence from multiple sources (genre: informational writing)</li> <li>• Unit Reading Skills exam</li> <li>• Unit Conventions exam</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>

Attachment 4: Scope & Sequences, English 4

<p>SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3a L.11-12.4</p>	<p>of self-generated question, inquiry process, and the importance of different cultures and world views.</p> <ul style="list-style-type: none"> <li>• Research projects depend on self-generated questions, inquiry process, importance of different cultures and world views.</li> <li>• Collaborative discussions depend on the valuation of others' opinions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• What do I learn while conducting and writing research?</li> </ul>	<p>multiple perspectives</p> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Weekly SAT/ ACT vocab and editing (conventions) quizzes</li> </ul>
<p><b>MIDTERM: CUMULATIVE READING SKILL AND CONVENTIONS SKILL EXAM</b></p>			
<p><b>Unit 4: Integrating Literature, Informational Text, and Media in Research</b> Timeline: 5 weeks (55-minute lessons each day)</p> <p><b>Theme and Big Ideas:</b> In this unit, students engage in critical reading of texts and viewing of media that are thematically related. Students think across texts and media, making connections and comparisons. Because the preceding units have shown students how to read text deeply, they can now integrate knowledge and ideas across texts. Students' writing and speaking reflect the synthesis and integration of information from multiple sources. The writing focus in this engaging unit is informational; students conduct research and present their findings and analysis using multiple media. They also engage in daily SAT/ ACT vocabulary and conventions study.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>W.11-12.3 W.11-12.7 W.11-12.8 W.11-12.9 R.11-12.7 R.11-12.7 SL.11-12.2 SL.11-12.5 SL.11-12.5 L.11-12.1 L.11-12.2 L.11-12.3a L.11-12.4</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Authors draw on source material or other work in their own writing</li> <li>• The difference between plagiarism and citation</li> <li>• Citations must come from credible sources</li> <li>• A subject, key scene, or other accounts can be represented in various media</li> <li>• Multimedia and visual displays can be used to clarify information, support claims and add interest, both credibly and accurately</li> <li>• Interpretations of a subject may change in different mediums.</li> <li>• Information can be quoted and paraphrased from multiple print and digital sources.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>• How can I, as a self-directed learner, use and integrate information from multiple media and/or various sources to advance an argument or interpret a story?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Thesis-driven research paper synthesizing ideas and evidence from in- and out-of class readings and other media</li> <li>• Thesis-driven literary essay</li> <li>• "College" citation skills test</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• SAT/ ACT vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 5: Genre Study: Modern World Literature</b> Timeline: 5 weeks (55-minute lessons each day)</p>			

<p><b>Themes and Big Questions:</b> In this unit, students will engage in deep study of contemporary literary works from first world and developing countries. Students will apply close reading skills to these sophisticated works, and make connections across the genres of fiction, drama, and poetry. They will also read nonfiction to provide background of the current social and political contexts to provide background for these modern works. In their own writing for this unit they will write imaginative narratives, and a variety of reports summarizing and analyzing their investigations into contemporary contexts and literatures. They will engage in daily college-prep vocabulary, style, and conventions study.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>RI11-12.9 RL11-12.9 W11-12.2 W11-12.4 W11-12.9 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.3a L.11-12.4 L.11-12.6</p>	<ul style="list-style-type: none"> <li>Contemporary literature in developing countries address similar themes and topics</li> <li>Meaning in poetry and drama depends on specific literary elements and techniques, awareness of audience, and intensified deliberation with language</li> </ul>	<ul style="list-style-type: none"> <li>How do I make meaning of literature from other places and other cultures?</li> <li>What do I have in common with people from those places? What separates us?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Extended narrative, demonstrating exploration of unit themes and topics</li> <li>Project: Contemporary Literature</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Vocab and editing (conventions) quizzes</li> </ul>
<p><b>Unit 6: Literary Analysis</b> <b>Timeline: 6 Weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Questions:</b> In this year-end unit, students will bring together the knowledge and skills from the preceding units to analyze literature, including making claims and supporting with evidence, interpreting and making connections, and ultimately self-selecting texts based on personal preference. They engage in daily word, vocabulary, and conventions study. They engage in daily college prep vocabulary, style, and conventions study. Their final text is an author study, where they read several works by an author of their choice.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>
<p>RI11-12.1 RL11-12.10 RL11-12.11 SL11-12.6 W11-12.1 W11-12.3 W11-12.7 W11-12.8</p>	<ul style="list-style-type: none"> <li>Readers consider aesthetics, ethics, perspectives, and informed judgments when analyzing or evaluating literature.</li> <li>Arguments are supported and constructed with valid reasoning, relevant and sufficient evidence, formal style and objective tone, claims and counterclaims.</li> <li>Researchers generate questions and explore</li> </ul>	<ul style="list-style-type: none"> <li>How can reading help me answer the questions that matter most to me?</li> <li>What materials should I read? And how should I read these materials?</li> <li>What can I do with the insights</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Extended thesis-driven literary analysis, analyzing and making connections among multiple works of literature</li> <li>Research project</li> </ul> <p><b>FORMATIVE:</b></p>

Attachment 4: Scope & Sequences, English 4

<p>W11-12.9 L.11-12.1 L.11-12.2 L.11-12.3a L.11-12.4</p>	<p>different cultures and world views in the inquiry process</p> <ul style="list-style-type: none"> <li>• Information is quoted and paraphrased from multiple print and digital sources.</li> <li>• Citations must be from credible sources</li> </ul>	<p>and understanding   gain from reading?</p>	<ul style="list-style-type: none"> <li>• Weekly SAT/ACT vocab and editing (conventions) quizzes</li> </ul>
<p><b>FINAL: CUMULATIVE READING SKILLS AND CONVENTIONS EXAM</b></p>			



## Curriculum Framework for AP LITERATURE

Freire Wilmington Charter School

Grade 12

Curricular tools: Course bulkpack, Lawrence Perrine's *Literature: Structure, Sound and Sense*, Sadlier-Oxford *Vocabulary*, class WikiSpace and Blog

### Unit 1: Summer Reading Review and Intro to the Course

Timeline: 1 week (55-minute lessons each day)

**Theme and Big Ideas:** The goals for this introductory unit are to begin analysis of summer reading selections, orient students to the AP Lit exam, and otherwise set expectations for the year. Students share and discuss highlights from summer reading. They begin Vocabulary Sets, and are introduced to the class WikiSpace and Blog. They also begin training as Writing Center tutors.

n.b.: This course exceeds the 11 <sup>th</sup> -12 <sup>th</sup> grade ELA CCSS. Listed here instead are course readings for each unit.	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>• Thomas C. Foster's <i>How to Read Literature like a Professor</i></li> <li>• <i>Dracula</i> by Bram Stoker</li> <li>• Set of 10 student-selected poems</li> <li>• "Why Literature Matters" by Donald G. Smith</li> <li>• "Marginalia" by Billy Collins</li> </ul>	<ul style="list-style-type: none"> <li>• Writers use language to provide both meaning and pleasure for their readers</li> <li>• AP, college-level work requires students to read every single assigned reading with care and on time</li> <li>• Developing as a reader means developing as a writer</li> </ul>	<ul style="list-style-type: none"> <li>• Why does literature matter?</li> <li>• How do writers use different structures, styles and themes, (as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone) to deepen meaning?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Summer Reading Test</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary quiz</li> <li>• Foster's HTRLLAP Chapter Wall Project</li> <li>• Summer Reading Dialectical Journal</li> </ul>
<p><b>Unit 2: Intro to Literature: Short Stories</b> Timeline: 5 weeks (55-minute lessons each day)</p>			
<p><b>Theme and Big Ideas:</b> Students read a variety of short fiction, reviewing and mastering elements of literature. They become skilled at independently noting key ideas in literature and presenting/defending them in writing and class discussions. Intensive vocabulary work also begins here, so that students' language skills in general and their academic vocabularies in particular are increased in breadth. Students practice annotation, and write and rewrite responsive, analytic, and creative pieces.</p>			
<b>TEXTS</b>	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>	<b>ASSESSMENTS</b>

Attachment 4: Scope & Sequences, AP Literature

<ul style="list-style-type: none"> <li>• The Elements of Fiction [Short Stories Unit] (Guiding Text: Lawrence Perrine's <i>Literature: Structure, Sound and Sense</i>)</li> <li>• "The Most Dangerous Game" by Richard Connell</li> <li>• "How I Met my Husband" by Alice Munro</li> <li>• "The Interpreter of Maladies" by Jhumpa Lahiri</li> <li>• "Hunters in the Snow" by Tobias Wolff</li> <li>• "Sonny's Blues" by James Baldwin</li> <li>• "The Use of Force" by Williams Carlos Williams</li> <li>• "Desiree's Baby" by Kate Chopin</li> <li>• "The Lottery" by Shirley Jackson</li> <li>• "Paul's Case" by Willa Cather</li> <li>• "The Jilting of Granny Weatherall" by Katherine Anne Porter</li> <li>• "A Rose for Emily" by William Faulkner</li> <li>• "Hills Like White Elephants" by Ernest Hemingway</li> <li>• "The Worn Path" by Eudora Welty</li> <li>• "The Story of an Hour" by Kate Chopin</li> </ul>	<ul style="list-style-type: none"> <li>• No matter our cultural backgrounds, people are more alike than different.</li> <li>• The reader's interaction with the writer can lead to self-discovery.</li> <li>• Interacting with others about literature provides a basis for analyzing and writing about literature.</li> <li>• Words are both a source of understanding and misunderstanding.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the elements of short stories?</li> <li>• How do short stories work?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Creative Characterization</li> <li>• Short Story</li> <li>• Point-of-View Mini-Scene Presentations</li> <li>• Short Story Evaluation: Comparison Essay</li> <li>• Literary Terms Test</li> <li>• Short Story (student's Choice) Final Analysis Essay</li> <li>• Vocab Test</li> <li>• Writing Portfolio Reflection / Revision of one piece</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Blog posts and study questions for each story</li> <li>• Weekly vocabulary quizzes</li> <li>• Reading checks on Perrine chapters</li> <li>• In-Class Writing Prompts</li> <li>• Theme Statements</li> </ul>
<p><b>Unit 3: Modern Short Novel</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p>			

Attachment 4: Scope & Sequences, AP Literature

<p><b>Theme and Big Ideas:</b> In this unit, students read and watch the film version of Muriel Spark's <i>The Prime of Miss Jean Brodie</i>. They analyze Spark's tone, and pay close attention to her use of time-shift, flashback, foreshadowing, and allusion. They continue with intensive vocabulary study, practice annotation, and write and rewrite responsive, analytic, and creative pieces.</p>			
TEXTS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li><i>The Prime of Miss Jean Brodie</i> by Muriel Spark</li> <li><i>The Prime of Miss Jean Brodie</i> (film) directed by Ronald Neame</li> </ul>	<ul style="list-style-type: none"> <li>No matter our cultural backgrounds, people are more alike than different.</li> <li>Interacting with others about the ideas, symbols, and themes in literature builds self-confidence in understanding literature independently.</li> <li>"Nothing is new under the sun" or "There are no new stories." The newness is in the telling, the technique.</li> <li>Struggles in literature can be applied to contemporary, personal experiences.</li> </ul>	<ul style="list-style-type: none"> <li>How do historical and cultural contexts affect a reader's understanding of text?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Novel/Film Evaluative Comparison Essay</li> <li>Writing Portfolio Reflection / Revision of one piece</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Dialectical Journal entries and blog posts for each chapter</li> <li>Weekly vocabulary quizzes</li> <li>Reading checks</li> <li>In-Class Writing Prompts</li> <li>Literature Circles</li> <li>Graded Class Discussions</li> </ul>
<p><b>Unit 4: Intro to Literary Criticism/Victorian Novel</b>  <b>Timeline: 6 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> In this unit, students deconstruct and paraphrase complex writing to dig deeper into literary theme, and analyze author's use of a frame. They study four critical literary theories—Reader-Response, Psychoanalytic, Gender, Marxist—and apply these lenses to James' text. They also continue with intensive vocabulary study, practice annotation, and write and rewrite responsive, analytic, and creative pieces.</p>			
TEXTS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li><i>Turn of the Screw</i> by Henry James</li> <li><i>A Case Study in Contemporary Criticism</i>, edited by Peter G. Biedler</li> <li><i>Turn of the Screw</i> (film) directed by Tim Fywell</li> </ul>	<ul style="list-style-type: none"> <li>No matter our cultural backgrounds, people are more alike than different.</li> <li>For the writer, writing is life, salvation, passion, necessity.</li> <li>Good literature is timeless and models the consequences of choice and action.</li> <li>Literature, no matter the genre or date</li> </ul>	<ul style="list-style-type: none"> <li>What is literary theory?</li> <li>How do different lit. theories affect the ways we read and understand texts?</li> </ul>	<p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Student group presentations pre- and post-reading on Victorian England / Critical Literary Theories</li> <li>Novel/Film Critical Literary Theory Application Essay</li> <li>Writing Portfolio Reflection /</li> </ul>

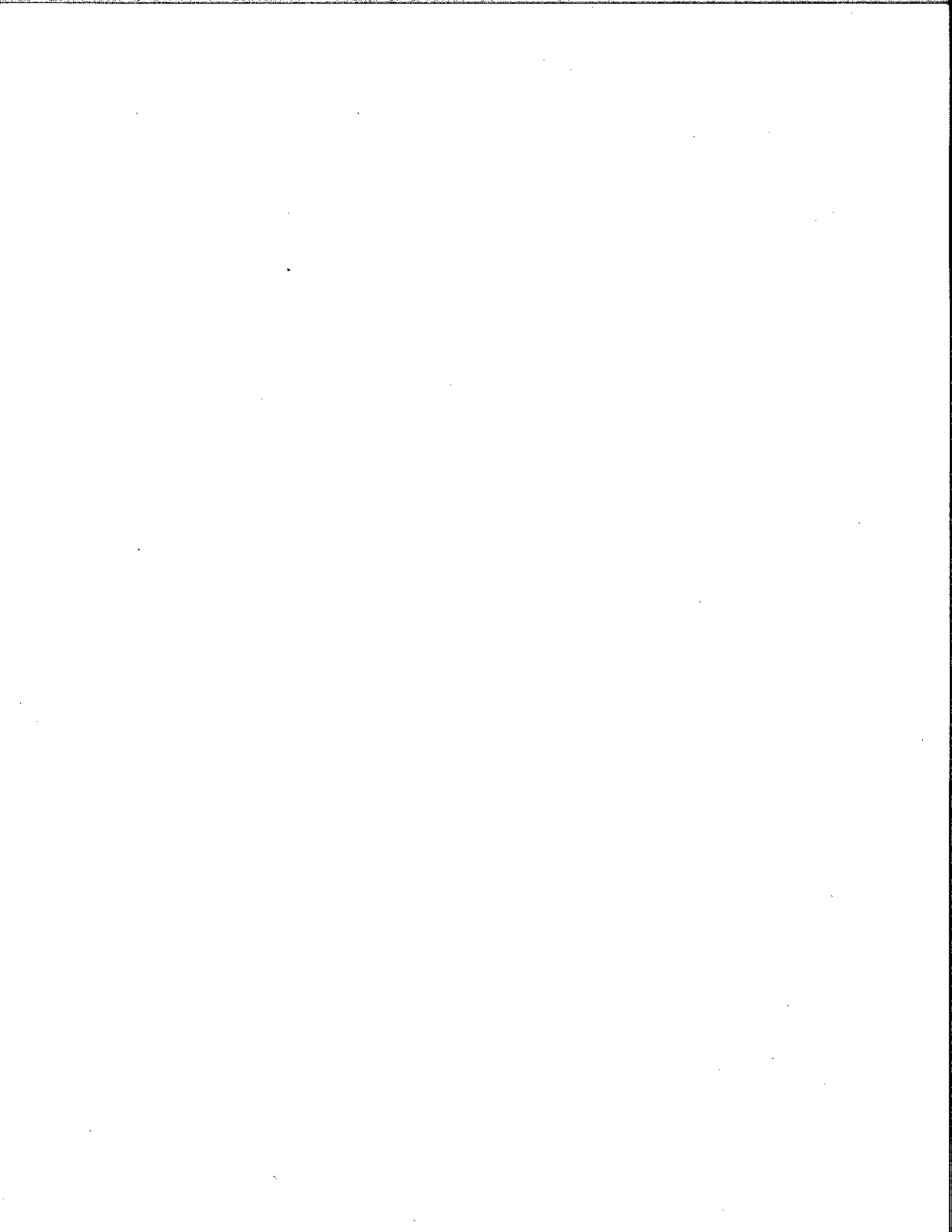
	<p>of the writing, is a study of human nature.</p> <ul style="list-style-type: none"> <li>Knowing the culture, author's background, and historical context of a writing enhances appreciation and understanding.</li> </ul>		<p>Revision of one piece</p> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Presentation notes, post-it annotations, and blog posts for each section</li> <li>Weekly vocabulary quizzes</li> <li>Reading checks</li> <li>In-Class Writing Prompts</li> <li>Graded Class Discussions</li> </ul>
<p><b>Unit 5: Introduction to Drama</b>  <b>Timeline: 6 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> In this unit, students review the essential elements of drama, including evaluating its art as a read versus performed medium. They consider how drama employs realistic and nonrealistic conventions, and establish conventions of dramatic tragedy. Students analyze dramatists' exploration of theme, consider historical and cultural context, deconstruct and paraphrase complex writing and perform dramatic scenes. They become skilled at independently noting key ideas in literature and presenting / defending them in writing and class discussions. As always, they increase their academic vocabularies, and write and rewrite responsive, analytic, evaluative, and creative pieces.</p>			
<p><b>TEXTS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Drama is written for performance on the stage, not reading on the page.</li> <li>Appreciating drama means accepting the conventions of the stage, such as the fourth wall-concept, asides, soliloquies, stage directions, and director's license.</li> <li>In drama characterization is developed through speech and action, not narration.</li> <li>Drama is a present-tense medium.</li> <li>Stage directions are clues to understanding the playwright's intent.</li> <li>Like most writers, the playwright experiments with technique.</li> <li>Good drama is timeless and models the consequences of our choices and</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What are the essential elements of drama?</li> <li>How do realistic and nonrealistic dramatic conventions work, and how do we respond to them?</li> <li>How has drama evolved over the ages, and what are the distinguishing features of modern drama?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Graded Class Discussions / Performances / Drama Terms Test</li> <li>Writing Portfolio Reflection / Revision of one piece</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Cornell Notes, post-it annotations, and blog posts for each play / act</li> <li>Weekly vocabulary quizzes</li> <li>Reading checks</li> <li>In-Class Writing Prompts</li> </ul>

Attachment 4: Scope & Sequences, AP Literature

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<p><b>Unit 6: Introduction to Poetry</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> In this unit, students review the essential elements of poetry, including differentiating between ordinary and poetic language and connotative vs. denotative meanings. They become adept at identifying a poem's speaker and establishing the poet's exploration of theme and purpose. Students analyze the poet's use of imagery, simile, metaphor, personification, apostrophe, and metonymy. Students also independently note key ideas in literature and present / defend them in writing and class discussions. As in all AP Lit units, they increase breadth of their academic vocabulary, and write and rewrite responsive, analytic, evaluative, and creative pieces</p>			
<p><b>TEXTS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Poetry is an art, a studied art, not a fast read.</li> <li>Poetry is based on connotation, not denotation.</li> <li>The speaker of the poem is not necessarily the poet.</li> <li>The "I" of the poem often becomes the reader of the poem.</li> <li>Poetry is open to interpretation but only with substantiation from the poem itself.</li> <li>Poetry analysis is a challenge worth taking.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>How do we deconstruct and paraphrase complex poetic lines?</li> <li>How does reading a poem aloud affect audience's/ readers' understanding and appreciation for the form?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Individual and Paired Poem Presentations</li> <li>Poetic Terms Test</li> <li>Poem Explication Essay</li> <li>Writing Portfolio Reflection / Revision of one piece</li> </ul> <p><b>FORMATIVE:</b></p> <p>Cornell Notes, post-it annotations, and blog posts for select poem</p> <ul style="list-style-type: none"> <li>Weekly vocabulary quizzes</li> <li>Reading checks</li> <li>In-Class Writing Prompts</li> </ul>
<p><b>Unit 7: Digging Deeper into Poetry</b>  <b>Timeline: 6 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> Students continue their exploration of poetry in this unit, reviewing poetry's essential elements including paradox, allusion, tone, sound devices, and meter. They become comfortable with poetry running the gamut from Elizabethan sonnet to modern free verse. AP students become adept in this unit at identifying a poem's speaker and establishing the poet's exploration of theme and purpose.</p>			
<p><b>TEXTS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Poetry is an art, a studied art, not a fast read.</li> <li>Poetry is based on connotation, not denotation.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>How can I close read a poem</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>Individual and Paired Poem Presentations</li> <li>Poetic Terms Test</li> </ul>

Attachment 4: Scope & Sequences, AP Literature

<p>→ Curriculum during this four-week unit includes whole-class, small group, and individual study of dozens of poems by male and female classical and modern American and World poets.</p>	<ul style="list-style-type: none"> <li>• The speaker of the poem is not necessarily the poet.</li> <li>• The "I" of the poem often becomes the reader of the poem.</li> <li>• Poetry is open to interpretation but only with substantiation from the poem itself.</li> <li>• Poetry analysis is a challenge worth taking.</li> </ul>	<ul style="list-style-type: none"> <li>• Poem Explication Essay</li> <li>• Writing Portfolio Reflection / Revision of one piece</li> </ul> <p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Cornell Notes, post-it annotations, and blog posts for select poem</li> <li>• Weekly vocabulary quizzes</li> <li>• Reading checks</li> <li>• In-Class Writing Prompts</li> </ul>
<p><b>Week of intensive AP text prep before exam</b>  <b>Post-exam unit: TBD</b></p>		



**Scope & Sequences**

**For**

**VISUAL & PERFORMING  
ARTS**

**Studio Art  
Theatre (of the Oppressed)**



<b>Curriculum Framework: Studio Art – 1 Semester</b>		<b>Grade 12</b>
Freire Charter School Wilmington Curricular Tools: Multiple art tools and materials		
<b>Unit 1: What is Art And Why Should I Make It?</b> Timeline: 2 weeks (55-minute lessons each day)		
Theme: "What is art?" is a question often discussed and debated and "Why should I make it?" is a question often asked by students in a mandated studio art class. This opening studio art unit is designed to encourage students to ask these types of questions and take artistic risks; to not only look more closely at art at the world around them, but dig deeper, too. This unit will teach students the very foundation of art by exploring its elements (and, in a later unit, design principles), which are the building blocks of creating and understanding art.		

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS / ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-VISUAL ARTS-1.1 DE-VISUAL ARTS-1.2 DE-VISUAL ARTS-1.3 DE-VISUAL ARTS-1.5 DE-VISUAL ARTS-1.7 DE-VISUAL ARTS-2.1 DE-VISUAL ARTS-2.2 DE-VISUAL ARTS-2.4 DE-VISUAL ARTS-2.9	<ul style="list-style-type: none"> <li>• Art media, techniques and processes work together to create works of art</li> <li>• Art media, techniques and processes should be used in a safe and responsible manner</li> <li>• Art elements can be used intentionally to elicit a specific response from the viewer</li> <li>• Art elements are the building blocks of the visual arts</li> <li>• Understanding the elements and principles (and their vocabulary) can help develop appreciation for viewing works of art</li> <li>• Understanding why people create can lead to an exploration of many</li> </ul>	<ul style="list-style-type: none"> <li>• How are art elements used to organize and express ideas?</li> <li>• Are some media better than others for communicating particular ideas or emotions?</li> <li>• What is art?</li> <li>• Why is art created?</li> <li>• How is art infused in our daily life?</li> <li>• Why do we need visual art terminology when responding to art?</li> <li>• What can we learn</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit Pre-Test</li> <li>• Unit Post-Test</li> <li>• Final Unit Project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Peer Critiques</li> <li>• Written Artist Statement</li> <li>• Sketchbook Entries</li> <li>• Vocabulary Quiz</li> </ul>

	principles (and their vocabulary) can help develop appreciation for viewing works of art	they "can't draw"?	
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<p><b>Unit 3: The Golden Mean To An End</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p> <p><b>Theme:</b> This unit of instruction is designed to guide students through the unique applications of the Golden Mean by uncovering the geometry inherent in nature and apply these principles to design and art. This unit will explore how artists use the Golden Ratio as a means of organizing a work of art in masterpieces throughout all of history. Students will be introduced to mathematical properties of the Golden Mean and begin by searching how the Golden Mean appears in everyday objects with which students regularly come in contact. It will also include examples of how ancient cultures incorporated it into their art, architecture and designs.</p>
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DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS / ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-VISUAL ARTS-2.5 DE-VISUAL ARTS-2.6 DE-VISUAL ARTS-2.9 DE-VISUAL ARTS-3.2 DE-VISUAL ARTS-4.1	<ul style="list-style-type: none"> <li>• Design is a plan and process</li> <li>• There is a relationship between form and function</li> <li>• Art is a universal symbol system that transcends language barriers</li> <li>• There is a relationship between math, science and art</li> <li>• Design is thinking creatively</li> </ul>	<ul style="list-style-type: none"> <li>• How is design expressed in the natural and human-made environment?</li> <li>• To what extent does good design integrate form with function?</li> <li>• How might science, math and art be connected?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit Quiz</li> <li>• Final Unit Project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Peer Critiques</li> <li>• Written Artist Statement</li> <li>• Sketchbook Entries</li> <li>• Group Performance Assessment</li> </ul>

<p><b>Unit 4: Art Past, Art Present, Art Everywhere</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p> <p><b>Theme:</b> This unit of instruction is designed to engage students in discovering how art reflects the time period, culture, geography, and status of</p>
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DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS / ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>DE-VISUAL ARTS-5.1</li> <li>DE-VISUAL ARTS-5.2</li> <li>DE-VISUAL ARTS-5.3</li> <li>DE-VISUAL ARTS-5.4</li> <li>DE-VISUAL ARTS-5.5</li> <li>DE-VISUAL ARTS-5.6</li> <li>DE-VISUAL ARTS-5.7</li> </ul>	<ul style="list-style-type: none"> <li>• Artwork elicits personal response</li> <li>• Using visual arts terminology allows us to communicate our personal response to artwork</li> <li>• The process of sharing and reflecting enables one to better understand and appreciate art</li> <li>• Studying an artist's portfolio versus a singular work of art can affect the viewer's response</li> <li>• Analyzing a work of art without historical, societal, cultural or personal context can provide a different experience than doing so with that knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• How can we read and understand a work of art?</li> <li>• What can we learn from studying art?</li> <li>• How can reflecting on your own work help you improve as an artist?</li> <li>• If art is personal, how is it critiqued?</li> <li>• Why do we need visual art terminology when responding to art?</li> <li>• If an artist's intended message is not the same as your interpretation, can the work be considered "successful"?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Analytical Research Essay</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Classroom Critiques</li> <li>• Sketchbook Entries</li> </ul>

**Unit 6: "Brand" New Me (in 3-D!)**  
**Timeline: 2.5 weeks (55-minute lessons each day)**

**Theme:** This unit of instruction is designed to introduce students to graphic design, branding and three-dimensional sculpture and design. As young people growing up in the 21st century, these students are constantly bombarded by advertising, marketing and brands. Students will take a moment to analyze the effects of constantly seeing these types of images and how we can often brand ourselves, whether consciously or subconsciously. The conversation will then segue into how advertising and branding can actually be a form of art. Students will also learn technical skills of three-dimensional construction and craftsmanship and focus on design principles such as balance, rhythm and form.

**Unit 7: So, What Can I DO With All This Stuff?**  
**Timeline: 2 weeks (55-minute lessons each day)**

**Theme:** This unit of instruction is designed to reinforce to students that art is an inherent and integral part of our environment. Students will continue to explore how art is a distinct form of communication that not only enriches the understanding of other disciplines, but can be pursued in both a meaningful and professional way. There are boundless opportunities to incorporate art into a professional career or other areas of study. There are connections all around us and creative problem-solving inspired by the visual arts helps to unlock them.

DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS / ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-VISUAL ARTS-6.1 DE-VISUAL ARTS-6.2 DE-VISUAL ARTS-6.3 DE-VISUAL ARTS-6.4	<ul style="list-style-type: none"> <li>• Art is an inherent and integral part of our environment</li> <li>• Art is a distinct form of communication that enriches the understanding of other disciplines</li> <li>• Art is an integral component of a comprehensive education</li> <li>• The ability to convey ideas visually and the skills necessary to understand, respond to, and talk about visual images broadening the idea of literacy</li> <li>• Creative problem-solving can be applied to multitudes of disciplines and is not limited to the arts</li> <li>• Technological and artistic skill increasingly go hand-in-hand as we find ourselves in The Digital Age</li> </ul>	<ul style="list-style-type: none"> <li>• How is art a form of communication?</li> <li>• How is art infused in our daily life?</li> <li>• How can art influence our understanding of other disciplines?</li> <li>• How can other disciplines influence our understanding of art?</li> <li>• How is technology affected by art and design?</li> <li>• How are art and design affected by technology?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit Pre-Test</li> <li>• Unit Post-Test</li> <li>• Final Unit Project</li> <li>• Research Project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Critiques</li> <li>• Written Artist Statement</li> <li>• Sketchbook/Journal Entries</li> <li>• Job/Career Shadowing</li> </ul>

## Curriculum Framework for Theatre (of the Oppressed)

Freire Charter School Wilmington

Grade 12

Curricular Tools: Various Plays, YouTube/Internet, Live Performances, Netflix, Props, Theatre of the Oppressed Manual

### Unit 1: No Day But Today

Timeline: 4 weeks of instruction (55-minute lessons each day)

**Theme:** The unit introduces students to the world of theatre, which will be the first introduction for most students, as well as to the concepts of the international theatrical movement, Theatre of the Oppressed (based on the work of Augusto Boal, a colleague of Paulo Freire, who used theatre as a means to promote social and political change in the spirit of Freire's landmark work *Pedagogy of the Oppressed*). Two well-known plays (one drama and one musical) will kick off this semester class. Students will read and examine two plays, *A Raisin in the Sun* and *Rent*, that share the same theme of life changes but were written in very different times. Students will analyze how the director and actors give definition to the play and to the roles. Historical context and sociological factors of race and class will also be addressed. In performing select scenes, the wall between spectator and actor will be removed and the audience will become "spect-actors".

### STUDENT (GRADE-LEVEL) LEARNING TARGETS

- Identify the foundation of playmaking in real life and fantasy
- Identify the basic elements of a play (e.g., characters, setting, plot)
- Develop an improvisation utilizing characters and setting that create tension and suspense, with a subsequent resolution
- Employ variations in movement, gesture, and vocal expression (pitch, tempo, tone) to create characters
- Recall and recite assigned lines for a theatre piece
- Identify character motivations through research and analysis and be able to articulate how they affect the character's actions
- Analyze the meaning of improvised or scripted scenes, scenarios, and/or plays
- Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes
- Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music)
- Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes)
- Determine how learning in the arts helps develop essential skills for the workplace
- Compare and contrast the dramatic art forms of theatre, film, and television
- Identify and employ techniques for active listening and viewing of theatrical productions
- Relate the elements of a dramatic production and the impact they have on the viewer
- Assess how an audience's response can impact a theatrical presentation
- Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics", etc.) combine to make a whole
- Compare and contrast different genres of theatre (e.g., drama, comedy, musical theatre, opera)
- Analyze dramatic works in the context of the culture, time, and place in which they originated
- Analyze and explain the function of theatre across cultures, times, and places
- Assess the social, cultural, and economic impact of theatre arts on society

<ul style="list-style-type: none"> <li>• Theatre can challenge the audience to examine self and society.</li> </ul>	<ul style="list-style-type: none"> <li>• Are the masks we wear, or the roles we play, a form of theatre?</li> <li>• Why do people record theatre on film? What is gained? What is lost?</li> <li>• What real-life skills can be learned through theatre?</li> <li>• What makes a form of communication effective?</li> <li>• To what extent does a live audience affect a performance for good and for ill?</li> <li>• Under what conditions do the design components (set, costumes, lights, makeup) contribute to, or detract from, the overall production?</li> <li>• To what extent are theatre genres different from each other, and what elements do they have in common?</li> <li>• To what extent do the culture, time and place of a dramatic work influence it?</li> <li>• How does theatre (the discipline) or theatre (the structure) change according to their time and place?</li> <li>• To what extent do societal, cultural and economic factors influence the theatre arts?</li> <li>• Under what conditions do theatre arts professionals have an influence in society? How is this significant?</li> </ul>
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**Unit 2: I'm Every Woman—The Feminist Play**

**Timeline: 4 weeks of instruction (55-minute lessons each day)**

**Theme:** The unit will dig deeper into more complex dramas and will focus on two plays, *A Doll's House* and *The Heidi Chronicles*. The former play, considered to be perhaps the first feminist play, will be juxtaposed against its latter contemporary. Students will be expected to connect

Attachment 4: Scope & Sequence, Theater

<p>DE Theatre Standard 7 DE Theatre Standard 8</p>	<ul style="list-style-type: none"> <li>• Every production of the same theatrical piece is unique, based upon the director's vision and concept.</li> <li>• Every production has certain "rules of participation," agreed upon by the director and actors, to present a unified vision</li> <li>• Theatre integrates and encompasses all the arts (dance, visual arts, music, literature).</li> <li>• Theatre performance skills are transferable to real-life situations (public speaking, interviews...).</li> <li>• Technology and its application continually transform the capabilities of live theatre.</li> <li>• Behavioral expectations for the audience differ with each theatrical production and venue.</li> <li>• The interaction between the audience and the performers makes each show unique.</li> <li>• Evaluation of a theatrical piece is based on both cognitive reflection and emotional response.</li> <li>• Theatre consists of a multitude of styles and traditions that are reflective of, and affected by, culture, time and place.</li> <li>• Theatre can have a transformative power over culture and traditions.</li> <li>• Theatre can challenge the audience to examine self and society.</li> </ul>	<p>individual's performance great?</p> <ul style="list-style-type: none"> <li>• How time- and culture-bound is the evaluation of an individual's performance?</li> <li>• To what extent do the character and context affect an actor's choices and vice versa?</li> <li>• To what extent should/does an actor's real-life experiences and observations affect the characters they develop on stage?</li> <li>• Can theatre create real-life situations or only recreate them?</li> <li>• In what way does theatre provide unique insight into us and our experience?</li> <li>• How does theatre change our perception of reality?</li> <li>• How essential is the "willingness to suspend disbelief" to the theatrical experience?</li> <li>• What constitutes a meaningful theatre experience for actor and audience?</li> <li>• Are the masks we wear, or the roles we play, a form of theatre?</li> <li>• Why do people record theatre on film? What is gained? What is lost?</li> <li>• What real-life skills can be learned through theatre?</li> <li>• What makes a form of communication effective?</li> <li>• To what extent does a live audience affect a performance for good and for ill?</li> <li>• Under what conditions do the</li> </ul>	<ul style="list-style-type: none"> <li>• Writing assignment based on essential question/enduring understanding</li> <li>• Unit test</li> </ul>
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DELAWARE STANDARDS ALIGNMENT / CCSS	UNIT CONCEPTS ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>• Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music)</li> <li>• Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes)</li> <li>• Determine how learning in the arts helps develop essential skills for the workplace</li> <li>• Compare and contrast the dramatic art forms of theatre, film, and television</li> <li>• Identify and employ techniques for active listening and viewing of theatrical productions</li> <li>• Relate the elements of a dramatic production and the impact they have on the viewer</li> <li>• Assess how an audience's response can impact a theatrical presentation</li> <li>• Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics", etc.) combine to make a whole</li> <li>• Compare and contrast different genres of theatre (e.g., drama, comedy, musical theatre, opera)</li> <li>• Analyze dramatic works in the context of the culture, time, and place in which they originated</li> <li>• Analyze and explain the function of theatre across cultures, times, and places</li> <li>• Assess the social, cultural, and economic impact of theatre arts on society</li> </ul>	<ul style="list-style-type: none"> <li>• A theatrical piece has a beginning (exposition), middle (rising conflict) and end (resolution).</li> <li>• Material (content) for a dramatic piece can be derived from a variety of sources.</li> <li>• There is a variety of techniques and skills that can be employed to create characters.</li> <li>• Each actor brings her/his own life experiences to the role, making the portrayal unique.</li> <li>• Every production of the same theatrical piece is unique, based upon the director's vision and concept.</li> <li>• Every production has certain "rules of participation," agreed upon by the director and actors, to present a unified vision</li> <li>• Theatre integrates and encompasses all the arts (dance, visual arts, music, literature).</li> <li>• Theatre performance skills are transferable to real-life situations (public speaking, interviews...).</li> <li>• Technology and its application continually</li> </ul>	<ul style="list-style-type: none"> <li>• What elements are necessary in a play?</li> <li>• Must there be a script? Characters? Props? A message or theme? Tragedy or comedy?</li> <li>• What distinguishes ordinary from exceptional theatre?</li> <li>• What qualifies make an individual's performance great?</li> <li>• How time- and culture-bound is the evaluation of an individual's performance?</li> <li>• To what extent do the character and context affect an actor's choices and vice versa?</li> <li>• To what extent should/does an actor's real-life experiences and observations affect the characters they develop on stage?</li> <li>• Can theatre create real-life</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Cold calls</li> <li>• Skits</li> <li>• Homework assignments</li> <li>• Pop quiz reading checks</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Writing assignment based on essential question/enduring understanding</li> <li>• Unit quiz</li> <li>• Performance project</li> </ul>



	<ul style="list-style-type: none"> <li>To what extent do societal, cultural and economic factors influence the theatre arts?</li> <li>Under what conditions do theatre arts professionals have an influence in society? How is this significant?</li> </ul>	
<p><b>Unit 4: Love and Respect</b>  <b>Timeline: 4 weeks of instruction (55-minute lessons each day)</b>  <b>Theme:</b> The unit concludes the semester-long course with the universal need for love and for respect as individuals. Students will once again study two plays (one musical and one drama) set in different times but united by theme: <i>West Side Story</i> and <i>Torch Song Trilogy</i>. Students will draw from previous themes and theatrical elements covered to write, direct, and/or perform scenes of their own following Theatre of the Oppressed protocol.</p>		
<p><b>STUDENT (GRADE-LEVEL) LEARNING TARGETS</b></p> <ul style="list-style-type: none"> <li>Identify the foundation of playmaking in real life and fantasy</li> <li>Identify the basic elements of a play (e.g., characters, setting, plot)</li> <li>Develop an improvisation utilizing characters and setting that create tension and suspense, with a subsequent resolution</li> <li>Employ variations in movement, gesture, and vocal expression (pitch, tempo, tone) to create characters</li> <li>Recall and recite assigned lines for a theatre piece</li> <li>Identify character motivations through research and analysis and be able to articulate how they affect the character's actions</li> <li>Analyze the meaning of improvised or scripted scenes, scenarios, and/or plays</li> <li>Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes</li> <li>Compare and contrast story lines presented through different artistic media (theatre, dance, literature, music)</li> <li>Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes)</li> <li>Determine how learning in the arts helps develop essential skills for the workplace</li> <li>Compare and contrast the dramatic art forms of theatre, film, and television</li> <li>Identify and employ techniques for active listening and viewing of theatrical productions</li> <li>Relate the elements of a dramatic production and the impact they have on the viewer</li> <li>Assess how an audience's response can impact a theatrical presentation</li> <li>Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics", etc.) combine to make a whole</li> <li>Compare and contrast different genres of theatre (e.g., drama, comedy, musical theatre, opera)</li> <li>Analyze dramatic works in the context of the culture, time, and place in which they originated</li> <li>Analyze and explain the function of theatre across cultures, times, and places</li> <li>Assess the social, cultural, and economic impact of theatre arts on society</li> </ul>		

	<p>film? What is gained? What is lost?</p> <ul style="list-style-type: none"> <li>• What real-life skills can be learned through theatre?</li> <li>• What makes a form of communication effective?</li> <li>• To what extent does a live audience affect a performance for good and for ill?</li> <li>• Under what conditions do the design components (set, costumes, lights, makeup) contribute to, or detract from, the overall production?</li> <li>• To what extent are theatre genres different from each other, and what elements do they have in common?</li> <li>• To what extent do the culture, time and place of a dramatic work influence it?</li> <li>• How does theatre (the discipline) or theatre (the structure) change according to their time and place?</li> <li>• To what extent do societal, cultural and economic factors influence the theatre arts?</li> <li>• Under what conditions do theatre arts professionals have an influence in society? How is this significant?</li> </ul>	
<p><b>FINAL EXAM/PROJECT</b></p>		

**Scope & Sequences**

**For**

**PHYSICAL EDUCATION**  
**&**  
**HEALTH**

**Health 8**  
**Health 9**  
**Physical Education 8**  
**Physical Education 10**



<b>Curriculum Framework for HEALTH 8 - 1 Semester</b>			
<b>Freire Charter School Wilmington</b>		<b>Grade 8</b>	
<b>Curricular tools: "Health Teacher" online tool</b>			
<b>Unit 1: Physical Activity</b>			
<b>Timeline: 4 weeks (55-minute lessons each day)</b>			
<p><b>Theme and Big Ideas:</b> Students are introduced to types and benefits of different physical activity. They learn to recognize and define healthy physical activity, and the factors that influence physical activity. Students learn how to prevent sports and exercise injuries, and also explore the effects of drugs on fitness.</p>			
<p><b>DELAWARE/ CCSS ALIGNMENT / CCSS</b></p> <p>DE-HEALTH- 1 DE-HEALTH- 5 DE-HEALTH- 6 DE-HEALTH- 7</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• There is a relationship between physical activity and physical health.</li> <li>• It is important to create a personal plan for physical fitness, and follow it.</li> <li>• It is each of our own responsibilities to be physically active.</li> <li>• Knowledge of essential health information impacts the adoption of healthy behaviors</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be physically fit?</li> <li>• Do I get physical activity?</li> <li>• What prevents me from being physically fit, or allows me to be physically fit?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> </ul>
<b>Unit 2: Nutrition</b>			
<b>Timeline: 4 weeks (55-minute lessons each day)</b>			
<p><b>Theme and Big Ideas:</b> In this unit, students begin with a two and a half--week introduction to nutrition. They learn the basics of healthful eating, how and where to access nutrition information and products. They explore the factors that influence our food choices, and learn to balance food intake and physical activity. During the second two weeks of the unit, they learn the basics of food safety, investigate Michelle Obama's "Let's Move" program, and create a nutrition plan for their families and for the school.</p>			

SEE ATTACHED UNIT PLAN			
DELAWARE/CCSS STANDARDS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-HEALTH-2 DE-HEALTH-3 DE-HEALTH-5 DE-HEALTH-6 DE-HEALTH-7 DE-HEALTH-8</p> <p>CSS.ELA-Literacy.SL.8.1 CSS.ELA-Literacy.SL.8.4</p> <p>CCSS.ELA-Literacy.WHST.6-8.4</p>	<ul style="list-style-type: none"> <li>We get many different kinds of messages and information about eating, and many of them do not relate to health</li> <li>It is possible for each of us to make good decisions about nutrition</li> <li>Healthy eating has a multitude of benefits</li> <li>What I believe and what others believe influence my health</li> <li>There are criteria to determine the validity of health information, products, and services.</li> </ul>	<ul style="list-style-type: none"> <li>What is good nutrition?</li> <li>Do I eat in a healthy way now?</li> <li>What changes do I want to make to my diet?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Intro to Nutrition Test</li> <li>Health Plan</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Nutrients quiz</li> <li>Nutrition group project</li> </ul>
<p><b>Unit 3: Sexuality</b>  <b>Timeline: 4 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> In this unit, students study relationships, sexual behavior, HIV and other STI prevention, and pregnancy prevention.</p>			
SEE ATTACHED UNIT PLAN			

DELAWARE/ CCSS STANDARDS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-HEALTH-1 DE-HEALTH-2 DE-HEALTH-3 DE-HEALTH-5 DE-HEALTH-6 DE-HEALTH-7</p> <p>CCSS.ELA-Literacy.SL.8.1 CCSS.ELA-Literacy.SL.8.4</p>	<p>• Effective communication and correct information about sexuality can help you live a healthy life</p> <p>• Trust and safety are essential in close relationships</p> <p>• Delaying sexual activity allows teens to pursue their hopes and dreams</p> <p>• STDs can cause lifelong problems for sexually active teens</p> <p>• Predicting and analyzing outcomes impacts decisions about health</p> <p>• My personal goals may need adjustment because of changing attitudes, priorities and outside influences (e.g., friends, family, etc.)</p>	<p>• What are the characteristics of a healthy relationship?</p> <p>• What is the 100% effective way to protect yourself against STDs and prevent pregnancy?</p> <p>• How do you know if you are ready for sexual activity?</p>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• STD comic strips or other individual project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• 3 notebook checks</li> </ul>
<p><b>Unit 4: Injury Prevention/ Safety</b></p>			
<p><b>Timeline: 4 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> Students study water safety, first aid care and prevention, transportation safety, violence prevention, and suicide prevention.</p>			
<p style="text-align: center;"><b>SEE ATTACHED UNIT PLAN</b></p>			

<p><b>DELAWARE/ CCSS STANDARDS ALIGNMENT</b></p> <p>DE-HEALTH-1 DE-HEALTH-2 DE-HEALTH-3 DE-HEALTH-5 DE-HEALTH-6 DE-HEALTH-7</p> <p>CSS.ELA- Literacy.SL.8.1</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• The actions of our community affect my health and the health of others</li> <li>• Peer mediation and negotiation are effective ways to resolve conflicts</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How can I protect myself from injury?</li> <li>• What can I do if someone around me is injured?</li> <li>• What can I do to keep those around me from getting injured?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• 7 mini projects</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• 7 Unit activities</li> <li>• Unit reflections</li> </ul>
<p><b>FINAL EXAM</b></p>			



<b>Curriculum Framework for HEALTH 9- 1 Semester</b>			
<b>Grade 9</b>			
Freire Charter School Wilmington			
Curricular tools: "Health Teacher" online tool			
<b>Unit 1: Personal and Consumer Health</b>			
<b>Timeline: 3 weeks (55-minute lessons each day)</b>			
Theme and Big Ideas: Students study personal health care, effective ways of selecting and using health care products and services, access to health care services, and how to prevent disease and infection.			
<b>SEE ATTACHED UNIT</b>			
DELAWARE/ CCSS STANDARDS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-HEALTH- 1 DE-HEALTH- 2 DE-HEALTH- 3 DE-HEALTH- 5 DE-HEALTH- 6 DE-HEALTH- 7 DE-HEALTH- 8  CCSS- ELA-Lit. SL.9-12. 1 CCSS-ELA- LIT.WHST-9-10.2	<ul style="list-style-type: none"> <li>I can access reliable information about self-care practices, products, and services.</li> <li>Developing and maintaining a healthy lifestyle, accessing health care services regularly, performing self-screenings, and having good hygiene greatly reduces my risk of getting sick</li> </ul>	<ul style="list-style-type: none"> <li>What kinds of symptoms require professional help?</li> <li>What kinds of symptoms can be handled with self-care?</li> <li>What are the best products and services for me?</li> <li>What kinds of barriers exist to keep people from the health care they need?</li> </ul>	<b>SUMMATIVE ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Essay detailing a personal health care plan</li> </ul> <b>FORMATIVE ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>5 lesson-based projects</li> </ul>
<b>Unit 2: Alcohol, Tobacco, and Other Drugs</b>			
<b>Timeline: 6 weeks (55-minute lessons each day)</b>			
Theme and Big Ideas: In this extended units, students learn the short – and long – term benefits and risks of medicinal drugs, and the short- and long-term effects of alcohol, tobacco, and other drug use. They are given tools to make healthful choices and communicate effectively and candidly about alcohol, tobacco, and other drug use. They look closely at the cultural messages that surround the use of these substances, and clarify their own opinions and actions regarding alcohol, tobacco, and other drugs.			
<b>SEE ATTACHED UNIT</b>			

DELAWARE/ CCSS STANDARDS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-HEALTH-2 DE-HEALTH-5 DE-HEALTH-6 DE-HEALTH-7 DE-HEALTH-8  CCSS- ELA-Lit. SL.9-12.1  CCSS-ELA- LIT.WHST-9-10.1 CCSS-ELA- LIT.WHST-9-10.4 CCSS-ELA- LIT.WHST-9-10.5	<ul style="list-style-type: none"> <li>Alcohol, tobacco, other drugs and medicines are all around teenagers</li> <li>It is important to make decisions around these substances' use that support a healthy, active lifestyle.</li> <li>Knowledge is power when communicating about alcohol, tobacco, other drugs</li> </ul>	<ul style="list-style-type: none"> <li>Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?</li> <li>How can I make the "right" decisions in the face of peer, media and other pressures?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Argument/Opinion Text-Based Essay</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>12 lesson-based projects</li> </ul>
<p><b>Unit 3: Emotional Health</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> In this unit, students examine positive self - images, define emotional health and healthy relationships, and learn skills to create and maintain healthy interpersonal relationships and communication.</p> <p style="text-align: center;"><b>SEE ATTACHED UNIT</b></p>			

<p><b>DELAWARE/ CCSS STANDARDS ALIGNMENT</b></p> <p>DE-HEALTH-2 DE-HEALTH-4 DE-HEALTH-5 DE-HEALTH-6 DE-HEALTH-7</p> <p>CCSS.Lit.WHST.9-10.2 CCSS.Lit.WHST.9-10.4</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Tolerance and understanding of individual differences are necessary in order to establish healthy relationships</li> <li>• Mental and emotional health effects a person's physical health and overall well being.</li> <li>• Assertive communication skills enhance health by avoiding and/or reducing health risks</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What is a healthy relationship?</li> <li>• How can we end unhealthy relationships?</li> <li>• What communication skills and strategies can we develop to maintain and enhance healthy relationships?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Children's book on self-esteem, healthy relationships, communication, stress, mental health with illustrations and simple, appropriate messages</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• 12 lesson-based projects</li> </ul>
<p><b>Unit 4: Community and Environmental Health</b> <b>Timeline: 4 weeks (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> Students will learn how to find and access community health services, and will also explore environmental health and resource conservation</p>			
<p><b>DELAWARE STANDARDS</b></p> <p>DE-HEALTH-1 DE-HEALTH-2 DE-HEALTH-3 DE-HEALTH-4 DE-HEALTH-5 DE-HEALTH-6 DE-HEALTH-7</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• There are community health resources available to me</li> <li>• Environmental factors affect health</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What community health services are available to me?</li> <li>• How do I access them?</li> <li>• What environmental factors may be affecting my health?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit test</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• 2 quizzes</li> </ul>
<p><b>FINAL EXAM</b></p>			



<h2 style="margin: 0;">Curriculum Framework for PHYSICAL EDUCATION - EXTENDED DAY CLASS</h2> <p style="margin: 0;">Freire Charter School Wilmington <span style="float: right;">Grade 8</span></p> <p style="margin: 0;">Curricular tools: HEALTHY Grade 8 Physical Fitness Curriculum  <a href="http://www.healthystudy.org/files/Physical%20Education/4-B/F8-02_&amp;_PEcurriculum.pdf">http://www.healthystudy.org/files/Physical%20Education/4-B/F8-02_&amp;_PEcurriculum.pdf</a>                      FitnessGram</p> <p style="margin: 0;">• NOTE- This course will meet for just 24 sessions. It consists of two units.</p>			
<p><b>Unit 1: Cooperative Games and Trust Games</b>  <b>Timeline: 10 lessons (45-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> This unit consists of a series of games and activities that help students develop team cooperation, trust, communication skills, and problem solving skills. These activities enhance students' personal development and can help them meet their own perceived limitations. Teamwork is developed by working, playing and accomplishing goals together.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT</b></p> <p>DE-PE.1                      DE-PE.2                      DE-PE.3                      DE-PE.5                      DE-PE.6</p>	<p><b>SEE ATTACHED UNIT</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>■ Participating in these games and similar life situations requires active movement, motor skills, strategies, and tactics.</li> <li>■ Success in these games and in similar life situations requires respectful, appropriate personal and social behaviors</li> <li>■ Physical activity provides a variety of opportunities for enjoyment, social interaction, challenge and/or self-expression.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How can these physical activities help me in life?</li> <li>• What do I learn about myself and others through playing these games and activities??</li> <li>• Why be physically active?</li> <li>• How do I behave for myself and with others in physical settings?</li> <li>• What makes physical activity meaningful?</li> </ul>
		<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Performance Task</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Daily PE Journal reflections</li> </ul>	
<p><b>Unit 2: Get Moving!</b></p>			

<p><b>Timeline: 12 lessons (45-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> This program is the Physical Education component of the HEALTHY Study for Middle School Students. It consists of varied activities and stations, designed to engage 8<sup>th</sup> graders and get them moving! It is meant to increase both participation and number of minutes spent in moderate-to-vigorous physical activity. Moderate-to-vigorous physical activity (MVPA) is achieved at a heart rate <math>\geq</math> 130 beats per minute. The goal is for each student to experience at least 150 minutes of MVPA in physical education class over 2 weeks.</p>			
<p><b>SEE ATTACHED UNIT</b></p>			
<p>DE-PE.1 DE-PE.2 DE-PE.3 DE=PE.4 DE-PE.6</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Physical activity is essential to my health</li> <li>Aerobic fitness, flexibility, and strength building are all part of physical fitness</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How can these physical activities help me in life?</li> <li>What do I learn about myself from learning and practicing these skills?</li> <li>Why be physically active?</li> <li>Why be physically fit?</li> <li>How do I behave by myself and with others in physical settings?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>FitnessGram protocols for the following fitness tests: Curl Ups, (Modified) Pull Ups, and Sit and Reach</li> <li>If students are able to complete the full Fitnessgram battery, they will create a Personal Health plan to improve physical fitness.</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Ongoing fitness monitoring</li> </ul>

<p style="text-align: center;"><b>Curriculum Framework for PHYSICAL EDUCATION 10</b></p> <p style="text-align: center;">Freire Charter School Wilmington <span style="float: right;">Grade 10</span></p> <p style="text-align: center;">Curricular tools: FitnessGram</p>			
<p><b>Unit 1: Personal Fitness Plan</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> Students will begin the year learning about the four components of their PE course: fitness walking, strength and cardio training, yoga, and high-intensity interval training. These activities will introduce larger concepts of muscular endurance, cardiovascular endurance, flexibility, agility, and muscular strength. They will create also create a personal fitness plan which they will evaluate and revise as year unfolds.</p>			
DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>• DE-PE.1</li> <li>• DE-PE.2</li> <li>• DE-PE.3</li> <li>• DE-PE.4</li> <li>• DE-PE.5</li> <li>• DE-PE.6</li> </ul>	<ul style="list-style-type: none"> <li>• Physical and mental wellness requires an understanding and integration of fitness concepts and skills.</li> <li>• Physical fitness is the ability of your body to work efficiently and effectively.</li> <li>• Lifetime fitness is built upon the principles of developing and implementing a program that utilizes the appropriate training principles.</li> </ul>	<ul style="list-style-type: none"> <li>• What is the minimum amount of exercise I can do to stay physically fit?</li> <li>• What effects does exercise have on the body both physically and mentally?</li> <li>• How do I develop an appropriate personal fitness program and find the time and motivation to commit to it?</li> <li>• Why is it important to stretch muscles before exercising?</li> <li>• How do you realize age-appropriate fitness?</li> <li>• What are all of the steps necessary in designing a personal fitness program?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b>                      Initial draft of Personal Fitness plan addressing all areas of fitness:</p> <ul style="list-style-type: none"> <li>• Muscular strength</li> <li>• Muscular endurance</li> <li>• Cardiovascular endurance</li> <li>• Flexibility</li> <li>• Body composition</li> </ul> <p><i>Students will detail goals and lay out an initial plan that must address these areas. The plan will evolve as students learn more avenues to fitness over the course of the year.</i></p> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Pre-test fitness levels using FitnessGram</li> <li>• Ongoing fitness testing</li> </ul>

<p><b>Unit 2: Fitness Walking</b>  <b>Timeline: Introduction of unit lasts 1 week. After this, units 2-5 are interwoven throughout the year (55-minute lessons each day)</b></p> <p><b>Theme and Big Ideas:</b> Students will use the school building and gymnasium for fitness walking. If conditions allow, they will walk in groups outside. Students will use a pedometer app. or pedometers to chart their steps, distance, time. Students will walk outside only if their safety can be guaranteed.</p>			



<b>DELAWARE STANDARDS/CCSS ALIGNMENT</b> DE-PE.1 DE-PE.2 DE-PE.3 DE=PE.4 DE-PE.5 DE-PE.6	<b>ENDURING UNDERSTANDINGS</b> <ul style="list-style-type: none"> <li>Physical activity is essential to my health</li> <li>Cardiovascular fitness, flexibility, and strength building are all part of physical fitness</li> <li>Walking is lifelong exercise.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>How can fitness walking help me in life?</li> <li>What do I learn about myself from learning and practicing fitness walking?</li> <li>Why be physically active?</li> <li>Why be physically fit?</li> <li>How do I behave by myself and with others in physical settings?</li> </ul>	<b>ASSESSMENTS</b> <b>SUMMATIVE ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Walking Pre/ post assessments, tracking time and improvements based on body composition for month tests, lung spirometer readings and heart rate levels.</li> </ul> <b>FORMATIVE ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Ongoing fitness monitoring</li> </ul>
<b>Unit 3: (Traditional) Physical Training</b> <b>Timeline: Introduction of unit lasts 1 week. After this, units 2-5 are interwoven throughout the year (55-minute lessons each day)</b>			
<b>Theme and Big Ideas:</b> In this unit, students learn a few equipment-free ways to get a full-body workout, with an emphasis on strength training. For this, they are introduced to a variety of exercises which work different muscle groups. They also learn how to get a cardiovascular workout. Each day, they practice some of these exercises, so they can work them into their evolving personal fitness plan. There is also a bit of cognitive content in this unit: students learn some basic anatomy, studying the names and function of specific muscles, and associating them with corresponding exercises and activities.			
<b>SEE ATTACHED UNIT</b>			

Attachment 4: Scope & Sequences, Physical Education 10

<b>DELAWARE STANDARDS/CCSS ALIGNMENT</b> DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 De-PE.5 DE-PE.6	<b>ENDURING UNDERSTANDINGS</b> <ul style="list-style-type: none"> <li>Physical activity is essential to my health</li> <li>Cardiovascular fitness, flexibility, and strength building are all part of physical fitness</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>How can traditional physical fitness training help me in life?</li> <li>What do I learn about myself from learning and practicing these skills?</li> <li>Why be physically active?</li> <li>Why be physically fit?</li> <li>How do I behave by myself and with others in physical settings?</li> </ul>	<b>ASSESSMENTS</b> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Written test</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Ongoing fitness monitoring</li> <li>Observation of student exercise performance and technique, improved strength and endurance.</li> </ul>
<b>Unit 4: Yoga</b> <b>Timeline: Introduction of unit lasts 1 week. After this, units 2-5 are interwoven throughout the year (55-minute lessons each day)</b>			
<b>Theme and Big Ideas:</b> Students are introduced to the fundamental concepts and practice of yoga.			
<b>SEE ATTACHED UNIT</b>			

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>DE-PE.1</li> <li>DE-PE.2</li> <li>DE-PE.3</li> <li>DE=PE.4</li> <li>DE-PE.5</li> <li>DE-PE.6</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga means linking of breathing and movement, and should involve both the body and the mind.</li> <li>• Physical activity is essential to my health</li> <li>• Cardiovascular fitness, flexibility, and strength building are all part of physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>• How can yoga help me in life?</li> <li>• What do I learn about myself from learning and practicing yoga?</li> <li>• Why be physically active?</li> <li>• Why be physically fit?</li> <li>• How do I behave by myself and with others in physical settings?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• FitnessGram Assessment</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Ongoing fitness monitoring</li> </ul>
<p><b>Unit 5: High Intensity Interval Training</b></p> <p><b>Timeline: Introduction of unit lasts 1 week. After this, units 2-5 are interwoven throughout the year (55-minute lessons each day)</b></p>			
<p><b>Theme and Big Ideas:</b> Students will be introduced to and practice High Intensity Interval Training, alternating between more strenuous and less vigorous moves, in HITT and Tabata workouts. They will buddy up with a partner, acting as coach and helping a peer stick with these demanding workouts.</p>			
<p><b>SEE ATTACHED UNIT</b></p>			

<b>DELAWARE STANDARDS/CCSS ALIGNMENT</b> DE-PE.1 DE-PE.2 DE-PE.3 DE=PE.4 DE-PE.5 DE-PE.6	<b>ENDURING UNDERSTANDINGS</b> <ul style="list-style-type: none"> <li>It is important to take the proper rest time between sets for muscle recovery</li> <li>Short workouts can increase resting metabolic rate and improve bone density</li> <li>Having a workout buddy increases enjoyment and perseverance</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>What is High Intensity interval training?</li> <li>Why is form important in HITT?</li> <li>What am I working on when engaging in HIYY?</li> <li>How can HITT help me in life?</li> <li>What do I learn about myself from learning and practicing HITT?</li> <li>How do I behave by myself and with others in physical settings?</li> </ul>	<b>ASSESSMENTS</b> <b>SUMMATIVE ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>FitnessGram</li> </ul> <b>FORMATIVE ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Ongoing fitness monitoring</li> <li>Reflection on coaching a buddy through HITT</li> </ul>
<p style="text-align: center;"><b>Final Summative Assessment</b></p> <p><b>Revised Personal Health plan to improve physical fitness, combining/ selecting skills and techniques from units 2-5</b>  <b>Presentation of this plan to instructor and peers.</b>                      (see alignment and project specifics in the (Traditional) Physical Training Unit Plan)</p>			

**Scope & Sequences**

**For**

**SOCIAL SCIENCES**

**Ancient Civilizations**

**World Cultures**

**Power & Money**

**United States History**

**Peace & Social Change**

**Senior Project**



## Curriculum Framework for ANCIENT CIVILIZATIONS

**Grade 8**

Freire Wilmington Charter School

Curricular tool: TCI's Social Studies Alive! The Ancient World

**Unit 1: Origins of Civilization**

**Timeline: 2 weeks (55-minute lessons each day)**

**Themes and Big Ideas:** Students discover the tools of historians and archaeologists. They learn about early humans and their migrations, and delve into life in the Stone Age.

### SEE ATTACHED UNIT

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-GEOG.2.6-8a DE-HIST.1.6-8a DE-HIST.4.6-8b</p> <p>CCSS-ELA-Literacy-RH6-8.1 CCSS-ELA-Literacy-RH6-8.2 CCSS-ELA-Literacy-RH6-8.3</p>	<ul style="list-style-type: none"> <li>We need to study history in order to better understand how things have come to be the way they are, and how we can change things to make them better. Studying history also lets us see how despite different languages, religions, looks, and more, all people are unified in a common culture.</li> <li>Early humans used hunting and gathering, and cooperating with one another, in order to meet their basic needs of food and shelter. They were nomads.</li> <li>People soon developed a system of agriculture by learning how to plant seeds and domesticate animals. This changed human history because it allowed people to set up permanent shelters, and established communities where people specialized in jobs and set up systems of trading.</li> </ul>	<ul style="list-style-type: none"> <li>Why do we need to study history?</li> <li>How can we know if we weren't there?</li> <li>How am I connected to those in the past?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit Test</li> <li>Archeology Project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Daily Classwork</li> <li>Claim, Evidence, Reasoning (CER) Partner Response (Writing)</li> <li>Group Work Products</li> </ul>

**Unit 2: Mesopotamian Civilizations**

**Timeline: 2 ½ weeks (55-minute lessons each day)**

**Themes and Big Ideas:** Students examine and read about the Fertile Crescent Region, as well as the ancient civilizations of Sumer, Babylon, and Assyria. They focus especially on Hammurabi's Code of Law. They analyze artifacts to understand more about the civilization being studied.

Attachment 4: Scope & Sequences, Ancient Civilizations

apply the "Characteristics of Civilization" model to different societies, analyze primary sources and use their evidence to substantiate claims, and debate concepts of justice/fairness (Hammurabi). They study the characteristics of civilization, and early developments of Sumer, Babylon, and Assyria as successive civilizations and empires. Students also look at The importance and development of religion, law, writing, and political systems in the Fertile Crescent region, and major achievements of the people of the Fertile Crescent region, including inventions, discoveries, and architecture.

SEE ATTACHED UNIT

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-GEOG.1.6-8a DE-GEOG.2.6-8a DE-ECON.3.6-8a DE-HIST.1.6-8a DE-HIST.2.6-8a DE-HIST.4.6-8b</p> <p>CCSS-ELA-Literacy- RH6-8.1 CCSS-ELA-Literacy- RH6-8.2 CCSS-ELA-Literacy- RH6-8.3</p>	<ul style="list-style-type: none"> <li>A society that has a stable food supply, a social structure with different social levels and jobs, a system of government, a religious system, a highly developed culture, advances in technology, and written language is considered to be a civilization</li> <li>Power is a force that gives some people dominance and authority over others. People with power don't give it up without a fight. Power, fear, and reputations of cruelty were used by Mesopotamian rulers to maintain order.</li> <li>Belief in gods, and belief in laws, motivated people to behave 'properly' for fear of facing consequences on earth or in the after-life if they did not.</li> </ul>	<ul style="list-style-type: none"> <li>What are the characteristics that cause a society to be defined as a civilization?</li> <li>What is power and how is it gained, used, and justified?</li> <li>What is justice?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit Test</li> <li>Terms and Vocab Quiz (Civilizations)</li> <li>Mini-DBQ</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Daily Classwork</li> <li>SWYKs</li> <li>Group Work Products</li> <li>Class Debate</li> </ul>

**Unit 3: Ancient Egypt and Kush**

**Timeline: 5 weeks (55-minute lessons each day)**

**Themes and Big Ideas:** In this unit, students study the geography of the Nile, and its impact on Egyptian civilization. Topics of study include important pharaohs, Egypt's social pyramid, hieroglyphics, mummification, and gender roles in Ancient Egypt and Kush. Students learn and practice the following skills: reading and interpreting maps, identifying and locating physical and political features on a map relating to the history of Egypt and Kush, comparing and contrasting the characteristics of Egyptian and Kushite civilization with those of our civilization, analysis of artifacts to understand more about the civilization being studied and develop claims, and writing well-organized essays with introductions and thesis, body paragraphs, and conclusions.



SEE ATTACHED UNIT

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-GEOG.1.6-8a                      DE-GEOG.2.6-8a                      DE-ECON.3.6-8a                      DE-HIST.1.6-8a                      DE-HIST.2.6-8a                      DE-HIST.2.6-8b                      DE-HIST.4.6-8b</p> <p>CCSS-ELA-Literacy-RH6-8.1                      CCSS-ELA-Literacy-RH6-8.2                      CCSS-ELA-Literacy-RH6-8.3                      CCSS-ELA-Literacy-RH6-8.4</p>	<ul style="list-style-type: none"> <li>The Nile River dictated life for ancient Egyptians, from being the primary reason for settlement to adapting to the river's flood seasons to farm for the civilization.</li> <li>The pharaohs (Egypt) and Kandakes (female leaders of Kush) had vast achievements in technology, literature/arts, trade, and more, which developed society into a highly advanced civilization for all Egyptians.</li> <li>Egypt and Kush are excellent models for studying the characteristics of civilization because they demonstrate all of the characteristics.</li> <li>Religion was used as a basis for the pharaoh's power, and to also motivate people to behavior orderly because of strong beliefs in the after-life. The Egyptian social structure was also very rigid and divided people into specific groups which dictated occupation and societal beliefs and greatly impacted daily life.</li> </ul>	<ul style="list-style-type: none"> <li>Did geography greatly impact the settlement and development of Ancient Egypt and Nubia civilizations?</li> <li>Do Egypt and Kush qualify as great civilizations?</li> <li>How can religion and social structure be used to control people's lives?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit Test</li> <li>Mini-DBQ Essay—4 to 5 paragraphs</li> <li>Quiz on Daily Life/Social Pyramid</li> <li>Quiz on Pharaohs</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Daily Classwork</li> <li>Group Work Products</li> <li>Content quizzes</li> </ul>
<p><b>Unit 4: Ancient India</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students focus on these topics: Mohenjodaro civilization, Mauryan Empire, Ashoka, Gupta Empire and Achievements, Caste System. They use visual evidence to substantiate claims, apply the 7 characteristics of civilization to analyze architectural clues, engage in close reading of primary source texts, debate using primary and secondary source evidence, use pre-filtered research materials to develop and do an oral presentation.</p>			

Attachment 4: Scope & Sequences, Ancient Civilizations

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-GEOG.2.6-8a DE-GEOG.3.6-8a DE-ECON.3.6-8a DE-HIST.1.6-8a DE-HIST.2.6-8a DE-HIST.2.6-8b DE-HIST.4.6-8b</p> <p>CCSS-ELA-Literacy-RH6-8.1 CCSS-ELA-Literacy-RH6-8.2 CCSS-ELA-Literacy-RH6-8.3 CCSS-ELA-Literacy-RH6-8.4</p>	<ul style="list-style-type: none"> <li>The mountains, deserts, and rivers of the Indian subcontinent impacted the settlement of the Indus River Valley civilizations and the challenges in conquering and unifying separate kingdoms in India.</li> <li>Power and fear were used by Indian leaders Chandragupta and Ashoka to instill a sense of order and security in their empires, but the non-violent philosophies of the Buddhist and Hindu religions were used to promote general welfare and justice as well.</li> <li>We can attribute modern day universities (including the study of medicine), metalworking, key concepts in the study of math, and beautiful advances in art to the highly advanced Gupta Empire of India.</li> </ul>	<ul style="list-style-type: none"> <li>Did geography greatly impact the settlement and development of Ancient Indian civilizations?</li> <li>How should we determine the legacy of leaders in the distant past?</li> <li>What impacts have the civilizations and empires of Ancient India had on our modern-day society?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit Test</li> <li>Quiz (Mohenjodaro and Maurya Empire)</li> <li>Mini-Q Debate</li> <li>Gupta Empire Research/Presentation/Poster Project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Daily Classwork</li> <li>Group Work Products</li> <li>Mini-Q Debate and Mini-Q re-written paragraphs</li> <li>Quizzes</li> </ul>
<b>■ MIDTERM</b>			
<p><b>Unit 5: Ancient China</b> Timeline: 5 weeks (55-minute lessons each day)</p> <p><b>Themes and Big Ideas:</b> In this unit, students study major physical features of China and their impact on human settlement. They explore the Shang government, social classes, advances in technology and art, as well as accomplishments and controversies of the rule of First Emperor of Qin. Next, they look into the development and accomplishments of the Han Dynasty. Finally, they focus on the cultural diffusion of the Silk Road. As for skills, students locate major physical features of China (Himalaya Mountains, Huang He River, Taklamakan Desert), analyze artifacts and use the 7 characteristics of civilization to substantiate claims about their use, and prepare and engage in a formal debate using evidence gathered from primary and secondary sources</p>			
DELAWARE STANDARDS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS

Attachment 4: Scope & Sequences, Ancient Civilizations

<p><b>ALIGNMENT / CCSS</b></p> <p>DE-GEOG.2.6-8a  DE-GEOG.3.6-8a  DE-HIST.1.6-8a  DE-HIST.2.6-8a  DE-HIST.2.6-8b  DE-HIST.4.6-8b  DE-ECON.1.6-8a  DE-ECON.3.6-8a  DE-ECON.4.6-8a</p> <p>CCSS-ELA-Literacy-RH6-8.1  CCSS-ELA-Literacy-RH6-8.2  CCSS-ELA-Literacy-RH6-8.3  CCSS-ELA-Literacy-RH6-8.4  CCSS-ELA-Literacy-RH6-8.8</p>	<ul style="list-style-type: none"> <li>The mountains, deserts, and rivers of China impacted the location of the Huang He Valley Civilizations, and kept them very isolated, which made governing a unified country extremely difficult.</li> <li>The Shang dynasty is a strong model for studying the 7 characteristics of civilization because through the analysis of artifacts it can be proven that the dynasty had all of them.</li> <li>Emperor Qin's manipulation and abuse of power allowed him to conquer the neighboring states to unify China and to protect it from attack to outside invaders. Yet at the same time, he ruthlessly exerted peasants for his own personal means, executed swaths of people thought to be his enemies, and censored any opposition to his rule.</li> <li>The Han dynasty's accomplishments include many inventions that we depend on today in modern-day society, as well as the cultural diffusion that the Silk Road was responsible for which impacted cultures globally in the 4<sup>th</sup> and 5<sup>th</sup> centuries.</li> </ul>	<ul style="list-style-type: none"> <li>Did geography greatly impact the settlement and developments of the early civilizations of China?</li> <li>Does the Shang dynasty qualify as a great civilization?</li> <li>Did the accomplishments of the First Emperor of Qin justify the means?</li> <li>What impacts have the civilizations and empires of Ancient China had on our modern-day society?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit Test</li> <li>Dynasty Quizzes</li> <li>Silk Road project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Daily Classwork</li> <li>SWYKs</li> <li>Group Work Products</li> <li>Ends/ Means Debate and revised preparatory paragraphs</li> </ul>
<p><b>Unit 6: Ancient Greece</b>  <b>Timeline: 6 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> Students begin with study of the geography and early settlement of Greece in this unit. From there, they continue with the rise of democracy, and life in the city states of Athens and Sparta. Next, students explore the Persian Wars, and the Golden Age of Athens. They focus also on the life and empire of Alexander the Great, and end the unit with an examination of the legacy of Ancient Greece.</p>			

Attachment 4: Scope & Sequences, Ancient Civilizations

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-GEOG.2.6-8a                      DE-GEOG.3.6-8a                      DE-HIST.1.6-8a                      DE-HIST.2.6-8a                      DE-HIST.2.6-8b                      DE-HIST.3.6-8a                      DE-HIST.4.6-8b                      DE-CIVICS.3.6-8b</p> <p>CCSS-ELA-Literacy-RH6-8.1</p> <p>CCSS-ELA-Literacy-RH6-8.2</p> <p>CCSS-ELA-Literacy-RH6-8.3</p> <p>CCSS-ELA-Literacy-RH6-8.4</p>	<p>• The physical geography of ancient Greece influenced the development of Greek civilization.</p> <p>• Democracy arose in response to principles of monarchy, oligarchy, and tyranny, and reflects the value that Greeks placed on individual rights</p> <p>• Greek notions of ethics, wisdom, righteousness, laws, and justice continue to have resonance today</p> <p>• Greek art, architecture, drama, and poetry have greatly influenced Western Culture and present day life</p>	<p>• Did geography greatly impact the settlement and development of the early civilizations of Greece?</p> <p>• Why did the Ancient Greeks choose democracy?</p> <p>• Which Ancient Greek city-state was superior: Athens or Sparta?</p> <p>• Should Alexander the Great be commended for expanding the empire of Greece, or be held responsible for the fall of the Greek empire?</p> <p>• What impacts have the Ancient Greeks had on our modern-day society?</p>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• City-States Quiz</li> <li>• Mini-Q Debate</li> <li>• Research/Presentation/Poster Mythology Project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Daily Classwork</li> <li>• Group Work Products</li> <li>• Comparing Democracies graphic organizers</li> <li>• Quizzes</li> </ul>
<p><b>Unit 7: Ancient Rome</b>                      Timeline: 5 weeks (55-minute lessons each day)</p>			
<p><b>Themes and Big Ideas:</b> Students start the unit with a look into the geography and early development of Rome They move next into the rise of the Republic, and study now it evolved from Republic to "global" Empire. Students next study daily life in the Roman Empire, for citizens, for women, and for slaves. They end the unit with a look at the extensive legacy of the Roman Empire in the modern world.</p>			

Attachment 4: Scope & Sequences, Ancient Civilizations

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-GEOG.2.6-8a                      DE-GEOG.3.6-8a                      DE-HIST.1.6-8a                      DE-HIST.2.6-8a                      DE-HIST.2.6-8b                      DE-HIST.3.6-8a                      DE-HIST.4.6-8b                      DE-CIVICS.3.6-8b                      DE-ECON.3.6-8a                      DE-ECON.4.6-8a</p> <p>CCSS-ELA-Literacy-RH6-8.1                      CCSS-ELA-Literacy-RH6-8.2                      CCSS-ELA-Literacy-RH6-8.3                      CCSS-ELA-Literacy-RH6-8.4                      CCSS-ELA-Literacy-RH6-8.5</p>	<ul style="list-style-type: none"> <li>Prosperity and expansion in a civilization is based on the citizens' belief of the ideals that founded the civilization.</li> <li>Every society that expands must one day retract or decline.</li> <li>As one society expands its area of control, the societies it comes into contact with will either be destroyed or assimilated.</li> <li>A society must have clear laws for succession of power to avoid instability in their government structure.</li> </ul>	<ul style="list-style-type: none"> <li>Was Ancient Rome a uniquely 'new' civilization, or a melting pot of other peoples?</li> <li>Did the benefits of Roman expansion outweigh the costs?</li> <li>What causes people to revolt, and is it inevitable?</li> <li>What impacts have the Ancient Greeks had on our modern-day society?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit Test</li> <li>City-States Quiz</li> <li>Mini-Q Debate</li> <li>Research/Presentation/Poster Mythology Project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Daily Classwork</li> <li>Group Work Products</li> <li>Comparing Democracies graphic organizers</li> <li>Quizzes</li> </ul>
<p><b>Unit 8: World Religions</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> To end the year, students explore five of the major world religions, some of which began in ancient times, and all of which combine with the legacies of the civilizations studied here to create important elements of the modern world: Judaism, Christianity, Buddhism, Hinduism, and Islam. The unit is a secular examination of the origins and development of these religions: where they came from, central tenets, and where they are practiced today.</p>			

Attachment 4: Scope & Sequences, Ancient Civilizations

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-GEOG.2.6-8a                      DE-GEOG.3.6-8a                      DE-GEOG.4.6-8a                      DE-HIST.1.6-8a                      DE-HIST.2.6-8a                      DE-HIST.2.6-8.b                      DE-HIST.3.6-8a                      DE-HIST.4.6-8b</p>	<p>■ Buddhism began in India, and was founded by Siddhartha Gautama (the Buddha). He taught his followers that the way to end suffering was by practicing the Noble Eightfold Path. Buddha means "enlightened one." Today, most Buddhists live in Sri Lanka, East Asia, Southeast Asia, and Japan</p> <p>■ Christianity is based on the life and teachings of Jesus, believed by Christians to be the son of God and to have died to save humanity. Holy Text- the Bible.</p> <p>■ Hinduism is the major religion of India and Nepal. Hindus believe that a supreme being called Brahman is the soul of the universe, and can be found within each person. People can be freed from suffering and desires once they understand the nature of Brahman.</p> <p>■ Islam: centered around Five Pillars (faith, prayer, charity, fasting, pilgrimage) Muslims believe in same God as Christians and Jews, but call him Allah. Holy text: Qur'an. Muslims believe that Allah revealed Qu'ran's teachings to the prophet Muhammad. Mostly practiced in the Middle East, central Asia and parts of Africa.</p> <p>■ Judaism: First major monotheistic religion. Holy Text- the Torah, the first five books of the Hebrew Bible. Judaism says we serve God by studying the Torah and living by its teachings. Many Jews live in Israel, but the religion can be found all over the world.</p>	<p>● What is religion?</p> <p>● What are the five major world religions, what is each one like, and where are they practiced today?</p> <p>● How can religions and religious practices bring societies together? Why can religion pull societies apart?</p>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Individual religion quizzes</li> <li>• Project: choose one religion to model (Noble Eightfold path, Golden Rule, Hindu cosmology, Five Pillars, Ten Commandments)</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Daily Classwork</li> <li>• Group Work Products</li> </ul>
<p><b>FINAL EXAM: SKILLS AND CUMULATIVE ENDURING UNDERSTANDINGS RE: CONTENT</b></p>			

<b>Curriculum Framework for WORLD CULTURES</b>			
<b>Freire Wilmington Charter School</b>		<b>Grade 9</b>	
Curricular tool: TCI's <i>Geography Alive! Regions and People</i>			
Unit 1: Tools of Geography			
Timeline: 1 week (55-minute lessons each day)			
Themes and Big Ideas: Students review and extend map skills, using latitude and longitude, scale, tables, diagrams, and graphs. They also analyze different ways to represent geographic, political, and economic conditions with maps, graphs, tables, and charts.			
DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-GEOG.1.9-12a DE-GEOG.1.9-12b DE-GEOG.4.9-12a  CCSS.ELA-LIT.RH.9-10.1 CCSS.ELA-LIT.RH.9-10.2 CCSS.ELA-LIT.RH.9-10.5 CCSS.ELA-LIT.RH.9-10.7  CCSS.ELA-LIT.SL.1	<ul style="list-style-type: none"> <li>Maps help identify point of view</li> <li>Maps use set formats and conventions to display information</li> <li>Maps are not "neutral" records or information</li> </ul>	<ul style="list-style-type: none"> <li>How do geographers show information on maps</li> </ul>	SUMMATIVE ASSESSMENTS: <ul style="list-style-type: none"> <li>Content Quiz</li> </ul> FORMATIVE ASSESSMENTS: <ul style="list-style-type: none"> <li>Map portfolio containing two student-created local maps</li> </ul>
Unit 2: Seeing the World Like a Geographer			
Timeline: 1 week (55-minute lessons each day)			
Themes and Big Ideas: Students analyze maps, determine patterns, and interpret images. They learn to read and analyze six types of thematic maps that geographers use to represent the world.			

Attachment 4: Scope & Sequences, World Cultures

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-GEOG.1.9-12a DE-GEOG.1.9-12b DE-GEOG.4.9-12a  CCSS.ELA-LIT.RH.9-10.5 CCSS.ELA-LIT.RH.9-10.7  CCSS.ELA-LIT.SL.1	<ul style="list-style-type: none"> <li>Geographers use different types of thematic maps to represent the world</li> </ul>	<ul style="list-style-type: none"> <li>Why do geographers use a variety of maps to represent the world?</li> </ul>	SUMMATIVE ASSESSMENTS: <ul style="list-style-type: none"> <li>Content Quiz</li> </ul> FORMATIVE ASSESSMENTS: <ul style="list-style-type: none"> <li>Map portfolio containing two student-created thematic maps</li> </ul>
<p><b>Unit 3: Urban Sprawl in North America: Where Will It End?</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b>  <b>Themes and Big Ideas:</b> In this unit, students practice writing and supporting claims, as they construct arguments about urban sprawl. In an Experiential Exercise, students work in policy-planning groups to debate and recommend possible policies for how to best address growth and urban sprawl in the cities of Portland, Toronto, and Atlanta.</p>			



DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE-GEOG.1.9-12a                      DE-GEOG.1.9-12b                      DE-GEOG.2.9-12.a                      DE-GEOG.3.9-12a                      DE-GEOG.4.9-12a</p> <p>CCSS-ELA-Literacy-RH.9-10.1                      CCSS.ELA-Literacy.WHST.9-10.1</p> <p>CCSS.ELA-LIT.SL.1                      CCSS.ELA-LIT.SL.4</p>	<ul style="list-style-type: none"> <li>Urban sprawl refers to crowded decentralized living areas</li> <li>There are health, environmental and cultural issues associated with urban sprawl</li> </ul>	<ul style="list-style-type: none"> <li>What is urban sprawl?</li> <li>How does urban sprawl affect people and the planet?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Thesis-driven argument in response to teacher-supplied prompt.</li> <li>Cumulative Content test, units 1, 2, and 3</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Graphic organizers for gathering evidence, thesis construction, structural preview, body paragraph</li> </ul> <p><b>CLAIM- EVIDENCE- REASONING</b> organization, and conclusion (5 prewriting organizers altogether)</p>
<p><b>Unit 4: Consumption Patterns in the U.S: The Impact of Living Well</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> In this unit, students study the kinds of resources that Americans have at our disposal, and our uses of these resources. In a Response Group activity, students analyze a series of cartograms depicting global consumption patterns and gross domestic product and identify reasons for those patterns. They make their own cartograms depicting a resource use of their choice. In doing so, they come to understand the consumption patterns that have given Americans such a high standard of living.</p>			

Attachment 4: Scope & Sequences, World Cultures

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-GEOG.1.9-12a DE-GEOG.1.9-12b DE-GEOG.3.9-12a DE-GEOG.4.9-12a DE-ECON.1.9-12a DE-ECON.4.9-12a CCSS-ELA-Literacy-RH.9-10.1 CCSS.ELA-Literacy.WHST.9-10.1 CCSS.ELA-LIT.SL.1	<ul style="list-style-type: none"> <li>Americans are the world's top consumers of oil and energy</li> <li>The consequences of over-consumption can be profound, for individuals, countries and for the planet as a whole</li> </ul>	<ul style="list-style-type: none"> <li>What are typical American consumption patterns?</li> <li>How do these patterns compare to those of other countries?</li> <li>Am I a typical American in terms of what I consume?</li> <li>How do American consumption patterns affect people and the planet?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Revised, thesis-driven argument.</li> <li>Cartogram project</li> <li>Map skills test</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Consumption quizzes (reading charts, maps, and graphs)</li> </ul>
<p><b>Unit 5: Spatial Inequality in Mexico City: From Cardboard to Castles</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> Students study the geographic setting of Mexico City, first, and then read about the conditions of rural decline which caused migration to the city. From there, they explore the problems created by urbanization, resulting in a city of "haves" and "have-nots." In one of the unit's learning scenarios, students assume the role of exchange students and "travel" to four Mexico City neighborhoods to survey people from four social classes about their experiences living in Mexico City. Students end by beginning to think globally about the different standards of living experienced around the world.</p>			
DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
	<ul style="list-style-type: none"> <li>Cities are often political, economic, and cultural centers that offer jobs, education,</li> </ul>	<p>Why does spatial inequality exist in urban areas?</p>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Article on "Life in My (one of</li> </ul>

Attachment 4: Scope & Sequences, World Cultures

<p>DE-GEOG.1.9-12b DE-GEOG.2.9-12a DE-GEOG.3.9-12a DE-HIST.2.9-12a DE-HIST.3.9-12a DE-ECON.1.9-12a DE-ECON.4.9-12a</p>	<p>and social services.</p> <ul style="list-style-type: none"> <li>• Many cities are experiencing problems like air pollution, high crime rates, and poverty.</li> <li>• Mexico City is one of the world's most populated cities. It has many problems associated with high population and rapid rate of growth.</li> </ul>	<p>4) Mexico City Neighborhood”</p> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Quiz on Geotems</li> </ul>
<p><b>Unit 6: Indigenous Cultures: The Survival of the Maya of Mesoamerica</b> <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>		
<p>CCSS-ELA-Literacy-RH9-12.1 CCSS-ELA-Literacy-RH9-12.2 CCSS-ELA-Literacy-RH9-12.6 CCSS-ELA-Literacy-RH9-12.7</p>		
<p>CCSS.ELA-LIT.SL.1 CCSS.ELA-LIT.SL.4 CCSS.ELA-LIT.SL.6</p>	<p>Themes and Big Ideas: Students study the geographic setting, first, and then begin to explore Mayan culture in the highlands of Guatemala and southern Mexico. They learn that the Maya have kept many of their traditional customs and beliefs while adapting to the modern world. Students study the specifics: Mayan community practices, and home and family traditions such as Market Day. Students watch a documentary film on the Maya and write a response using ten new Geotems (vocabulary) from this unit. They extend their learning in a reflection about other indigenous groups who have also tried to preserve their culture while adapting to modern life.</p>	

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-GEOG.4.9-12a DE-HIST.1.9-12a DE-HIST.4.9-12b DE-CIVICS.3.9-12b  CCSS-ELA-Literacy-RH9-12.3 CCSS-ELA-Literacy-RH9-12.4 CCSS-ELA-Literacy-RH9-12.5	<ul style="list-style-type: none"> <li>Indigenous peoples share a traditional worldview of harmony and balance with nature, one another, and oneself.</li> <li>Indigenous peoples represent a diversity of cultures.</li> <li>Understanding and respect for Indigenous peoples begin with knowledge of their pasts.</li> <li>Current issues are really unresolved historical issues.</li> <li>Indigenous peoples want to be recognized for their contributions to society and to share in its successes.</li> </ul>	<ul style="list-style-type: none"> <li>How do indigenous people preserve their culture while adapting to modern life?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Review of documentary including ten Geotermis from this unit</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Quiz on Geotermis</li> <li>South/ Central America Map quiz</li> </ul>
<p><b>Unit 7: Land Use Conflict in the Amazon Rainforest</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> Students learn about land use conflict in the Amazon rainforest. They read that since the 1960s, loggers, settlers, and ranchers have cleared large parts of the rainforest, and that while native Amazonians, rubber tappers, and environmental groups oppose this deforestation, the rainforest is shrinking year by year.</p>			

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-GEOG.1.9-12b DE-GEOG.2.9-12a DE-GEOG.3.9-12a 12a CCSS-ELA-Literacy-RH9-12.4 CCSS-ELA-Literacy-RH9-12.5 CCSS9-10.WHSS.1 CCSS.ELA-LIT.SL.1 CCSS.ELA-LIT.SL.4 CCSS.ELA-LIT.SL.6	<ul style="list-style-type: none"> <li>The Amazon rainforest is an important part of the carbon-oxygen cycle. It is also rich in biodiversity</li> <li>The Amazon is shrinking year by year.</li> <li>Different constituent groups believe their agendas should determine land use in the Amazon</li> </ul>	<ul style="list-style-type: none"> <li>What is happening to the Amazonian rainforest?</li> <li>Why? What can be done about it? What should be done about it?</li> <li>How should the resources of the rainforest be used and preserved?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Argument essay: Taking a position on Amazonian rainforest use</li> <li>Annotated rainforest poster</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Notes and annotations of rainforest documents</li> <li>Geotermis quiz</li> </ul>
<p><b>Preview KIVA project: 1 week</b>                      CCSS.ELA.LIT-W.4                      CCSS.ELA.LIT-W.5                      CCSS.ELA.LIT-W.10</p>			
<p><b>MIDTERM: CUMULATIVE SKILLS AND CONTENT TEST</b>                      KIVA RESEARCH PROPOSAL PRESENTATION</p>			
<p><b>Unit 8: Invisble Borders: Transboundary Pollution in Europe</b>                      Timeline: 2 weeks (55-minute lessons each day)</p> <p><b>Themes and Big Ideas:</b> Students begin by studying the geographic setting. They then investigate major environmental disasters: Chernobyl, and the Tisza-Danube Cyanide Spill. They learn about the "Black Triangle" and Acid Rain and engage in role plays as representatives of affected countries, trying to negotiate new policy in a U.N. meeting.</p>			

<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE-GEOG.1.9-12b DE-ECON.3.9-12a</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Radioactive pollution is usually the result of an accident.</li> <li>Acid rain is the result of more general air pollution.</li> <li>Pollution can be spread easily by wind and water; an accident in one country can affect an entire river system.</li> <li>Wind currents can carry pollution across oceans and continents.</li> </ul>	<p><b>ESSENTIAL QUESTION</b></p> <ul style="list-style-type: none"> <li>How does one country's pollution become another country's problem?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Team-based mini U.N. trial performance</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Group preparation prep sheets</li> <li>Introductory and closing remarks</li> <li>Geoterms quiz</li> </ul>
<p><b>Unit 9: Microentrepreneurs: Women's Role in the Development of Africa</b> <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> Students learn the geography of the region, and then study the phenomenon of women starting small businesses and how these businesses change their communities. Students have been developing proposals to raise money for an actual KIVA project in Africa, and by the time they are engaged in this unit, are personally connected to a micro-business. Even though the funds they can raise are small, they learn firsthand how to finance a microloan, and begin to see how opportunity works in developing countries.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE-GEOG.3.9-12a DE-GEOG.4.9-12a DE-HIST.1.9-12a 12b</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Poverty is widespread in Africa</li> <li>Gender-based division of labor makes it hard for women to earn money.</li> <li>Through micro-enterprises, some women work to pull their families and communities out of poverty.</li> <li>Micro-credit organizations make small (&lt;\$100) business loans to groups of poor women, who take collective responsibility for one another's debts</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><b>Short biography</b></p> <ul style="list-style-type: none"> <li>How are women micro-entrepreneurs in developing countries changing their communities?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>KIVA loan brochure</li> <li>Test: Economics of loans</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Annotated reading notes</li> <li>Geoterms quiz</li> </ul>

<p>CCSS-ELA-Literacy-RH9-12.4 CCSS-ELA-Literacy-RH9-12.5</p>	<ul style="list-style-type: none"> <li>• These loans can change lives.</li> </ul>		
<p><b>Unit 10: Resources and Power in Post- Apartheid South Africa</b> <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students describe how apartheid has affected South Africans of various ethnicities, analyze the redistribution of power and resources in post-apartheid South Africa, evaluate South Africa's progress toward equality for all South Africans since the end of apartheid. And examine the effects of the worldwide HIV/AIDS epidemic. They examine photographs of post-apartheid South Africa and read about changes regarding politics, employment, education, and living conditions. They discuss how well each image represents the present-day South Africa and then work in small groups to bring two of the images to life in act-it-outs. Finally, they evaluate how much progress South Africa has made toward achieving equality for people of all races since the end of apartheid.</p>			<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Cumulative content and Skills test: Europe and Africa units</li> <li>• Short , research-based biographical sketch of a South African (student's choice- practice for end of year Country research project)</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Image analysis</li> <li>• Geoterns Quiz</li> <li>• South African Music activity- annotated notes</li> </ul>
<p><b>DELAWARE STANDARDS / ALIGNMENT / CCSS</b></p> <p>DE-CIVICS.1.9-12a DE-GEOG.4.9-12a 12.3 CCSS-ELA-Literacy-RH9-12.4 CCSS-ELA-Literacy-RH9-12.5 CCSS-ELA-Literacy-WH9-12.7 CCSS-ELA-Literacy-WH9-12.8 CCSS-ELA-Literacy-WH9-12.9</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Apartheid's racial segregation divided a multiracial society</li> <li>• The end of apartheid meant the redistribution of power and resources in the society over time, and the end of white supremacy in South Africa</li> <li>• The end of apartheid has not yet achieved economic and social justice in South Africa</li> <li>• HIV/AIDS is one of the big problems South Africa—and other nations—faces</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What is apartheid?</li> <li>• How and when did it end?</li> <li>• What are living conditions like today for all citizens of South Africa?</li> </ul>	

<p>CCSS.ELA-LIT.SL.1</p>				
<p><b>Unit 11: Oil in the Middle East: How "Black Gold" has shaped a Region</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>				
<p><b>Themes and Big Ideas:</b> In this unit, students understand how oil is formed and distributed in the Middle East, and investigate the effects of large oil reserves on Middle Eastern countries. Students analyze geographic data showing how oil has affected 10 countries in the region. They also explore alternative energy resources, and how oil wealth has affected peoples' well-being.</p>				
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>GDP, per capita income, and infant mortality rates can tell different stories about a country's living conditions</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>How does crude oil form?</li> <li>Where are oil reserves distributed?</li> <li>What are nonrenewable and nonrenewable resources?</li> <li>How has oil changed life in the Middle East?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Current events / Econ research project</li> <li>Unit geography quiz</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Group geography poster</li> <li>Geoterm quiz</li> <li>Econ quiz</li> </ul>	
<p>DE-GEOG.1.9-12b</p>				
<p>DE-GEOG.3.9-12a</p>				
<p>DE-GEOG.4.9-12a</p>				
<p>DE-CIVICS.1.9-12a</p>				
<p>DE-ECON.1.9-12a</p>				
<p>DE-ECON.2.9-12.a</p>				
<p>DE-ECON.3.9-12.a</p>				
<p>DE-ECON.4.9-12.a</p>				
<p>CCSS-ELA-Literacy-RH9-12.3</p>				
<p>CCSS-ELA-Literacy-RH9-12.4</p>				
<p>CCSS-ELA-Literacy-RH9-12.5</p>				



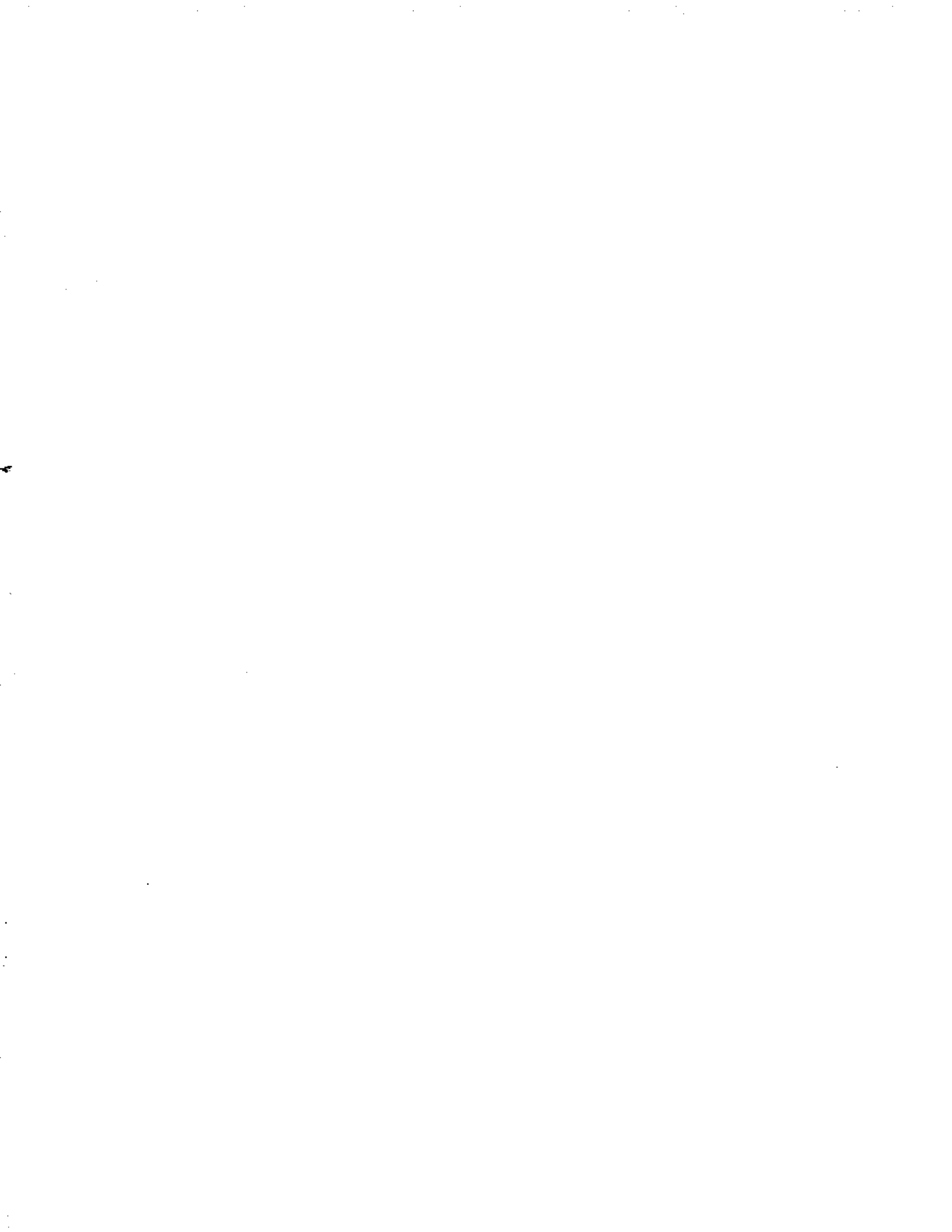
<p><b>Unit 12: Tech Workers and Time Zones: India's Comparative Advantage</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students read about the global revolution in information technology (IT), examine the factors that give India a comparative advantage in the global IT revolution, investigate the impact of the global IT revolution on Bangalore, India, and discover factors that cause foreign companies to invest in the United States and the effects of such investment. In a Writing for Understanding activity, students participate in simulated Internet searches and online meetings with three people from Bangalore, India: a call center agent, an auto-rickshaw driver, and a software engineer. Students use their notes from these experiences to write a feature article about the impact of the IT revolution on India.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What is the global revolution in IT?</li> <li>• How do companies do business in other countries?</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• India has four advantages giving it an advantage in the global IT revolution: English-speakers, low wages, well-trained workers, and a location that allows its workers to work while Americans sleep</li> <li>• One way companies do business in other countries is outsourcing.</li> <li>• Another way is through foreign investment, or investment by a person or company based in another country.</li> <li>• Many people and businesses around the world invest money in the United States.</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Call Center writing project</li> <li>• Quiz on international business</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Geotermis Quiz</li> <li>• Annotated notes</li> </ul>
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE-GEOG.3.9-12a  DE-GEOG.4.9-12a  A  DE-ECON.3.9-12a  DE-ECON.4.9-12a  DE-CIVICS.1.9-12</p> <p>CCSS-ELA-Literacy-RH9-12.5  CCSS.ELA-LIT.SL.1  CCSS.ELA-LIT.SL.6</p>			
<p><b>Unit 13: The Global Sneaker: from Asia to Everywhere</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>			

Attachment 4: Scope & Sequences, World Cultures

<p><b>Themes and Big Ideas:</b> To end the year, students dig into this highly engaging and important study of globalization. Students learn about globalization by investigating the athletic shoe industry. They analyze the global efforts needed to design, manufacture, and distribute a particular product, identify the components and steps of manufacturing global products, and explain the impact of globalization on people and places. They apply their new knowledge by creating a choropleth map of the globalization of various products from their homes. They also learn about one child labor leader from Pakistan, Iqbal Masai, who was martyred in his fight for worker's – especially child workers'—rights. Students' final project is a researched and rehearsed multimedia presentation of life in another country.</p>	<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <ul style="list-style-type: none"> <li>DE-GEOG.3.9-12a</li> <li>DE-GEOG.4.9-12a</li> <li>DE-ECON.4.9-12a</li> <li>CCSS-ELA-Lit-RH9-12.4</li> <li>CCSS-ELA-Lit-RH9-12.5</li> <li>CCSS-ELA-Lit-WH9-12.7</li> <li>CCSS-ELA-Lit-WH9-12.8</li> <li>CCSS-ELA-Lit-WH9-12.9</li> <li>CCSS.ELA-LIT.SL.1</li> <li>CCSS.ELA-LIT.SL.4</li> <li>CCSS.ELA-LIT.SL.6</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Free trade plays a key role in the global economy.</li> <li>• Shoe companies have become multinational corporations.</li> <li>• The “global sneaker” has increased economic interdependence among several countries.</li> <li>• Globalization is changing the world.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What is economic interdependence?</li> <li>• How do free trade, globalization, and multinational corporations work together to define life in First and Third World countries?</li> <li>• Is globalization a force for positive or negative change in the world?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Review and response to Iqbal Masai documentary</li> <li>• Content Test- International Business in Middle and Far East</li> <li>• Student In-Country research presentation</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• MAP Skills quiz</li> </ul>
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**FINAL EXAM: SKILLS AND CONTENT**

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## Curriculum Framework for POWER AND MONEY

Freire Charter School Wilmington

Grade 10

**Curricular tools:** iCivics, New York Times Knowledge Network, TCI's *Government Alive!* Civics, *Geography*, and *Economics*, selected articles from "World History For Us All"

**Course overview:** In most schools, students take a perfunctory Civics class and perhaps an elective in Economics. At Freire Wilmington, we know want every course to matter to our students. We have thus revised the traditional course offerings and created a Social Sciences course we call "Power and Money"—two topics that we know our students want desperately to master. Organized around essential questions that have more appeal and relevance for students, and course outcomes that further illuminate what students want to know, "Power and Money" works to give students the information they need to manage their own "American Dreams," and begin to participate fully in the American political and economic systems.

**Unit 1: Power and Money; The American Dream**  
**Timeline: 4 weeks (55-minute lessons each day)**

**Themes and Big Ideas:** Students study the notion of the "American Dream," and examine literary fiction and nonfiction excerpts showing historical and current characters in pursuit of success. They role-play in order to identify challenges to the American Dream, and examine quintessential pursuits of success in American history, such as Oluadah Equiano, Laura Ingalls Wilder, Sojourner Truth, Henry David Thoreau, Jay Gatsby, Steve Jobs, and Jay Z.

**DELAWARE STANDARDS ALIGNMENT / CCSS**

- DE.HIST.2.9-12b
- CCSS.ELA-LIT.RH.9-10.1
- CCSS.ELA-LIT.RH.9-10.2
- CCSS.ELA-LIT.RH.9-10.3
- CCSS.ELA-LIT.WHST.9-10.4
- CCSS.ELA-LIT.SL.1
- CCSS.ELA-LIT.SL.4

**ENDURING UNDERSTANDINGS**

- Money, race, ethnicity, and gender can complicate pursuit of the American Dream
- Americans' notions of success may be individualistic rather than community-based
- The American Dream has shifted since its initial identification
- The American Dream draws people from all over the world

**ESSENTIAL QUESTIONS**

- What is the American Dream? Is it the same as "success" in general?
- Is the American Dream still alive?
- To what extent does money play a part in the pursuit of the American Dream?
- What do my dreams have to do with politics?

**ASSESSMENTS**

- SUMMATIVE ASSESSMENTS:**
- Multiple close readings
  - Unit test w/ extended response questions
- FORMATIVE ASSESSMENTS:**
- Group work
  - Quizzes

**Unit 2: Politics, Power, and Government**

**Timeline: 3 weeks (55-minute lessons each day)**

<p><b>Themes and Big Ideas:</b> Students review the three branches of government/ balance of powers, and analyze the purpose and function of the U.S. federal system of government, identifying the roles and responsibilities of national, state, and local governments. They identify the benefits and drawbacks of the federal system, analyze historical and current challenges to defining national and state powers, summarize the roles and responsibilities of national, state, and local governments, and demonstrate how to use the federal system to create change in a public issue—Health care, for instance.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <ul style="list-style-type: none"> <li>DE.CIVICS.1.9-12a</li> <li>DE.CIVICS.2.9-12b</li> <li>DE.HIST.1.9-12a</li> <li>DE.HIST.2.9-12a</li> <li>DE.HIST.2.9-12b</li> <li>DE.HIST.4.9-12a</li> <li>CCSS.ELA-LIT.RH.9-10.1</li> <li>CCSS.ELA-LIT.RH.9-10.2</li> <li>CCSS.ELA-LIT.RH.9-10.3</li> <li>CCSS.ELA-LIT.RH.9-10.5</li> <li>CCSS.ELA-LIT.RH.9-10.8</li> <li>CCSS.ELA-LIT.WHST.9-10.4</li> <li>CCSS.ELA-LIT.SL.1</li> <li>CCSS.ELA-LIT.SL.4</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• There are three branches of government, designed to achieve a balance of power</li> <li>• State and federal power have been in conflict and have worked in concert since this country's beginnings.</li> <li>• The powers of the national government have varied over time in the ways they balance the powers of the states</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Why should I care about power, politics, &amp; government?</li> <li>• How should political and economic power be distributed in a society?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit test w/ extended response questions</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Federalism timeline</li> </ul>
<p><b>Unit 3: Civil Rights, Civil Liberties</b></p> <p><b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this unit, students study the Constitution and the Bill of Rights, with a particular focus on debates over the protection of civil liberties contained in the First Amendment. They also examine Supreme Court decisions and explain the evolution of the first 10 amendments, discuss the meaning and significance of each right secured by the Bill of Rights, debate landmark Supreme Court cases to explore what happens when rights conflict, and evaluate a current situation involving a conflict of rights to determine what they believe is constitutional and fair.</p>			

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE.CIVICS.1.9-12a DE.CIVICS.2.9-12b DE.CIVICS.3.9-12a CCSS.ELA-LIT.RH.9-10.1 CCSS.ELA-LIT.RH.9-10.2 CCSS.ELA-LIT.RH.9-10.3 CCSS.ELA-LIT.RH.9-10.4 CCSS.ELA-LIT.RH.9-10.5 CCSS.ELA-LIT.RH.9-10.8 CCSS.ELA-LIT.WHST.9-10.4 CCSS.ELA-LIT.SL.1 CCSS.ELA-LIT.SL.4 CCSS.ELA-LIT.SL.6	<ul style="list-style-type: none"> <li>• Bold ideas about civil rights gave birth to the world's first modern democratic nation</li> <li>• The framers distributed power deliberately in the constitution</li> <li>• Specific rights are defined and protected under our Constitution</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between civil liberties and civil rights?</li> <li>• How are your rights protected under the Constitution</li> <li>• What civil rights and civil liberties remain unprotected or in jeopardy today?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit test w/ extended response questions</li> <li>• Group presentation</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Group practice projects</li> <li>• Quizzes</li> </ul>
<p><b>Unit 4: Voting, Voting Rights and Citizenship</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> In this unit, students learn about the history of voting rights through the analysis of original documents, such as letters, newspapers, photographs, cartoons and maps, bringing history alive for students by looking at how people perceived events in different times. The New York Times Knowledge Network program provides all the primary documents for this unit, and teachers scaffold each document with guided reading notes and vocabulary previews.</p>			

Attachment 4: Scope & Sequences, Power and Money

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE.CIVICS.1.9-12a                      DE.CIVICS.2.9-12b                      DE.CIVICS.3.9-12a                      DE.CIVICS.4.9-12a                      DE.CIVICS.4.9-12b                      CCSS.ELA-LIT.RH.9-10.1                      CCSS.ELA-LIT.RH.9-10.2                      CCSS.ELA-LIT.RH.9-10.3                      CCSS.ELA-LIT.RH.9-10.4                      CCSS.ELA-LIT.RH.9-10.5                      CCSS.ELA-LIT.RH.9-10.8                      CCSS.ELA-LIT.WHST.9-10.4</p>	<p>• Voting rights in the United States have expanded over time                      • The 15<sup>th</sup> Amendment prohibited denying citizens the right to vote based on "race, color, or previous condition of servitude"                      • The 19<sup>th</sup> Amendment prohibits any United States citizen from being denied the right to vote on the basis of sex                      • Machine Politics have been and are still influential in elections and government</p>	<p>• Should I vote? Why?                      • What kinds of power do I get by voting?                      • Is our election system fair?                      • What Americans have fought for the right to vote?                      • What are the current qualifications for voting?                      • How have recent events challenged voters' rights?</p>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit test w/ extended response questions</li> <li>• Voting Rights DBQ's</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• 2 content quizzes</li> </ul>
<b>MIDTERM</b>			
<p><b>Unit 5: Introduction to Economics</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b>  <b>Themes and Big Ideas:</b> Students will learn the basic building blocks and foundational structures of economic systems. They will also learn practical and technical definitions of such terms and concepts as markets, consumer, shareholder, free market,</p>			



DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE.ECON.2.9-12.a                      DE.ECON.3.9-12.a                      CCSS.ELA-LIT.RH.9-10.1                      CCSS.ELA-LIT.RH.9-10.2                      CCSS.ELA-LIT.RH.9-10.7                      CCSS.ELA-LIT.WHST.9-10.4</p>	<ul style="list-style-type: none"> <li>All individuals provide input and receive output from the economic systems.</li> <li>The best economic choices are made by informed and active citizens.</li> <li>Various social, political, economic, and cultural factors impact who gets which goods and services.</li> <li>The role of the government in the free market is a hotly debated issue t</li> </ul>	<ul style="list-style-type: none"> <li>How does economics affect everyone?</li> <li>How can I make the best economic choices?</li> <li>How does a society decide who gets which goods and services?</li> <li>What role should government play in a free market?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit test w/ extended response questions</li> <li>5 –paragraph essay: Poster analysis</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Group poster showing social, political, economic, and cultural factors impacting our money</li> <li>Economics terms quiz</li> </ul>
<p><b>Unit 7: Buying and Selling</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> Students will learn types of functions of markets, from the local to the international, and begin to explore basic concepts such as supply and demand, market value, and profit. They will also interrogate the values inherent in our consumer-based society.</p>			

Attachment 4: Scope & Sequences, Power and Money

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE.ECON.1.9-12.a                      DE.ECON.2.9-12.a                      DE.ECON.3.9-12.a                      CCSS.ELA-LIT.RH.9-10.1                      CCSS.ELA-LIT.RH.9-10.2                      CCSS.ELA-LIT.RH.9-10.5                      CCSS.ELA-LIT.RH.9-10.7                      CCSS.ELA-LIT.WHST.9-10.4                      CCSS.ELA-LIT.SL.1                      CCSS.ELA-LIT.SL.4                      CCSS.ELA-LIT.SL.6</p>	<ul style="list-style-type: none"> <li>Business owners and shareholders benefit financially in the free market; consumers benefit by having independence and choice.</li> <li>Purchases are made through a series of decisions related to opportunity cost and personal resources.</li> <li>Suppliers analyze demand and market trends to decide which goods and services to offer.</li> <li>The right price is dynamic based on what the consumer will pay, the market value of the product/service, and the needs of shareholders and profit.</li> </ul>	<ul style="list-style-type: none"> <li>Who benefits most from the free market economy?</li> <li>How do we decide what to buy?</li> <li>How do suppliers decide what goods and services to offer?</li> <li>What determines the "right price?"</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit test w/ extended response questions</li> <li>Project: Interview/ Oral History and reflection</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Practice interview</li> <li>Economic terms quiz</li> </ul>
<p><b>Unit 8: Big Money, Banking, and Finance</b>                      Timeline: 2 weeks (55-minute lessons each day)</p>			
<p>Themes and Big Ideas: In this unit, students study how banks and other financial institutions make money, whether and how they contribute to society.</p>			
<p>DE.ECON.2.9-12.a                      DE.ECON.4.9-12.a                      CCSS.ELA-LIT.RH.9-10.1                      CCSS.ELA-LIT.RH.9-10.2                      CCSS.ELA-LIT.RH.9-10.3                      CCSS.ELA-LIT.RH.9-10.4</p>	<ul style="list-style-type: none"> <li>Investors make money by following market trends, current events, and through the understanding of global economic indicators.</li> <li>Our financial institutions are</li> </ul>	<ul style="list-style-type: none"> <li>How can I make the most of my money?</li> <li>How well do financial institutions serve my needs?</li> <li>Should I save and invest? How?</li> <li>How will this affect my future?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit test w/ extended response questions</li> <li>Financial section (newspaper) analysis</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p>

Attachment 4: Scope & Sequences, Power and Money

<p>CCSS.ELA-LIT.RH.9-10.5 CCSS.ELA-LIT.RH.9-10.7 CCSS.ELA-LITWHST.9-10.4</p>	<p>designed to make a profit for shareholders, not for consumers (most of us)</p> <ul style="list-style-type: none"> <li>The most stable money-makers save and invest</li> </ul>	<ul style="list-style-type: none"> <li>Money management poster</li> <li>Terminology quiz</li> </ul>
<p><b>Unit 9: Government and Big Money</b> <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> Students review and compare the government's role in free market, command, and mixed economies. They analyze the roles of consumers, private producers, and the government in the U.S. mixed economy; explain the effects of government policies on the free market, and describe how government policies allow either free or restricted trade. Students study cell phone service as an example of a mixed economic arrangement. In doing so, they identify U.S. laws and regulations adopted to promote economic competition, as well as U.S. laws protecting consumer rights and avenues of recourse.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b> DE.ECON.2.9-12.a DE.ECON.3.9-12.a CCSS.ELA-LIT.RH.9-10.1 CCSS.ELA-LIT.RH.9-10.2 CCSS.ELA-LIT.RH.9-10.3 CCSS.ELA-LIT.RH.9-10.5 CCSS.ELA-LIT.RH.9-10.7 CCSS.ELA-LITWHST.9-10.4 CCSS.ELA-LIT.SL.1 CCSS.ELA-LIT.SL.6</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>There is great debate about the proper role of government in the economy</li> <li>The U.S. has a "mixed economy," combining free market and government regulations</li> <li>Taxes pay for necessary services</li> <li>A government's "fiscal policy" is what regulates the money it spends</li> <li>A government's "monetary policy" regulates banking and financial structures</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What is the proper role of government in the economy?</li> <li>How can taxation meet the needs of government and the people?</li> <li>How effective are government regulations in promoting economic competition?</li> <li>How effective are government regulations in protecting consumer rights?</li> </ul>
<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit test w/ extended response questions</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Classroom scenario: Model taxation-for-services system</li> <li>Terminology quiz</li> </ul>		
<p><b>Unit 10: The Global Economy</b> <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> Students learn about international trade and how globalization affects standards of living and economic growth. They learn about the operations of international and domestic banks, organizations that play a role in the international economy, and the World Trade Organization. They learn about problems that stem from globalization and possible solutions.</p>		

Attachment 4: Scope & Sequences, Power and Money

DELAWARE STANDARDS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p><b>ALIGNMENT / CCSS</b></p> <p>DE.ECON.3.9-12.a            DE.ECON.4.9-12.a            DE.GEOG.4.9-12a            DE.HIST.1.9-12a            CCSS.ELA-LIT.RH.9-10.5            CCSS.ELA-LIT.RH.9-10.6            CCSS.ELA-LIT.RH.9-10.7            CCSS.ELA-LITWHST.9-10.4</p>	<ul style="list-style-type: none"> <li>The competition caused by scarcity promotes globalization, but at the same time causes conflict on a macro level.</li> <li>Free trade agreements depend on regional and international factors</li> </ul>	<ul style="list-style-type: none"> <li>What is globalization?</li> <li>What factors have led to increased globalization?</li> <li>When two sides trade, how do they both benefit?</li> <li>How does scarcity divide our world and bring it together?</li> <li>Should free trade be encouraged?</li> <li>Do the benefits of economic development outweigh the costs?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Unit test w/ extended response questions</li> <li>Current event project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Research notecard check</li> <li>Spreadsheet: Comparison of US teen and developing country teen's finances</li> </ul>
<p><b>Unit 11: My Money</b>  <b>Timeline: 3 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> In this final unit, students learn about personal finances: bank accounts, debit and credit cards, checks, and budgets. They learn about the costs of housing, insurance, cars, and college. They address the important question: Is it true that you need money in order to make money?</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE.ECON.1.9-12.a            DE.CIVICS.4.9-12.b            CCSS.ELA-LIT.RH.9-10.5            CCSS.ELA-LIT.RH.9-10.6            CCSS.ELA-LIT.RH.9-10.7            CCSS.ELA-LIT.RH.9-10.8            CCSS.ELA-LITWHST.9-10.4            CCSS.ELA-LIT.SL.1</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>There are different types of financial assets, each associated with different risks and rewards</li> <li>Economic decision-making</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What are typical costs for housing, insurance, cars, and college?</li> <li>What is a mortgage?</li> <li>How do loans work?</li> <li>How do credit cards work?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Essay: How can I make the most of my money?</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Pros and cons of different financial services</li> <li>FAFSA review</li> <li>1040 EZ review</li> </ul>
<p style="text-align: center;"><b>FINAL EXAM</b></p>			

<h2>Curriculum Framework for U.S.HISTORY</h2>		<p><b>Grade 11</b></p>
<p><b>Freire Charter School Wilmington</b>  <b>Curricular tools:</b> History Alive! <i>Pursuing American Ideals</i>  <i>Echoes &amp; Reflections: A Multimedia Curriculum on the Holocaust</i></p>		
<p><b>Unit 1: Getting Oriented w/ History</b>  <b>Timeline: 2 weeks (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> In this introductory unit, students reconstruct the details of an event to learn about the process of writing history. They analyze content from the reading to rank and discuss the reasons people study history. Students also read and analyze primary and secondary sources to understand the meaning and significance of America's founding ideals. They identify and label key geographic features on a U.S. map, and analyze how various aspects of U.S. geography have shaped the nation's historical development.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE-HIST.2.9-12a                  DE-HIST.2.9-12b                  DE-HIST.4.6-8.a                  DE-CIVICS.1.9-12b</p> <p>CC.8.5.11-12.A.                  CCSS.ELA-                  LIT.RH.11-12.2                  CCSS.ELA-                  LIT.RH.11-12.3                  CCSS.ELA-                  LIT.RH.11-12.4                  CCSS.ELA-                  LIT.RH.11-12.6                  CCSS.ELA-                  LIT.RH.11-12.8                  CCSS.ELA-                  LIT.RH.11-12.9.2                  CCSS.ELA-                  LIT.RH.11-12.10</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Historians reconstruct the details of an event to learn about the process of writing history.</li> <li>Historians analyze content from the reading to rank and discuss the reasons people study history.</li> <li>Historians read and analyze primary and secondary sources to understand the meaning and significance of America's founding ideals.</li> <li>America's founding ideals: equality, rights, liberty, opportunity, democracy</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What is history, and why should we study it?</li> <li>What are America's founding ideals, and why are they important?</li> <li>How has geography shaped the development of the United States?</li> </ul>
		<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Facebook profile project</li> <li>"Five American Ideals" essay</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>2 Notebook checks</li> </ul>
<p><b>Unit 2: The Civil War &amp; Reconstruction</b></p>		

Attachment 4: Scope & Sequences, U.S. History

**Timeline: 5 weeks (55-minute lessons each day)**

**Themes and Big Ideas:** Students read and analyze primary sources related to a series of events from 1850-1861 and decide whether they show a spirit of compromise or of conflict between the north and the south. Student sequence and describe key events leading up to the civil war on a timeline. They read and analyze the primary source excerpts to learn how the civil war affected different groups of Americans, and synthesize key information about the civil war to create interactive dramatizations. Finally, students view and analyze political cartoons to understand the important issues and events of the reconstruction period. They end the unit by annotating and creating original political cartoons that reflect an evaluation of the nation's commitment to its founding ideals during reconstruction.

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>DE-HIST.1.9-12b</li> <li>DE-HIST.2.9-12a</li> <li>DE-HIST.2.9-12b</li> <li>DE-HIST.3.9-12a</li> <li>DE-HIST.4.6-8.a</li> <li>DE-HIST.4.9-12a</li> </ul>	<ul style="list-style-type: none"> <li>Many factors and events lead to the breakdown of relationships between regions prior to a civil war.</li> <li>Technology, strategy, and leadership affect the major battles and final outcome</li> <li>Many challenges faced this nation after we begin to reconstruct after the Civil War</li> </ul>	<ul style="list-style-type: none"> <li>Was the Civil War inevitable?</li> <li>How did the Civil War affect the U.S. and its people?</li> <li>How was the nation's commitment to its founding ideals tested during reconstruction?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Civil War test</li> <li>Reconstruction test</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>2 Notebook checks</li> <li>Civil War DBQ</li> </ul>
<ul style="list-style-type: none"> <li>CCSS.ELA-LIT.RH.11-12.2</li> <li>CCSS.ELA-LIT.RH.11-12.3</li> <li>CCSS.ELA-LIT.RH.11-12.4</li> <li>CCSS.ELA-LIT.RH.11-12.6</li> <li>CCSS.ELA-LIT.RH.11-12.8</li> <li>CCSS.ELA-LIT.RH.11-12.9.2</li> <li>CCSS.ELA-LIT.RH.11-12.10</li> <li>CCSS.ELA-LIT.SL.1</li> <li>CCSS.ELA-LIT.SL.4</li> </ul>			

**Unit 3: Immigration & The Progressives**

**Timeline: 5 weeks (55-minute lessons each day)**

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<p><b>Themes and Big Ideas:</b> In this unit, students learn key aspects of the immigrant experience around the turn of the century. They synthesize important aspects of the experience of immigrants by creating illustrated sensory figures. Students analyze primary sources to investigate major problems in American society at the turn of the 20th century. They synthesize primary and secondary sources to write an investigative article exposing one of those problems. Students compare and contrast how the presidencies of Roosevelt, Taft, and Wilson addressed progressive reforms, and write a brief summary paragraph on a current newspaper article that examines how today's federal government reflects progressive goals.</p>		
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE-HIST.1.9-12b                  DE-HIST.2.9-12a                  DE-HIST.2.9-12b                  DE-HIST.3.9-12a                  DE-HIST.4.9-12a</p> <p>CC.8.5.11-12.A.                  CCSS.ELA-                  LIT.RH.11-12.2                  CCSS.ELA-                  LIT.RH.11-12.3                  CCSS.ELA-                  LIT.RH.11-12.4                  CCSS.ELA-                  LIT.RH.11-12.6                  CCSS.ELA-                  LIT.RH.11-12.8                  CCSS.ELA-                  LIT.RH.11-12.9.2                  CC.8.5.11-12.J                  CCSS.ELA-                  LIT.SL.1</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>■ Large numbers of immigrants came to the United States the late 1800s and early 1900s,</li> <li>■ Most emigrated from Europe, but many also arrived from Asia and from other parts of North America.</li> <li>■ They all saw the United States as a land of opportunity, but they faced challenges entering the United States and assimilating into American culture.</li> <li>■ Progressivism encompassed a variety of social, economic, and political movements</li> <li>■ Popular support for Progressive reforms resulted in large part from journalists and activists publicizing problems related to such issues as poverty, working conditions, corruption</li> <li>■ Progressivism did not change the fundamental economic system in the United States, but it did set a precedent for government to become more involved in protecting individuals</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What was it like to be an immigrant to the United States around the turn of the century?</li> <li>• What social, political, &amp; environmental problems did Americans face at the turn of the century?</li> <li>• How well did presidents Roosevelt, Taft, and Wilson promote progressive goals in national policies?</li> </ul>
	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Muckraker article</li> <li>• Angel Island poem</li> <li>• Unit test</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• 2 notebook checks</li> <li>• Tenements role play reflection</li> </ul>	
<p><b>Unit 4: World War I</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p>		
<p><b>Themes and Big Ideas:</b> Students begin their studies of WWI by debating the reasons for and against entry of the U.S. into the war. They next analyze primary and secondary sources to learn about the contributions of American soldiers to WWI and the nine (9) new military technologies they faced. Students synthesize key information to demonstrate understanding of how the new military technologies changed the course and</p>		

Attachment 4: Scope & Sequences, U.S. History

<p>conduct of WWI. Students also identify and analyze the experiences of one (1) of eight historical groups living on the home front during WWI. They summarize key information on Wilson's fourteen points, the Treaty of Versailles, and use historical evidence to justify support of or opposition to Senate ratification of the Treaty of Versailles.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE-HIST.1.9-12b                  DE-HIST.2.9-12a                  DE-HIST.2.9-12b                  DE-HIST.3.9-12a                  DE-HIST.4.9-12a                  DE-HIST.4.9-12b</p> <p>CC.8.5.11-12.A.                  CCSS.ELA-                  LIT.RH.11-12.2                  CCSS.ELA-                  LIT.RH.11-12.3                  CCSS.ELA-                  LIT.RH.11-12.4                  CCSS.ELA-                  LIT.RH.11-12.6                  CCSS.ELA-                  LIT.RH.11-12.8                  CCSS.ELA-                  LIT.RH.11-12.9.2                  CC.8.5.11-12.J                  CCSS.ELA-                  LIT.RH.11-12.10                  CCSS.ELA-                  LIT.SL.1                  CCSS.ELA-                  LIT.SL.4                  CCSS.ELA-                  LIT.SL.6</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• WWI had many underlying causes, including the European alliance system and the growth of nationalism and imperialism, which led to military buildups.</li> <li>• World War I was the world's first truly modern war, with new inventions and technological advances affecting how the war was fought and how it ended.</li> <li>• During World War I tensions arose as the need for national unity was weighed against the rights of Americans to express their opposition to the war.</li> <li>• President Wilson's League of Nations was a peacekeeping effort with a lasting legacy</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Was it in the national interest of the U.S. to stay neutral or declare war in 1917?</li> <li>• How was WWI different from previous wars?</li> <li>• How did Americans on the home front support or oppose WWI</li> <li>• Should the U.S. have ratified or rejected the Treaty of Versailles?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit Test w close reading</li> <li>• DBQ test</li> <li>• Treaty of Versailles essay</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• WWI Geography quiz</li> <li>• 2 notebook checks</li> </ul>
<p>■ MIDTERM</p>			



<p><b>Unit 5: The Roaring Twenties and The Great Depression</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> In this unit, students describe the social trends and innovations that shaped popular culture during the 1920s, comparing and contrasting the social trends of the 1920s with the social trends of today. Students identify the perspectives of traditionalists and modernists on important social issues of the 1920s. They synthesize key information from primary and secondary sources and class discussion to write a comparison of traditionalist and modernist perspectives on a 1920s social issue that is still controversial today. Finally, students analyze primary and secondary sources to explain the causes of the great depression.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE-HIST.1.9-12b                  DE-HIST.2.9-12a                  DE-HIST.2.9-12b                  DE-HIST.3.9-12a                  DE-HIST.4.9-12a</p> <p>CC.8.5.11-12.A.                  CCSS.ELA-                  LIT.RH.11-12.2                  CCSS.ELA-                  LIT.RH.11-12.3                  CCSS.ELA-                  LIT.RH.11-12.4                  CCSS.ELA-                  LIT.RH.11-12.6                  CCSS.ELA-                  LIT.RH.11-12.8                  CCSS.ELA-                  LIT.RH.11-12.9.2                  CCSS.ELA-                  LIT.RH.11-12.10</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Laissez-faire capitalism flourished during the 1920's, providing wealth to some and poverty to others.</li> <li>Women got the right to vote at this time.</li> <li>The 1920's were a period of redefining social mores.</li> <li>Government policies, unregulated business practices, and risky individual decisions led to the Great Depression</li> <li>The Great Depression dramatically impacted individuals, society and business.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>What social trends &amp; innovations shaped popular culture in the 1920s?</li> <li>How did social, economic, &amp; religious tensions characterize and divide the Roaring Twenties?</li> <li>What caused the Great Depression?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Harlem Renaissance Essay</li> <li>Unit Test w DBQs</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>2 notebook checks</li> <li>Economics of the Depression group project</li> </ul>
<p><b>Unit 6: World War II and The Holocaust</b>  <b>Timeline: 7 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Students begin this unit taking and supporting a position on whether the war could have been prevented, and they analyze key information about WWII's effect on Americans. Students examine text and maps to understand the military strategies and events of World War II. They evaluate U.S. military strategies in WWII based on key content. They also examine and evaluate the Holocaust: its origins, realities, impact and legacy. Another important skills students develop in this unit is analyzing historical images to identify U.S. actions in the</p>			

Attachment 4: Scope & Sequences, U.S. History

immediate aftermath of WWI and II; they note and highlight U.S. actions after World War II that support the thesis that the United States did learn from past mistakes.			
DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-HIST.1.9-12b DE-HIST.2.9-12a DE-HIST.2.9-12b DE-HIST.3.9-12a DE-HIST.4.9-12a DE-HIST.4.9-12b  CC.8.5.11-12.A. CCSS.ELA- LIT.RH.11-12.2 CCSS.ELA- LIT.RH.11-12.3 CCSS.ELA- LIT.RH.11-12.4 CCSS.ELA- LIT.RH.11-12.6 CCSS.ELA- LIT.RH.11-12.8 CCSS.ELA- LIT.RH.11-12.9.2 CCSS.ELA- LIT.RH.11-12.10  CCSS.ELA- LIT.SL.1 CCSS.ELA- LIT.SL.4	<ul style="list-style-type: none"> <li>The Great Depression set the stage for the rise of various forms of dictatorship in the world.</li> <li>Extreme nationalism produced military states in Europe and in Asia.</li> <li>The US involvement in WWII propelled it to an international leadership position in the world, which continues to this day.</li> <li>11 million people were killed during the Holocaust (1.1 million children). 6 million of those victims were Jewish. Other groups targeted by the Nazis were Jehovah's Witnesses, homosexuals, disabled people, and Gypsies.</li> <li>Two-thirds of Jewish people living in Europe at the time of World War II were killed in the Holocaust</li> <li>The purpose of studying the Holocaust is to make sure it never happens again.</li> </ul>	<ul style="list-style-type: none"> <li>Could WWII have been prevented?</li> <li>How were Americans both at home and abroad, affected by WWII?</li> <li>What military strategies did the u.s. &amp; the allies pursue to defeat the axis powers?</li> <li>Why is it important to study human catastrophes?</li> <li>What are the origins of anti-Semitism?</li> <li>Why did democracy fail and fascism rise between 1933-1939 in Germany?</li> <li>What was the "final solution?"</li> <li>What did Jewish &amp; non- Jewish resistance look like during the Holocaust?</li> <li>What were the effects of the Holocaust on its most innocent victims— children?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>WWII Biographical sketch</li> <li>Unit test w DBQ's</li> <li>Reflective Essay</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>20<sup>th</sup> Century Timeline Challenge</li> <li>2 Notebook checks</li> </ul>
<p><b>Unit 7: The Cold War and Vietnam</b></p> <p><b>Timeline: 4 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Students study concepts including McCarthyism, Red Scare, and MAD (Mutually Assured Destruction). They examine Truman's Cold War Policy: Containment, Domino Theory, Berlin Airlift, the Marshall Plan, Truman Doctrine, Korean War, and NATO, and also look at Eisenhower's Cold War Policy: Vietnam Peaceful Coexistence, Sputnik. They complete a timeline of key events in Vietnam from 1945 to 1965</p>			

Attachment 4: Scope & Sequences, U.S. History

<p>and create a bar graph showing increases in U.S. military personnel. Students analyze primary source excerpts and debate whether the United States should have increased its involvement in Vietnam in 1965. They also identify causes and effects of difficulties in fighting the Vietnam War, draw inferences from interviews and photographs about the events and effects of the Vietnam War, and compare several views of lessons for Americans that emerged from the war and rank them in order of importance.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>                  DE-HIST.1.9-12b                  DE-HIST.2.9-12a                  DE-HIST.2.9-12b                  DE-HIST.3.9-12a                  DE-HIST.4.9-12a                  DE-HIST.4.9-12b                  CC.8.5.11-12.A.                  CCSS.ELA-LIT.RH.11-12.2                  CCSS.ELA-LIT.RH.11-12.3                  CCSS.ELA-LIT.RH.11-12.4                  CCSS.ELA-LIT.RH.11-12.6                  CCSS.ELA-LIT.RH.11-12.8                  CCSS.ELA-LIT.RH.11-12.9.2                  CCSS.ELA-LIT.RH.11-12.10</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Not all wars involve direct military fighting.</li> <li>• The Cold War was an ideological conflict that emerged between the United States and the Soviet Union in the post-World War II era.</li> <li>• Cold War ideological struggles between the superpowers had far-reaching global consequences still present today.</li> <li>• A nation must balance concerns for national security with the possible detrimental effects on citizens' health, environment, and rights.</li> <li>• The U.S. got involved in Vietnam to prevent the spread of communism</li> <li>• The U.S. fight in Vietnam was frustrating and eventually opposed by many at home</li> <li>• Because of the credibility gap fostered by government officials during the Vietnam War, Americans no longer automatically trusted what their leaders told them.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Is it acceptable to use other groups of people to fight battles for you even if they are negatively impacted in the process?</li> <li>• Are you willing to give up your freedom for a guarantee of safety?</li> <li>• With the invention of nuclear weapons, have we created a less violent world?</li> <li>• Why did the U.S. increase military involvement in Vietnam?</li> <li>• What made the Vietnam War difficult to win?</li> <li>• What lessons for Americans emerged from the Vietnam War?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Unit test</li> <li>• Vietnam DBQ</li> <li>• Cold War media project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• 2 quizzes and Timeline update</li> <li>• 2 notebook checks</li> </ul>
<p><b>FINAL EXAM</b></p>			



## Curriculum Framework for PEACE AND SOCIAL CHANGE

Freire Charter School Wilmington

Grade 12

**Curricular tools:** Venkatesh, Gang Leader for Day; Gladwell, The Tipping Point; Anderson, The Cosmopolitan Canopy; Race And Civility In Everyday Life; Freire, Pedagogy of the Oppressed, Ravitch, The Myth of Charter Schools; Beah, Long Way Gone; Mortensen, 3 Cups of Tea

**General Course Overview:** In some ways, this course is the centerpiece and the culmination of our curriculum—not just because of its content, but because it works like a college seminar. As students learn about the nature and functions of social change, and about ways in which social change has happened in the past and is happening right now, they push themselves and their peers to think critically and take ownership. This course moves from being teacher-taught to being teacher-facilitated, as students take on more and more responsibility for preparing and leading class discussions and activities. Students study a variety of social movements, the nature of social change, and theories behind social phenomena such as war and revolution.

**Unit 1: What is Social Change?**

**Timeline: 6 weeks (55-minute lessons each day)**

**Themes and Big Ideas:** Students begin the year practicing and learning new protocols for the following skills; class discussion, lectures, collaboration, group work and research. They also learn how to participate in Socratic seminars and perform ethnography in their own social context. Students study the notion of social change: a continuum from increased awareness and understanding to revolution. They examine examples of social change that they have experienced first-hand: Cell phones, Arab Spring, 9/11, and the Stop and Frisk Policy.

**DELAWARE STANDARDS ALIGNMENT / CCSS**

DE.HIST.2.9-12b

CCSS.ELA-LIT.RH.11-12.1

CCSS.ELA-LIT.RH.11-12.2

CCSS.ELA-LIT.RH.11-12.3

CCSS.ELA-LIT.WHST.11-12.4

CCSS.ELA-LIT.SL.1

CCSS.ELA-LIT.SL.4

CCSS.ELA-LIT.SL.6

**ENDURING UNDERSTANDINGS**

- Social change encompasses a multitude of arenas, including economics, race, ethnicity, gender, religion, and sexual orientation
- Social change may start with an individual, may progress to wider attitudinal change, increased civic participation, the building of public will, and perhaps to policy change that corrects injustice.

**ESSENTIAL QUESTIONS**

- What is social change?
- How has social change happened in the past?
- How does social change happen?

**ASSESSMENTS**

**SUMMATIVE ASSESSMENTS:**

- Multiple close readings
- Unit test w/ extended response questions

**FORMATIVE ASSESSMENTS:**

- Intro to Social Change Socratic seminar participation

Attachment 4: Scope & Sequences, Peace and Social Change

<p><b>Unit 2: Social Change through the City</b>  <b>Timeline: 5 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Students examine the ways cities are portrayed and the problems they face in scholarly articles, popular TV series (The Wire), movies, public policy, and sociological studies of urban life. They look closely at de-industrialization, housing, crime, and urban survival strategies in preparation for the unit's assessments: a debate and secondary online research conducted for a formal research paper.</p>			<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p> <p>DE.CIVICS.3.9-12a  DE.CIVICS.4.9-12a  DE.CIVICS.4.9-12b  DE.HIST.4.9-12b</p> <p>CCSS.ELA-LIT.R.11-12.1  CCSS.ELA-LIT.R.11-12.2  CCSS.ELA-LIT.R.11-12.3  CCSS.ELA-LIT.RH.11-12.1</p> <p>CCSS.ELA-LIT.WHST.11-12.1  CCSS.ELA-LIT.WHST.11-12.5</p> <p>CCSS.ELA-LIT.SL.1  CCSS.ELA-LIT.SL.4  CCSS.ELA-LIT.SL.6</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• The city is meant to be read just like books are meant to be read</li> <li>• Ethnography is research that studies culture</li> <li>• Cities change in deliberate and non-deliberate ways</li> <li>• Cities are like magnifying mirrors of society</li> </ul> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Research paper</li> <li>• Formal debate</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Reading groupwork</li> </ul>	<p><b>Unit 3: Social Change Through Education</b>  <b>Timeline: 7 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Students read Paulo Freire's – Pedagogy of the Oppressed and evaluate their own education as to its "Freirian" elements. They explore the</p>
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Attachment 4: Scope & Sequences, Peace and Social Change

<p>controversies surrounding school reform, weighing their own experiences in Wilmington with critiques from scholars like Diane Ravitch and Marc Lamont Hill. They analyze programs including KIPP, Harlem Children's Zone, Sankofa, and Cyber Charter schools, and watch "Waiting for Superman" with a critical eye.</p>				
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b></p>	<p><b>ENDURING UNDERSTANDINGS</b></p>	<p><b>ESSENTIAL QUESTIONS</b></p>	<p><b>ASSESSMENTS</b></p>	
<p>DE.CIVICS.3.9-12a DE.CIVICS.4.9-12a DE.CIVICS.4.9-12b DE.HIST.4.9-12b  CCSS.ELA-LIT.R.11-12.1 CCSS.ELA-LIT.R.11-12.2 CCSS.ELA-LIT.R.11-12.3 CCSS.ELA-LIT.RH.11-12.1  CCSS.ELA-LIT.WHST.11-12.1 CCSS.ELA-LIT.WHST.11-12.4</p>	<ul style="list-style-type: none"> <li>• Our education system is broken and all students do not have the opportunity of a quality education</li> <li>• There strategic things that we can do to fix it</li> <li>• Charter schools are but one type of solution to the educational problem</li> </ul>	<ul style="list-style-type: none"> <li>• What is wrong with our education systems?</li> <li>• What are some ways that we can change what is going on in our education system?</li> <li>• What problems is the Wilmington school district facing?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Charter school debate</li> <li>• Educational autobiography</li> <li>• Education Socratic seminars (2),</li> <li>• Inquiry into Freire primary research paper, Final essay (problem/solution paper)</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Literature circles</li> </ul>	
<b>MIDTERM</b>				
<p><b>Unit 4: Social Change Through War</b> <b>Timeline: 8 weeks (55-minute lessons each day)</b></p>				
<p><b>Themes and Big Ideas:</b> In this unit, students read first-hand accounts of living in war zones, and also explore academic theories of war (Mearshimer, Hitler, Ghandi, Eisenhower). They watch and analyze the film "Operation Homecoming." Concepts they explore in this unit pacifism, "Just" war, PTSD, ethics and morality in war, propaganda, genocide, and isolationism.</p>				

Attachment 4: Scope & Sequences, Peace and Social Change

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>DE.CIVICS.3.9-12a                      DE.CIVICS.4.9-12a                      DE.CIVICS.4.9-12b                      DE.HIST.4.9-12b</p> <p>CCSS.ELA-LIT.R.11-12.1                      CCSS.ELA-LIT.R.11-12.2                      CCSS.ELA-LIT.R.11-12.3                      CCSS.ELA-LIT.RH.11-12.1</p> <p>CCSS.ELA-LIT.WHST.11-12.1                      CCSS.ELA-LIT.WHST.11-12.4</p> <p>CCSS.ELA-LIT.SL.1                      CCSS.ELA-LIT.SL.4                      CCSS.ELA-LIT.SL.6</p>	<ul style="list-style-type: none"> <li>• Different people go to war for different reasons</li> <li>• Different people have different perspectives on the reasons for war</li> <li>• War stories have the potential to bring new understandings about ending conflicts between countries</li> </ul>	<ul style="list-style-type: none"> <li>• What are the roots of war? – how do wars begin?</li> <li>• How do wars change society?</li> <li>• What is our relationship with Syria?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• War theory formal debate</li> <li>• Socratic seminar</li> <li>• Student research paper (individual research)</li> <li>• Service project essay</li> <li>• Hero paper --part of Senior Project</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Reading group notes</li> </ul>
<p><b>Unit 5: Theories of Social Change</b>  <b>Timeline: 7 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Emphasized skills in this unit include service learning, annotating text/highlighting, taking notes and engaging in lectures, performing secondary online research, writing a formal essay, writing a research paper, and debate. Students also prepare PowerPoint presentations as a way to show college readiness. Students are challenged by the sociological theories in this unit, and use all the strategies they have been practicing to make meaning of Gladwell's and other theories about the ways society changes.</p>			



Attachment 4: Scope & Sequences, Peace and Social Change

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE.CIVICS.3.9-12a DE.CIVICS.4.9-12a DE.CIVICS.4.9-12b DE.HIST.4.9-12b  CCSS.ELA-LIT.R.11-12.1 CCSS.ELA-LIT.R.11-12.2 CCSS.ELA-LIT.R.11-12.3 CCSS.ELA-LIT.RH.11-12.1  CCSS.ELA-LIT.WHST.11-12.1 CCSS.ELA-LIT.WHST.11-12.4	<ul style="list-style-type: none"> <li>There are various theories about the ways change happens- Chaos, Theory, Conflict Theory, Structural Functionalism, and "Tipping Point" reasoning</li> </ul>	<ul style="list-style-type: none"> <li>How do we study social change?</li> <li>What is your theory of social change?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Tipping Point Theory Essay, Socratic seminar</li> </ul> <p><b>FORMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Written evaluation of my performance in this "college course"</li> </ul>

FINAL EXAM



## Curriculum Framework for SENIOR PROJECT

Freire Charter School Wilmington

Grade 12

**NOTE:** This is a quasi-independent study project which students conduct over the course of their Senior year at Freire. Students complete and submit a sequence of assignments which are assessed and revised as needed over the course of the year; these are specific assignments which are supported in Peace and Social Change class in specific academic quarters. The Peace and Social Change instructor serves as the facilitator for the senior project; s/he sets precise deadlines for deliverables, reads and gives students feedback on them. The course is organized into phases rather than units.

### ALL PHASES

Throughout the year, students seek out and volunteer in community service projects which correspond to their chosen topic of research. This is an opportunity for students to participate in a process of social change themselves. This means students

- Register for, attend, and participate in 25 hours of community service. Students can choose their own community service location. Service hours are to be completed outside of school hours.
- Write a 2 – 3 page reflection essay about the work of the organization, their specific duties, and how their participation contributed to creating social change.
- Take at least 3 pictures to illustrate their experience

### Phase 1: Writing an Extended Research Paper

**Timeline: 8 weeks (55-minute lessons each day)**

**Themes and Big Ideas:** Students work on a scaffolded research project, as a model for their own extended research, in Peace and Social Change class. The teacher provides resources, but students analyze and generate their own conclusions. The research process is teacher-lead to begin with, and then as students work, there is a gradual release of responsibility.

### DELAWARE STANDARDS ALIGNMENT / CCSS

DE.CIVICS.3.9-12a  
 DE.CIVICS.4.9-12a  
 DE.CIVICS.4.9-12b

CCSS.ELA-LITWHST.11-12.1

CCSS.ELA-LITWHST.11-12.2

CCSS.ELA-LITWHST.11-12.3

### ENDURING UNDERSTANDINGS

- Reading difficult texts takes time and produces understanding when we read as writers
- Writing complex analyses takes time and is done effectively when we write as readers

### ESSENTIAL QUESTIONS

- How do I develop questions?
- What makes a source valid?
- What is the difference between citing and plagiarizing?
- How does a researcher stay organized?

### ASSESSMENTS

- SUMMATIVE ASSESSMENTS:**
- Individual research paper completed with teacher support, including model literature review, title page.
  - Students must write introduction, conclusion, analysis, bibliography and paper abstract.

Attachment 4: Scope & Sequences, Senior Project

<p>CCSS.ELA-LITWHST.11-12.4          CCSS.ELA-LITWHST.11-12.5          CCSS.ELA-LITWHST.11-12.8</p>			
<p><b>Phase 2: Writing the Proposal and Profiling a Hero</b>  <b>Timeline: 8 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> There are two major parts to this phase of the project. First, students decide on a topic for their research and write a proposal explaining why the topic is important to society in general and to the writer, personally. The second part of this phase is taken up with research into a particular person who is active within or who has been affected by this topic. Students select this "hero," and then through library research and/or oral history, writes a brief profile of this person and their struggles and their experiences relevant to the topic of choice.</p>			
<p><b>DELAWARE STANDARDS ALIGNMENT / CCSS</b>           DE.CIVICS.3.9-12a          DE.CIVICS.4.9-12a          DE.CIVICS.4.9-12b           CCSS.ELA-LITWHST.11-12.1          CCSS.ELA-LITWHST.11-12.2          CCSS.ELA-LITWHST.11-12.3          CCSS.ELA-LITWHST.11-12.4          CCSS.ELA-LITWHST.11-12.5          CCSS.ELA-LITWHST.11-12.8</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• If a topic matters to us, we can make it matter to our readers.</li> <li>• The things that are worth reading about are worth writing about</li> <li>• We are surrounded by heroes.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What issues matter to you?</li> <li>• In what ways has change happened within this topic, or in what ways do you feel change needs to happen within this topic</li> <li>• Who is someone whose life has been affected by this topic?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>SUMMATIVE ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Research proposal</li> <li>• Introduces your overall topic</li> <li>• Provides a general understanding of why the topic is important</li> <li>• States why you personally selected the overall topic</li> <li>• Offers an explanation of how social change was created within your topic</li> <li>• Hero paper</li> <li>• Identifies the person relevant to your chosen topic and identifies the work the person does or has done</li> <li>• Offers a personal explanation of how this person became of interest to you</li> <li>• Explains how this person has created social change</li> </ul>

Attachment 4: Scope & Sequences, Senior Project

<p><b>Phase 3: Research and Writing</b>  <b>Timeline: 8 weeks (55-minute lessons each day)</b></p>			
<p><b>Themes and Big Ideas:</b> This is a writing-and research-intensive phase. Students engage fully in the research process during this phase of the project: refining their topic, generating research questions, seeking out information and commentary, taking notes and annotating sources, and pulling it all together into successive drafts of their final research paper.</p>			

Attachment 4: Scope & Sequences, Senior Project

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE.CIVICS.3.9-12a DE.CIVICS.4.9-12a DE.CIVICS.4.9-12b  CCSS.ELA-LITWHST.11-12.1 CCSS.ELA-LITWHST.11-12.2 CCSS.ELA-LITWHST.11-12.3 CCSS.ELA-LITWHST.11-12.4 CCSS.ELA-LITWHST.11-12.5 CCSS.ELA-LITWHST.11-12.8	<ul style="list-style-type: none"> <li>• My topic matters because [individual topics; will vary]</li> <li>• My topic illustrates social change because [individual topics; will vary]</li> <li>• Research is a multi-step process which demands time and thought</li> <li>• I know how to conduct research and will be able to handle the demands of college writing</li> </ul>	<ul style="list-style-type: none"> <li>• How do I plan my time so I can conduct research?</li> <li>• How do I organize my research?</li> <li>• How do I draft efficiently and effectively?</li> <li>• How do I work toward deadlines so I am not getting everything done at the last minute?</li> </ul>	<b>SUMMATIVE ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Research paper</li> <li>• Focuses on a process of social change</li> <li>• Minimum of 7 sources (3 of the sources must be books)</li> <li>• 30 informational research note cards</li> <li>• Includes the following sections (abstract, introduction, background, analysis, conclusion, and works cited)</li> </ul>
<p><b>Phase IV: Defending and Publishing the Research</b>  <b>Timeline: 8 weeks (55-minute lessons each day)</b></p> <p><b>Themes and Big Ideas:</b> Students deliver an oral presentation with PowerPoint that will explain all of the work that they completed for their senior project. This allows them to bring all their research together into one presentation, and provides a forum for students to share the research and the knowledge they have gained. In their defense, they speak for at least 10 – 15 minutes: they discuss their topic and findings, include pictures in Power Point slides to illustrate their community service efforts and discuss their community service, give a brief account of the hero that they chose, and discuss the lessons they learned about social change in the process of completing this project. Students also prepare and upload their research to Freire's online <i>Journal of Social Change</i>.</p>			

DELAWARE STANDARDS ALIGNMENT / CCSS	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<p>CCSS.ELA-LIT/WHST.11-12.6</p> <p>CCSS.ELA-LIT.SL.4</p> <p>CCSS.ELA-LIT.SL.6</p>	<ul style="list-style-type: none"> <li>• Social change happens one person at a time</li> <li>• The more we know, the more in control we can be regarding the issues that matter to us.</li> <li>• I can prepare and deliver a through, college-level presentation on time.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a college-level presentation?</li> <li>• How can I share my new insights and understandings?</li> </ul>	<p><b>SUMMATIVE ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Senior project presentation</li> <li>• Published research portfolio</li> </ul>





**Scope & Sequences**

**For**

**WORLD LANGUAGES**

**Spanish I**  
**Spanish II**  
**Spanish III**



<b>Curriculum Framework for SPANISH I</b> <b>Grade 10</b>	
<b>Freire Wilmington Charter School</b> <b>Curricular tools: Textbook and supporting materials, visuals, family trees, songs magazines</b>	
<b>NOTE: All instruction and daily interactions in the class will be conducted in the target language.</b>	
<b>Unit 1: ¿Quién soy?</b> <b>Timeline: 4 weeks</b>	
<b>Theme and Big Ideas:</b> Students will begin the year learning to talk about themselves. They start with the basics of talking about oneself, greeting others and introducing self, describing self and others physically and personality-wise. They then learn to talk about others in their family, and describe the relationships between themselves and their family members.	
<b>SEE ATTACHED UNIT</b>	
<b>DELAWARE STANDARDS/CCSS ALIGNMENT</b> DE-SPAN 1.1 DE-SPAN 1.2 DE-SPAN 1.3	<b>ENDURING UNDERSTANDINGS</b> <ul style="list-style-type: none"> <li>• Students introduce themselves and their classmates, name and describe objects as well as themselves.</li> <li>• Students begin to talk about their families using simple descriptors and talking about relationships.</li> <li>• Students comprehend brief segments and personal notes written by/stated by others.</li> <li>• Students write and tell about themselves and their families and use visual cues such as pictures and props.</li> </ul>
	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>• ¿Cómo te llamas?</li> <li>• ¿Cómo estás?</li> <li>• ¿Cómo es?</li> <li>• ¿Cómo es tu familia?</li> <li>• ¿Cuántos años tienes?</li> </ul>
	<b>ASSESSMENTS</b> <ul style="list-style-type: none"> <li>• <b>Summative Assessments:</b> Students will complete the Como es tu familia? exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> </ul> <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Pruebas (quizzes) – Como parece?, La familia, Listening, Vocabulary</li> <li>■ Exit slips</li> </ul>
<b>Unit 2: ¿Qué me gusta? / ¿Qué te gusta?</b> <b>Timeline: 4 weeks</b>	
<b>Theme and Big Ideas:</b> Students will learn to talk about their likes and dislikes as well as ask others about what they like and do not like. Specifically, students will talk about clothing and food and use the vocabulary required inside of clothing and food as a way to practice the ideas of	

"like" and "dislike" and asking others for their opinions.

**SEE ATTACHED UNIT**

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 1.1 DE-SPAN 2.2 DE-SPAN 3.2	<ul style="list-style-type: none"> <li>Students express basic likes and dislikes.</li> <li>Students identify how their age-like peers in Spanish speaking countries might like different food and clothing from what they are used to.</li> <li>Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué te gusta?</li> <li>¿Qué le gusta a Usted?</li> <li>¿Qué comida les gusta a los niños de Latinoamérica?</li> <li>¿Qué ropa les gusta usar a los niños de Latinoamérica?</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students will complete the Que me gusta? And Que te gusta? exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> </ul> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Pruebas (quizzes)</li> <li>■ Role Plays</li> <li>■ Exit slips</li> </ul>

**Unit 3: Comoes tu día?**  
**Timeline: 4 weeks**

**Theme and Big Ideas:** Students will talk in simple sentences about their daily routine during the school week. They will also ask others about their daily routines. Students will also learn about the typical daily routines of same-aged peers living in Latin America and realize how different and similar they are.

<p><b>DELAWARE STANDARDS/CCSS ALIGNMENT</b></p> <p>DE-SPAN 2.1 DE-SPAN 3.2</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Students observe, identify and discuss simple patterns of behavior in various settings such as school, family and the community.</li> <li>Students use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest, or those with which they have limited previous experience.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>¿Cómo es tu día?</li> <li>¿Cómo es tu horario?</li> <li>¿A qué hora...?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students will complete the Como es tu día? exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> </ul> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes)</li> <li>Role Plays</li> <li>Exit slips</li> </ul>
<p><b>Unit 4: ¿Cuál es la diferencia?</b> Timeline: 4 weeks</p> <p><b>Theme and Big Ideas:</b> Students will learn to compare things in Spanish using numbers, colors, descriptors and modifiers. In such comparisons, they will analyze basic math operations in target language, compare geography and distances, temperatures, and currencies from the United States and Latin American countries.</p>			

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 3.1 DE-SPAN 4.1 DE-SPAN 4.2	<ul style="list-style-type: none"> <li>Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, mathematical terms and scientific information.</li> <li>Students realize that cognates enhance comprehension of spoken and written language and demonstrate that awareness by identifying commonly occurring cognates in the target language.</li> <li>Students speculate on why certain measurement systems originate in and/or are important to particular cultures.</li> </ul>	<ul style="list-style-type: none"> <li>¿Cuál es la diferencia?</li> <li>¿Qué tiempo hace?</li> <li>¿Cuál es la temperatura?</li> <li>¿Qué tipo de moneda se usa?</li> <li>¿Qué palabras son iguales?</li> <li>¿Por qué hay estas diferencias?</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students will complete the <i>¿Cuáles es la diferencia?</i> exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> <li>Students will write in English to outline differences between Latin America and the USA in terms of system of measurement, weather, and currency and present a theory that accounts for such differences.</li> </ul> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes)</li> <li>Role Plays</li> <li>Exit slips</li> </ul>
<p><b>Unit 5: ¿Qué pide Ussted?</b>  <b>Timeline: 4 weeks</b>  <i>Theme and Big Ideas: Students will learn to function inside a restaurant in the target language both as customer, as server and as manager of the restaurant.</i></p> <p><b>SEE ATTACHED UNIT</b></p>			

<p><b>DELAWARE STANDARDS/CCSS ALIGNMENT</b>  DE-SPAN 2.2  DE-SPAN 5.1  DE-SPAN 1.1</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Students identify and observe tangible products of the culture and use them inside a particular context.</li> <li>Students identify ways that knowing languages are crucial to many professions.</li> <li>Students produce and respond to commands and questions as well as exchange information.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Qué pide Usted?</li> <li>Qué hay para comer?</li> <li>Qué dice cada trabajador(a) en un restaurante?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students will complete the Que pide Usted? exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> </ul> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes)</li> <li>Role Plays</li> <li>Exit slips</li> </ul>
<p>Unit 6: Qué sueles hacer?  Timeline: 4 weeks</p>			
<p><b>Theme and Big Ideas:</b> Students will learn to talk about what they usually do during the holidays and on weekends for leisure alone, with friends or with family. They will compare different types of relaxation, styles of music, sports, and customs of Latin America and their own culture.</p>			
<p><b>DELAWARE STANDARDS/CCSS ALIGNMENT</b>  DE-SPAN 5.2  DE-SPAN 4.2  DE-SPAN 3.2  DE-SPAN 1.1  DE-SPAN 1.2</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Students use various media from the language and culture for entertainment or personal pleasure.</li> <li>Students speculate on why certain leisure activities are typical of some cultures and not others.</li> <li>Students use sources intended for same-age speakers of the target language to prepare reports on topics of</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Qué sueles hacer?</li> <li>Qué sueles hacer en otros países? Por qué?</li> <li>Qué formas de</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students will complete the Que sueles hacer? exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> <li>In English, student will identify a piece of music, piece of art, example of a sport from</li> </ul>

<p>personal interest, or those with which they have limited previous experience.</p> <ul style="list-style-type: none"> <li>Students express about themselves and others.</li> <li>Students comprehend brief segments and personal notes written by/stated by others.</li> </ul>	<p>recreación de otros países me interesan?</p>	<p>a Latin American country that he/she thinks might be enjoyable and talks about it and why it would be of interest.</p> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes)</li> <li>Role Plays</li> <li>Exit slips</li> </ul>	<p>Unit 7: ¿Cómo te sientes hoy? Timeline: 4 weeks</p> <p><b>Theme and Big Ideas:</b> Students will learn to express their feelings and emotions in target language as well as ask others about their feelings and emotions.</p>
<p><b>DELAWARE STANDARDS/CCSS ALIGNMENT</b></p> <p>DE-SPAN 1.1 DE-SPAN 1.2 DE-SPAN 5.2 DE-SPAN 3.2</p>	<p><b>SEE ATTACHED UNIT ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>¿Qué te sientes hoy?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Students will complete the Como te sientes hoy? exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> </ul> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes)</li> <li>Role Plays</li> <li>Exit slips</li> </ul>	<p>Unit 8: ¿Qué pide el/usted? Timeline: 2 weeks</p> <p><b>Theme and Big Ideas:</b> Students will learn to function inside a restaurant in the target language both as customer, as server and as manager of the restaurant.</p>



<p><b>DELAWARE STANDARDS/CCSS ALIGNMENT</b></p> <p>DE-SPAN 2.2 DE-SPAN 5.1 DE-SPAN 1.1</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>• Students identify and observe tangible products of the culture and use them inside a particular context.</li> <li>• Students identify ways that knowing languages are crucial to many professions.</li> <li>• Students produce and respond to commands and questions as well as exchange information.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• Qué pide Usted?</li> <li>• Qué hay para comer?</li> <li>• Qué dice cada trabajador(a) en un restaurante?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Students will complete the Que pide Usted? exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> </ul> <p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Pruebas (quizzes)</li> <li>■ Role Plays</li> <li>■ Exit slips</li> </ul>
<p><b>Unit 9: Que vas a hacer?</b> Timeline: 4 weeks</p>			
<p><b>Theme and Big Ideas:</b> Students will begin expressing things in the intended future about themselves, focusing especially on upcoming summer break and what they intend to do during that time.</p>			

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 1.1 DE-SPAN 1.2 DE-SPAN 3.2 DE-SPAN 1.3	<ul style="list-style-type: none"> <li>• Students talk about themselves and future plans.</li> <li>• Students begin to talk about their families using simple descriptors and what they intend to do.</li> <li>• Students comprehend brief segments and personal notes written by/stated by others.</li> <li>• Students write and tell about themselves and their families and use visual cues such as pictures and props.</li> </ul>	<ul style="list-style-type: none"> <li>• Qué vas a hacer?</li> <li>• Addónde vas?</li> <li>• Qué planes tienes?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Summative Assessments:</b> Students will complete the Como Que vas a hacer? exam that tests four domains of language production: aural, oral, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</li> </ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Pruebas (quizzes) – Como parece?, La familia, Listening, Vocabulary</li> <li>■ Exit slips</li> </ul>

<b>Curriculum Framework for SPANISH II</b>	
<b>Freire Wilmington Charter School</b>	<b>Grade 11</b>
<b>Curricular tools:</b> Textbooks and supporting materials, visuals, magazines, biographical and autobiographical texts, short stories, poems, songs	
<b>NOTE: All instruction and daily interactions in this class will be conducted in the target language.</b>	
<b>Unit 1: Cuáles son tus responsabilidades en casa?</b> Timeline: 4 weeks <i>Theme and Big Ideas:</i> Students will begin the year with a general review of Spanish I concepts and then begin talking about what chores are expected of them at home.	
<b>DELAWARE STANDARDS/CCSS ALIGNMENT</b>  DE-SPAN 1.1 DE-SPAN 1.2 DE-SPAN 1.3	<b>ENDURING UNDERSTANDINGS</b> <ul style="list-style-type: none"> <li>Students introduce themselves and their classmates, name objects, places and respond to commands and questions. Student exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target culture.</li> <li>Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</li> <li>Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target culture.</li> </ul>
<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>¿Cómo te describes?</li> <li>¿Cómo es tu familia y tu casa?</li> <li>¿Cuáles son tus responsabilidades en casa?</li> </ul>	<b>ASSESSMENTS</b>  <b>Summative Assessments:</b> Students will complete the Como te describes? exam that tests four domains of language production: oral, aural, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.
<b>Unit 2: ¿Cómo te preparas para la escuela/para dormir/para un examen/para el año nuevo/etc.?</b> Timeline: 4 weeks	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes) – descriptive words, explaining family, vocabulary around doing chores, what chores I need to do</li> <li>Role playing</li> <li>Exit slips</li> </ul>	

<p><b>Theme and Big Ideas:</b> Students will use their daily lives and how they prepare for each part of their daily life, including how they prepare for school, for bedtime, for a test and for New Year's to talk about their habitual routines. From there, they will reach out to their Latin American counterparts, asking them for their routines and how they prepare for each part of their daily life as well as inquire about other topics of personal interest to the student.</p>			
<p><b>DELAWARE STANDARDS/CCSS ALIGNMENT</b></p> <p>DE-SPAN 1.1 DE-SPAN 2.1 DE-SPAN 5.1 DE-SPAN 5.2</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Students introduce themselves and their classmates, name objects, places and respond to commands and questions. Student exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target culture.</li> <li>Students demonstrate the importance of following cultural expectations while participating in cultural practices.</li> <li>Students contact local agencies to secure information regarding products or practices of target-language cultures.</li> <li>Students consult various sources in the target language to obtain information on topics of personal interest. Students also establish communication with speakers of the target language.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>Cómo te preparas para la escuela/para dormir/para un examen/para el año nuevo/etc.?</li> <li>Qué me interesa?</li> <li>Cómo son mis hábitos similares y diferentes a mis colegas en Latinoamérica?</li> <li>Qué más quiero saber?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>Summative Assessments:</b> Students will complete the Como te preparas? exam that tests four domains of language production: oral, aural, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</p> <p>Students will also be asked to provide a report in English comparing their rituals and habits each day with that of a Latin American counterpart and discuss how if/when they travel to Latin America their habits may have to change and why.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes) – routines, step by step descriptions</li> <li>Role playing</li> <li>Exit slips</li> </ul>
<p><b>Unit 3: ¿Qué hacías cuando más joven?</b> Timeline: 4 weeks</p>			
<p><b>Theme and Big Ideas:</b> In this unit, students will turn to their past. This will be the first time they get to look back, and begin to construct meaning about themselves from years before. Specifically, students will reflect on their habits as younger children, what they did when they were growing up, what their parents/siblings/grandparents/decade were like and what they always used to do. Inside this theme, they will</p>			

*experience biographic accounts from famous Latin Americans about what their lives used to be like and students will be asked to identify the main ideas expressed in these accounts.*

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 1.1 DE-SPAN 1.2 DE-SPAN 1.3 DE-SPAN 3.2	<ul style="list-style-type: none"> <li>Students introduce themselves and their classmates, name objects, places and respond to commands and questions. Student exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target culture.</li> <li>Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</li> <li>Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.</li> <li>Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>Qué hacías cuando más joven?</li> <li>Qué hacían las personas en mi familia cuando más joven?</li> <li>Qué hacían las personas famosas cuando más joven?</li> </ul>	<p><b>Summative Assessments:</b>            Students will complete the Que hacías cuando mas joven? exam that tests four domains of language production: oral, aural, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</p> <p>Students will also be asked to read biographical and autobiographical accounts from famous Latin Americans in the target language and then in English explain the main ideas expressed in these accounts.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes) – habitual past construction and usage as well as irregular verbs, personal interests, interrogatives in habitual past, factual check ins about the (auto)biographical passages</li> <li>Role playing</li> <li>Exit slips</li> </ul>

<b>Timeline: 4 weeks</b> <b>Theme and Big Ideas: Students will be asked to identify specific everyday objects and the function of such objects both in the United States and in Latin America; inside the home and in the community.</b>			
<b>DELAWARE STANDARDS/CCSS ALIGNMENT</b>  DE-SPAN 2.2 DE-SPAN 4.2 DE-SPAN 5.2	<b>ENDURING UNDERSTANDINGS</b> <ul style="list-style-type: none"> <li>Students search for, identify and investigate the function of utilitarian products (e.g. sports equipment, household items, tools, food and clothing) of the culture studied as found within their homes and communities.</li> <li>Students hypothesize the relationship between the products and perspectives in the culture studied and compare and contrast them with their own.</li> <li>Students consult various sources in the target language to obtain information on topics of personal interest. Students also establish communication with speakers of the target language.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>Para qué se usa....?</li> </ul>	<b>ASSESSMENTS</b>  <b>Summative Assessments:</b> Students will complete the Para que se usa...? exam that tests four domains of language production: oral, aural, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.  <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes) – everyday item vocabulary, what used for in US and in Latin America</li> <li>Role playing</li> <li>Exit slips</li> </ul>
<b>Unit 5: Le puedo tutear a Usted?</b> <b>Timeline: 4 weeks</b> <b>Theme and Big Ideas: Students will be introduced to when and where to use the two forms of "you" in Spanish and when/why to choose each one as well as how to ask the conversant which one is appropriate for that person. Inside this grammatical concept, then students will analyze why this dichotomy exists and compare it to practices inside English that make similar or different distinctions.</b>			
<b>SEE ATTACHED UNIT</b>			

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 2.1 DE-SPAN 4.1 DE-SPAN 5.1	<ul style="list-style-type: none"> <li>Students demonstrate the importance of following cultural expectations while participating in cultural practices.</li> <li>Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.</li> <li>Students contact local agencies to secure information regarding products or practices of target-language cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Le puedo tutear a Usted?</li> <li>Cuál es la historia y origen de la palabra "Usted"?</li> <li>Cuál es la diferencia entre "tú" y "Usted" y cuando se usa cual?</li> </ul>	<p><b>Summative Assessments:</b>            Students will be asked to create a skit between two people that do not know each other. Inside the skit, they need to have the participants navigate whether each should be addressed as "tú" or "Usted" and be able to justify each. Rubric will be used.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Reading comprehension questions targeting passage information</li> <li>Role playing</li> <li>Exit slips</li> </ul>
<p><b>Unit 6: ¿Cómo se illegally cómo se hace?</b>  <b>Timeline: 4 weeks</b></p>			
<p><b>Theme and Big Ideas:</b> Students will learn how to give and receive directions from one location to another in the target language. Likewise, they will learn how to walk someone step by step through a procedure, such as one they are performing in science, math or physical education class.</p>			

<p><b>DELAWARE STANDARDS/CCSS ALIGNMENT</b></p> <p>DE-SPAN 3.1</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, health and physical fitness and the performing arts.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• ¿Cómo se llega al...?</li> <li>• ¿Cómo se hace...?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>Summative Assessments:</b> Students will complete the Como se llega y como se hace? exam that tests four domains of language production: oral, aural, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language and students will be asked to give fairly detailed descriptions.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Pruebas (quizzes) – prepositional phrases and directions, step by step adverbial phrases, impersonal “se” construction used in explanations</li> <li>■ Role playing</li> <li>■ Exit slips</li> </ul>
<p><b>Unit 7: ¿Qué hiciste ayer?</b> <b>Timeline: 4 weeks</b></p>			
<p><b>Theme and Big Ideas:</b> Students will learn how to give a series of actions in the past related to their lives, or a series of events in the past / in history.</p>			
<p style="text-align: center;"><b>SEE ATTACHED UNIT</b></p>			



DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
<ul style="list-style-type: none"> <li>DE-SPAN 1.1</li> <li>DE-SPAN 1.2</li> <li>DE-SPAN 1.3</li> <li>DE-SPAN 3.2</li> </ul>	<ul style="list-style-type: none"> <li>Students introduce themselves and their classmates, name objects, places and respond to commands and questions. Student exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target culture.</li> <li>Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</li> <li>Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.</li> <li>Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>• Qué hiciste ayer?</li> <li>• Qué pasó en el cuento?</li> <li>• Qué pasó en el pasado y en la historia?</li> </ul>	<p><b>Summative Assessments:</b> Students will complete the Que hiciste ayer? exam that tests four domains of language production: oral, aural, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</p> <p>Students will also be asked to read historical accounts from important moments in history in the target language and then in English explain the chain of events expressed in these accounts.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Pruebas (quizzes) – chain of events in the past as well as irregular verbs, personal histories, interrogatives in habitual past, factual check ins about historical series of events</li> <li>■ Sequencing</li> <li>■ Exit slips</li> </ul>
<p><b>Unit 8: ¿Que aprendiste en tus clases esta semana?</b>  <b>Timeline: 4 weeks</b>  <b>Theme and Big Ideas:</b> Students will talk about what they learned in their classes in the past week/unit/year/etc. They will use vocabulary related to the subject matter about which they are talking, which they will research and develop independently and then create a vocabulary list for.</p>			

SEE ATTACHED UNIT			
DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 1.3 DE-SPAN 3.1	<ul style="list-style-type: none"> <li>Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.</li> <li>Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, health and physical fitness and the performing arts.</li> </ul>	<ul style="list-style-type: none"> <li>Qué aprendiste en tus clases esta semana?</li> </ul>	<p><b>Summative Assessments:</b>            Students will complete the Que aprendiste en tus clases esta semana? exam that tests four domains of language production: oral, aural, reading and writing. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Daily check-ins and warm ups</li> <li>Pruebas (quizzes) – subject matter item vocabulary, usage of different past tenses inside one idea</li> <li>TPR</li> <li>Exit slips</li> </ul>
<p><b>Unit 9: Como es este cuento y por que?</b>            Timeline: 4 weeks</p> <p><b>Theme and Big Ideas:</b> Students will read and be exposed to stories, folk tales, poems, internet sites, songs, novellas in the target language. They will read and discuss them for meaning, and main idea as well as other pieces of information and description.</p>			

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 1.2 DE-SPAN 3.2	<ul style="list-style-type: none"> <li>Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.</li> <li>Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>Cómo es este cuento y por que?</li> </ul>	<p><b>Summative Assessments:</b>            Students will also be asked to read/listen to Latin Americans poems, websites, songs, novellas, folk tales, and stories in the target language. In target language they will be asked to map sequence of events and then in English explain the main ideas expressed in these accounts.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Pruebas (quizzes) – probe for meaning, vocabulary, specific context</li> <li>■ Role playing</li> <li>■ Exit slips</li> </ul>
<p><b>Final Summative Assessment</b></p> <p>A final summative assessment will be created assessing mastery of all content standards through the essential questions. Students will be asked to write, listen, read and speak in the target language around these essential questions both in a scaffolded and unscaffolded way so as to assess student's ability to express themselves in target language.</p>			

**Curriculum Framework for SPANISH III**

Freire Wilmington Charter School

Grade 12

Curricular tools: This course will pull from primary sources in all media realms in both English and Spanish.

NOTE: All instruction and daily interactions in this class will be conducted in the target language.

NOTE: This course is designed in parallel with Freire's Peace and Social Change course so that the students have quasi-parallel experiences in two different languages.

Unit 1: Como soy diferente? Como soy el mismo?

Timeline: 4 weeks

*Theme and Big Ideas:* Students will articulate who they are and then compare and contrast who they are to their peers, both of Latino and non-Latino origin.

**DELAWARE STANDARDS/CCSS ALIGNMENT**

DE-SPAN 1.1  
DE-SPAN 4.1  
DE-SPAN 4.2

**ENDURING UNDERSTANDINGS**

- Students compare, contrast and express opinions and preferences about the information gathered regarding past, present and future events and experiences.
- Students demonstrate awareness that there are phrases and idioms that do not translate directly from one language to another.
- Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

**ESSENTIAL QUESTIONS**

- ¿Cómo soy diferente?
- ¿Cómo soy el mismo?

**ASSESSMENTS**

**Summative Assessments:**  
Students will put together a multi-media presentation and written paper both in target language introducing themselves now in last year of high school, almost ready to go to college, preparing for senior project, and learning about the process of social change. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.

**Formative Assessments:**

- Webs
- Check for ideas
- Outlines
- Sources

Unit 2: Qué pasa en las noticias del mundo?

Timeline: 4 weeks

<p><b>Theme and Big Ideas:</b> Students will read newspaper, magazines, websites, and other material written in target language and connected to their interests and beliefs around peace and social change.</p>			
<p><b>DELAWARE STANDARDS/CCSS ALIGNMENT</b></p> <p>DE-SPAN 1.1  DE-SPAN 1.2  DE-SPAN 1.3  DE-SPAN 2.1  DE-SPAN 2.2  DE-SPAN 3.1</p>	<p><b>ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>Students compare, contrast and express opinions and preferences about the information gathered regarding past, present and future events and experiences.</li> <li>Students understand the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, email, or other printed sources used by speakers of the target language.</li> <li>Students prepare short, coherent tests about personal experiences, or other school subjects to share with classmates or members of the target cultures.</li> <li>Students identify, discuss and analyze various patterns of behavior or interaction typical of the culture studied.</li> <li>Students discuss topics from other school subjects in the target language, including current events and environmental issues.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>¿Qué pasa en las noticias del mundo?</li> <li>¿Cómo le afectan al mundo?</li> <li>¿Cómo les afectan a los procedimientos del cambio y de la paz?</li> </ul>	<p><b>ASSESSMENTS</b></p> <p><b>Summative Assessments:</b>  Students will write a summary of a newsarticle as well as provide commentary on how the facts in the article affect the world's people and the change process. Such analysis will be written in target language. Rubrics will be used for parts of the exam where students are asked to express themselves freely in target language.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Webs</li> <li>■ Check for ideas</li> <li>■ Outlines</li> <li>■ Sources</li> </ul>
<p><b>Unit 3: Quiénes, quién fue, y quien será?</b>  Timeline: 4 weeks</p>			
<p><b>Theme and Big Ideas:</b> In this unit, students will choose a "hero" or "heroine" in society present or past that has dedicated a significant portion of his/her life to the change process on a similar subject than that of interest to the student. Once a hero/heroine is chosen, student will create an annotated bibliography on who this person is, was and will be vis-à-vis the piece of change this person seeks to create. All work will be done in target language.</p>			

DELAWARE STANDARDS/CSSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 1.2 DE-SPAN 2.1 DE-SPAN 3.2 DE-SPAN 5.1	<ul style="list-style-type: none"> <li>Students understand the main themes and significant details on topics from other subjects and products of the cultures as found in newspapers, magazines, email, or other printed sources used by speakers of the target language.</li> <li>Students identify, discuss and analyze various patterns of behavior or interaction typical of the culture studied.</li> <li>Students use sources intended for same-age speakers of the target language to prepare short, coherent texts on topics of personal interest, or those with which they have limited previous experience.</li> <li>Students use community resources to research a topic related to culture or language and use it in a presentation to the school community or the community at large.</li> </ul>	<ul style="list-style-type: none"> <li>Quién es?</li> <li>Quién fue?</li> <li>Quién será?</li> </ul>	<p><b>Summative Assessments:</b>            Students will pull together a set of community resources to research their "hero" or "heroine" and then present annotated bibliography explaining who this person is and what will be around those themes of social change for which he/she fights. Rubric will be used for parts of the exam where students are asked to express themselves freely in target language.</p> <p>Students will also be asked to read biographical and autobiographical accounts from famous Latin Americans in the target language and then in English explain the main ideas expressed in these accounts.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Webs</li> <li>■ Check for ideas</li> <li>■ Outlines</li> <li>■ Sources</li> </ul>
<p><b>Unit 4: Cómo es la cultura de un país latinoamericano y qué pienso sobre esta cultura?</b>            Timeline: 4 weeks</p>			
<p><b>Theme and Big Ideas:</b> Students will be asked to choose a country in Latin America and research its culture. Then discuss how the culture shapes the ideas of peace and social change inside that country.</p>			

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 2.1 DE-SPAN 3.2 DE-SPAN 4.1 DE-SPAN 5.2	<ul style="list-style-type: none"> <li>Students identify, discuss and analyze various patterns of behavior or interaction typical of the culture studied.</li> <li>Students use sources intended for same-age speakers of the target language to prepare short, coherent texts on topics of personal interest, or those with which they have limited previous experience.</li> <li>Students demonstrate awareness that there are phrases and idioms that do not translate directly from one language to another.</li> <li>Students read and/or use various media from the language and culture for entertainment or personal growth. Students also maintain interpersonal relations with speakers of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>Cómo es la cultura de [un país latinoamericano] y que pienso sobre esta cultura ?</li> </ul>	<p><b>Summative Assessments:</b>            Students will complete the Como es la cultura? exam that requires students to read and analyze passages posing differing cultural contexts inside Latin America and then analyze how those cultures help or hinder the peace and/or social change process. All readings will be in the target language; writing will be in English. Rubrics will be used.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Webs</li> <li>■ Check for ideas</li> <li>■ Outlines</li> <li>■ Sources</li> </ul>
<p><b>Unit 5: Que podemos hacer para mejorar el medio ambiente?</b>  <b>Timeline: 8 weeks</b></p>			
<p><b>Theme and Big Ideas:</b> Students will take a deep dive into the topic of the environment, what is happening in the environment and why, focusing specifically on parts of Latin America that are being affected and analyzing cultural and scientific trends making things so.</p>			

DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 2.2 DE-SPAN 3.1 DE-SPAN 4.2 DE-SPAN 5.1	<ul style="list-style-type: none"> <li>Students identify, discuss and analyze themes, ideas and perspectives related to the products being studied.</li> <li>Students discuss topics from other school subjects in the target language, including current events and environmental issues.</li> <li>Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.</li> <li>Students use community resources to research a topic related to culture or language and use it in a presentation to the school community or the community at large.</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué pasa con el medio-ambiente?</li> <li>¿Qué podemos hacer para mejorar el medio-ambiente?</li> </ul>	<p><b>Summative Assessments:</b>            Students will be asked to write a position paper in English or target language explaining what is happening to the environment and its affects particularly in Latin America. Rubrics will be used.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Reading comprehension questions targeting passage information</li> <li>■ Webs</li> <li>■ Exit slips</li> </ul>

**Unit 6: ¿Qué es la paz y el cambio social? ¿Dónde lo veo en el mundo dentro de mi tema específico?**  
**Timeline: 8 concentrated weeks but also throughout the year.**

**Theme and Big Ideas:** Students will spend these 8 weeks pulling together what they have learned in this class and in another course they take called Peace and Social Change to write a final paper and give a final presentation in the target language on what exactly is peace and social change, what specific theme of social change has been researched, what has been learned, and what have some done in Latin America to contribute to this specific idea of social change. Their project will need to draw from multiple sources including print media as well as interviewing a native speaker in the target language about the subject.



DELAWARE STANDARDS/CCSS ALIGNMENT	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	ASSESSMENTS
DE-SPAN 2.1 DE-SPAN 3.2 DE-SPAN 4.1 DE-SPAN 5.2	<ul style="list-style-type: none"> <li>Students identify, discuss and analyze various patterns of behavior or interaction typical of the culture studied.</li> <li>Students use sources intended for same-age speakers of the target language to prepare short, coherent texts on topics of personal interest, or those with which they have limited previous experience.</li> <li>Students demonstrate awareness that there are phrases and idioms that do not translate directly from one language to another.</li> <li>Students read and/or use various media from the language and culture for entertainment or personal growth. Students also maintain interpersonal relations with speakers of the target language.</li> </ul>	<ul style="list-style-type: none"> <li>¿Qué es la paz?</li> <li>¿Qué es el proceso del cambio dentro de mi tema?</li> <li>¿Qué han otros logrado tales cambios en el mundo?</li> <li>¿Qué dicen los expertos?</li> </ul>	<p><b>Summative Assessments:</b>            Students will be asked to write a position paper for Peace and Social Change class. This paper and eventual oral presentation will be made in most detail in English, but a simple version will also be submitted and presented in target language. Rubrics will be used. Students must pass both the English and Spanish components of this in order to walk at graduation. Failure to do so will require them to continue to redo their work until they reach a passing grade.</p> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>■ Daily check-ins and warm ups</li> <li>■ Reading comprehension questions targeting passage information</li> <li>■ Webs</li> <li>■ Exit slips</li> </ul>
<p><b>Final Summative Assessment</b>            The assessment for Unit 6 directly above will serve as the final assessment for the course.</p>			

