

**San Pedro High School**  
Appendix A: Assurances and Certification

Los Angeles Unified School District  
**San Pedro High School**  
1001 W. 15<sup>th</sup> Street  
San Pedro, California 9731

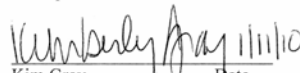
Ramon Cortines  
Superintendent of Schools  
  
Linda Del Cueto  
Local District 8 Superintendent  
  
Jeanette Stevens  
Principal

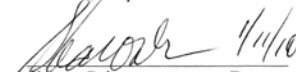
**Public School Choice**  
**Assurances and Certification**  
**January 11, 2009**


The San Pedro High School community certifies and assures that:

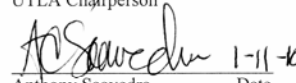
- *Business Status:* As a LAUSD public high school, SPHS is a not-for profit entity;
- *Student Enrollment:* As a LAUSD public high school, SPHS will continue to enroll and welcome all students from the attendance area;
- *Student Composition:* As a LAUSD public high school, SPHS is committed to providing quality educational opportunities to all who seek it; therefore, the student composition at SPHS does, and will continue to, serve all students within San Pedro and the larger school community (Magnet, permit, etc.) according to the current LAUSD attendance boundary map. All students living in the boundary of the attendance map will continue enrollment, whereby the unique student demographics specific to the current school population will be inherently maintained. At SPHS students are not selected, but welcomed;
- *Fiscal Solvency:* As a LAUSD public high school, the SPHS financial structure is managed as an element of the overall LAUSD finances, and is therefore fiscally solvent;
- *Special Education:* As a LAUSD public high school, SPHS will continue to adhere to the Modified Consent Decree detailing the requirements for students with disabilities and will adhere to all state and LAUSD guidelines and policies for the education of students with disabilities.

  
Jeanette Stevens      Date  
Principal

  
Kim Gray      Date  
Classified Representative

  
Sharon Coles      Date  
Parent Representative

  
Sheri Pavelka      Date  
UTLA Chairperson

  
Anthony Saavedra      Date  
Teacher Representative

## San Pedro High School Business Academy

# Intervention

### ***Tier 3:***

#### ***5% of Students in Communication House***

COST – SST – 504 Plan – Diploma+  
Program

LET-UP Program, PSW, IMPACT, SMART

### ***Tier 2:***

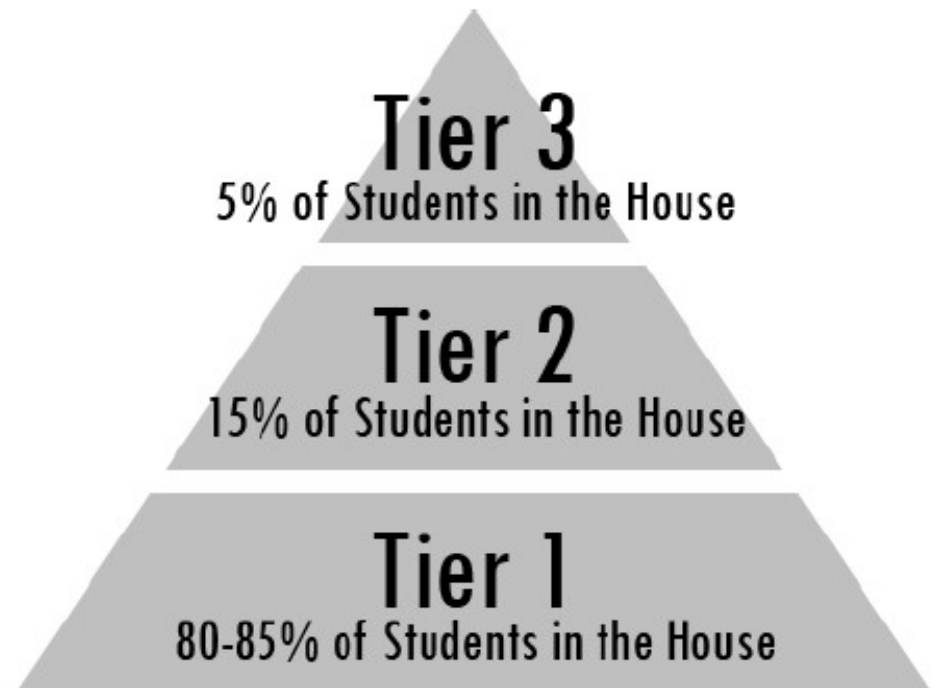
#### ***15% of Students in Communication House***

SLC CPT - Department CPT – Informal  
Partnerships AVID electives offered, SLC  
Lead Teacher, SLC Counselor and Volunteer  
Teachers offer Mentoring

### ***Tier 1:***

#### ***80-85% of Students in Boys & Girls Club***

Tutoring – After School Tutoring –  
Differentiated Classroom Instruction –  
Consistent Learning Strategies Employed by  
All Teachers in House: Daily Agendas, Use of  
Cornell Notes, Collaborative Groups.



## San Pedro High Communication House

# Intervention Plan

### ***Tier 3:***

*(5% of the Students in the Business SLC)*

COST

### ***Tier 2:***

*(15% of the Students in the Business SLC)*

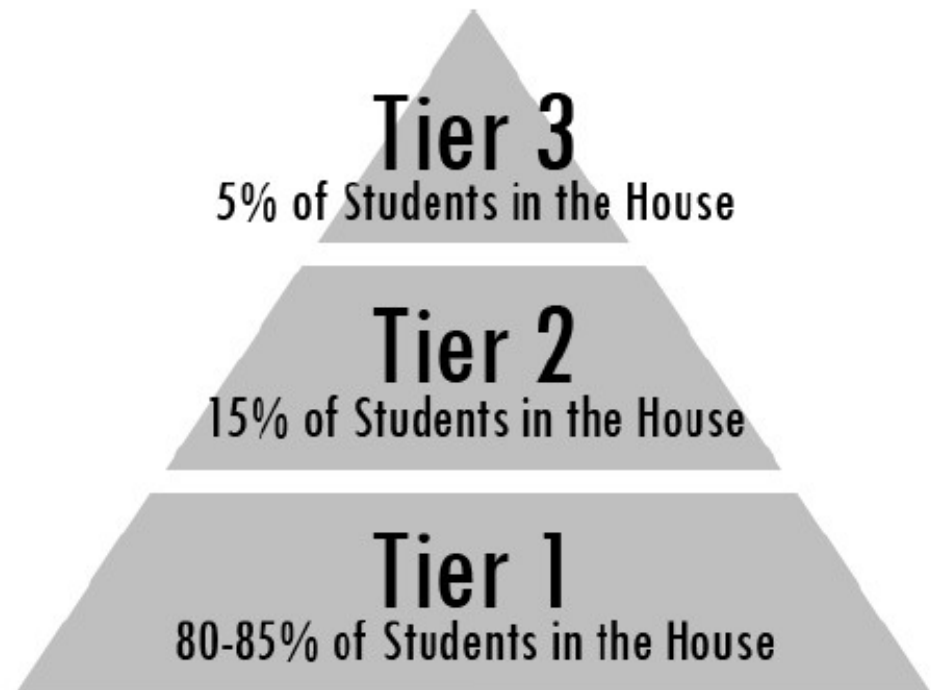
Counselor: Milena Rasic

Teacher Mentoring Program in which each teacher is assigned 2 students.

### ***Tier 1:***

*(80-85% of the Students in the Business SLC)*

1. Student Teacher Compact
2. Multimodal Instruction
3. Scaffolding Instruction
4. Referral to Tutoring
5. Bridge/Link "Summer Program"



## San Pedro High Creative Expression House

# Intervention Plan

### ***Tier 3:***

#### ***5% of Students in Creative Expression***

COST – SST – 504 Plan – Diploma+  
Program  
LET-UP Program, PSW, IMPACT

### ***Tier 2:***

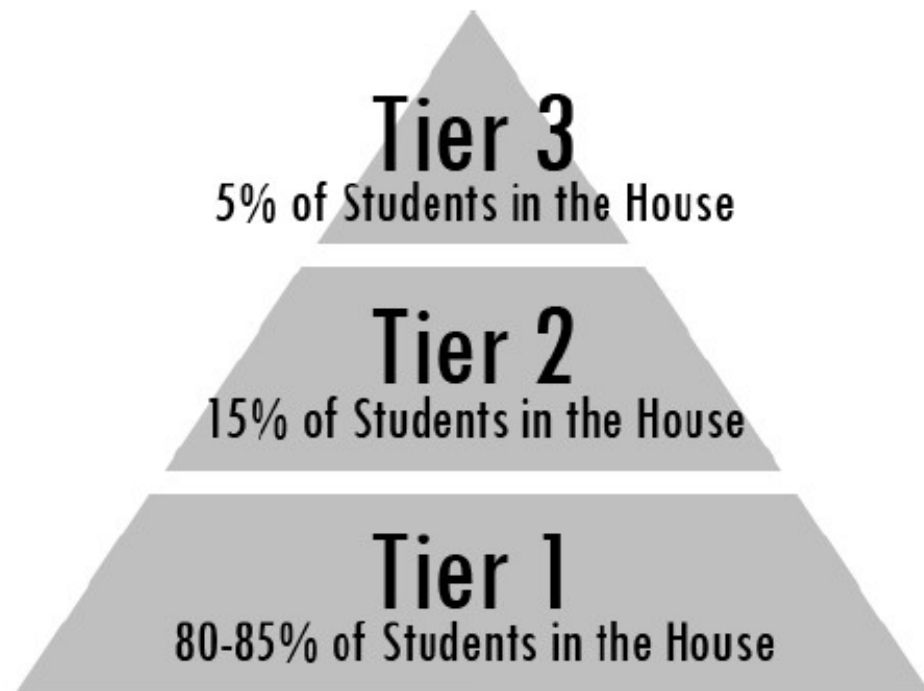
#### ***15% of Students in Creative Expression***

SLC CPT - Department CPT – Informal  
Partnerships [send to another class for the  
day] – Mentoring – Everyone adopts “2”

### ***Tier 1:***

#### ***85% of Students in Creative Expression***

Advisory – Saturday Detention – Boys &  
Girls Club Tutoring – After School Tutoring  
– Planners/Notebooks in all Classes



The percentages above represent approximations of the number of students in the Creative Expression House that we expect may need varying degrees of intervention.

## San Pedro High Global Environment House

# Intervention Plan

***Tier 3:***

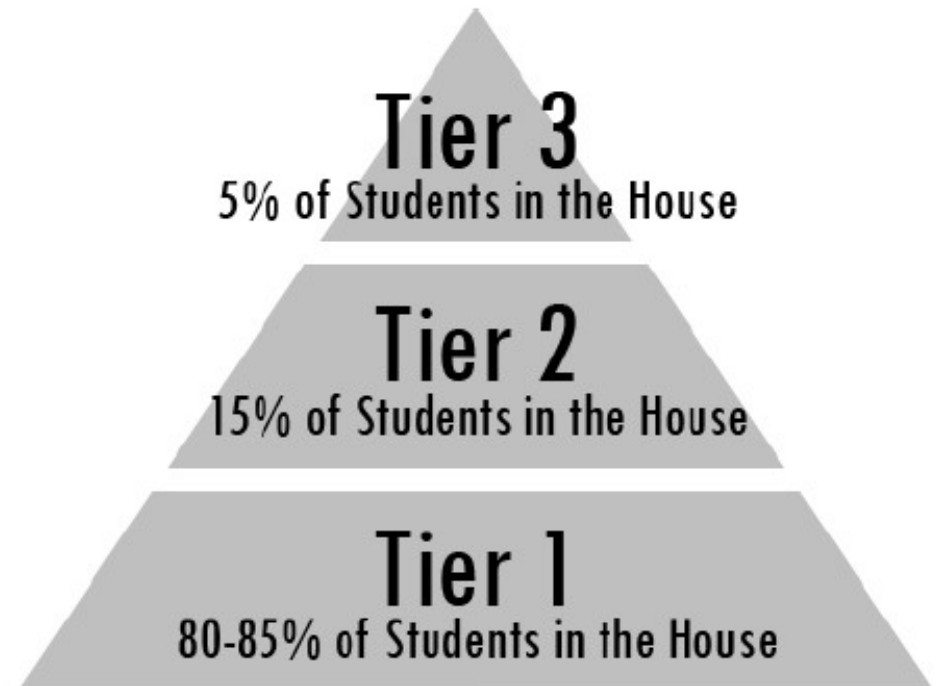
***5% of Students in Global Environment***  
COST

***Tier 2:***

***15% of Students in Global Environment***  
Teacher Mentoring

***Tier 1:***

***80-85% of Students in Global Environment***  
Student-Teacher Compact – Scaffolding  
Classroom Instruction – Referrals to Tutoring  
– Possible Advisory 2 days per week within  
classes in an extended period.



The percentages above represent approximations of the number of students in the Creative Expression House that we expect may need varying degrees of intervention.

# San Pedro High Pirate Health and Fitness (PiFi) House Intervention Plan

## ***Tier 3:***

### ***5% of Students in PiFi***

SST, PSW, 504, IEP Referral, Diploma Plus Program, Let-Up, TUPE, Impact

## ***Tier 2:***

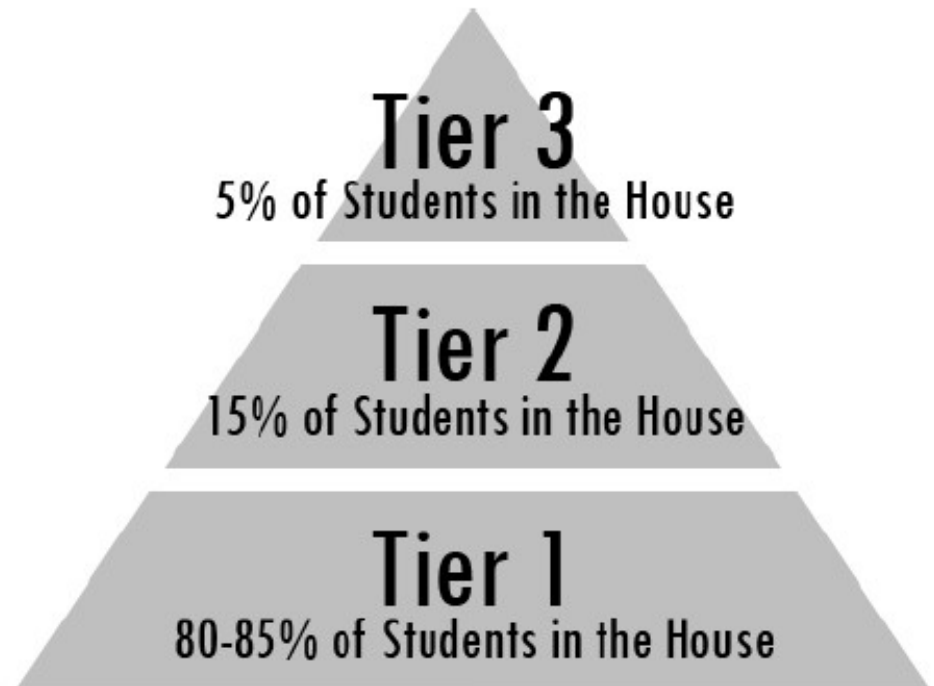
### ***15% of Students in PiFi***

Personalization through CPT  
Individual student plans  
Instructional support, tutoring  
Documentation and monitoring

## ***Tier 1:***

### ***80-85% of Students in PiFi***

As a House we design a Mentoring intervention program. The program targets in coming 9<sup>th</sup> graders it includes, Parent meetings, weekly progress reports, tutoring and any tools that will help the students



The percentages above represent approximations of the number of students in the Pirate Health and Fitness House that we expect may need varying degrees of intervention.

## San Pedro High Pedro Action League House

# Intervention Plan

### ***Tier 3:***

***5% of Students in Pedro Action League***

COST – 5 students from PAL House

### ***Tier 2:***

***15% of Students in Pedro Action League***

Student Success Team (SST)

Teacher Mentoring Program – Adopt two students

### ***Tier 1:***

***80-85% of Students in Pedro Action League***

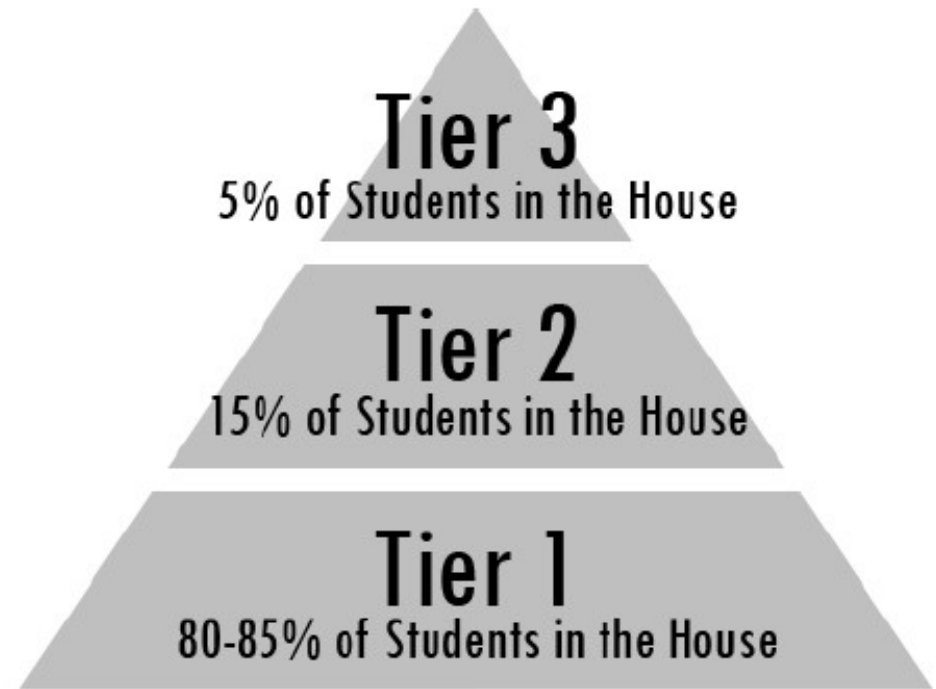
Student-Teacher Compact

Multi-Modality Instruction – Scaffolding

Referral to Tutoring

Bridge/Link ‘summer program’ w/Middle School

Advisory during Professional Development Days



The percentages above represent approximations of the number of students in the Pedro Action League House that we expect may need varying degrees of intervention.

## San Pedro High School

### Appendix C: Single Plan for Student Achievement Accountability Matrix

#### Educational Goals and Metrics

The **Goals** have been provided as targets for guiding the actions and resources to improve student achievement in accordance with State: LEA (Local Educational Agency—LAUSD) and Federal: AYP (Adequate Yearly Progress) guidelines.

<b>PI Corrective Action:</b> <ul style="list-style-type: none"><li>The school institutes and fully implements the core curriculum that is based on State academic content standards, including providing appropriate professional development based on scientifically-based research for all relevant staff, that offers substantial promise of improving educational achievement for high priority pupils.</li></ul>		<b>Annual Measurable Achievement Objective (AMAO) Goal:</b> <ul style="list-style-type: none"><li>70%+ of English learners will score in the appropriate performance range on the CST for English/language arts according to the District Progress Benchmarks for English learners.</li><li>70%+ of English learners will progress one ELD level per year.</li><li>70%+ of English learners will score an overall ELD level of 4 or 5 on the CELDT after 4-5 years of instruction.</li></ul>		<b>School Organization and Support Structure Goals:</b> <ul style="list-style-type: none"><li>All schools will be organized to support the academic needs of students.</li><li>All schools will have effective support structures to address student needs that impact learning.</li></ul>	
<b>Participation Rate</b> <ul style="list-style-type: none"><li>The school will achieve a 95% participation rate for all state assessments.</li></ul>		<b>Proficiency Rate</b> <b>English/Language Arts</b> Elementary and Middle Schools: <ul style="list-style-type: none"><li>The percentage of students scoring proficient or above on the California Standards Test (CST) and the California Alternate Performance Assessment (CAPA) in English/ language arts 2009-10 will equal or exceed 56.8% and for 2010-11 will equal or exceed 67.6%.</li></ul> <b>High Schools:</b> <ul style="list-style-type: none"><li>The percentage of students scoring proficient or above on the 10<sup>th</sup> grade administration of the CAHSEE and the California Alternate Performance Assessment (CAPA) in English/ language arts for 2009-10 will be equal or exceed 55.6% and for 2010-11 will equal or exceed 66.7%.</li></ul>		<b>Safe Schools</b> <ul style="list-style-type: none"><li>School must implement LAUSD Discipline Policy.</li><li>Staff and students must meet 95% attendance target each month.</li></ul>	
<b>API</b> <ul style="list-style-type: none"><li>All schools will meet the API goal of 680 for the 2009-10 school year or increase by 1 point from the previous year. The API goal for 2010-2011 is 710 or show a 1 point growth from the previous year.</li></ul>				<b>Personalization/College Career Ready</b> <ul style="list-style-type: none"><li>Counseling provided to meet the A-G requirement opportunities</li><li>Students are aware of college careers</li><li>School identified one of the following models:<ul style="list-style-type: none"><li>-Small Learning Community</li><li>-Personalized Learning Environment</li><li>-Professional Learning Community</li></ul></li></ul>	
<b>Graduation Rate</b> High Schools: <ul style="list-style-type: none"><li>All schools will meet the Graduation Rate Criteria by meeting <u>one</u> of the following options:<ul style="list-style-type: none"><li><u>Option 1:</u> Have a graduation rate of at least 83.2% for 2009-10.</li><li><u>Option 2:</u> Show improvement in the rate from 2008-09 of at least 0.1%.</li><li><u>Option 3:</u> Show improvement in the average two-year graduation rate of at least 0.2%.</li></ul></li></ul>				<b>Parent Engagement</b> <ul style="list-style-type: none"><li>School demonstrates increased and improved parent partnerships and welcoming environments</li><li>School provided meaningful training and learning for parents on how to support the academic achievement in the home.</li><li>School offers parents the opportunity to participate in councils, committees, and parent organizations.</li><li>School provides information in a language that parents can understand.</li></ul>	

#### High Schools only:

<b>ESLRs</b>	<b>List which Expected Schoolwide Learning Results (ESLRs) support the goals (if applicable):</b> 1. Students will be effective communicators who demonstrate personal, social, and civic responsibility. 2. Students will be self-directed,
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## San Pedro High School

inventive thinkers. 3. Students will be proficient in digital-age literacy. 4. Students will demonstrate high productivity, creating high-quality work.

### List the WASC Recommendations that correspond with the Key Findings in the data page (if applicable).

1. Implement and monitor effective assessment practices in all core content areas. Includes: systematic analysis of data and common expectations for performance to drive instructional decisions, course offerings, and professional development.
2. Implement a system of accountability for attendance, minutes, and scheduling of staff, department, and SLC meetings.
3. Evaluate the expectations of students and the rigor of curriculum in all classes against the requirements of the content standards and frameworks. Improve the correlation between grading practices and standards mastery.
4. Develop a school wide culture of high learning expectations within the classroom through challenging learning experiences and higher order thinking skills.
5. Clarify the role of leadership groups.
6. Follow up, professional development, and monitoring should occur to ensure that the Uniform Classroom Procedures will impact effective classroom instruction, rigor, and expectations, and especially student learning. The Uniform Classroom Procedures need to support and stem from the school's purpose and vision.
7. Develop a site based system of academic interventions and preventions during the school day.
8. Increase use of research-based instructional practices, including, but not limited to, formative assessment and differentiated instruction to enhance student engagement and teacher higher level thinking skills.
9. Align the ESLRs with the vision and student learning. The leadership groups must focus on student learning and achievement of the ESLRs.
10. Build professional relationships between departments and among faculty and staff.

Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
<p>Increase the number of schools that meet or exceed their API targets</p> <p><u>2008-09</u> 282 out of 613 = 46%</p> <p>San Pedro High School's API</p> <p><u>2008-2009</u> 676</p>	10%	<p>English Learners</p> <p>Latino</p> <p>African Americans</p> <p>Socio-Economically Disadvantaged</p>	<p><b>RTI<sup>2</sup> Implementation:</b> In order to facilitate and accelerate API growth, school will implement the data based RTI <sup>2</sup> framework. Implementation of RTI <sup>2</sup> framework will enable all students to receive instruction/intervention matched to their needs.</p> <p>School teams will utilize the four step problem solving process to:</p> <ul style="list-style-type: none"> <li>Identify performance/skill deficits early in the school year</li> <li>Design an intervention plan to provide immediate support.</li> <li>Evaluate student progress through the use of formative assessments at regular intervals.</li> </ul> <p>The improvement of instruction, especially for the lowest 20% of students who are struggling academically, will shrink the number of students in the Far Below Basic and Below Basic quintile levels and allow the school to meet their API growth targets, school-wide and for individual subgroups.</p> <p>The Cohort 2 RTI<sup>2</sup> training is tentatively scheduled to begin in September 2010. Total implementation of RTI<sup>2</sup> is estimated as a 3 to 5 year process.</p>	<p>SO46 VO94Stimulus S539 N539 S536 N536 S176 Title III N176 Title II</p> <p>The following resources will support this implementation as needed:</p> <ul style="list-style-type: none"> <li>Title I/EL Coordinator: To assist the coordination of professional development for RTI2 implementation.</li> <li>Sub- Days /Professional Development teacher days will be needed to free teachers to attend trainings and planning for the RTI implementation during the school day.</li> <li>X or Z time to pay teacher to</li> </ul>	<p>Reducing by 5% the percentage of students in the Far Below Basic and Below Basic levels of the periodic assessments in the following courses:</p> <ul style="list-style-type: none"> <li>English 9, 10, and 11</li> <li>World History 10</li> <li>US History 11</li> <li>Biology</li> <li>Algebra 1</li> <li>Geometry</li> </ul>	<p>Administration</p> <p>SLC Lead Teachers</p> <p>Department Chairs</p> <p>Data Coach</p> <p>Title I Coordinator</p> <p>EL Coordinator</p>	<p>The Cohort 2 RTI<sup>2</sup> training is tentatively scheduled to begin in September 2010. Total implementation of RTI<sup>2</sup> is estimated as a 3 to 5 year process.</p>

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				attend trainings and planning sessions for the RTI implementation outside of the normal teaching basis.																																							
<p>Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math</p> <p>% Proficient/Advanced CST ELA by grade:</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>District</td><td>34%</td><td>38%</td><td>+4%</td></tr></table> <table><tr><td>Grade 9 –</td><td>31%</td><td>32%</td><td>+1%</td></tr><tr><td>Grade 10 –</td><td>29%</td><td>31%</td><td>+2%</td></tr><tr><td>Grade 11 –</td><td>27%</td><td>31%</td><td>+4%</td></tr></table> <p>San Pedro HS % proficient/adv. CST ELA</p> <table><tr><td></td><td><u>2008</u></td><td><u>2009</u></td><td><u>Change</u></td></tr><tr><td>Grade 9 -</td><td>46</td><td>40%</td><td>-6</td></tr><tr><td>Grade 10 -</td><td>45</td><td>40%</td><td>-5</td></tr><tr><td>Grade 11 -</td><td>38</td><td>40%</td><td>+2</td></tr></table>		<u>2008</u>	<u>2009</u>	<u>Change</u>	District	34%	38%	+4%	Grade 9 –	31%	32%	+1%	Grade 10 –	29%	31%	+2%	Grade 11 –	27%	31%	+4%		<u>2008</u>	<u>2009</u>	<u>Change</u>	Grade 9 -	46	40%	-6	Grade 10 -	45	40%	-5	Grade 11 -	38	40%	+2	10%	<p>English Learners</p> <p>Latino</p> <p>African Americans</p> <p>Socio-Economically Disadvantaged</p>	<p><u>Engagement (WASC:C2):</u> Culturally Relevant and Responsive Education (CRRE) Domain 1: Knowledge and Experience Domain; How teachers engage students in learning:</p> <p>Staff will receive training in research based engagement strategies which cross all curricular areas to align with the learning styles of Standard English Learners, English Learners, Latino, and African American subgroups. This will include professional development, implementation of strategies and monitoring of the implementation to insure that all students are engaged and active participants in rigorous learning. Key CRRE Components to be implemented:</p> <p>4 Access Strategies:</p> <ol style="list-style-type: none"><li>Cooperative Learning</li><li>Instructional Conversations</li><li>Academic Language</li></ol>	<p>SO46 VO94Stimulus S539 N539 S536 N536 S176 Title III N176 Title II</p> <p>The following resources will support this implementation as needed:</p> <ul style="list-style-type: none"><li>Contracted Instructional Services to hire <u>UCLA to conduct a series of trainings on implementing standards based rigorous instruction and student engagement.</u></li><li>Contracted Instructional</li></ul>	<p><b>Grades 9 and 10:</b></p> <ul style="list-style-type: none"><li>Increase the % of students scoring proficient or above on the periodic assessments and CSTs</li></ul> <p><b>Grade 11:</b></p> <ul style="list-style-type: none"><li>Increase the % of students “ready for college” on the Early Assessment Program (EAP) of Readiness for College English</li></ul> <p><b>Grade 9-12:</b></p> <ul style="list-style-type: none"><li>Increase the number of students on-track in terms of credits earned</li></ul>	<p>Administration</p> <p>SLC Lead Teachers</p> <p>Department Chairs</p> <p>Data Coach</p> <p>Title I Coordinator</p> <p>EL Coordinator</p>	<p>10/2009 through 06/2011</p>
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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)			<p>Development</p> <p>4. Use of Advanced Graphic Organizers</p> <p>CRRE implementation will include embedding of culturally relevant topics into instructional planning by content class.</p>	<p>Services for <u>Pearson Learning Team</u> Training centered on implementation of CRRE Access Strategies.</p> <ul style="list-style-type: none"> <li>Title I/EL Coordinator: To coordinate professional development and monitoring of CRRE implementation.</li> <li>Sub- Days /Professional Development teacher days will be needed to free teachers to attend trainings and planning for the CRRE implementation during the school day.</li> <li>X or Z time to pay teacher to attend trainings and planning sessions for the</li> </ul>			

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Increase percentage of students in grades 2-11 scoring proficient or advanced on the CST in ELA and Math (continued)				<p>CRRE implementation outside of the normal teaching basis.</p> <ul style="list-style-type: none"> <li>IMA and supplies are needed to provide materials and professional development resources for CRRE implementation.</li> <li>Equipment, including computer technology and other audio visual equipment such as document readers, to support CRRE implementation</li> </ul>	<p>Reduce by 5% the percentage of students in the Far Below Basic and Below Basic levels of the periodic assessments in the following courses:</p> <ul style="list-style-type: none"> <li>English 9, 10, and 11</li> <li>World History 10</li> <li>US History 11</li> <li>Biology</li> <li>Algebra 1</li> <li>Geometry</li> </ul> <p>Common formative assessments were created and utilized to monitor progress between periodic assessment to ensure progress and immediate adjustment to instruction based on the data.</p> <p>Reducing by 5% the percentage of students in the Far Below Basic and Below Basic levels of the periodic assessments in the following courses:</p> <ul style="list-style-type: none"> <li>English 9, 10, and 11</li> </ul>		
		<p>English Learners</p> <p>Latino</p> <p>African Americans</p> <p>Socio-</p>	Fund CSR Teachers and auxiliaries to increase personalization of instruction with the implementation of Culturally Relevant and Responsive Educational [CRRE] Access Strategies for student engagement.	<p>SO46</p> <p>VO94Stimulus</p> <p>S539 N539</p> <p>S536 N536</p> <p>S176 Title III</p> <p>N176 Title II</p> <p>The following resources will support</p>		<p>Administration</p> <p>SLC Lead Teachers</p> <p>Department Chairs</p> <p>Data Coach</p>	

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High Academic Achievement Action Plan

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		Economically Disadvantaged		this implementation as needed: <ul style="list-style-type: none"><li>CSR Teachers</li><li>Auxiliary Periods</li><li>Instructional Coach</li></ul>	Reduce by 5% the percentage of EL students in the Far Below Basic and Below Basic levels of the periodic assessments in the following courses: <ul style="list-style-type: none"><li>English 9, 10, and 11</li><li>World History 10</li><li>US History 11</li><li>Biology</li><li>Algebra 1</li><li>Geometry</li></ul>	Title I Coordinator  EL Coordinator	
		English Learners  Latino  African Americans  Socio-Economically Disadvantaged	Implementation of Instructional Guides and Concept Lessons in English 9,10,11 and 12.  The designed concept lessons include rigorous standards based curriculum and have imbedded into them the research based CRRE strategies including: the four Access Strategies: <ol style="list-style-type: none"><li>Advanced Graphic Organizers</li><li>Instructional Conversations</li><li>Cooperative Learning</li><li>Academic Vocabulary</li></ol> In order to engage students, additional lessons specific to each SLC will utilize the same pedagogy and strategies to address the standards.  Expand the Accelerated Reader computerized reading intervention program to improve literacy among non-proficient students. English department will determine a common protocol to implement the program to allow teacher to work together to improve use of the program to meet student needs..	S046 V094 S539 N539  IMA for CRRE implementation  IMA and equipment to support the Accelerated Reader program  Micro-computer support assistant to provide technical assistance with computers and printers		Administration  SLC Lead Teachers  Department Chairs  Data Coach  Title I Coordinator  EL Coordinator	

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		English Learners	<p>Implementation of High Point ELD program and SDAIE strategies across the curriculum.</p> <p>SDAIE strategies especially in the area of comprehensible input and appropriate lesson design overlap into the four CRRE Access Strategies:</p> <ol style="list-style-type: none"> <li>1. Advanced Graphic Organizers</li> <li>2. Instructional Conversations</li> <li>3. Cooperative Learning</li> <li>4. Academic Vocabulary</li> </ol> <p>In order to engage EL students in rigorous instruction, the Access Strategies and SDAIE strategies must be implemented schoolwide across SLCs and all curricular areas.</p>	<p>S536 N536 S176 Title III</p> <p>IMA and equipment to support High Point program and SDAIE strategies</p>	<p>Below Basic levels of the periodic assessments in the following courses:</p> <ul style="list-style-type: none"> <li>• English 9, 10, and 11</li> <li>• World History 10</li> <li>• US History 11</li> <li>• Biology</li> <li>• Algebra 1</li> <li>• Geometry</li> </ul>	<p>Administration</p> <p>SLC Lead Teachers</p> <p>Department Chairs</p> <p>Data Coach</p> <p>Title I Coordinator</p> <p>EL Coordinator</p>	10/2009 through 06/2011
		English Learners/ PRP	<p>Preparing for Reclassification Program [PRP] Interventions Classes for EL students who have been in the ELD program for 5 years or more and have still not re-classified.</p> <p>Use of Advisories and Life Skills courses to provide such intervention courses with data driven content to help PRPs to reclassify.</p>	S536, N536 S176		<p>Administration</p> <p>SLC Lead Teachers</p> <p>Department Chairs</p> <p>Data Coach</p> <p>Title I Coordinator</p> <p>EL Coordinator</p>	

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% Proficient/Advanced CST History / Social Science by grade: (continued)				implementations outside of the normal teaching basis.  ▪ IMA and supplies are needed to provide materials and professional development resources for strategy implementation.  ▪ Equipment, including computer technology and other audio visual equipment such as document readers, to support strategy implementation															
Reduce the percentage of students in grades 2-11 scoring Far Below Basic and Below Basic on the CST in ELA and Math  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>33%</td><td>31%</td><td>-2%</td></tr><tr><td>MATH</td><td>42%</td><td>40%</td><td>-2%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	33%	31%	-2%	MATH	42%	40%	-2%	-10	English Learners  Latino  African Americans  Socio-Economically Disadvantaged	See RtI <sup>2</sup> and CRRE Implementation descriptors.	S046, 0A56 V094 S539 N539  IMA and equipment to support RTI 2 and CRRE programs  Data Coach will provide a roster of	CSTs will indicate that students scoring BB or FBB will decrease by 10%	Administration SLC Lead Teachers  Department Chairs Data Coach Title I Coordinator  EL Coordinator	10/2009 through 06/2011
	<u>07-08</u>	<u>08-09</u>	<u>Change</u>																
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# San Pedro High School

## Los Angeles Unified School District Single Plan for Student Achievement Accountability Matrix

### High Academic Achievement Action Plan

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				students who need intervention  P.D. to train teachers in RTI 2 and CRRE																																	
<p>Increase the number of students identified as Gifted to a minimum of 6% of the school site's population.</p> <p>District:</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>9.3%</td><td>9.2%</td><td>-.1%</td></tr></table> <p>San Pedro High School is currently above the 6% minimum:</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>17%</td><td>18.7%</td><td>+1.7%</td></tr></table> <ul style="list-style-type: none"><li>14.7% Latino</li><li>10.4% African American</li></ul> <p>Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.</p> <table><tr><td><u>District:</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African Americans</td><td>6.6%</td><td>6.6%</td><td>.0%</td></tr><tr><td>Hispanic</td><td>6.9%</td><td>7.0%</td><td>.1%</td></tr></table> <table><tr><td><u>San Pedro HS</u></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>13.1%</td><td>14%</td><td>+0.9%</td></tr><tr><td>Hispanic</td><td>11.3%</td><td>13.5%</td><td>+2.2%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	9.3%	9.2%	-.1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	17%	18.7%	+1.7%	<u>District:</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African Americans	6.6%	6.6%	.0%	Hispanic	6.9%	7.0%	.1%	<u>San Pedro HS</u>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	13.1%	14%	+0.9%	Hispanic	11.3%	13.5%	+2.2%	<p>varies by school</p>   
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<p>Accelerate the performance for all African-American, Hispanic, Standard English Learners, and Students with Disabilities</p> <p>Prof/Adv CST ELA Subgroups:</p> <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>African American</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>Hispanic</td><td>31%</td><td>33%</td><td>+2%</td></tr><tr><td>English Learners</td><td>20%</td><td>23%</td><td>+3%</td></tr><tr><td>Sts. w/ Disabilities</td><td>11%</td><td>12%</td><td>+1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	African American	25%	27%	+2%	Hispanic	31%	33%	+2%	English Learners	20%	23%	+3%	Sts. w/ Disabilities	11%	12%	+1%	10%	African-American  Hispanic  Standard English Learners  Students with Disabilities	See RtI <sup>2</sup> and CRRE Implementation descriptors.	S046,0A56 V094, S539, N539  Sub- Days /Professional Development teacher days will be needed to free teachers to attend trainings and planning for the CRRE implementation during the school day.  X or Z time to pay teacher to attend trainings and planning sessions for the CRRE implementation outside of the normal teaching basis.	<p><b>Grades 9 - 11:</b></p> <ul style="list-style-type: none"><li>● Increase the % of students scoring proficient or above on the periodic assessments and CSTs in all subgroups</li></ul> <p><b>Grade 9-12:</b></p> <ul style="list-style-type: none"><li>● Increase the number of students on-track in terms of credits earned in all subgroups</li></ul>	Administration  SLC Lead Teachers  Department Chairs  Data Coach  Title I Coordinator  EL Coordinator	10/2009 through 06/2011
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Accelerate the performance of Standard English Learners (SEL)	10%	African-American  Hispanic  Standard English Learners  Students with Disabilities	See RtI <sup>2</sup> and CRRE Implementation descriptor.	IMA and equipment to support RtI 2 and CRRE instruction	<p><b>Grades 9 - 11:</b></p> <ul style="list-style-type: none"><li>● Increase the % of SEL students scoring proficient or above on the periodic assessments and CSTs</li></ul>	Administration  SLC Lead Teachers  Department Chairs  Data Coach	10/2009 through 06/2011																				

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<b>AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English</b>  <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>54.8%</td><td>55.7%</td><td>+0.9%</td></tr></table> 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target is 53.1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	54.8%	55.7%	+0.9%	3%	English Learners/ PRP	See Implementation of High Point and SDAIE strategies across the curriculum.  See PRP Interventions Classes descriptor.	S536 N536  Fund an EL Coordinator to implement training programs and intervention	<ul style="list-style-type: none"><li>• ELD Portfolios (K-12)</li><li>• ELD Practicum/Into English Assessments (K-5)</li><li>• High Point Curriculum/Assessments (6-12)</li><li>• CELDT</li><li>• ELSSA Data</li></ul>	Administration  SLC Lead Teachers  Department Chairs  Data Coach  Title I Coordinator  EL Coordinator	10/2009 through 06/2011
<u>07-08</u>	<u>08-09</u>	<u>Change</u>											
54.8%	55.7%	+0.9%											
<b>AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT</b>  % Early Adv/Adv <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>36.3%</td><td>39.3%</td><td>+3%</td></tr></table> 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	36.3%	39.3%	+3%	5%	English Learners/ PRP	See Implementation of High Point and SDAIE strategies across the curriculum.  See PRP Interventions Classes descriptor.	S536 N536	<ul style="list-style-type: none"><li>• See monitoring indicators for AMAO 1</li></ul>	Administration  SLC Lead Teachers  Department Chairs  Data Coach  Title I Coordinator  EL Coordinator	10/2009 through 06/2011
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<b>AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or</b>		English Learners/	See Implementation of High Point and SDAIE strategies across the curriculum.		<b>Grades 9 - 11:</b>	Administration	10/2009 through						

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<b>advanced on the CST</b>  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>24.3</td><td>27.0</td><td>+2.7%</td></tr><tr><td>Math</td><td>34.1</td><td>36.3</td><td>+2.1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	24.3	27.0	+2.7%	Math	34.1	36.3	+2.1%		PRP	 See PRP Interventions Classes descriptor.  See RtI <sup>2</sup> and CRRE Implementation descriptor.	S536 N536	<ul style="list-style-type: none"><li>• Increase the % of EL students scoring proficient or above on the periodic assessments and CSTs</li></ul>	SLC Lead Teachers  Department Chairs  Data Coach  Title I Coordinator  EL Coordinator	06/2011				
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ELA	24.3	27.0	+2.7%																				
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<b>Increase EL reclassification rates at the elementary, middle, and high school levels</b>  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>EL</td><td>13.5</td><td>15.8</td><td>+2.3</td></tr><tr><td>MS</td><td>22.4</td><td>20.8</td><td>+8.4</td></tr><tr><td>HS</td><td>10.3</td><td>12.4</td><td>+2.1</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	EL	13.5	15.8	+2.3	MS	22.4	20.8	+8.4	HS	10.3	12.4	+2.1	5%	English Learners/ PRP	 See Implementation of High Point and SDAIE strategies across the curriculum.  See PRP Interventions Classes descriptor.  See RtI <sup>2</sup> and CRRE Implementation descriptor.	S536 N536	<ul style="list-style-type: none"><li>• EL monitoring rosters, and where possible EL students not moving or reclassifying</li><li>• RFEP Monitoring Rosters</li></ul>	Administration  SLC Lead Teachers  Department Chairs  Data Coach  Title I Coordinator  EL Coordinator	10/2009 through 06/2011
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<b>Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs</b>  <table><tr><td></td><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>ELA</td><td>25%</td><td>27%</td><td>+2%</td></tr><tr><td>MATH</td><td>26%</td><td>27%</td><td>+1%</td></tr></table>		<u>07-08</u>	<u>08-09</u>	<u>Change</u>	ELA	25%	27%	+2%	MATH	26%	27%	+1%	35% ELA 35% Math	Students with Disabilities	See RtI <sup>2</sup> and CRRE Implementation descriptor.	S046 S539 N539 0A56 V094  Sub- Days /Professional	<b>Grades 9 - 11:</b> <ul style="list-style-type: none"><li>• Increase the % of students with disabilities scoring proficient or above on the periodic assessments and CSTs</li><li>• Increase the % of students with disabilities passing the CAHSEE</li></ul>	Administration  SLC Lead Teachers  Department Chairs	10/2009 through 06/2011				
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				<p>Development teacher days will be needed to free teachers to attend trainings and planning for the CRRE and RTI 2 implementation during the school day.</p> <p>X or Z time to pay teacher to attend trainings and planning sessions for the CRRE and RTI 2 implementation outside of the normal teaching basis.</p>		<p>Data Coach</p> <p>Bridge Coordinator</p>	



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Graduation Rate

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>												
<p>Graduation rate will increase</p> <p>LAUSD Graduation Rate:</p> <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>67.1%</td><td>72.4%</td><td>+5.3%</td></tr></table> <p>San Pedro HS Graduation Rate:</p> <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>78.1</td><td>79.2</td><td>+1.1%</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	67.1%	72.4%	+5.3%	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	78.1	79.2	+1.1%	8%	Hispanic  Socio-economically Disadvantaged  African American  English Learners  Students with Disabilities	<p>Hire a full-time PSA and Diploma Project Counselor to identify and monitor students who are at-risk for not meeting graduation requirements</p> <p>Counselors will develop an individualized education plan for each student.</p> <p>Conduct parent workshops to inform them about graduation requirements.</p>	S046 V094 S539 N539	<ul style="list-style-type: none"><li>● Increase graduation rate by subgroups (e.g. ELs, AA, Latino/Hispanic)</li><li>● Decrease rate of drop-outs</li><li>● Increase the percentage of 9<sup>th</sup> to 10<sup>th</sup> grade students accumulating 55 credits</li><li>● 4-year longitudinal graduation rate (9<sup>th</sup> grade to graduation)</li></ul>	Administration  SLC Lead Teachers  Department Chairs  Data Coach  Counselors	10/2009 through 06/2011
<u>06-07</u>	<u>07-08</u>	<u>Change</u>																	
67.1%	72.4%	+5.3%																	
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78.1	79.2	+1.1%																	
<p>Increase percent of 10th graders passing both parts of CAHSEE on the first attempt</p> <p>LAUSD:</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>57%</td><td>60%</td><td>+3%</td></tr></table> <p>San Pedro H.S.:</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>58%</td><td>70%</td><td>+12%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	57%	60%	+3%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	58%	70%	+12%	6%	English Learners  Latino  African Americans  Socio-Econ. Disadvantaged	<p>See RtI<sup>2</sup> and CRRE Implementation descriptor.</p> <p>All administrators and coordinators will be assigned 10 to 12 at-risk students for mentoring.</p> <p>CAHSEE warm up questions will be provided to all staff members to use during the six week period prior to the CAHSEE census.</p> <p>The data coach will provide a list of students who are at risk for not meeting CAHSEE proficiency. These students will participate in a CAHSEE prep class six weeks prior to the exam.</p> <p>Grade 9 and Grade 10 advisories will focus on CAHSEE prep with the emphasis</p>	S046 V094 S539 N539	<ul style="list-style-type: none"><li>● Increased participation in CAHSEE preparation</li></ul>	Administration  SLC Lead Teachers  Department Chairs  Data Coach  Title I Coordinator  EL Coordinator  Testing Coordinator	10/2009 through 06/2011
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																	
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Graduation Rate

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			<p>on the review of key mathematics standards targeted in the 10<sup>th</sup> grade standards.</p> <p>San Pedro HS will conduct 9<sup>th</sup> and 10<sup>th</sup> Grade CAHSEE Preparatory Classes utilizing the advisories for intervention purposes.</p> <p>To include:</p> <ul style="list-style-type: none"><li>▪ Review of 6<sup>th</sup> and 7<sup>th</sup> grade standards which comprise 85% of the Mathematic section of the CAHSEE</li><li>▪ Test Preparation Activities to ensure students are familiar with the format and the academic language used tin the CAHSEE. .</li></ul>																
<p>Dropout rate will decrease.</p> <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>31.7%</td><td>26.4%</td><td>-5.3%</td></tr></table> <p>San Pedro High School's drop-out rate:</p> <table><tr><td><u>06-07</u></td><td><u>07-08</u></td><td><u>Change</u></td></tr><tr><td>19.2%</td><td>32.4%</td><td>+13.2%</td></tr></table>	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	31.7%	26.4%	-5.3%	<u>06-07</u>	<u>07-08</u>	<u>Change</u>	19.2%	32.4%	+13.2%	6%	<p>Socio-economically Disadvantaged</p> <p>Hispanic</p> <p>African American</p> <p>English Learners</p> <p>Students with Disabilities</p>	<p>Hire full-time PSA and Diploma Project Counselors to identify and monitor students who are at-risk for not meeting graduation requirements</p> <p>Counselors and DPC will develop individualized credit recovery programs for students in danger of not promoting to the next grade level</p> <p>Staff will provide parent education workshops regarding requirements for matriculation and graduation</p> <p>Develop and monitor the school's Attendance Plan</p>	<p>S046</p> <p>V094</p> <p>S539</p> <p>N539</p> <p>E046</p> <p>Materials and supplies for parent meetings, conferences, workshops</p>	<p>Monitor students at risk:</p> <ul style="list-style-type: none"><li>• 85% of students are in attendance for 96% or more of the time</li><li>• Increase in pass rates in English and/or math courses</li><li>• Increase in number of students receiving an E or S in Work Habits or Cooperation</li><li>• Increase attendance rates for both students and teachers to 96%.</li></ul>	<p>Administration</p> <p>SLC Lead Teachers</p> <p>Department Chairs</p> <p>PSA</p>	09/2009 – 06/2011
<u>06-07</u>	<u>07-08</u>	<u>Change</u>																	
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Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Graduation Rate

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			Provide group and individual counseling for students at risk of dropping out				

Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>														
<p><b>Increase in the number of students graduating having completed A-G requirements, and thus having their choice of a Career Pathway.</b></p> <p>District:</p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>25%</td><td>TBD%</td><td>+__%</td></tr></table> <p>San Pedro HS students currently on track with A-G requirements:</p> <table><tr><td>10<sup>th</sup> grade</td><td>42%</td></tr><tr><td>11<sup>th</sup> grade</td><td>27%</td></tr><tr><td>12<sup>th</sup> grade</td><td>27%</td></tr><tr><td>Schoolwide</td><td>32%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	25%	TBD%	+__%	10 <sup>th</sup> grade	42%	11 <sup>th</sup> grade	27%	12 <sup>th</sup> grade	27%	Schoolwide	32%	80%	Hispanic  Socio-economically Disadvantaged  African American  English Learners  Students with Disabilities	<ul style="list-style-type: none"><li>SPHS will implement LAUSD policy on A-G course offerings as the high school graduating requirements for the class of 2014</li><li>Counseling Department will focus on 10<sup>th</sup> grade student awareness of A-G</li><li>Each SLC will support 9<sup>th</sup> – 11<sup>th</sup> grade students through targeted intervention classes supporting ELA and Math</li><li>Increase A-G course offerings focusing on 11<sup>th</sup> and 12<sup>th</sup> grade electives</li><li>Enhance SLC thematic electives that support CTE and offer A-G credit</li><li>SPHS has adopted a 7 period block schedule effective 9/2010 to increase instructional depth in A-G classes.</li></ul>	10 <sup>th</sup> grade counseling funds  4168 4025 A455	A-G enrollment and passing rates <ul style="list-style-type: none"><li>Decrease the number of students receiving Fails in A-G courses by 10%.</li><li>Increase the percent of students earning C's or higher in A-G courses.</li></ul>	Administration  SLC Lead Teachers  Department Chairs  Counselors	09/2009 – 06-2011
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																			
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<p><b>Increase the enrollment in Advanced Placement course</b></p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>1.8%</td><td>1.9%</td><td>+ .1%</td></tr></table> <p><b>Increase pass rates on AP tests</b></p> <table><tr><td><u>07-08</u></td><td><u>08-09</u></td><td><u>Change</u></td></tr><tr><td>44.1%</td><td>TBD%</td><td>+TBD%</td></tr></table>	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	1.8%	1.9%	+ .1%	<u>07-08</u>	<u>08-09</u>	<u>Change</u>	44.1%	TBD%	+TBD%	5%  5%	Hispanic  Socio-economically Disadvantaged  African American	<ul style="list-style-type: none"><li>Articulate the importance of Honors and AP classes to the incoming 8<sup>th</sup> grade students</li><li>Inform parents of the benefits of AP courses at the 9<sup>th</sup> grade orientation/parent meetings.</li><li>All students interested in taking an AP course are encouraged to enroll in AP courses.</li></ul>		Advanced Placement courses – <ul style="list-style-type: none"><li>Increase Advanced Placement offerings at all high schools.</li><li>Increase the number of tests administered by 10%</li><li>Increase the number of subject matter tests administered by:<ul style="list-style-type: none"><li>At least 2 (if the school administers less than 15 subject matter tests)</li></ul></li></ul>	Administration  SLC Lead Teachers  Department Chairs  Counselors AP	09/2009 – 06-2011		
<u>07-08</u>	<u>08-09</u>	<u>Change</u>																			
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Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

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		English Learners  Students with Disabilities	<ul style="list-style-type: none"> <li>Counselors will encourage all students to challenge themselves by enrolling in AP and will not exclude underrepresented students from participation.</li> <li>AVID students will take at least one AP class in the 11<sup>th</sup> and 12<sup>th</sup> grades</li> <li>Restructure SAS program to strategically and equitably enhance rigor and higher level course offerings</li> </ul>		<ul style="list-style-type: none"> <li>At least 1 (if the school administers less than 20 subject matter tests)</li> </ul>	Coordinator	
<ul style="list-style-type: none"> <li>Increase students' preparedness for College Career Readiness</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	Hispanic  Socio-economically Disadvantaged  African American  English Learners  Students with Disabilities	<ul style="list-style-type: none"> <li>Hold evening "College Knowledge" workshops for parents and students</li> <li>Provide Financial Aid workshops in the evening for parents and students</li> <li>Presentations to all senior social studies classes regarding financial aid for college</li> <li>College application workshops during the school day and after school</li> <li>Personal statement writing workshops after school</li> <li>Trained peer college counselors help disseminate college information</li> <li>Educational Talent Search program provided to interested students (for college awareness)</li> </ul>	4168 4025 10 <sup>th</sup> Grade Counseling Funds	<p>Increased attendance at Parent Workshops</p> <p>Increased number of students applying and being accepted to 4-year universities</p> <p>Increased number of students taking the SAT and ACT</p>	Principal  APSCS  College Counselor  Work Experience Teacher	09/2009 – 06-2011

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Single Plan for Student Achievement Accountability Matrix

Personalization/College Career Ready

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			<ul style="list-style-type: none"> <li>• PSAT implemented schoolwide for all 10<sup>th</sup> graders</li> <li>• ASVAB given each year for interested students</li> <li>• College and career presentations given during the school day in the College and Career Center</li> <li>• Northrop Grumman internship program for students who qualify</li> <li>• "College Bound Dreams" program and AVID to promote college awareness</li> <li>• Senior portfolio program to prepare students for job interviews</li> <li>• DOTS program to provide job training for Students with Disabilities</li> <li>• Work Investment Act program in College/Career Center for socio-economically disadvantaged students</li> <li>• Career-related assemblies organized through SLCs</li> <li>• SAT/ACT fee waivers provided to all low-income students who request them</li> <li>• Work Experience class to provide credits and career awareness for students who have jobs</li> <li>• Career Cruising program available to students in the</li> </ul>				

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			College/Career Center				

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Single Plan for Student Achievement Accountability Matrix

Parent and Community Engagement

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that <ul style="list-style-type: none"> <li>there are opportunities for parent involvement</li> <li>they feel welcome at this school</li> <li>there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).</li> </ul>	At least 90% of parents respond "Strongly agree" or "agree"	Hispanic  Socio-economically Disadvantaged  African American  English Learners  Students with Disabilities	<p>Offer workshops for parents to teach them how to access grades and attendance online</p> <p>Provide college information workshops for parents in the evening (financial aid, college requirements, college deadlines, A-G requirements)</p> <p>Hold AVID Site Team meetings once monthly for communication between AVID parents, students, and teachers in instructional strategies, activities, 4-year plan</p> <p>Make volunteer opportunities more available and improve volunteer outreach through the Parent Center</p> <p>Announce volunteer opportunities and parent workshops through school website, flyers, email, and Connect Ed</p> <p>Review and update a plan yearly for increased attendance at Back to School Night/Open House and PHBAO conferences</p> <p>Promote new location and hours of the Parent Center; survey parents on what their vision and need is for the Parent Center</p>	E046	<ul style="list-style-type: none"> <li><b>Increased response rates</b> – every school should be at a rate of 40% of selected parents returning surveys in 2009-10.</li> <li><b>Welcoming environment and opportunities to participate</b> – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%.</li> <li><b>Parent home involvement</b> should be at 90% for elementary schools and 80% for secondary schools in 2009-10. <b>School involvement</b> should be at 70% for elementary schools and at 50% for secondary schools in 2009-10.</li> <li><b>Parent centers</b> – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10.</li> <li><b>Communication</b> – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.</li> </ul>	Principal SSC Chair CEAC Chair ELAC Chair  Title I Coordinator  Bilingual Coordinator  AVID Coordinator  College Counselor  APSCS Counselors	09/2009 – 06-2011



Los Angeles Unified School District  
Single Plan for Student Achievement Accountability Matrix

Safe Schools

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The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card)	At least 90% of students respond "strongly agree" or agree	Hispanic  Socio-econ. Disadvantaged  African American  English Learners  Students w/ Disabilities	San Pedro High implements the SAFE and CIVIL Schools program for schoolwide discipline.  Teachers will be at their door prior to each class, directing students accordingly.  No students will be issued a pass during the first and last 10 minutes of class.  Tardy sweeps will be held each period.  All areas of campus will be supervised during nutrition and lunch, and before/after school.  All exit gates except one will be locked after the start of school.  All students must carry a current school I.D. card.  All components of the safety standards checklist in BUL-N-58 will be implemented.	3023	<ul style="list-style-type: none"> <li>Increased and improved parent partnerships and welcoming environments</li> <li>Increased external partnerships to support instructional incentives and parent participation support</li> <li>Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li> <li>Increased clear and accurate, updated communication regarding school policy and procedures, between school and home</li> </ul>	Administration  SLC Lead Teachers  Department Chairs  Deans  Counselors  Impact Coordinator  TUPE Coordinator	09/2009-06/2011
Decrease the number of suspensions  <u>06-07</u> <u>07-08</u> <u>08-09</u> <u>Change</u> 83,542    75,049    TBD    TBD	25%	Hispanic  Socio-econ. Disadvantaged  African American  English	Create a structured, coordinated behavior plan specific to the student, based on assessment  Monitor the student's behavior with daily or weekly report cards and attendance checks  Refer the student to his/her counselor or	V094  Fund a PSW 3 days per week to counsel at-risk students  Fund a full-time school psychologist to develop behavior plans	<ul style="list-style-type: none"> <li>Decrease non-mandatory suspension rates at all schools by 25%.</li> <li>Increase the number of preventive school-wide discipline plans that are effectively implemented</li> <li>Team Implementation Checklist</li> <li>Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools</li> </ul>	Administration Deans  SLC Lead Teachers  Department Chairs	09/2009 – 06-2011

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		Learners  Students w/ Disabilities	the school's PSW for individual or group counseling  Invite and encourage parents to come to the school to provide additional support and supervision  Offer detention or Saturday school as an alternative to suspension				
<b>Increase attendance of staff and students</b>  <div> <div>07-08</div> <div>08-09</div> <div>Change</div> </div> Students: 93.99%    TBD    TBD Staff: 93%    TBD    TBD	96% 96%		Fund a full-time PSA and Diploma Project Counselor to provide counseling and intervention for at-risk students  Implement a schoolwide attendance incentive policy (i.e. good attendance is required to participate in prom, graduation ceremony)  Create a positive school environment  Have attendance incentive programs for both students and teachers (raffles, prizes, certificates, recognition events)  Assign mentors to students with low attendance  PSA, DPC, and counseling staff will provide individual and group counseling  Workshops for parents on attendance laws and policies  Work with the City Attorney's office and campus police to reduce truancy	S046  V094  Title I program will fund a full-time PSA and DPC  Fund a full-time nurse to reduce absences due to illness	<ul style="list-style-type: none"> <li>• Increase attendance incentives/rewards systems</li> <li>• School-wide recognition</li> <li>• Increase attendance incentives/rewards systems</li> <li>• School-wide recognition</li> </ul>	Administration  SLC Lead Teachers  Department Chairs  PSA, DPC  Deans	09/2009 – 06/2011

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Increase in the number of Title 1 Schools meeting AYP for two consecutive years		English Learners  Latino  Socio-Economically Disadvantaged	San Pedro HS will conduct 9 <sup>th</sup> and 10 Grade CAHSEE Preparatory Classes utilizing Advisory Period for intervention purposes.  To include: <ul style="list-style-type: none"> <li>Review of 6 and 7 grade Math standards which comprise 85% of the Mathematics section of the CAHSEE</li> <li>Test Preparation Activities to insure students are familiar with the format and the academic language used in the CAHSEE.</li> </ul> See Graduation Rate Strategy Section  See Dropout Rate Strategy Section	S046  V094  N539  S539  IMA for materials  Master Schedule will change to a 7 period block schedule	<ul style="list-style-type: none"> <li>Schools meet CST annual measurable objective targets or</li> <li>Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>Schools meet or exceed 95% participation rate</li> <li>Schools meet or exceed API target</li> <li>Schools meet or exceed graduation rate target</li> </ul>	Administration  SLC Lead Teachers  Department Chairs  Data Coach  Title I Coordinator  EL Coordinator	09/2009 – 06/2011
Decrease in the number of Title 1 Schools In PI status			See Above	See above	<ul style="list-style-type: none"> <li>Schools meet CST annual measurable objective targets or</li> <li>Decrease by at least 10 percent the percentage of students performing below proficient level in either ELA or math from the preceding school year</li> <li>Schools meet or exceed 95% participation rate</li> <li>Schools meet or exceed API target</li> <li>Schools meet or exceed graduation rate target</li> </ul>	See above	09/2009 – 06/2011

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Single Plan for Student Achievement Accountability Matrix

Safe Schools

Accountabilities	LAUSD Target	Subgroup(s) <i>List the subgroups.</i>	Strategies/Activities <i>Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.</i>	Resources/Proposed Funding Sources <i>Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.</i>	Means of Evaluating Progress <i>What interim measures/assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities which will lead to LAUSD's accountabilities?</i>	Staff Responsible <i>Who participates and/or who is responsible for monitoring of the specific strategies/activities and/or support?</i>	Start/Completion Date <i>Indicate when the strategy will be implemented and projected date of completion.</i>
Increase in the number of QEIA schools meeting annual targets			N/A		<ul style="list-style-type: none"> <li>• 2/3 Implementation of Class Size Reduction target</li> <li>• 2/3 Implementation of 300:1 student to counselor ratio.</li> </ul>		





## San Pedro High School

### Appendix D: SLC Plans

#### *San Pedro High School Business Academy* **SLC Plan: 8 Success Benchmarks**

**Vision Statement:** The Business Academy will pursue an accessible and comprehensive A-G course of study that provides the student with the skills needed to be successful in high school, college and the workplace. The focus of our Academy is the education of students in decision-making, productive habits, and ethical practices as they relate to finances, business, technology, and economic empowerment.

#### **Underlying Strategies and Plan of Action**

- Students engage in personal and practical strategies of success such as time management, self-discipline, work habits and study skills, and ethical behavior. Participants are exposed to leadership, social, financial, and organizational skills through guest speaker presentations and personal interactions with managers, entrepreneurs, and other community professionals.
- Students have the opportunity to explore roles such as case analyst, financial adviser and various other individual and group responsibilities. They will do this by taking ownership of their academic successes and making the connection to the real world through video mock interviews, tutorials and community interactions.
- Students are supported by all stakeholders, including parents, teachers, the students themselves, and community partners.

Upon graduation, students will have demonstrated the ability to:

- Provide proof of progress toward their career goals in their electronic portfolio.
- Complete the Culminating Project that consecutively builds on learned skills.
- Positively market themselves by demonstrating effective communication skills in their business cards and Podcast.
- Incorporate technology in resumes and other presentation/planning skills.
- Effectively manage time and personal responsibilities by meeting deadlines and achieving benchmarks.
- Access online databases and local experts among other business resources through research, collaboration and networking.

#### **1. Vision Benchmarks**

- We envision the focus of our Academy to be the educating of students in making practical business decisions, and using productive habits and ethical practices. The vision was created by a collaboration of all stakeholders within the Academy during Professional Development time. Edits and revisions were processed with teachers and staff through an open publication of all six house visions.
- Monitoring the vision will be maintained through future professional development sessions.
- Details of the Vision's goals and objectives will be analyzed regularly and revised as needed for relevance, realistic completion, and

## **San Pedro High School**

availability of school and community resources. Such vision monitoring will require regular collaboration and planning with SLC stakeholders.

- The goal of all SLC teachers at San Pedro High School is to adhere to state standards and WASC processes, and comply with district initiatives. This is a parallel and overlapping process that is being analyzed on a regular basis through professional developments, student interventions, guidance programs, and after-school community involvement and opportunities.
- The SLC team has been driven by the overall San Pedro High School / WASC vision and all decisions (budget, student conduct, facilities, master schedule, student programming, student behavior, community-based safety) are based on adherence to this vision. Since particular House visions are in line with the overall school vision, budgets are relatively in line with particular visions.
- Allocation of the budget, since the implementation of the 5-year grant, has been determined by various leadership groups, depending on the issue and time frame. These groups have included the SLC Leadership Team, SLC Design Team, School Site Council, SLC Academy Leaders, an administrator, the SLC coordinator, the School Site Council, or a full-faculty vote. All finance books are open to stakeholders, and leaders are regularly informed of costs and distributions. Budget decisions are guided by the vision.
- Partnerships have been ongoing for many years. Parents are included through regular Boosters meetings, academic information meetings, and individual academic counseling. Employers are included through work experience classes and post-secondary institutions are regularly linked through the college center. School-wide outreach to businesses for invitations to partner along SLC themes began in February 2007.

### **2. Identity Benchmarks**

- The unique academy identity for each House was created by surveying staff and students. Parents and community members will collaborate with staff and students regarding how to focus instruction across the Academy toward academic improvement and inclusion of the identity into effective teaching strategies. (See Benchmarks #4 and #7.)
- Our Academy will create a 'Direction Wall,' updated each semester for students to pin their business cards to articulate their interests and focus in their education. Students will create their own personal logo for the business cards to visualize their personal life mission with a business direction. As a model, we will prominently display our Academy Motto as an inspiration towards our thematic education. We will utilize student contests to develop our Business Anthem and support personalization and Academy unity, student choice and input.
- All of San Pedro High School is equitably divided into 6 groups of approximately 500 students each, plus 2 Magnets with a total of about 450 students. Incoming 9<sup>th</sup> graders will provide their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choice Academy selection to counselors, who will equitably divide these students while still respecting their top 3 choices. The Academy selection from the student determines which counselor s/he will have over the remaining 4 years. It was the decision of the administration and governing SLC bodies to keep all elective classes open to the entire school; therefore, these courses will not be specific to only one SLC. New courses that meet district and college requirements may be created in order to meet the interests of the students in a specific House, and would be open for enrollment by students in any House.



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- Rigorous, standards-based curriculum, instruction, and assessment will continue to be a priority for all of San Pedro High School. With WASC as the driving guide toward meeting these standards, SLC teams will collaborate with Departments to keep content and instruction a priority while integrating thematic curriculum and project options. (Detailed in Benchmark #8)
- The comprehension and articulation of the Academy vision will occur through personalization and project-based learning assemblies geared towards culminating projects. Resources will be recommended to students along the lines of ethics and best business practices.<sup>1</sup>
- Students will demonstrate comprehension of the vision by completing a business-related project. People must make choices. Choices have both benefits and costs, and risks must be evaluated before acting. The following Benchmarks outline how students will be applying these visions and articulate the specific learning activities and skills practiced. Parents and community partners will be educated toward these tasks by attending monthly scheduled informational and collaboratively-focused meetings (See Benchmark #7 for a description of meetings).
- Since San Pedro will experienced wall-to-wall Houses for the first time in the Fall 2007, it became a priority of the APSCS to develop the Master Schedule so that students remain with core teachers within their House. Core courses for the 2007-08 school year included English, Health / Life Skills, and first-semesters Algebra I for 9<sup>th</sup> graders, English and World History for 10<sup>th</sup> graders, and English and U.S. History for 11<sup>th</sup> grade. 9<sup>th</sup> and 10<sup>th</sup> grade Physical Education courses and Inter-Coordinated Science courses will serve groupings of 2 Houses as best as possible. All Math courses (except first-semester Algebra I for in-coming 9<sup>th</sup>) and other courses that are not plentiful enough to service each House or grouping of 2 Houses will remain open to students of every House as a Passport course. If students cannot enroll in a course within their own House, then the next priority is to enroll him/her in the House that is paired with their own. The purpose of this pairing of Houses (3 groups of 2 Houses each) is to keep elective passport courses as closely grouped as possible.

### 3. Equity and Access Benchmarks

Academy activities that address students of all cultures and diversities include assemblies that address cultural dance and cultural history; pep rallies provided for all athletic teams; Club Booth Day Fairs that highlight student talents, interests, and cultures; and Community and Career Outreach Fairs that provide student connections to real-world opportunities.

Specifically, these activities may include opportunities for membership in organizations such as the Hispanic Chamber of Commerce<sup>2</sup>, contributing articles to Hispanic Business Magazine<sup>3</sup>, Black Enterprise Magazine<sup>4</sup>, Akwesasne Notes (a Native American Publication), and involvement in business Case Studies to target appropriate market segments.

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1 Business Ethics: A Manual for Managing a Responsible Business Enterprise in Emerging Market Economies. (Available online as a free download.)

[http://www.trade.gov/goodgovernance/business\\_ethics/manual.asp](http://www.trade.gov/goodgovernance/business_ethics/manual.asp)

2 [www.usbcc.com/](http://www.usbcc.com/)

3 [www.hispanicbusiness.com](http://www.hispanicbusiness.com)

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Students are admitted into an SLC House by providing them a SLC brochure upon admission that asks for a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choice preference for SLC. Students will then be granted one of their top 3 choices based on equitable distribution according to ethnicity and gender. Students will also be assigned a counselor according to their House choice.

As a comprehensive accredited high school, San Pedro offers all A-G course requirements,<sup>5</sup> including Honors, Advancement Placement, and a variety of elective courses that will be available to all students, regardless of which House they belong to. New course requests specific to a House theme may be considered in the future based on State Standards alignment, schedule flexibility, and student need.

As a comprehensive accredited high school, San Pedro will offer all A-G course requirements, including Honors, Advanced Placement, and a variety of elective courses that will be available to all students, regardless of which House they belong to.

Proposals from 'Architects for Achievement' regarding contiguous space is presently being analyzed. Based upon recommendations by Central LAUSD SLC Facilities division, San Pedro High SLC House representatives, Administrators, support staff, parents and SPHS students have participated in school visitations and planning discussions. The purpose of these visitations and discussions is to determine how facility space will be organized and enhanced for SLC purposes.

Meanwhile, the contiguous space focus will be on how the 6 selected Lead Teachers, who will have one period off per day in addition to their conference period, will work in close proximity to the House Administrator and House Counselor. The leadership team will need to be available to the Lead Teacher, understanding that the one period off will require access to the Leadership Team.

San Pedro High teachers underwent a process of equitable distribution of qualified staff among 6 SLC'S through each department according to seniority and course need within each SLC. This process was facilitated by Department Chairs. Elective passport teachers are assigned to specific SLC Houses for the purpose of planning; however, their course offering will be available for any student on campus to access.

### 4. Personalization Benchmarks

San Pedro High School will facilitate academic instruction that connects to real-world experience through partnerships with community businesses and agencies that include guest presentations, field trips, job shadowing, project learning, internships, and community service hours. Students will apply the knowledge gained through academic courses to real-world experiences (See Benchmark #7). Such connections and culminating activities enhance student interests and experiences, and will motivate them to attain a future career.

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<sup>4</sup> [www.blackenterprise.com](http://www.blackenterprise.com)

<sup>5</sup> A-G Coursework Defined: [http://www.universityofcalifornia.edu/admissions/undergrad\\_adm/paths\\_to\\_adm/freshman/subject\\_reqs.html](http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/freshman/subject_reqs.html)

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Classroom strategies that represent the diversity of learners include culturally relevant materials; homogeneous grouping, AVID strategies of note-taking (see sample Cornell Notes<sup>6</sup>), Socratic Seminars, Academy agreement on agenda use, parent and student contact by use of a form like Jotta-Call Telephone Message Book, individual pacing plans, Student Information Sheet and Parent Contact scaffolding, deductive reasoning, literary analysis, kinesthetic movement and object manipulation, auditory processing, and self-reflection. We will incorporate graphic organizers that can be used cross-curricular. The AVID program coordinator has also provided AVID strategy training during Professional Development of curriculum to core curriculum teachers. Teachers are also attending workshops to better incorporate AVID methodologies across content areas within the SLC.

One classroom strategy example is the development of a Podcast focused our field trips to Junior Achievement Finance Park.<sup>7</sup> Videos of job interviews and mock interviews and peer tutorials on business topics will be incorporated within the curriculum and uploaded to the Internet. Videos of job interviews and mock interviews and peer tutorials on business topics will be incorporated within the curriculum and uploaded to the Internet. We will train using Token Economies as rewards and develop classroom management techniques that encourage team effort among students.

Teachers have been or are scheduled to be trained in District-mandated directives that address diverse learning needs. Utilization of the team teaching model will assist teachers in supporting students with learning disabilities. English Learner certifications (CLAD, BCLAD, AB2913) address culturally relevant and linguistically appropriate strategies. San Pedro employs a Special Education coordinator and English Learner coordinator to oversee such requirements and address the needs and accountability of all types of learners. The evaluation of effective strategies by both SLC's and Departments will include analyzing disaggregated data from CST tests, suspension rates, attendance rates, promotion rates, course failure rates, and use of the Balanced Scorecard. Strategies will be modified as needed based upon data and student and parent evaluations.

Strategies that focus on grade level and post-secondary transitions include counselor guidance and instruction that is reiterated through students' accountability to classroom teachers, peer mentoring, and instructional assemblies. Counselors meet annually with grade level classes and individually with their "counselees" to inform and remind students of requirements for promotion and completion of culminating activities. Teachers support these requirements by reiterating their validity and value as they apply to specific coursework and by incorporating Academy agreed strategies and graphic organizers. Since all SLC House will contain equitable distributions of 9<sup>th</sup> through 12<sup>th</sup>

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6 Cornell Note Taking System (PDF Document)

[http://lsc.sas.cornell.edu/Sidebars/Study\\_Skills\\_Resources/cornellsystem.pdf](http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/cornellsystem.pdf)

7 Junior Achievement Finance Park Field Trips Podcast

[http://sanpedrohs.org/apps/podcasts/show\\_channel.jsp?pcOwnerREC\\_ID=u34978&rn=3539308](http://sanpedrohs.org/apps/podcasts/show_channel.jsp?pcOwnerREC_ID=u34978&rn=3539308)

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grades, upper grade level students within each House will act as Peer Mentors to lower grade level students through class discussions and role modeling. 9<sup>th</sup> graders will specifically be targeted for mentoring by members of the Peer Counseling Class, and LetUP programs.<sup>8</sup>

The SLC services approximately 500 students who will be known personally by approximately ten core academic teachers within the SLC, and who will be taught by designated core teachers over the entire 4 year period. Passport teachers, who regularly service students from all Houses, will make connections with their students through ice-breaker activities that make reference to House goals. Students will also have the same counselor over the 4 year period, which allows for consistency of guidance. Academic and college counselors work with students to formulate a 4-year plan and post-secondary goals. Counselors will also visit classrooms to instruct students on A-G requirements. Through English teachers, students complete portfolios and culminating activities that are required for graduation. Role models will include teachers, counselors, and out-of-class personnel, as well as community agency adults who connect with students through after-school programs, weekly Impact student support groups, and monthly Community Leadership Connection meeting.

Academic and behavioral interventions are regularly provided by teachers, counselors, Lead Teachers, School Psychologist, Nurse, Diploma Project Adviser, Title I Coordinator, CAHSEE Intervention Coordinator, AVID and volunteer Tutors, Impact Coordinator, and community agency providers.

School-wide academic interventions include a 'Diploma Project Adviser' who is employed full-time to intervene with 9<sup>th</sup> graders students who are failing courses; a CAHSEE after-school prep class for 10<sup>th</sup> and 11<sup>th</sup> grade students who have either failed CAHSEE or want to insure success; a CAHSEE 'Boot Camp' for Seniors who still need to pass the test; a Summer Bridge program for in-coming 9<sup>th</sup> graders whose English and Math grades and test scores are far below basic; on-going after-school tutoring by AVID students and volunteer teachers; and a new after-school intervention program provided through Beyond the Bell.

School-wide Behavioral interventions include the Impact Drug Education and crisis support groups; the LetUP Violence Prevention program; individual behavior plans included in IEPs; peer counseling; student-led classroom discussions on behavior and choices; conflict mediation by Deans and Counselors to prevent fights; collaborative START to address students in need; and counseling and referral services provided by Counselors, the school Psychologist, and the Pupil Services and Attendance Counselor.

House-specific interventions include having Lead Teachers provide classroom assistance through student workshops on organization and study skills; computer-based tutorials in math including Carnegie Cognitive Tutor; the use of Token Economies as a classroom management strategy; referrals to Peer Counseling; involvement in semester projects and community service hours.

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8 SPS LetUP [http://www.sanpedrohs.org/apps/podcasts/show\\_channel.jsp?pcOwnerREC\\_ID=&rn=6097901](http://www.sanpedrohs.org/apps/podcasts/show_channel.jsp?pcOwnerREC_ID=&rn=6097901)

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Monthly outreach activities by teachers, community members, and parents will focus on school and community resources. Parents will be invited to monthly Student Led Conferences and parent led Local Expertise Presentations, and Family Finance Seminars by personal contact, direct phone calls, and Internet communication. Students will be introduced to community agency and business services through guest lectures, distribution of brochures, field trips, and job/internship opportunities to encourage connection with after-school resources.

These agencies are listed in Benchmark #7. Beyond the Bell and Title I also supports each SLC through after-school activities and interventions such as hours toward their culminating project. Fun activities such as Business Movie Shows will incorporate fund raising with classic business films such as Citizen Kane, Fountainhead, Death of a Salesman, etc. to provide educational interest and incorporation of business ideas within entertainment.

### 5. Standards-Based Benchmarks

As a comprehensive accredited high school, San Pedro offers all A-G course requirements, including Honors, Advanced Placement, and a variety of elective courses that will be available to all students, regardless of which House they belong to. WASC, ESL's, and SLC Benchmarks are aligned to address student needs. Content standards are regularly addressed through department trainings.

Instruction and learning that specifically supports the SLC theme of business-like decision making and productive habits. Cross-curricular strategies, project-based learning, and course-specific content learning will be applied in English and technical writing, in math by budget constraint equations (as demonstrated in the Finance Park video documentaries<sup>9</sup>), in science and physical education and by caloric energy, and in social science and economics by the analysis of market mechanism of supply and demand.

Multiple forms of assessment to meet standards includes standardized tests, individual and group work, oral presentations, unit tests, essays, project based learning, benchmark assignments, regular classwork, and home work. Students receive at least two grades per week in each course from content standard-aligned assessments such as homework completion, classwork completion, class participation, completion of agendas and notebooks, daily readiness with materials and required uniforms (P.E. And ROTC), and tests. At the culmination of units students should create PowerPoint presentations, case studies, and demonstrate that they are building their electronic portfolio.<sup>10</sup>

Teachers of core academic subjects from both the high school and middle school meet yearly to articulate instruction so that all standards are covered in a distributive and equitable form across all grade levels and subject matter in order to prepare students for their post-secondary education and business careers: accountants, managers, supervisors, financial analysts, stock brokers, economists, marketing consultants, etc.

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9 Budget Constraint Equations and the Finance Park Video Documentaries:  
[http://sanpedrohs.org/apps/podcasts/show\\_channel.jsp?pcOwnerREC\\_ID=u34978&rn=3539308](http://sanpedrohs.org/apps/podcasts/show_channel.jsp?pcOwnerREC_ID=u34978&rn=3539308)

10 Maintenance of electronic portfolios shall be the responsibility of the student. Students may store samples of their work on USB-compatible media (e.g., flash drives, removable drives). These are available for as little as \$5 apiece at local office supply stores.

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Source documents included in electronic portfolio are applications, letters of recommendations, testimonials, etc. Professional development workshops that address this need will be taken concurrently with middle and high school staff. The College and Career Center office staff provides regular visits by college representatives who personally guide students through information and through an e-mail database that is collected with the incoming survey of parents. Career opportunities are posted regularly and supplemented by guest lectures and talks by local experts. Career Adviser assists students with work permit forms, interview processes, and academic courses that support their specific career interests.

Learning is supported by instructional technology through various forms. One computer is available in every classroom, portable full-class sets of laptops are available upon request, the Library and College Center has a combined total of 15 computers that are available throughout the day, and 3 classrooms are fully equipped with computers for course instruction.

A proposal to School Site Council (SSC) in regards to one-time-per-student block grant funding includes a recommendation to purchase additional technical equipment such as updated printers and LCD projectors to provide continued support and enhanced visual and hands-on learning. Examples of software students will likely use toward their culminating project within their core classes include: Excel, PowerPoint, Word, Quicken and other supportive software. With the advent of open source software that runs on the major operating systems, students can also utilize full-featured office software alternatives for free.<sup>11</sup>

Analysis of student work takes place at least twice yearly through English and Science Performance Assessments, and regularly in Art, Music and Theater. Student work is currently reviewed through Department and Benchmark Assessment meetings. Review of student work will become a SLC Academy priority when scheduling allows for common planning time for SLCs. As of April 2007, the faculty voted not to experiment with a Block Schedule which would allow common planning time; therefore, alternative methods of attaining additional planning time will be evaluated.

During our curricular meetings, we will use the case study method to analyze student work and to make interdisciplinary connections toward culminating projects. Once monthly, those curricular meetings will be led by teachers to provide accountability and leadership to show application of Business Academy philosophy into daily classroom activities.

## **6. Accountability & Leadership Benchmarks**

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<sup>11</sup> Sun Microsystems offers Open Office, a full-featured office suite that may be downloaded for free:  
[www.OpenOffice.org](http://www.OpenOffice.org)

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The leadership plan for each SLC includes a core team of one administrator, one Lead Teacher, and one counselor. The SLC has the full support of administrators who are each assigned to one House, and who have fully participated in SLC Professional Developments to assist with the planning of each SLC.

The full-time SLC coordinator is responsible for disseminating ideas, completing reports, and facilitating school-wide SLC processes and meetings among and between the House teams. The need for this coordinator position will be evaluated annually over the length of the grant, with a tapering off of allotted time so that San Pedro High SLCs become self-sustaining. By the end of the 5-year grant period, a change-agent/coordinator will not be required and each administrator will take full charge of each SLC Academy.

The SLC Design Team and Lead Teachers meet frequently with the SLC Coordinator and at least every other week with the core team to collaborate for the success of the SLC. This includes planning and facilitation of Professional Developments, Student and Staff Surveys, Student Activities, and Intervention and Prevention Plans.

External support of the SLC includes attendance to district and sanctioned High School Reform conferences and attendance to SLC model schools and workshops. District staff has been readily available for questions and Professional Development processing.

The SLC coordinator and core leadership team will communicate regularly through school e-mails, mailboxes, personal conferences, and subscription to a House Internet discussion group. Each team member maintains an open-door policy of collegiality and collaboration by demonstrating active participation in meetings. Administrators meet together periodically as needed to plan and communicate the school-wide vision and needs, and common conference periods of Lead Teachers assist the collaborative planning process.

Many internal surveys have been provided to both teachers and students to assess understanding, readiness, and willingness regarding implementation of SLC concepts. Surveys within each SLC include Culminating Project Reviews, which are used to direct students towards their culminating task. External evaluations and surveys have also been conducted by federal “West Ed” evaluators and by district “Public Works” evaluators. Results of surveys and evaluations are reviewed to determine progressive steps toward student personalization and academic success goals.

Bulletin 1600 plans have been discussed by the SLC Academy team through Professional Development sessions so that everyone has opportunities for input. Plans will continue to be modified and adapted as the team deems necessary and as time allows for more thorough development of ideas. Common planning time will greatly assist with this ongoing development of shared decision-making. SLC teams will work collaboratively with Department Chairs so that both academic content, and personalization and strategies across content areas, will be equitably addressed.

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The evaluation of the SLC will consist of analyzing disaggregated data from CST tests, suspension rates, attendance rates, promotion rates, and course failure rates to evaluate effective strategies across content areas. Content-specific teaching and evaluation will continue to be processed through academic departments, and professional development.

District and federal evaluators have been involved in evaluating the effectiveness of SLCs since Spring 2006. This evaluation has included parent input, including the use of parent access to roll book through ISIS. As detailed decisions are made as to how partners and parents will specifically support the SLC, then evaluations of their specific involvement will be processed through the SLC for the purpose of ongoing student achievement. Students have been and will continue to be surveyed for their evaluative perspective of SLC success.

Annual parent meetings are held to provide information on state and district mandated discipline and academic requirements. Teachers are informed of prior years' progress to determine progressive academic achievement steps. School Based Management holds annual Open Community Meetings to invite overall school input, and Discipline committee meetings that are open to students and parents to evaluate rules and procedures that govern student behavior.

### **7. Collaboration, Parent & Community Engagement Benchmarks**

School-wide partnerships with the Parent Boosters organizations have long been established for the purpose of financial, volunteer and scholarship support. The Boys and Girls Club provides after-school tutoring and guidance for homework, post-secondary admissions, and job applications. Toberman Neighborhood Center Joint Efforts, and Family Resource Center provide individual and family counseling.

Recently, in December of 2009, San Pedro High School was honored to be recognized by both the ***Junior Achievement of Southern California, Inc.*** ([www.jasocal.org](http://www.jasocal.org)) for exemplary performance in multiple field trips of all grade levels to JA Finance Park. Special commendations have been attributed by the President and Executive Vice President of Junior Achievement of Southern California to San Pedro High School in video documentaries and in writing, respectively.

Additional opportunities for partnering with local businesses have stemmed from this, as San Pedro High School has made important contacts with Operation Hope, The Academic Advantage and Work Source. Each of these organizations is available to service the San Pedro area.

*Other Current and Prospective SLC / Community Partnerships include:*

- Office of City Councilwoman Janice Hahn
- San Pedro Democratic Club
- Local Neighborhood Councils
- YWCA Youth and Government Program



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- Washington Mutual Bank for internships, such as HIC
- SBA Offices and Downtown Business Association for mentoring
- Chamber of Commerce, Junior Chamber (JayCee), and Gaffey Business Watch Committee to provide lectures and guest speakers
- ReMax Real Estate for job shadowing
- Harry Bridges Institute and San Pedro Port Authority for field trips

The expertise of Community Partners is important in the development of projects and culminating activities. This scaffolding of the House theme will be crucial for the establishment of a unique and cohesive identity. The Lead Teacher, SLC Administrators, and the SLC Coordinator will be primarily responsible for creating and maintaining communication between the House and Community Partners.

Parents are included in the development of SLC planning and activities through regular school mailers, the SPHS website ([www.sanpedrohs.org](http://www.sanpedrohs.org)), and phone master calls. Each student will also be required to take home a survey to connect interested parents and local businesses to an e-mail contact list.

The Parent Center and Lady and Pirate Boosters organizations will act as conduits for communication to parents to include them in school activities and SLC meetings for the purpose of decision-making processes. Elected parent representatives of School Based Management (SBM), Compensatory Education Advisory Council (CEAC), and School Site Council (SSC) meet, discuss and vote on school-wide policies and actions.

The Academy will hold open, invitational ***“Family Finances Night”*** organized by parents in which Local Expertise Presentations would be created to help community members through education. As referenced earlier, we have made a key contact in Operation Hope, and they would gladly participate with us in this area. The Academy will sponsor Student Led Conferences and Presentations toward education on practical community issues, to be determined by student interest and community need.

Our SLC Flier provides information for student placement in an SLC. The flier provides descriptions of each Academy, along with instructions for choices and personal student interests, is provided at all Parent Orientation meetings and to all in-coming 9<sup>th</sup> graders during counselor visits to the middle school. The SLC Academy choice will determine which Counselor the student receives. Students will be guaranteed one of their top 3 House choices.

During 2005-06, the elected SLC Leadership Team met during after-school hours, made key decisions that affected how the SLCs would be initially set up, and published minutes of these meetings.

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During 2006-07, the Design Team, Lead Teachers, Administrators, and SLC Coordinator met in lieu of the 2005-06 Committee to plan facilitation of 7 to 14 Professional Developments and 4 common Planning Time meetings so that all staff, rather than a representative committee, could provide input in the SLC process.

Agendas of the PD meetings were published regularly, as well as results of the PD decision-making process. Agendas of the PD meetings were published regularly, as well as results of the PD decision-making process.

During the 2007-08 school year, and for the remainder of the grant (June 2010), the elected SLC Leadership Team of 2005-06 is as needed to make recommendations and decisions of the Leadership Team. It is the goal of all councils (SSC, SBM, CEAC); teams (SLC Leadership, Departments, SLC Design, Lead Teachers, Counselors); Coordinators; Administrators; Parents, and Community members to work collaboratively together toward overall school achievement.

### **8. Professional Development Benchmarks**

For 2006-07, half of Professional Development sessions were committed to SLC planning, along with 4 meetings held during school time. Additional training that enhances the collaborative decision-making process occurs throughout the year. Lead Teachers, Design Team members, Administrators, Parents, Students, and Community members all attend designated SLC Conferences, SLC Model Schools, and corresponding trainings such as AVID methodologies.

Bulletin 1600 plans have been collectively and collaboratively discussed by all SLC staff through Professional Development sessions so that everyone has opportunities for input. Plans will continue to be modified and adapted as the House staff and leadership team deems necessary and as time allows for more thorough development of ideas.

Classified and Teacher Aide staff regularly attend meetings. Other stakeholders, including parents, students, and community agency members are formally invited for specific strategies, and meetings are regularly open to interested persons on a regular basis.

All Professional Developments are aligned to guidelines as provided by State Content Standards, Title I Program Improvement goals, WASC Accreditation criteria, and SLC Benchmarks. The allocation and content of Professional Developments are to be approved by the elected School Based Management (SBM) Council. Assessment results such as project-based learning, standardized tests, and benchmark assignments are reviewed to analyze student understanding and to make adjustments to teaching styles to improve learning.

Our four monthly meetings that are available by a change in schedule will be separated into two House meetings to discuss general issues and two curriculum-focused meetings, which would include teacher-demonstrated lesson plans. In general, the lead teacher will try to schedule the topic and presenters of these meetings at least one month in advance.

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Personalization methodologies taught during PD include “Brain-Compatible” learning and the research and analysis of advisory curriculum to meet student needs. Training by Counselors will help teachers understand the 4-year plan requirements so that teachers can enhance student understanding and empower them toward taking ownership of their education. These trainings will include computer training, strategic management retreats, multicultural and cognitive differentiation of instructional methodology for projects.

Tests and disaggregated data are analyzed when made available to determine which populations are not achieving at expected levels. Professional Developments are geared to interpret the data and modify teaching strategies and actions to address student needs.

### **Communication House – SLC Plan Extract**

**Vision:** The Communication House will pursue an accessible and comprehensive A-G course of study that uses various modes of communication that foster verbal sharing, enhanced listening, and the utilization of evolving technological skills to become better learners, informed citizens, and responsible contributors in a multicultural, technologically advanced society.

#### **Vision Benchmarks:**

- The vision was created by a collaboration of all stakeholders within the House during professional development (PD). Monitoring of the vision will be maintained through future PD sessions. Details of the goals and objectives will be analyzed regularly and revised as needed.
- Partnerships have been ongoing for many years. Parents are included through regular Boosters meetings, academic information meetings, and individual academic counseling. School-wide outreach to businesses for invitations to partner along SLC themes began in February, 2007.

#### **Identity Benchmarks:**

- The unique academic identity for Communications House was created by surveying staff and students. Incoming 9<sup>th</sup> graders will provide their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choice SLC selection to counselors who will equitably divide students respecting their top 3 choices. All electives are open to the entire student body. Students will comprehend and articulate the House vision through personalization and project-based learning.
- Students will focus on gaining skills in the areas of written, verbal, and technological communication. Learning strategies that address written communication styles include the ability to recognize and write in the areas of persuasion, exposition, literary analysis, and creative expression. Verbal strategies will include the facilitation of improved interpersonal communication, encouraging academic inquiry and developing public speaking skills. Technological strategies include the utilization of Internet resources, compiling an electronic portfolio, and the ability to design and publish visual projects.

## **San Pedro High School**

### **Standards-Based Curriculum Benchmarks:**

- Students participate in A-G course offerings including advanced placement and a variety of elective offerings. Curriculum is aligned with WASC ESLR's to address various student needs. Instruction and learning will include cross-curricular strategies, project-based and collaborative learning, and connections with real-world experience.
- All House teachers utilize AVID research-based strategies that follow a WICR model (writing, inquiry, collaboration and reading). They employ weekly reflective learning logs, require daily agendas, the ability to take Cornell notes and facilitate student skill in recognizing the vocabulary of Blooms and Costa's levels of thinking and questioning to more readily formulate rigorous interaction with subject matter.
- Teachers participate in UCLA lesson design training to develop lessons employing a variety of learning strategies to engage the students. Both formative and summative assessments are included in lesson design. Teachers engage in differentiated instruction and utilize collaborative groups and reciprocal learning. Rigorous standards based curriculum, instruction, and assessment continues to be a priority for all San Pedro High School. SLC House teachers will meet regularly to discuss student work. Students will be encouraged to develop an electronic portfolio to encompass their body of work through each successive grade level.

### **Accountability and Leadership Benchmarks:**

- The leadership team includes a core group of one administrator, one counselor, and one lead teacher. The teams meet frequently and plan collaboratively. The lead teacher is also a member of the school-wide Academic Curriculum Council that guides academic decisions for the school. Communication House members meet during professional development time or after-school to make decisions, discuss students, curriculum, projects and real-world connections. All minutes and important messages are regularly emailed to house members.

### **Equity and Access Benchmarks:**

- Students are exposed to SLC choices when they are in the 8<sup>th</sup> grade. Teams visit the school with presentations and brochures delineating the SLC options. Students are given fliers that indicate a 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> choice. Students are granted one of their top three choices based on an equitable distribution of ethnicity and gender. Staff is also equitably distributed across each SLC.
- Project based learning is forecasted for the future and new courses may be developed specific to the theme of Communication. House activities that address students of all cultures and diversities include pep rallies that highlight student achievement, assemblies and field trips to provide student connection with real-world experiences. All students follow a comprehensive A-G course sequence and have access to AP classes, sports, clubs and other extra-curricular experiences.

### **Personalization Benchmarks:**

## **San Pedro High School**

- The House will be located in contiguous space and is in the process of developing a logo and branding. Staff is encouraged to wear a blue Communication polo shirt every Thursday. Students participate in House-themed assemblies and field trips. A pep rally for student achievement is held in the spring and students who pass the CAHSEE are given certificates recognizing varying levels of competency from passing to advanced proficiency. The counselor and lead teacher visit classrooms to recognize and highlight student success.
- A pyramid of intervention is planned to further enhance student success. The initial step is engagement in each classroom through the use of various instructional strategies and techniques to address differentiation. The second step is for identified at-risk students to be mentored by House staff. These students will receive more intensive interaction with teachers and counselor to further enhance success. The third tier of the intervention pyramid will be for highest-risk students who have not successfully benefited from prior interventions. Those students will be referred to the COST committee for further intervention.

### **Collaboration, Parent & Community Engagement Benchmarks:**

- Parent partnerships currently exist with Pirate Boosters organizations for volunteer and financial support. The Documentary Rocks film class engages in support with the International Documentary Association. Additional partnerships will be sought with local newspapers, cable TV businesses and nearby colleges. Collaboration will be achieved as teachers are in contiguous space and have common planning time to further promote personalization and thematic curricular paths. Parents have access to Internet correspondence and SLC brochures.

### **Professional Development Benchmarks:**

- All Bulletin 1600 plans have been collaboratively discussed by all SLC staff through PD sessions. Sessions are aligned to state guidelines, the Single School Plan for Student Achievement, WASC criteria, and SLC Benchmarks.
- Lead Teacher and Counselors attend periodic SLC conferences and visit other schools for modeling/mentoring. All teachers will be trained with UCLA lesson design and teaching strategies. Ongoing collaboration and planning for teachers and staff occur during professional development time Tuesday mornings.

## ***HOUSE OF CREATIVE EXPRESSION*** ***SLC Plan Extract***

***Vision Statement:*** The House of Creative Expression (CE) will pursue an accessible and comprehensive course of study that provides every student exposure to the leadership, social, and technical skills necessary to achieve success in the field of the visual, performing, and technical arts. Students will explore the arts industry sector through hands-on experiences, guest speakers, and personal interactions with professionals in the community.

### ***Identity Benchmarks:***

## **San Pedro High School**

- Creative Expressions was one of six top choices of a staff and student survey. Students choose from electives courses that address the theme of Creativity: Photography, Animation, Graphic Design, Drama, Band, Jazz Ensemble, Dance Choreography, Stage Design, etc.
- A highly visible Bulletin Board for teachers and students to comprehend and articulate the House Vision and will highlight achievements and display creative works.
- The House vision and activities are posted on the schools website.
- Parents and community partners attend regularly scheduled information and collaboratively-focused meetings through Parent Orientations, Back-to-School Night, Open House, Parent-Teacher Conferences, and specific Professional Developments targeted toward parent/community outreach to inform and make decisions based on district mandates, student progress, and evaluation of practices.

### ***Equity and Access Benchmarks:***

- Activities addressing students of all cultures and diversities include cultural dance and cultural history assemblies, pep rallies for athletic teams, participation in Club Booth Day Fairs, and Community/Career Outreach Fairs.
- Incoming students are provided with the House brochure and asked to make 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices. Students are granted one of their top 3 choices based on equitable distribution according to ethnicity and gender. Students are also assigned a counselor according to their House choice.
- All courses are available to all students, regardless of their House.
- Contiguous space for each House will begin during the 2009-2010 school year.
- Equitable distribution of qualified staff according to seniority and course need within each House was facilitated by department chairs.

### ***Personalization Benchmarks:***

- Teachers engage in ongoing training in District-mandated directives that focus on visual, written, performing, and technical creativity to facilitate confidence and practical applications to real world situations.
- CE House and departments evaluate effective strategies by analyzing student data in all aspects of school life, and are modified based upon data analysis and other factors.
- The House counselor articulates with feeder schools to program incoming 9<sup>th</sup> graders.
- Grade level and post-secondary transitions include guidance from the CE counselor, peer mentoring and instructional assemblies geared to senior responsibilities.
- All students are personally known by approximately ten CE core academic teachers. Teachers and staff act as role models and community agency adults connect with students through after-school programs.
- A monthly House publication highlights student achievements, creative works and students in the news.
- Academic and behavioral interventions are regularly provided by House teachers and school-wide personnel, with various programs designed to intervene with students

## **San Pedro High School**

- Referral services are provided by the school psychologist, PSW counselor and DPA counselor. AVID intervention is mandated for students at risk.
- Monthly outreach activities focus on school and community resources, and parents are invited via personal contact, direct phone calls, and internet communication.
- Guest lectures, brochures, field trips, and job/internship opportunities encourage student connections.
- Teachers use classroom strategies that represent the diversity of learners

### ***Standards-Based Benchmarks:***

- A-G course requirements, Honors, Advanced Placement, and a variety of elective courses are available to all students, regardless of the House to which they belong.
- Rigorous standards-based curriculum, instruction, and assessment continue to be a priority.
- Instruction and learning that specifically supports the SLC theme of Creativity include project-based learning, arts contests in photography, ceramics, computer graphics, painting, and drawing.
- Multiple weekly forms of assessment to meet standards include individual and group work, oral presentations of acquired knowledge, written end-of-unit tests, standardized tests, benchmark assessments, class work, and homework.
- Learning is supported by instructional technology through various forms. At least one computer is available in every classroom, portable full-class sets of laptops are available upon request,
- Analysis of student work takes place a minimum of twice yearly through Performance Assessments.

### ***Accountability & Leadership Benchmarks:***

- The leadership plan for each SLC includes a team of one administrator, one lead teacher and one counselor. The CE House has the full support of its assigned administrator.
- The SLC Design Team, Lead Teacher and SLC Coordinator meet regularly to collaborate for the success of the SLC.
- External support of the SLC includes attendance to district conferences and SLC model schools.
- The SLC coordinator and leadership team communicate regularly through meetings, emails, and personal conferences.
- Teachers and students have completed internal surveys to assess understanding, readiness, and willingness to implement SLC concepts.

### ***Collaboration, Parent & Community Engagement Benchmarks:***

- School-wide partnerships with Parent Boosters organizations for the purpose of financial, volunteer, and scholarship support.
- SLC-Community partnerships include access and interface with business resources.
- Parents are included in the development of SLC planning and activities through regular school mailers, the SPHS website and Connect Ed master calls.

## **San Pedro High School**

- The Parent Center and Lady and Pirate Boosters act as conduits for communication to parents.

### ***Professional Development (PD) Benchmarks:***

- PD sessions are regularly committed to SLC planning and analysis of test and disaggregated data, and training on the collaborative decision-making process occurs throughout the year.
- PD sessions are focused on interpreting the data and modifying teaching strategies and delivery of instruction to address student needs
- All Bulletin 1600 plans have been discussed by the entire House during PD sessions.
- PD sessions are aligned to guidelines as provided by state content standards, the SPSA action plan, WASC criteria and SLC benchmarks.
- Allocation of the content of PDs are approved by the elected School Based Management Council.
- Personalized methodologies taught during PD include brain compatible learning and the research and analysis of advisory curriculum to meet student needs.

## **Global/Environmental SLC Plans**

### **VISION/MISSION:**

The Global/Environmental Small Learning Community will encourage students to become positive, active participants in their school and community. Upon graduation, the students will have been given the opportunity to take active roles in their community as they develop into informed world citizens. Students will explore various community service and environmental organizations through a variety of methods including: hands on experiences through volunteer opportunities; listening to speakers sharing information and ideas about the community, city, state, or global issues; and job-shadowing or internship opportunities. Students in this SLC will demonstrate their care and concern for people, other living things, and their global environment through an advocacy program and curriculum. Students will be supported in this education by all stakeholders at San Pedro High School including: teachers, administrators, parents, other students, and community partners.

Students within this SLC will pursue a comprehensive A-G course of study. In addition students will:

- Take responsibility for a specific area of their learning environment
- Participate in interdisciplinary projects
- Volunteer in various community service organizations
- Take an active role in global/environmental issues either by participating in volunteer organizations such as Greenpeace, Heal the Bay, The Sierra Club, or World Wildlife Fund or investigating issues such as global warming, deforestation, or aquaculture



## **San Pedro High School**

Students in the Global/Environmental House will have completed at least 40 hours of community service by graduation. Parents will be informed of this requirement through the parent-teacher compact that will be mailed home to each student and their parents.

Core teachers have developed a set of over-arching questions to be the guiding force at each grade-level. All students will have one common question: “How are humans dependent on their environment?” as the unifying : Teachers utilize lessons from a common textbook, *The No Waste Anthology*, as they pertain to their particular subject. Speakers from outside agencies are brought in to meet with students and discuss important issues such as recycling, and ocean oil reclamation.

Professional developments within the SLC focus on developing essay topics and /or presentations, participating in contests, research, field trips, guest lecturers, and community support, and involvement. All GE teachers have had training in the AVID research-based W.I.C.R (writing, inquiry, collaboration, and reading) model which they have agreed to use at least once a week.

We have a school-wide partnership advisory board that consists of the lead-teacher, the counselor, the administrator, and community based organizations. The board meets on the first Thursday of the month to discuss how these organizations can aid in the delivery of the themes to the small learning community .ITEP, The Cabrillo Marine Aquarium, The U.S. Coast Guard, and SA Recycling are a few of our members.

### **IDENTITY BENCHMARKS: PERSONALIZATION**

New ninth graders to our SLC were welcomed by a committee of teachers. They were given the opportunity to tie-dye shirts to wear on Thursdays. All students are encouraged to wear the house color of green every Thursday. The opening assembly was held for all ninth and tenth-graders where the movie “WALL-E” was shown to introduce this year’s theme of “Reduce, Recycle, Re-use”. A school-wide recycling project in partnership with SA recycling will begin in early December. All students who received a grade of “C” or better in all their academic classes for their five-week progress report were recognized publicly by the lead teacher and/or counselor. One hundred thirty students had the opportunity to attend the “Environmental Youth Conference” at the Los Angeles Convention Center in early November.

The Global/Environmental House has adopted a pyramid of interventions for its students this academic year. The first step is to increase engagement in the regular classroom through the use of a variety of instructional strategies. The second step is for each SLC teacher and faculty member to select and mentor at least five at-risk students for the semester. These students will receive more personalized interaction with a teacher and this will enable the student to be more successful. The third tier of the pyramid will be for those students who do not benefit from the teacher mentoring. They will be referred to the COST Committee for further intervention.

The school will be moving to contiguous space and we are in the process of developing logos and branding. The SLC will have its own area for the students to congregate as well as its own offices for the administrator, the secretary, and the counselor.

## **San Pedro High School**

### **RIGOROUS STANDARDS- BASED CURRICULUM:**

San Pedro offers all A-G course requirements including honors, advanced placement, and a variety of elective offerings. WASC ESLR's and SLC projects and benchmarks are aligned both to standards and areas of student need. Instruction and learning that specifically supports the environmental theme includes cross-curricular strategies, project-based learning, and real world hands-on experiences.

With the UCLA lesson design training, teachers are creating lessons with a variety of learning strategies designed to engage the students. Both formative and summative assessments are beginning to be part of the lesson design. All teachers have had training in Blooms and Costa levels of questioning and are incorporating the strategies in their daily lessons. Our teachers are participating in professional learning communities (Pierson) where core-alike teachers are developing new lessons using scaffolding and differentiated instruction techniques.

Students have access to a college counselor, a work experience coordinator, and college representatives to help them explore post-secondary options. Speakers are regularly brought in to give our students the knowledge about environmental careers.

Our over-arching questions help focus our students on our theme but are tied into each specific course requirement's standards.

English teachers in the SLC meet regularly to discuss student work. Portfolios are created in the ninth grade and are carried over through each successive grade-level. The core teachers have common conference periods which help facilitate the communication between teachers as well as the creation of thematically based lessons.

### **ACCOUNTABILITY & LEADERSHIP:**

The leadership plan for our SLC includes a core team of one administrator, one Lead Teacher, and one counselor. These teams meet frequently and plan collaboratively. Each lead teacher also is part of the school-wide Academic Curriculum Council which makes academic decisions for the school. The SLC meets during professional development times to make decisions and discuss students and curriculum or at after-school meetings. All minutes or important messages are regularly e mailed to the house members.

### **EQUITY AND ACCESS:**

Students are able to choose their SLC when they are in the 8<sup>th</sup> grade. They are given fliers or brochures that ask for 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> choice. Students are then granted one of their top 3 choices based on equitable distribution based on ethnicity and gender. Staff is also equitably distributed across each SLC. New course requests specific to the house theme may be created in the future. House activities that address students of all cultures and diversities include assemblies, fairs that highlight students talents and abilities, and career or community outreach that provide student connections to real-world opportunities. All students receive comprehensive A-G courses and have access to honors, AP, and sports programs.

### **COLLABORATION, PARENT & COMMUNITY ENGAGEMENT BENCHMARKS:**

## **San Pedro High School**

The SLC lead teacher, administrator, and counselor are responsible for regular parent house communication. All parents will receive a parent-school compact where service hour requirements are outlined. The creation of the business advisory board that meets on the first Thursday of every month has enabled the SLC to network with businesses and organizations that provide opportunities for our students. The Parent Center and the various booster clubs act as conduits for communication to parents to include them in school activities and SLC events. Parents were invited to a meeting to discuss their child's poor academic grades in November. In December parents of students with excessive absences will attend a truancy prevention meeting. An Earth Day Fair is being planned for parents and community partners in April. The students will showcase all SLC themed projects and assignments at this time.

### **Global/Environmental SLC Plans**

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Students within this SLC will pursue a comprehensive A-G course of study. In addition students will:

- Take responsibility for a specific area of their learning environment
- Participate in interdisciplinary projects
- Volunteer in various community service organizations
- Take an active role in global/environmental issues either by participating in volunteer organizations such as Greenpeace, Heal the Bay, The Sierra Club, or World Wildlife Fund or investigating issues such as global warming, deforestation, or aquaculture

Students in the Global/Environmental House will have completed at least 40 hours of community service by graduation. Parents will be informed of this requirement through the parent-teacher compact that will be mailed home to each student and their parents.

Core teachers have developed a set of over-arching questions to be the guiding force at each grade-level. All students will have one common question: "How are humans dependent on their environment?" as the unifying : Teachers utilize lessons from a common textbook, *The No Waste Anthology*, as they pertain to their particular subject. Speakers from outside agencies are brought in to meet with students and discuss important issues such as recycling, and ocean oil reclamation.

## **San Pedro High School**

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### **IDENTITY BENCHMARKS: PERSONALIZATION**

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The Global/Environmental House has adopted a pyramid of interventions for its students this academic year. The first step is to increase engagement in the regular classroom through the use of a variety of instructional strategies. The second step is for each SLC teacher and faculty member to select and mentor at least five at-risk students for the semester. These students will receive more personalized interaction with a teacher and this will enable the student to be more successful. The third tier of the pyramid will be for those students who do not benefit from the teacher mentoring. They will be referred to the COST Committee for further intervention.

The school will be moving to contiguous space and we are in the process of developing logos and branding. The SLC will have its own area for the students to congregate as well as its own offices for the administrator, the secretary, and the counselor.

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With the UCLA lesson design training, teachers are creating lessons with a variety of learning strategies designed to engage the students. Both formative and summative assessments are beginning to be part of the lesson design. All teachers have had training in Blooms and Costa

## **San Pedro High School**

levels of questioning and are incorporating the strategies in their daily lessons. Our teachers are participating in professional learning communities (Pierson) where core-alike teachers are developing new lessons using scaffolding and differentiated instruction techniques.

Students have access to a college counselor, a work experience coordinator, and college representatives to help them explore post-secondary options. Speakers are regularly brought in to give our students the knowledge about environmental careers.

Our over-arching questions help focus our students on our theme but are tied into each specific course requirement's standards.

English teachers in the SLC meet regularly to discuss student work. Portfolios are created in the ninth grade and are carried over through each successive grade-level. The core teachers have common conference periods which help facilitate the communication between teachers as well as the creation of thematically based lessons.

### **ACCOUNTABILITY & LEADERSHIP:**

The leadership plan for our SLC includes a core team of one administrator, one Lead Teacher, and one counselor. These teams meet frequently and plan collaboratively. Each lead teacher also is part of the school-wide Academic Curriculum Council which makes academic decisions for the school. The SLC meets during professional development times to make decisions and discuss students and curriculum or at after-school meetings. All minutes or important messages are regularly e mailed to the house members.

### **EQUITY AND ACCESS:**

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### **COLLABORATION, PARENT & COMMUNITY ENGAGEMENT BENCHMARKS:**

The SLC lead teacher, administrator, and counselor are responsible for regular parent house communication. All parents will receive a parent-school compact where service hour requirements are outlined. The creation of the business advisory board that meets on the first Thursday of every month has enabled the SLC to network with businesses and organizations that provide opportunities for our students. The Parent Center and the various booster clubs act as conduits for communication to parents to include them in school activities and SLC events. Parents were invited to a meeting to discuss their child's poor academic grades in November. In December parents of students with

## **San Pedro High School**

excessive absences will attend a truancy prevention meeting. An Earth Day Fair is being planned for parents and community partners in April. The students will showcase all SLC themed projects and assignments at this time.

### **PEDRO ACTION LEAGUE**

#### ***The PAL House***

#### **VISION/MISSION STATEMENT:**

**Mission** – The more knowledge we possess the more our school and community can progress. (Phillip Bell – PAL English teacher)

**Vision**– We believe:

- All students deserve to be surrounded by professional adults who believe they are capable of high achievement.
- All students deserve to be surrounded by a culture of high expectations with a rich array of career pathways that are in conjunction with rigorous academics and lends itself to community connections via internships.
- All students deserve an amalgam of educational and thematic instruction centered on personalization with genuine guidance to ensure academic success.
- Public Services creates avenues for understanding ones civic responsibility.
- Review our parallel and overlapping process—curriculum and instruction—as a house in accordance with both district and WASC recommendations.

#### **Vision Benchmarks/Justification:**

The PAL house vision and mission were developed during 2006-2007 through a collaboration of stakeholders within the Pedro Action League during professional development time. Since then, both the mission and vision have been reviewed through surveys and yearly Gallery-Walks, in which teachers provided insight via post-its.

The PAL house envisions a successful house as one that provides thematic instruction. Examples of thematic-based/related ideas include: field trips, service organization tours, guest lectures, presentations, and essays in regards to students internships/volunteering/service work. An example would be elections where PAL students would organize and run school-wide elections as well as volunteer as pool workers. Professional development will be geared toward interpreting data, which is generated from thematic instruction so as to modify teaching strategies and address student needs.

#### **Student Intervention:**

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The PAL house has developed a pyramid of interventions. This three-staged process is aimed at improving student-teacher relationships through a series of interactions. In the first stage (tier 1) the PAL house address 80-85% of the students needs through: Teacher Student Compacts, Various forms of delivering instruction (technology), Scaffolding, and tutoring (teacher referral).

### **IDENTITY BENCHMARKS: PERSONALIZATION**

The PAL House was created through various forms of qualitative data such as stakeholder survey's and teacher data forms (Reflections & survey's). Parents and community partnerships will collaborate with PAL staff to provide focused instruction toward academic improvement including service-based learning.

Incoming ninth graders were greeted at registration at the beginning of the year by SPHS staff and provided their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choice with regard to house selection. In addition, all ninth graders attended an assembly introducing them to the school and the various services available on campus.

The PAL house has developed a pyramid of intervention. This three-tiered process is aimed at improving student-teacher relationships through a series of interactions, those of which are guided by consistency and several agreed upon teaching methods.

San Pedro High School will be moving into contiguous space to further personalize Small Learning Communities and enhance student success. During this process the branding of buildings and the designing of logos will also be further developed. The PAL house will have their own area for students to gather as an area to *show-off* or display current and thematic-based projects along with offices for the administrator, the secretary, the counselor, and the lead teacher.

### **EQUITY AND ACCESS BENCHMARKS**

Students are able to choose their SLC with they are in 8<sup>th</sup> grade. They are given fliers and brochures that request their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> house choice. Students are then granted their top 3 choices based on equitable distribution, such as ethnicity and gender. Staff is also equitably distributed amongst the six houses. New courses that are thematically tied into the house will be offered in the future. House activities that address students of all cultures and diversities include assemblies, fairs that highlight student talents and abilities, and internship opportunities. All students receive comprehensive A-G courses and have access to honors, Advanced Placement (AP), and athletic programs.

### **PERSONALIZATION BENCHMARKS**

San Pedro High School will facilitate academic instruction that connects to real-world experiences through partnerships with community businesses and agencies that include service hours and internships. Students will apply the knowledge gained through academic courses.

## **San Pedro High School**

### **ACCOUNTABILITY AND LEADERSHIP**

The PAL house leadership team consists of a core group of 1 administrator, 1 counselor, and 1 lead teacher. This core meets weekly (during lunch) with other PAL teachers to discuss mentoring and teaching strategies as related to the pyramid of intervention. Each lead teacher is also part of the Academic Curriculum Council, which makes academic decisions for the school. The PAL house also meets during professional development time to make decisions and discuss students and curriculum or ideas to improve student success.

### **COLLABORATION, PARENT AND COMMUNITY ENGAGEMENT BENCHMARKS**

The SLC lead teacher, administrator, and counselor are responsible for regular parent house communication. All parents will receive a parent-student-teacher compact where service-hour requirements are outlined. In addition, currently, the PAL house works with the Boy's and Girl's club to provide free tutoring for all SPHS students. The Parent Center and the various booster clubs act as affiliates through the PAL house to provide consistent communication to parents. Parents have been invited to attend a special attendance meeting for students who are chronically absent. These parents work in conjunction with the district to improve student attendance. A canned-food and toy drive will be sponsored by the PAL house this December to assist our local partnerships i.e. Foster Care, Toberman house and local shelters. In February the PAL house will be hosting an assembly to showcase teachers and introduce themed assignments including, but not limited to, the Student Teacher compact and service hours requirements.

Partnerships have been and continue to be harvested within the PAL house. These partnerships will yield internships once the house theme is solidified. Parents are included in the development of the SLC planning and activities through regular school mailers, the San Pedro High School website ([www.sanpedrohs.com](http://www.sanpedrohs.com)), and phone master calls.

### **PROFESSIONAL DEVELOPMENT**

The PAL house has conducted all required Professional Developments including several unscheduled after-school, lunch, and early morning meetings. In 2005 – 2006, the elected SLC leader took initiative and developed PAL ideas and continued these ideas into the 2006 – 2007 year. In addition, the PAL house established a Design team to assist with development of PAL's personalization.

During the 2007 – 2008 Snap Shots and the Mentoring program were two key components added to the PAL house. All PAL teachers participate in observing two other cross-discipline teachers and reflecting on those observations for the purpose of improving instruction and student success. The PAL house also held several after-school (1-hour) meetings where both the Lead Teacher and the Counselor engaged willing PAL teachers in a dialogue centered on student success via teaching strategies.

During the 2008-2009 The PAL house continues to participate in Snap Shots and the Mentoring Program. A student Success Team has also been created and is currently being utilized with the counselor overseeing the process and follow through. After-school tutoring with the



## **San Pedro High School**

Boy's and Girl's club (on the San Pedro campus) has also been added to the PAL house as both a partnership and a referral option for teachers with struggling PAL students.

All SLC staff through Professional Development sessions, have collectively and collaboratively discussed bulletin 1600 plans so that everyone has opportunities for input. Plans will continue to be modified and adopted as the house staff and leadership team deem necessary.

### **Pirate Health and Fitness House (PiFi)**

#### **1. Unifying Vision/Identity**

The Pirate Health and Fitness House will pursue an accessible and comprehensive A – G course of study that provides an awareness of physical, mental and nutritional well being by linking our students and their families to educational, community services and partners. Our house comprehensive program will allow student's access to "Career Pathways" focusing on, Support Services, Therapeutic Services, Food Services and Nutrition.

**Vision Benchmarks** – The PiFi house vision was created by a collaboration of all stakeholders within the House during Professional Development. Edits and revisions were processed with teachers and staff. Monitoring of the vision will be maintained through future professional development sessions. Details of the Vision's goals and objectives will be analyzed regularly and revised as needed for relevance, realistic completion, and availability of school and community resources. Such vision monitoring will require regular common planning time with SLC teachers, or a minimum of summer *planning time*.

**Identity Benchmarks** – The unique academic identity for each House was created by surveying staff and students. Parents and community members will collaborate with staff and students regarding a clear focus towards academic improvement and inclusion of the identity into effective teaching strategies revolving around healthy lifestyles.

#### **2. Rigorous Standards-Based Curriculum, Instruction & Assessment**

Rigorous standards-based curriculum, instruction, and assessment will continue to be a priority for the PiFi house. SLC teams will collaborate with Departments to keep content and instruction a priority while including concepts of the mind, body, and wellness. San Pedro High school offers all A-G course requirements, including Honors, Advanced Placement, and a variety of elective courses that will be available to all students, regardless of which House they belong to.

**3. Equity and Access** – House activities that will address students of all cultures and diversities include health fairs that display and introduce the three areas of health, and display student talents and interests. Such activities will reach-out and invite the community and

## San Pedro High School

connect students to real-world opportunities that relate to healthy living. Students will have access to the A-G course requirements. San Pedro High School is equitably divided into 6 Houses with approximately 500 students in each, plus two Magnet programs.

**4. Personalization -** San Pedro High School is equitably divided into 6 Houses with approximately 500 students in each, plus two Magnet programs. The PiFi House members decided to be Mentors to the 9<sup>th</sup> graders along with an Academic Contract. The Mentees will be monitored every week and will include Weekly Progress Reports.

**5. Accountability and Distributed Leadership** – The leadership for each SLC includes a core team of one Administrator, one Lead Teacher, and one Counselor. The SLC has the full support of administrators who are each assigned to one House, and who have fully participated in SLC Professional Development to assist with the planning of each SLC.

**6. Collaboration/Parent and Community Engagement** – School-wide partnerships with the Parent Boosters organizations have long been established for the purpose of financial, volunteer, and scholarship support. SLC/Community partnerships will include agencies and businesses, such as, Little Co. of Mary, Los Palos Convalescent Home, Harbor Free Clinic, and Kaiser Permanente Harbor City facility. They will provide support for the House Identity through lectures, field trips, House activities, job shadowing, and/or internships. Parents are included in the development of SLC planning and activities through regular school mailers, the SPHS website and master phone calls. The Parent Center and Lady and Pirate Boosters organizations will act as conduits for communication to parents to include them in school activities and SLC meetings for the purpose of decision-making processes.

**7. Professional Development** – professional Development issues within The Pirate Health and Fitness House will focus on collaboration, more specifically within each grade level, to develop an annual culminating end of the year event/project aimed at classroom, district, and state curriculum mastery. Professional Development time will be utilized in collaboration with campus clubs and community members to bring guest lectures and field trips to students to enhance curriculum.

# San Pedro High School

## Appendix E: A-G Pathways

### Los Angeles Unified School District HIGH SCHOOL INDIVIDUALIZED GRADUATION PLAN

<b>Name:</b> _____		<b>DOB:</b> _____		<b>Track:</b> _____		<b>SLC:</b> _____																			
Last Name      First Name      Middle Initial																									
<b>Student ID:</b> _____ <b>English Learner (EL/LEP)</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>(ESL <input type="checkbox"/> PRP <input type="checkbox"/> RFEP Date _____)</b> <b>IEP Current:</b> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> <b>Date:</b> _____ <b>If yes, ITP attached</b> Yes <input type="checkbox"/> No <input type="checkbox"/>																									
UC/CSU A-G= 15 units	COURSE	GRADE 9		(55) GRADE 10		(110) GRADE 11		(170) GRADE 12		Career Pathway:															
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring		ROC/ROP Class(es):														
"A" 2 yrs.	History/ Social Science 30			*Wild H is/Geo: Mod Wild A	*Wild H is/Geo: Mod Wild B	*US Hist20th A	*US Hist20th B	*Prin AmeDemoc	*Economics	Off-Campus Class(es):															
"B" 4 yrs.	English/ Language Arts 40	English 9A ESL Adv 3	English 9B ESL Adv 4	English 10A	English 10B	*American Lit	*Cont Comp	*Composition	*Eng Elective	Post High School Plans: UC _____ CSU _____ PVT.COL _____															
"C" 3 yrs. recommend 4	Mathematics 20	Algebra 1A Geometry A Algebra 2A	Algebra 1B GeometryB Algebra 2B	Geometry A Algebra 2A MathAnalyA	Geometry B Algebra 2B MathAnalyB	Algebra 2A MathAnalyA *Cal A *Cal B or	Algebra 2B MathAnalyB *Statistics A B	MathAnalyA *Calc A *Cal B *Cal C or	MathAnalyB *Calc B *Statistic BC	CC _____ Military _____ Work _____ Other _____															
"D" 2 yrs. recommend 3	Science 20	ICS 1A *Biology A	ICS 1B *Biology B	*Biology A *Chemistry A	*Biology B *Chemistry B	*Chemistry A *Physics A	*Chemistry B *Physics B	*Physics A *Science Elective	*Physics B	Non-Course Requirements															
"E" 2 yrs. recommend 4	Foreign Language	*For Lang A	*For Lang B	*For Lang A	*For Lang B	*For Lang A	*For Lang B	*For Lang A	*For Lang B	CAHSEE ELA: _____ Date Passed _____															
"F" 1 yr.	Visual/ Performing Arts 10	*▲ VA/PA A	*▲ VA/PA B	*▲ VA/PA A	*▲ VA/PA B	*▲ VA/PA A	*▲ VA/PA B	*▲ VA/PA A	*▲ VA/PA B	Math: _____ Date Passed _____															
"G" 1 yr. or more	Other Electives 70									COMPUTER LITERACY Date Completed: _____															
	Physical Education 20	Adv PE 1A	Adv PE 1B	Adv PE 2A	Adv PE 2B					SERVICE LEARNING Date Completed: _____															
	Health 5 Life Skills 5	▲ Health	▲ Life Skills							<table border="1" style="font-size: x-small; width: 100%;"> <tr><td>CST</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>ELA</td><td></td><td></td><td></td><td></td></tr> <tr><td>Math</td><td></td><td></td><td></td><td></td></tr> </table>	CST	8	9	10	11	ELA					Math				
CST	8	9	10	11																					
ELA																									
Math																									
	Applied Technology 10	Applied Technology		Applied Technology		Applied Technology		Applied Technology		PSAT/SAT/ACT Scores:															
	Interventions	Summer Bridge		Other Interventions		CAHSEE Intervention		CAHSEE Intervention		Other Off-Campus Class(es):															
	Other Notes and Comments																								

Parent's/Guardian's Signature \_\_\_\_\_  
Copy Distribution: Counselor's Copy \_\_\_\_\_

Date \_\_\_\_\_ Student's Signature \_\_\_\_\_  
Parent/Guardian's Copy \_\_\_\_\_ Student's Copy \_\_\_\_\_

Date \_\_\_\_\_ Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

\* Advanced Placement option available

↔ Course may be taken any time grades 9-12

▲ Could be taken either semester

# San Pedro High School

## Appendix F: School Calendar

❑ Pupil Free Days  
Friday, September 10, 2010  
Thursday, June 29, 2011

\* If a school selects Monday,  
February 7, 2011 as a Pupil  
Free Day, then Thursday,  
June 29, 2011 becomes an  
Instructional Day



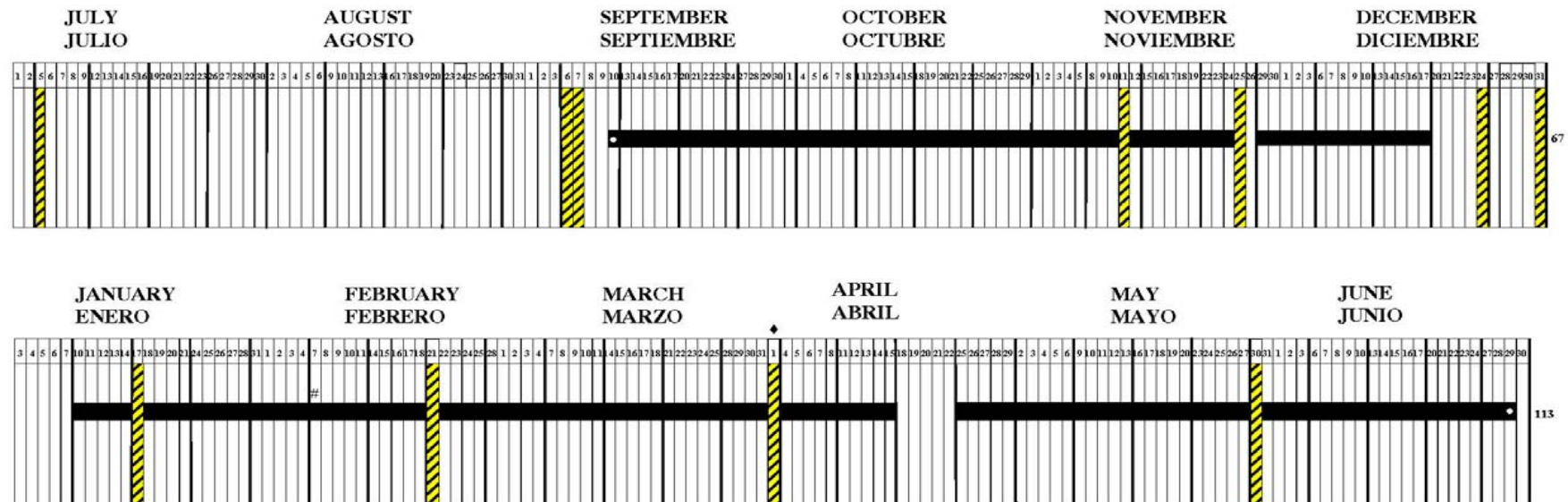
### LOS ANGELES UNIFIED SCHOOL DISTRICT DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES



DRAFT

Revised

### SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2010-2011 CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



#### IMPORTANT DATES:

09-06-2010	Labor Day	11-25-2010	Thanksgiving Holiday	♦ 04-01-2011	Cesar E. Chavez Holiday Observed
09-07-2010	Admission Day	11-26-2010	Lincoln Day Holiday	04-18 thru 04-22-2011	Spring Recess
09-10-2010	Pupil Free Day	12-20-2010 thru 01-07-2011	Winter Recess	05-30-2011	Memorial Day Observed
09-13-2010	First Day of Instruction	01-17-2011	Dr. Martin L. King, Jr.'s Birthday Observed	06-28-2011	Last Day of Instruction
11-11-2010	Veterans Day	# 02-07-2011	Second Semester Begins	* 06-29-2011	Pupil Free Day
		02-21-2011	Presidents' Day		

♦ Pending District Negotiations

School Management Services

## San Pedro High School

### Appendix G: Professional Development Calendar

#### Professional Development Calendar 2010-2011 School Year

Professional Development Opportunities						
	Date/Hours	Date/Hours				Total
PD September	8 – 6 hours	9 – 6 hours				12
Pupil Free Day September	10 – 3 hours					3
Pupil Free Day February	7 – 3 hours					3
3 Shortened Days TBD	3 hours					3
Professional Development Fridays						
Month	1 <sup>st</sup> Friday	2 <sup>nd</sup> Friday	3 <sup>rd</sup> Friday	4 <sup>th</sup> Friday	5 <sup>th</sup> Friday	
September			17 – 1 hour	24 – 1 hour		2
October	1 – 1 hour	8 – 1 hour	15 – 1 hour	22 – 1 hour	29 – 1 hour	5
November	5 – 1 hour	12 – 1 hour	19 – 1 hour			3
December	3 – 1 hour	10 – 1 hour	17 – 1 hour			3
January		14 – 1 hour	21 – 1 hour	28 – 1 hour		3
February	4 – 1 hour	11 – 1 hour	18 – 1 hour	25 – 1 hour		4
March	4 – 1 hour	11 – 1 hour	18 – 1 hour	25 – 1 hour		4
April	1 – 1 hour	8 – 1 hour	15 – 1 hour		29 – 1 hour	4
May	6 – 1 hour	13 – 1 hour	20 – 1 hour	27 – 1 hour		4
June	3 – 1 hour	10 – 1 hour	17 – 1 hour	24 – 1 hour		4
<b>Total</b>						<b>57</b>

## San Pedro High School

### Appendix H: Program Improvement Data

QuickTime™ and a  
decompressor  
are needed to see this picture.

# San Pedro High School

## Appendix I: Letters of Support



INTERNATIONAL DOCUMENTARY ASSOCIATION

November 13, 2009

To Whom It May Concern

I have been asked to write a letter of support for the School Improvement Plan of San Pedro High (SPHS) on behalf of the International Documentary Association, and I do without reservation. I am fully confident that San Pedro High will be able to execute a plan that is comprehensive and inclusive of all the students at SPHS. It has been our experience that San Pedro High is a vastly diverse institution that makes every effort to address the needs of all the stakeholders in the school and the San Pedro community.

We began a partnership with San Pedro High twelve years ago through an enterprise with San Pedro High, the Los Angeles Unified School District's Fine Arts Division and the Department of Cultural Affairs for the City of Los Angeles. The result of the partnership was the Docs Rock program, which was one of the first fine-arts curriculums to meet the then A through G requirements for the state of California. Since then, the International Documentary Association has been pleased with the outcome of the curriculum development and the countless films of excellence the students have created. Many of those individuals are now productive members of the entertainment community.

We strongly believe that SPHS is an institution that will continue to produce excellent film studies to the student population it serves. It has been our observation that the continued success of the Docs Rock program has been the result of strong teachers and excellent support from the staff. We fully support the School Improvement Plan of San Pedro High and look forward to a long productive relationship with them.

Sincerely,

  
Michael Lumpkin  
Executive Director, IDA

1201 West 5<sup>th</sup> Street, Suite M270 Los Angeles, CA 90017  
213.534.3600 – (f) 213.534.3610  
[www.documentary.org](http://www.documentary.org)

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diane estelle Vicari  
Pi Wura

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Yulen Chin  
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Nancy Dickenson  
Producer

Nancy Dubois  
History Channel

John Langley  
Langley Productions

Stanley H. Moger  
SPW Entertainment

Jennifer Rosenberg  
Avist Technology

Jan Ross  
SBC Worldwide Americas, Inc.

Mel Stuart  
Mel Stuart Productions, Inc.

Kay Schaber Wolf  
Writers Guild of America, West

## San Pedro High School



The Mike Curb Free Enterprise Center for JA Finance Park  
The Lod Cook Center for Junior Achievement

December 3, 2009

To Whom It May Concern:

Junior Achievement of Southern California, Inc. (JA) is pleased to support the efforts of San Pedro High School under the leadership of Aadil Naazir and Damien Jordan.

Through a collaborative effort, JA of Southern California, Inc. will continue to provide enrichment curricula on financial education, workplace readiness, and entrepreneurship to San Pedro students based on an agreed strategic plan developed between JA and the San Pedro High School faculty.

JA is a non-profit organization whose mission is to inspire and prepare young people to succeed in a global economy. This is achieved through a community-based partnership of educators, volunteers, and businesses. The commitment of Mr. Naazir and Mr. Jordan, and the senior management of JA, will ensure a strong and lasting partnership with San Pedro High School well into the future – giving students the opportunities to take full advantage of and benefit from the many programs JA has to offer.

Please contact me if you have further questions regarding this effort.

Sincerely,

Margo D. White  
Executive Vice President

6250 Forest Lawn Drive Los Angeles, CA 90068  
p. 323.957.1818 f. 323.957.0585 www.jasocal.org



## San Pedro High School



1536 W. 25<sup>th</sup> St. #214  
San Pedro, CA 90732

December 10, 2009

Los Angeles Unified School District:

The San Pedro Democratic Club stands firmly in support of the School Improvement Plan of San Pedro High. We ask that you select their plan.

San Pedro High has made a very sincere, open, and constructive engagement with our community. They have shown through their process, what they will achieve with their product, an engagement with our community in the interests of our children.

We've had a real opportunity to give voice to our concerns, offer our suggestions, and be of help.

San Pedro High has also reached out during this process by including the schools that feed into SPHS and our local colleges. Their customer focus has also been reflected in their outreach to our local businesses.

That kind of thoughtful and comprehensive approach is reflected in the plan itself. It is standards based, more personalized, and more focused.

Because we have been and will be a part of this effort, we are truly stakeholders. We are committed to work together to develop programs beyond the traditional classroom day and to support them. We want school and community to be a bigger part of our students lives. We believe this plan and this team will help us do that.

San Pedro High has made an opportunity of crisis. They've created a good product using a good process. We support the School Improvement Plan and ask that you do as well.

Respectfully Yours,

A handwritten signature in cursive script, appearing to read "David Greene".

David Greene  
President

# Boys & Girls Clubs of the Los Angeles Harbor

Established 1937

**San Pedro Club**  
1200 S. Cabrillo Avenue  
San Pedro, CA 90731  
(310) 833-1322  
Fax (310) 833-4235

**Wilmington Club**  
1444 W. "Q" Street  
Wilmington, CA 90744  
(310) 549-8323  
Fax (310) 549-2439



BOYS & GIRLS CLUBS  
OF AMERICA

**Port of L.A. Club**  
100 W. 5th Street  
San Pedro, CA 90731  
(310) 831-5232  
Fax (310) 831-5470

**Dana Strand**  
470 N. Hawaiian Avenue  
Wilmington, CA 90744  
(310) 516-7367  
Fax (310) 516-9236

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Director of Events  
and Marketing

December 1, 2009

Dear Los Angeles Unified School District:

I have been asked to write a letter of support for the School Improvement Plan of San Pedro High School and I do so without reservation. I am fully confident that San Pedro High will be able to execute a plan this comprehensive and inclusive of all the students at SPHS and the community it serves. I have been included in the discussion on the application submission and my experience is that San Pedro High is a vastly diverse institution that is making every effort to address the needs of its students and community in its School Improvement Plan.

The San Pedro community has been included in the drafting for the School Improvement Plan and the final product being presented to the Board of Education is a reflection of the collaborative effort that I approve and support. As noted, as I was asked to partake in the discussion and numerous civic leaders have been given the opportunity to draft, amend and critique this document to insure representation of all stakeholders in the San Pedro community. I applaud and support San Pedro High in their endeavor to operate SPHS in this most collaborative manner.

I feel strongly that San Pedro High can provide a most successful academic program to meet the varied needs of its diverse student body. My organization has worked collaboratively with SPHS over the past seven years to provide extended learning day support/opportunities through our highly recognized "College Bound" program. I feel this collaboration will only improve with the new school leadership and I pledge that we will continue our involvement and commitment to the children of San Pedro High School.

As a past school board member for LAUSD, I was most supportive of "charter" schools as part of our plan to improve school instruction/innovation. I still believe in charter schools as a whole but when it comes to the unique nature of our San Pedro community and the plan that the school has committed to implement – I vigorously support San Pedro High School's School Improvement Plan over anything else.

I thank you for your time and consideration of this appeal – feel free to contact me at any time should you wish to discuss.

Respectfully Submitted,

Mike Lansing  
Executive Director

Website: [www.bgclaharbor.org](http://www.bgclaharbor.org)



## San Pedro High School

### BOARD OF FIRE COMMISSIONERS

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### CITY OF LOS ANGELES

CALIFORNIA



ANTONIO R. VILLARAIGOSA  
MAYOR

### FIRE DEPARTMENT

—  
DOUGLAS L. BARRY  
FIRE CHIEF

200 NORTH MAIN STREET  
LOS ANGELES, CA 90012

(213) 978-3638  
FAX: (213) 978-3614

[www.lafd.org/comm.htm](http://www.lafd.org/comm.htm)

The FIRE Academy program is a joint effort between Los Angeles Unified School District and Los Angeles Fire Department. Our successful partnership has provided students with an overwhelming desire succeed in school. For the past seven years the LAFD has worked closely with San Pedro High School to:

To teach students firefighting and emergency services skills such as:

- Use of safety equipment, hose operations, nozzles and fittings, fire pumps, and engine functions.
- To improve science and math skills through the instruction of fire science.
- To develop leadership skills as students advance from beginning to leadership levels.
- To offer a standard curriculum related to a career as a firefighter.
- To provide students with a career objective, motivating them to complete and excel in high school.
- To provide classes based upon the LAFD firefighter-training program.
- To bring students to classes held at the LAFD Drill Tower 40 for a minimum of five hours on seven Saturdays.
- To furnish the Academy with actual fire apparatus and equipment provided by LAFD.
- To recruit high school students, especially minorities and females, from five feeder high schools to participate. Students are selected by high school counselors and have the permission and support of their parents to participate.
- To teach the cadets the structure of the fire department and familiarize them with the application, interviewing, and examination procedures to become a firefighter or paramedic.
- To offer students support for success by including faculty from their high schools to serve as trainers and facilitators.

The Los Angeles Fire Department Fire Instruction Recruitment and Education Program is offered starting in tenth grade, four schools are brought on to the Fire Department Training Tower the FIRE curriculum is as follows:

10<sup>th</sup> grade beginning class – Offered in spring semester

Basic engine company operations and department structure.

Students learn how to connect from a fire hydrant water supply to operating a firefighting line.

They are required to take exams and perform fire department operations.

Students prepare a resume and answer oral interview questions in preparation for the firefighter testing process or for any entry-level job.

AN EQUAL EMPLOYMENT OPPORTUNITY – AFFIRMATIVE ACTION EMPLOYER



December 15, 2009

To Whom It May Concern:

I have been asked to write a letter of support for the School Improvement Plan of San Pedro High School, and I do so without reservation. I am fully confident that San Pedro High will be able to execute a plan that is comprehensive and inclusive of all the students at SPHS and the community it serves. It is my experience that San Pedro High is a vastly diverse institution that makes every effort to address the needs of all the stakeholders in its School Improvement Plan.

The San Pedro community has been included in the drafting of the School Improvement Plan, and the final product presented to the Board is a reflection of a collaborative effort that I approve and support. Likewise, representatives from feeder schools and local businesses as well as civic leaders have been given the opportunity to draft, amend and critique this document to insure representation of all stakeholders in the San Pedro community. We applaud and support San Pedro High in their endeavor to operate SPHS in a collaborative manner that is tailored to meet the educational needs of our unique and historic community and feel that our inclusion in the drafting of the document will help to insure that all student populations of San Pedro will be represented fairly.

I feel strongly that San Pedro High can provide a stalwart and successful academic program, and we stand ready to support SPHS now and in the future. I have offered our services to SPHS and stand ready to develop programs and support that will go well beyond the traditional classroom day. I look forward to continued involvement with the school. I see an opportunity in this plan to develop successful education programs for our children, which will ultimately serve the San Pedro community. I fully and vigorously support San Pedro High School's School Improvement Plan.

Respectfully Submitted,

A handwritten signature in cursive script that reads "Camilla Townsend".

Camilla Townsend

## San Pedro High School



### Toberman Neighborhood Center

131 North Grand Avenue

San Pedro, California 90731

Tel: 310/832-1145 Fax: 310/832-6712

December 15, 2009

Los Angeles Unified School District:

I have been asked to write a letter of support for the School Improvement Plan of San Pedro High School (SPHS) and I do so without reservation. I am fully confident that San Pedro High School will be able to execute a plan that is comprehensive and inclusive of all the students at SPHS and the community it serves. San Pedro High School is a vastly diverse institution that makes every effort to address the needs of all the stakeholders in the school and community in its School Improvement Plan.

The San Pedro community has been included in the drafting of the School Improvement Plan, and the final product presented to the Board is a reflection of a collaborative effort that I approve and support. Likewise, representatives from feeder schools and local businesses as well as civic leaders have been given the opportunity to draft, amend and critique this document to insure representation of all stakeholders in the San Pedro community. We applaud and support San Pedro High in their endeavor to operate SPHS in a collaborative manner that is tailored to meet the educational needs of our unique and historic community and feel that our inclusion in the drafting of the document will help to insure that all student populations of San Pedro will be represented fairly.

I feel strongly that San Pedro High can provide a stalwart and successful academic program, and Toberman stands ready to support SPHS now and in the future, to provide programs and support services that go well beyond the traditional classroom day. Toberman's after school programs which include homework assistance and tutoring, supports the learning values of LAUSD and provides a safe environment for after school learning.

We fully and vigorously support San Pedro High School's Improvement Plan and look forward to our continued partnership.

Respectfully Submitted,

  
Gloria Lockhart, MSW  
President and CEO

Toberman Neighborhood Center, Inc.  
**Empowering People for a Lifetime**  
is a non-profit organization that provides social services to low income individuals and families in the Harbor area, helping them to move from poverty to self-sufficiency.



A NATIONAL MISSION INSTITUTION RELATED TO THE GENERAL BOARD OF GLOBAL MINISTRIES OF THE UNITED METHODIST CHURCH  
A MEMBER OF THE GREATER LOS ANGELES AREA UNITED WAY, INC. AND RECIPIENT OF ITS '2006 NON-PROFIT OF THE YEAR' AWARD



## San Pedro High School

Think Globally. Earn Locally.™



December 11, 2009

Jeanette Stevens  
Principal - San Pedro High School  
Los Angeles Unified School District  
1001 West 15th Street  
San Pedro, CA 90731

Dear Principal Stevens,

I am writing this letter in support for the School Improvement Plan of San Pedro High School. I believe that the faculty and administrators should be allowed to implement their plan. It is comprehensive and inclusive of the students at SPSHS and the community it serves.

To that end, our organization will be supportive of their endeavor and will help them by working with the Earth Alert Academy (EAA) to develop a business advisory board from within the community. In addition, we will be implementing our ten point program at the EAA to develop workforce ready/college prepared graduates.

We support San Pedro High in their endeavor to operate SPSHS in a collaborative manner that is tailored to meet the educational needs San Pedro High School students. We believe will actively participate in the development of the plan and its implementation to and feel that to insure that all San Pedro High School student populations have access to opportunities that impact their futures.

We wish your faculty well as they move forward with their plans. We stand ready to develop programs that will go beyond the traditional classroom instruction. We will help EAA integrate the environment into their academic subject matter, help to start a speakers series, develop an internship program and find other opportunities to learn opportunities for careers in their local community.

Sincerely,

Carol Rowen

International Trade Education Programs, Inc.

3786 La Crescenta Ave., Suite 103 • Glendale, California 91208 • P: (818) 249-6281 • F: (818) 249-9670  
info@ITEPinc.org • www.ITEPinc.org • FEIN: 74-3161465

## San Pedro High School

Dec 14, 2009

Los Angeles Unified School District:

I have been asked to write a letter of support for the School Improvement Plan of San Pedro High and I do so in support of this plan. I am confident that San Pedro High will be able to execute a plan that is comprehensive and inclusive of all the students at SPHS and the community it serves. It is my experience that SPHS is a vastly diverse institution that makes every effort to address the needs of all the stakeholders in the school and the community in its School Improvement Plan.

I was included in the drafting of the plan and the final product presented to the Board is a reflection of a collaborative effort that I approve and support. Many leaders in the community were given the opportunity to draft, amend and critique this document to insure representation of all stakeholders in the San Pedro community. We applaud and support San Pedro High in their endeavor to operate SPHS in a collaborative manner that is tailored to meet the educational needs of our unique and historic community and feel that our inclusion in the drafting of the document will help to insure that all student populations of San Pedro will be represented fairly.

We stand ready to support SPHS now and in the future. We have offered our service to SPHS and stand ready to develop programs and support that will go well beyond the traditional classroom day. I look forward to continued involvement in the school.

*Julie Turner Tisue*

Julie Turner Tisue

Executive Director

San Pedro & Peninsula YMCA





School of Education, Division of Graduate Education,  
Educational Administration Programs

California State University Dominguez Hills • 1000 E. Victoria Street, Carson, CA 90747 • 310.243.3524

December 15, 2009

To Whom It May Concern:

This letter of support for the School Improvement Plan of San Pedro High School (SPHS) is written on behalf of CSUDH and the School of Education (SOE). Over the years, SPHS has partnered with the SOE on many joint initiatives. We found the faculty, staff and administration to be quite supportive of the several ventures we undertook to improve the quality of education at the school. I am confident that SPHS will be able to execute this comprehensive and inclusive plan for all students and the greater San Pedro community.

As a former Cluster Administrator for the Narbonne/San Pedro Cluster and the Director of Instruction for Local District K, I am very familiar with SPHS. It is a large, diverse, comprehensive high school that makes every effort to meet the needs of all of its students and the community it serves. In fact, the community take great pride in the school, and it is a focal point of the San Pedro community.

I believe strongly that SPHS can and will provide a most successful academic program to meet the varied needs of its diverse student body. As mentioned earlier, we collaborated with SPHS in the past, and we stand ready to assist and support them in their efforts to improve the instructional program in the future.

As a founding board member of the Port of Los Angeles Charter High School, I am a strong believer in charter schools, but when it comes to the uniqueness of the San Pedro community and the plan that the school has committed to implement, I enthusiastically support San Pedro High School's Improvement Plan over all others.

Please feel free to contact me, if you would like to discuss this further.

Sincerely,

Joseph Scollo, Ed.D.  
Co-Director, Urban School Leaders



## San Pedro High School



### California YMCA Youth & Government

2000 Alameda, Suite 128 • San Mateo, CA 94403  
(650) 522-9622 • Fax (650) 522-9626 • staff@calymca.org • www.calymca.org

December 2, 2009

To Whom it May Concern:

The San Pedro and Peninsula YMCA has been an active participant in the California YMCA Youth & Government program for more than 50 years. In the last ten years it has nurtured delegations from both San Pedro and Palos Verdes high schools. This year it has expanded to introduce the program to youth from the Wilmington area. Currently over 200 teens are active from the greater San Pedro Area which is nearly 10% of the statewide total. In addition to a vibrant, successful high school program, the San Pedro YMCA has begun to sponsor a delegation to the YMCA Model United Nations for sixth, seventh and eighth grade students.

California YMCA Youth & Government has watched the San Pedro delegations grow and prosper. It has given substantial scholarship assistance where possible but our abilities are outstripped by the need.

We hope to continue our relationship with the San Pedro YMCA for many years to come.

Sincerely,

A handwritten signature in cursive script that reads 'Pamela J. Sheble'.

Pamela J. Sheble  
Associate Executive Director

*"Democracy Must Be Learned By Each Generation"*

## San Pedro High School

### Appendix J: Community Partners

Name:	Organization:	Contact Information:
Bair, Bonnie bonniebair@itepinc.org	International Trade Education Program Inc. Chief Operating Officer	3786 La Crescenta Ave Suite 103, Glendale California 91208 818-249-6281   (F) 818-249-9670
Barker, Robert barkerrb@lahc.edu	Los Angeles Harbor College Student Recruitment Coordinator	Los Angeles Harbor College 1111 Figueroa Pl Wilmington CA 90744 310-233-4327
Dreizler, Robin rdreizle@elcamino.edu	El Camino College Student Recruitment	16007 Crenshaw Blvd Torrance CA 90506 310-532-3670
Greene, David dgdavidgreene@yahoo.com	San Pedro Democratic Club President	1536 W 25 <sup>th</sup> St #214 San Pedro CA 90732 310-381-9899
Lansing, Mike mikel@bgclaharbor.org	Boys and Girls Club, Los Angeles Harbor	1200 S Cabrillo Ave San Pedro CA 90731 310-833-1322 (F) 310 8334235
Lockhart, Gloria <a href="mailto:glockhart@toberman.org">glockhart@toberman.org</a>	Toberman Neighborhood Center <a href="http://www.toberman.org">www.toberman.org</a>	131 N. Grand Ave. San Pedro, CA 90731-2035 310-832-1145 x120
Lumpkin, Michael <a href="http://www.documentary.org">www.documentary.org</a>	International Documentary Association Executive Director <a href="http://www.documentary.org">www.documentary.org</a>	1201 W. 5 <sup>th</sup> Street Los Angeles, CA 90017 213-534-3600
Rowen, Carol	International Trade Education Programs, Inc. Executive Director <a href="http://www.ITEPinc.org">www.ITEPinc.org</a>	3786 La Crescenta Ave. Glendale California 91208 818-249-6281   (F) 818-249-9670
Scollo, Dr. Joseph	California State University at Dominguez Hills Co-Director, Urban School Leaders	1000 E. Victoria Street Carson, CA 90747 310-243-3524
Sheble, Pamela	California YMCA Youth & Government Associate Executive Director	2000 Alameda Sute 128 San Mateo, CA 94403 650-522-9622 (F) 650-522-9626
Townsend, Camilla <a href="mailto:wgoing@sanpedrochamber.org">wgoing@sanpedrochamber.org</a>	San Pedro Chamber of Commerce	390 West 7th Street, San Pedro, CA 90731 310-832-7272
Turner, Julie julieturner@ymcala.org	YMCA of Los Angeles	301 S. Bandini St. San Pedro, CA 90731 310-832-4211
White, Margo	Junior Achievement Executive Vice President <a href="http://www.jasocal.org">www.jasocal.org</a>	6250 Forest Lawn Drive Los Angeles, CA 90068 323-957-1818 (F) 323-957-0585

Appendix K: Governance Flow Chart

**School Based Management Council:**

Representative decision making council:  
student discipline, Professional Development  
Banked Time, Budget (IMA, State textbook,

**Parent Advisory Council:**

Advises principal regarding school  
program. Council formed by  
elected members of our councils.

**School Site Council:**

Advisory council established for  
decisions regarding Title 1 funds and  
Single Plan for Student Achievement

<p><b>Pedro Action League SLC</b> Advisory Council Duties: To facilitate and connect SLC to community/business partners</p>	<p><b>Business SLC</b> Advisory Council Duties: Junior Achievement partnership established-Council to expand community business partnerships</p>	<p><b>Pirate Health &amp; Fitness SLC</b> Advisory Council Duties: To facilitate and connect SLC to community</p>	<p><b>Communication SLC</b> Advisory Council Duties: To facilitate and connect SLC to community/business partner</p>	<p><b>Creative Expression SLC</b> Advisory Council Duties: to facilitate and connect SLC to community/business partner</p>	<p><b>Global Environment SLC</b> Advisory Council Duties: ITEP – established advisory council Council to expand community/business partnerships</p>
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# San Pedro High School

## Appendix L: Administrative Organizational Chart

### ADMINISTRATIVE ORGANIZATION CHART 2009-2010

#### JEANETTE STEVENS, PRINCIPAL

Academic Curriculum Council  
Administrative Assistant  
Administrative Staff  
Adopt-A-School  
Budget/IFS  
Clerical Staff  
Compliance  
Contract Information  
Department Chairs  
EEOC Complaints  
Faculty Performance  
Financial Manager  
Grants  
Grievances  
IFS  
Imprest Account  
Instructional Program  
Instructional Coaches  
Magnet Programs  
News Releases  
Payroll  
Personnel  
Public Relations  
School Based Management (SBM)  
School Accountability Report Card  
School Site Council (SSC)  
Staff/Faculty Meetings  
Staffing Report  
Student Achievement  
Stall Evaluations  
Summer School Assignments

#### **DEPARTMENTS**

Math Department  
Marine Science Magnet  
Police Academy

#### **SLC'S**

Marine Science Magnet  
Police Academy

#### DR. JOSEPHINE ZARRO, A.P.

Accreditation/WASC  
Aides  
AVID  
Back To School Night (Fall)  
Bilingual Coordinator  
Bulletin  
CEAC  
Civic Center Permits  
Class and Club Sponsors  
Class Coverage  
EL Program  
ELAC  
Emergency Lesson Plans  
Faculty Handbook  
Fund Raising  
Graduation  
Lady Boosters  
Leadership/Student Government  
Learning Teams  
Library  
Mandated Reporting  
Master Calendar  
Open House (Spring)  
PHBAO Parent Conferences  
Senior Class Activities  
Stop Clearances  
Student Activities  
Student Store  
Student Teachers  
Substitute Teachers  
Textbooks  
Title IX  
Title I Coordinator  
Title One Program

#### **DEPARTMENTS**

Arts  
English/ESL  
World Languages

#### **SLC'S**

Communications  
Creative Expressions

#### AADIL NAAZIR, A.P.

Alterations and Improvement  
Assemblies  
Athletics  
Bldg. & Campus Supervision  
Campus Security/Aides  
Cheer/Band/Pep Activities  
Custodial Staff  
Deans' Office  
Detention Program  
Earthquake Preparedness  
Eligibility – Activities / Sports  
Emergency Drills  
Equipment Inventory  
Expulsions  
Inventory (Non Student Body)  
Keys  
Lost & Found Items  
Metal Detectors  
Opportunity Transfer  
Orientation of Students  
Parking  
Performing Arts  
Perkins  
Pirate Boosters  
Pirate Stadium  
Plant Maintenance  
Plant Manager  
School Police  
School Radios  
School Safety Plan  
Student Discipline  
Student Handbook  
Surveillance Cameras  
Tardy Program / Sweep  
Tutorial Program  
Volunteers  
Website  
Youth Services

#### **DEPARTMENTS**

Deans  
Industrial Education  
Music  
Physical Education  
ROTC

#### **SLC'S**

Business Academy  
Pedro Action League

#### CHARMAIN YOUNG, A.P.S.C.S.

Academic All Stars  
Academic Decathlon  
Adult School Liaison  
Advanced Placement Audit  
Alternative Education  
Armed Forces Liaison  
Articulation  
Career Advisor  
College Counselor  
CAHSEE Prep  
College Awareness Program  
College Liaison  
Competency Requirements  
Counseling  
Course Descriptions  
Credentials  
Crisis Team  
Cumulative Records  
Curriculum  
Extended Learning Program  
Gifted / Talented Program  
Grades  
Graduation Requirements  
IMPACT  
Intervention Programs  
Master Schedule  
NCAA Eligibility Center  
Ninth Grade Orientation  
Occupational Center Liaison  
Report Cards / Progress Reports  
Room Assignments  
Scholarship / Financial Aid  
Section 504 Plans  
Service Learning  
Student Success Team (SST)  
Student Programming  
Student Recognition Program  
Summer School Master Program  
Testing and Evaluation  
Work Experience

#### **DEPARTMENTS**

Counselors  
Health/Life Skills  
Science

#### **SLC'S**

Global Environmental

#### JAN MURATA, A.P.S.S.S.

Attendance  
Bell Schedules  
Cafeteria  
CAP Program  
ConnectEd  
Copiers/Duplos  
Diploma Project Advisor  
Electronic Marquee  
Enrollment/Check-Outs  
Fall / Spring Surveys  
Field Trips  
Health Office  
ID Pictures / ID Cards  
Individualized Education Plans  
ISIS  
Itinerant Personnel  
Itinerant Programs  
Lockers / Finance Office  
Lunch Program  
Opening/ Closing School Bulletin  
Options/Choice Schools  
Pupil Services and Accounting  
Registration/Pre-registration  
School Photos  
SIS Coordinator  
Special Education  
COST  
Summer Mailer  
Technology Plan  
Transportation  
Truancy Program  
Yearbook

#### **DEPARTMENTS**

Computer Education  
Nurse  
School Psychologist  
Special Education  
Social Studies

#### **SLC'S**

Pirate Health and Fitness

#### MARK DENNI, SIF

Contiguous Space  
Display Cases/Bulletin Boards  
Instructional Support  
New Teacher Orientation  
SLC Grant  
SLC Lead Teachers  
Professional Development  
SLC Oversight  
Support Providers

**San Pedro High School**  
**1001 W 15<sup>th</sup> St, San Pedro CA**  
**[www.sanpedrohs.org](http://www.sanpedrohs.org)**  
**(310) 241-5800**

Mrs. Stevens	Ext. 5804
Dr. Zarro	Ext. 5805
Mr. Naazir	Ext. 5807
APSCS	Ext. 5823
Mrs. Murata	Ext. 5852
Ms. Young	Ext. 5810

#### **Small Learning Communities**

BU = Business Academy  
CM = Communications  
CV = Creative Expressions  
GI = Global Environmental  
PS = Pedro Action League  
HS = Pirate Health and Fitness

**Revised Sept. 4, 2009**

## Employee list by Cost center

Period 01/11/2010 - 01/11/2010

Run Date/Time 01/11/2010 08:21:24

System PR1/910

Person ID	TMS	Pers.No	Lastname Firstname	CostCtr	PArea	Job	Job text	DWHrs	WS Rule	PA	PSA	EG	ESG
537639	1	537639	ARMSTRONG, VALERIE	1885001	CE	19100704	ADVSR, CTEGORCL PGM	3.00	1CA03	2UTK	CSXX	E	L1
707465	1	707465	RODRIGUEZ, LAURA	1885001	CE	19100704	ADVSR, CTEGORCL PGM	2.00	1CA02	2UTK	CSXX	E	L1
760439	9	760439	DENNI, MARK	1885001	CE	13200508	ADVSR, TEMP, INSTRUCTIONAL	8.00	1B_08	2MSX	BSXX	A	L1
789516	9	789516	GUZMAN, ELIZABETH	1885001	CE	13200500	ADVSR, TEMP, SPECIAL SERVI	8.00	1CA08	2USX	CSXX	A	L1
617088	9	617088	MARTIN ALVARENGA, SANDRA	1885003	CE	19100706	ASMT, NONCLSRM, PREP	6.00	1B_06	2UTK	BSXX	A	L1
258611	9	258611	MURATA, JAN	1885001	CE	13100659	ASST PRIN, SECONDARY	8.00	1B_08	2MSX	BSXX	A	R1
521599	9	521599	NAAZIR, AADIL	1885001	CE	13100659	ASST PRIN, SECONDARY	8.00	1B_08	2MSX	BSXX	A	R1
668797	9	668797	YOUNG, CHARMAN	1885001	CE	13100659	ASST PRIN, SECONDARY	8.00	1B_08	2MSX	BSXX	A	V1
200549	9	200549	ZARRO, JOSEPHINE	1885001	CE	13100659	ASST PRIN, SECONDARY	8.00	1B_08	2MSX	BSXX	A	R1
967289	1	967289	CARTER, RONALD	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	T1
775931	1	997759	COX, ENRIQUE	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_04	1NXX	XXXX	G	S1
748455	1	748455	DIXON, IAN	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
745345	1	745345	DOBAY, ANTHONY	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
999079	1	999079	DURBIN, MICHAEL	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_04	1NXX	XXXX	G	S1
967292	1	967292	FORD, MICHAEL	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	T1
997474	1	997474	GATLIN, JOE	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_04	1NXX	XXXX	G	S1
955612	1	955612	GIBBS, KEITH	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	T1
784813	1	784813	GLENN, ALEXSIS	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
745290	1	745290	HARO, TONY	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
1007768	1	1007768	HAZDOVAC, PETER	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
799032	1	799032	HERRERA, GARY	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
682235	1	682235	JOHNSON, KIZZY	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
970356	1	970356	JOHNSON, RANDI	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
999083	1	999083	LUSIC, NICHOLAS	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_04	1NXX	XXXX	G	S1
730878	1	730878	MCCOLLUM, BYRON	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
786993	1	786993	POLO, HECTOR	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
739913	1	739913	STEINBACH, ROBERT	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
930350	1	930350	TEJADA, SAMUEL	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
745301	1	745301	UCHIDA, BOBBY	1885001	CL	29105345	ATHLETICS ASSISTANT	3.75	GX_PT	1NXX	XXXX	G	S1
689334	9	689334	BOWMAN, VALENCIA	1885001	SM	22104075	BUILDING & GROUNDS WORKER	8.00	GA_08	1CXX	AGXX	D	R1
583821	9	583821	BRUNER, MARY	1885001	SM	22104075	BUILDING & GROUNDS WORKER	8.00	GA_08	1CXX	AGXX	D	R1
592407	9	592407	BUTLER, TYRONE	1885001	SM	22104075	BUILDING & GROUNDS WORKER	8.00	GA_08	1CXX	AGXX	D	R1
705337	1	992969	CUEVAS, VICTOR	1885001	SM	22104075	BUILDING & GROUNDS WORKER	4.00	GA_PT	1CXX	AGXX	H	R1
599258	9	599258	GRIFFIN, LINDA	1885001	SM	22104075	BUILDING & GROUNDS WORKER	8.00	GA_08	1CXX	AGXX	D	R1
692829	9	692829	PEREZ, MARTINA	1885001	SM	22104075	BUILDING & GROUNDS WORKER	8.00	GA_08	1CXX	AGXX	D	R1
676591	9	676591	PINEDA, JOSE	1885001	SM	22104075	BUILDING & GROUNDS WORKER	8.00	GA_08	1CXX	AGXX	D	R1
769181	9	769181	SILVA, EDWARD	1885001	SM	22104075	BUILDING & GROUNDS WORKER	8.00	GA_08	1CXX	AGXX	D	R1
768860	9	768860	VILLA, BENJAMIN	1885001	SM	22104075	BUILDING & GROUNDS WORKER	8.00	GA_08	1CXX	AGXX	D	R1
761821	1	761821	GEIS, HERMINIA	1885001	SM	22204377	CAFE HELPER	4.00	1CAPT	1CXX	CSXX	H	R1
666127	1	666127	MARDESIC, PERICA	1885001	SM	22204377	CAFE HELPER	4.00	1CAPT	1CXX	CSXX	H	R1
751709	1	751709	MAYORGA, BEATRICE	1885001	SM	22204377	CAFE HELPER	4.00	1CAPT	1CXX	CSXX	H	R1
733051	9	733051	POPE, ARCHIE	1885001	CL	29104687	CAMPUS AIDE & RESTRICTED	8.00	1CA08	1BXX	CSXX	C	W1
812764	9	812764	PUAINA, VINCENT	1885001	CL	29104687	CAMPUS AIDE & RESTRICTED	8.00	1CA08	1BXX	CSXX	C	W1
921847	9	921847	TRINIDAD, RUBEN	1885001	CL	29104687	CAMPUS AIDE & RESTRICTED	8.00	1CA08	1BXX	CSXX	C	W1
246780	9	246780	BUDAR, NANCY	1885001	CE	12200533	Counselor, Secondary	6.00	1CA06	2UTK	CSXX	A	L1
781644	9	781644	CAMPBELL, YOLANDA	1885001	CE	12200533	Counselor, Secondary	6.00	1CA06	2UTK	CSXX	A	R1
561896	9	561896	CARTAGENA, SUSAN	1885001	CE	12200533	Counselor, Secondary	6.00	1CA06	2UTK	CSXX	A	L1
716831	9	716831	GONZALES, RINA	1885001	CE	12200533	Counselor, Secondary	6.00	1CA06	2UTK	CSXX	A	R1
760267	9	760267	GRIGSBY, YVONNE	1885001	CE	12200533	Counselor, Secondary	6.00	1CA06	2UTK	CSXX	A	R1
772459	9	772459	RASIC, MILENA	1885001	CE	12200533	Counselor, Secondary	6.00	1CA06	2UTK	CSXX	A	R1
967011	1	967011	ROSADO, KAYCIE	1885001	CL	21104596	EDUC AIDE III (AVID)	4.00	1CAPT	1BXX	CSXX	G	W1
924566	1	924566	DELA CRUZ KEATING, LUZ	1885001	SM	22204391	Food Services Worker	4.00	1CAPT	1CXX	CSXX	H	R1
668281	1	668281	FLORES GARCIA, IRENE	1885001	SM	22204391	Food Services Worker	4.00	1CAPT	1CXX	CSXX	H	R1
692888	1	692888	MENDEZ, ESPERANZA	1885001	SM	22204391	Food Services Worker	6.50	1CAPT	1CXX	CSXX	H	R1
590220	1	590220	PAXTON, JACQUELINE	1885001	SM	22204391	Food Services Worker	4.00	1CAPT	1CXX	CSXX	H	R1



## Employee list by Cost center

Period 01/11/2010 - 01/11/2010

Run Date/Time 01/11/2010 08:21:24

System PR1/910

Person ID	TMS	Pers.No	Lastname Firstname	CostCtr	PArea	Job	Job text	DWHrs	WS Rule	PA	PSA	EG	ESG
736860	1	736860	PEREZ, MARIA	1885001	SM	22204391	Food Services Worker	6.50	1CAPT	1CXX	CSXX	H	R1
969184	1	969184	PFANNERER, EDIE	1885001	SM	22204391	Food Services Worker	4.00	1CAPT	1CXX	CSXX	H	R1
662366	1	662366	WARREN, JUDY	1885001	SM	22204391	Food Services Worker	4.00	1CAPT	1CXX	CSXX	H	R1
716884	1	716884	HURDLE, BILLY	1885001	CL	24101083	INFO SYSTEMS SUPPORT ASST	4.00	GA_PT	1DXX	AGXX	G	R1
990042	1	990042	EPPS CRAWFORD, TAMMY	1885001	CL	21104569	INSTR AID FOR DEAF& HHS-S	6.00	1CAPT	1BXX	CSXX	G	R1
782364	9	782364	WOOD, TYRONE	1885001	CE	11100840	Instructor, JROTC	6.00	1CA06	2USX	CSXX	G	L1
926331	9	926331	MERCADO, CHRIS	1885001	SM	24102210	MICROCOMPUTER SUPPORT AST	8.00	1B_08	1CXX	BSXX	D	R1
731697	9	731697	ALMEIDA, ESELA	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	GA_08	1DXX	AGXX	C	R1
685275	9	685275	BURICH, MARY	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
784462	9	784462	CIARAMITARO, ANNA	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
784204	9	784204	COLES, SHARON	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
538682	9	538682	DAVENPORT, JUDITH	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
703565	9	703565	ISLAS, PATRICIA	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
741829	9	741829	KAWABATA, JENNIFER	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
721450	9	721450	PEREZ, REYNA	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
674837	9	674837	RAINES, MICHELLE	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
766936	9	766936	WHITMORE GRIFFIN, JAMELLE	1885001	CL	24102828	OFFICE TECHNICIAN	8.00	1B_08	1DXX	BSXX	C	R1
702829	9	702829	ESPARZA, JOSE	1885001	SM	22104037	PLANT MANAGER III	8.00	GA_08	1SXX	AGXX	D	R1
626008	9	626008	STEVENS, JEANETTE	1885001	CE	13100611	PRINCIPAL, SECONDARY	8.00	1E_08	2MSX	ESXX	A	R1
705817	1	705817	DELGADO, SYLVIA	1885001	CL	29208102	REP,CMNY C	7.00	GX_07	3NBX	XXXX	G	T1
1007224	1	1007224	WEBSTER, ROBERT	1885001	CL	29208102	REP,CMNY C	4.00	GX_04	3NBX	XXXX	G	T1
538962	9	538962	PORTELLO, LINDA	1885001	CL	24101347	SCH ACCOUNTING CLERK	8.00	GA_08	1DXX	AGXX	C	R1
681834	9	681834	GRAY, KIMBERLY	1885001	CL	24102500	SCH ADMINISTRATIVE ASSIST	8.00	GA_08	1SXX	AGXX	C	R1
604421	9	604421	CASTRO, GUSTAVO	1885001	SM	22104099	SCH FACILITIES ATTENDANT	8.00	GA_08	1CXX	AGXX	D	R1
663436	9	663436	DI LEVA, JAIME	1885001	SM	22104098	SCH FACILITIES ATTENDANT	8.00	GA_08	1CXX	AGXX	D	R1
790888	1	790888	NICKERSON, KEVIN	1885001	CL	29105364	SCH SUPERVISION AIDE	2.75	GX_PT	1NXX	XXXX	G	T1
721131	1	721131	BOOTY, SHARON	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
808737	1	808737	CHAVEZ, JULIA	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
775931	1	775931	COX, ENRIQUE	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
205152	1	205152	GARCIA, PETRA	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
763956	1	763956	HARRIS, ERIC	1885001	CL	29208447	SCHOOL SPVN AIDE	1.50	GX_02	3GXX	XXXX	G	T1
610195	1	1005679	HOLIFIELD, LEO	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	Z1
786114	1	786114	IBARRA, JESSE	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
721135	1	721135	MAGEE, MELVIN	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
801464	1	801464	MORALES, JOSEPH	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
761806	1	761806	PATINO, MELINDA	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
983408	1	983408	PONSE, PEDRO	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
808751	1	808751	PULIDO, KAREN	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
989541	1	989541	SOTO, STACEY	1885001	CL	29208447	SCHOOL SPVN AIDE	1.00	GX_01	3GXX	XXXX	G	T1
801401	1	801401	TANK, CARL	1885001	CL	29208447	SCHOOL SPVN AIDE	3.75	GX_04	3GXX	XXXX	G	T1
248454	9	248454	ALVAREZ ESTRADA, ALBERT	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
930947	9	930947	ANEBERE, NKEMAKONAM	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	F2
537639	1	916979	ARMSTRONG, VALERIE	1885001	CE	11100736	SECONDARY TEACHER	3.00	1CA03	2UTK	CSXX	E	R1
672152	9	672152	BARKER, JESSICA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
597939	9	597939	BARRAZA, TERESA	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
704863	9	704863	BELL, PHILLIP	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
742210	9	742210	BOBICH, JOHN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
638109	9	638109	BOOTH, MICHAEL	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
788884	9	788884	BORGES, BRANDIE	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
628427	9	628427	BRADLEY, PATRICK	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
788727	9	788727	BREYE WATSON, KIMBERLY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
584094	9	584094	BROWNFIELD, ANN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
623821	9	623821	BRUHNKE, AARON	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
654815	9	654815	BRUHNKE, KARIN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
969662	9	969662	BRUSA, JULIE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	B2

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767778	9	767778	BRYANT, JACQUIE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
555670	9	555670	BUELL, MICHAEL	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
680698	9	680698	BUTTERFIELD, PAUL	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
644437	9	644437	CALHOUN, AKILAH	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
757237	9	757237	CAMERON, SHARON	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
705094	9	705094	CAMPUZANO, PATRICIA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
564454	9	564454	CARCAMO, KATHERINE	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
262861	9	262861	CARRILLO, ARTURO	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
789980	9	789980	CHENG, JENNIFER	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
520924	9	520924	CHERRY BOOTH, JOANNE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
652039	9	652039	CLASSEN, LINDA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
293900	9	293900	COSTA, DOMENICO	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
672545	9	672545	CROSBY, SANDRA	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
740629	9	740629	CROUCH, BRADY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
752241	9	752241	CROWLEY, DAVID	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
725813	9	725813	DE LA PENA NAGLE, ELISA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
244610	9	244610	DE LA PENA, SILVIA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
780423	9	780423	DEAN, AMY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
789937	9	789937	DEBENEDICTIS PURCELL, CARLY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
781739	9	781739	DEDIEGO FORBIS, TERESA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
573915	9	573915	DOBRA, ANTHONY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
954995	9	954995	DRAGICH, ALISON	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
662190	9	662190	DRAKE, MARELISE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
683434	9	683434	EZPELETA, ELDRIDGE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
285802	9	285802	FALSETTA, PAULA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
298201	9	298201	FERGUSON, DEBORAH	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
509044	9	509044	FIGURACION, CATHERINE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
557061	9	557061	FISTIKOGLU, PAULETTE	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
764328	9	764328	FOX, ANNA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
695955	9	695955	FRANCO, GUADALUPE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
742192	9	742192	GEBHART, STEVEN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
565955	9	565955	GIBSON, BRADLEY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
624822	9	624822	GLOVER, KARLA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
790213	9	790213	GONZALEZ, DOLORES	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
293600	9	293600	GOODMAN, K	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
782005	9	782005	GORDON, AMBER	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
691377	9	691377	GOSNELL, VIVIAN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
558349	9	558349	GRGAS, STEVE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
957304	9	957304	GULOYA, LORIE ANN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
773313	9	773313	HADEISHI, YUKIHARU	1885002	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
779013	9	779013	HARTUNIAN, DIANE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
710427	9	710427	HERRERA PALARZ, GABRIELLA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
742262	9	742262	HOFFMAN, HEIDIE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
742363	9	742363	HOLYFIELD, JEFFREY	1885002	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
789983	9	789983	HUDNALL, MATHEW	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
605299	9	605299	HUGHES, DONALD	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
586198	9	586198	JOHNTZ, KEVIN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
719761	9	719761	JORDAN, DAMIEN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
617134	9	617134	KIM, ELIZABETH	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
752429	9	752429	KURDYLA, MICHAEL	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
764421	9	764421	LANZA, IDA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
683337	9	683337	LEONHART, SALLY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
706432	9	706432	LIZARRAGA, MARTIN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
809255	9	809255	LOGRANDE, ROSALIA	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
503313	9	503313	MANGHERA, PETER	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1

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245298	9	245298	MARIN, EVE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
596772	9	596772	MAROVICH, DENISE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
712167	9	712167	MARTINEZ, DOUGLAS	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
630615	9	630615	MILLER, COREY	1885002	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
650578	9	650578	MOSSBERG, ERIC	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
780925	9	780925	OKEKE, STEPHEN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
780402	9	780402	PATCHELL, JOHN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
574723	9	574723	PAVELKA, SHERI	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
517071	9	517071	PURDY, PAUL	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
604648	9	604648	RAMIREZ, ANTHONY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
530221	9	530221	RAMIREZ, ROBERT	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
957300	9	957300	RAMOS, MARIZELLE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
693090	9	693090	RITZ, JENNIFER	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
739624	9	739624	ROCKENBACH, ADAM	1885002	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
573333	9	573333	RODRIGUEZ, EDUARDO	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
707465	1	922222	RODRIGUEZ, LAURA	1885001	CE	11100736	SECONDARY TEACHER	4.00	1CA04	2UTK	CSXX	A	R1
314731	9	314731	SAAVEDRA, ANTHONY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
708794	9	708794	SANCHEZ, DANIEL	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
716743	9	716743	SATO, STEPHEN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
213625	9	213625	SCHATZ, ROBERT	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
594202	9	594202	SCHULMAN, ALISA	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
719989	9	719989	SHOBE, CHRISTOPHER	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
597791	9	597791	SHULMAN, TOBEY	1885003	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
522084	9	522084	SINAGRA, THOMAS	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
662327	9	662327	SMITH, DENICE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
643841	9	643841	SPRAY, JAMES	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
772724	9	772724	SUAREZ, ROSARIO	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
578557	9	578557	THOMSON, BRUCE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
258308	9	258308	TIPPIN, MARY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
788596	9	788596	TORRES, ELAINE	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
621857	9	621857	WAGONER, RICHARD	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
639666	9	639666	WAKER, ROBERT	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
688427	9	688427	WEBER, GERHARD	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
760833	9	760833	WEISCHEDEL, MAX	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
789940	9	789940	WEISSMAN, HILLARY	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
786347	9	786347	ZITKOVICH, LYNN	1885001	CE	11100736	SECONDARY TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
658183	1	658183	FADICH, ZELJKA	1885001	SM	22204395	Senior Food Service Worke	6.50	1CAPT	1CXX	CSXX	H	R1
719107	9	719107	ALMARAZ, ROBERT	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	8.00	1CA08	1BXX	CSXX	C	R1
794207	1	794207	ANTHONY, RYAN	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
514049	1	514049	BOYER, JUDITH	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
666332	1	666332	CARO, ANA	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
728783	1	728783	CARRANZA, MICHAEL	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.50	1CAPT	1BXX	CSXX	G	R1
236173	1	236173	CASTANEDA, DEBORAH	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	C	R1
710655	9	710655	CASTANEDA, MARY	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	8.00	1CA08	1BXX	CSXX	C	R1
728779	1	728779	LOPEZ, JEANNETTE	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.50	1CAPT	1BXX	CSXX	G	R1
530329	1	530329	MONCIVAIS, MARIA	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
700873	1	700873	MOORE, KENDRA	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.50	1CAPT	1BXX	CSXX	G	R1
797601	1	797601	ROSE, DAISY	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
563019	1	563019	SANCHEZ, CHRISTINE	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
568464	1	568464	SHAVELY, ROXANNE	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
589064	1	589064	SORIANO, DIANE	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
717301	1	717301	STAVROS, MARIAN	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	5.00	1CAPT	1BXX	CSXX	G	R1
639258	1	639258	WHITE, KELLY	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
647606	1	647606	WILLIAMS, MINORI	1885001	CL	21104571	SPEC EDUCATION ASSISTANT	6.00	1CAPT	1BXX	CSXX	G	R1
690971	1	690971	AMEZCUA, GEORGINA	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.50	1CAPT	1BXX	CSXX	G	R1



## Employee list by Cost center

Period 01/11/2010 - 01/11/2010

Run Date/Time 01/11/2010 08:21:24

System PR1/910

Person ID	TMS	Pers.No	Lastname Firstname	CostCtr	PArea	Job	Job text	DWHrs	WS Rule	PA	PSA	EG	ESG
792432	1	792432	BAMULANGEYO, RICHARD	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
792440	1	792440	BRYIE, TAZHI MAY	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.95	1CAPT	1BXX	CSXX	G	R1
719080	1	719080	CHAN, SOPHEAMONY	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
677530	1	677530	CHER, LANG	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
706937	1	706937	DEMPSEY, VICTORIA	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.60	1CAPT	1BXX	CSXX	G	R1
622512	1	622512	DUPUY, JUDY	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
739083	1	739083	FIAMENGO, VINKA	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
682759	1	682759	FLETCHER, CLAYTON	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
620681	1	620681	FORD, DIANA	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
786906	1	786906	JENKINS FLORES, DANA	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
798957	1	798957	LADIA JILES MCCOWAN, LINDA	1885001	CL	21104575	SPEC EDUCATION TRAINEE	6.00	1CAPT	1BXX	CSXX	G	R1
790191	9	790191	BARBARA, DANIEL	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
627938	9	627938	BEACHLEY, GRANT	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
800234	9	800234	BELLO, CORINNE	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
282248	9	282248	BENSON, DEBORAH	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
792464	9	792464	BOYD, JENNIFER	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
794409	9	794409	COULTER, SHANNON	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	F1
597177	9	597177	FRASSO, CARLA	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
714167	9	714167	GUINAN, TERRENCE	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
617816	9	617816	KELLER, EDWARD	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
690497	9	690497	PERES TWYNER, ALEXIS	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
238325	9	238325	RHEA, WAYNE	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
671677	9	671677	SHIMAZAKI, SUZANNE	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
545526	9	545526	SOTO, GLORIA	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
514169	9	514169	WALSH, MICHAEL	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	R1
965493	9	965493	WILLIAMSON, STANLEY	1885001	CE	11100740	SPECIAL EDUCATION TEACHER	6.00	1CA06	2UTK	CSXX	A	G1
548531	9	548531	JARQUIN, MAIRA	1885001	CL	24101265	SR FINANCIAL MANAGER	8.00	GA_08	1DXX	AGXX	C	R1
750575	9	750575	STIEGLEITER, DOUGLAS	1885001	CE	11100841	Sr Instructor, JROTC	6.00	1CA06	2USX	CSXX	G	L1
920355	9	920355	CHACO, NOELLE	1885001	CL	24102838	SR OFFICE TECHNICIAN	8.00	GA_08	1DXX	AGXX	C	R1
690637	1	690637	MONITA, NATALIA	1885001	CL	24102357	STUDENT SUPPORT SVCS CASE	2.40	1CAPT	1DXX	CSXX	G	R1
790887	1	790887	GUTIERREZ, NANCY	1885001	CL	24102356	STUDENT SUPPRT SVCS PROG	5.60	1CAPT	1DXX	CSXX	G	R1
422919	1	422919	EVANS, PAUL	1885001	SM	29208621	STUDENT WORKER D	6.95	GX_08	3NSX	XXXX	H	T1
776347	9	776347	FEDERICO, SANTO	1885001	CE	11100790	TCHR, SP ED, RES SPST PRG	6.00	1CA06	2UTK	CSXX	A	R1
799823	9	799823	JERKOVIC, EDITA	1885001	CE	11100790	TCHR, SP ED, RES SPST PRG	6.00	1CA06	2UTK	CSXX	A	F1
522728	9	522728	JONES REED, JOANNA	1885001	CE	11100790	TCHR, SP ED, RES SPST PRG	6.00	1CA06	2UTK	CSXX	A	R1
299140	9	299140	MUTO, MARGIE	1885001	CE	11100790	TCHR, SP ED, RES SPST PRG	6.00	1CA06	2UTK	CSXX	A	R1
706506	9	706506	RAMSTEAD, DIANNE	1885001	CE	11100790	TCHR, SP ED, RES SPST PRG	6.00	1CA06	2UTK	CSXX	A	R1
767718	9	767718	RILEY, JAMES	1885001	CE	11100790	TCHR, SP ED, RES SPST PRG	6.00	1CA06	2UTK	CSXX	A	R1
697664	1	697664	DE SIMONE, VICTORIA	1885001	CE	11100829	TCHR,ROC/ROP	6.00	AC_06	2UTA	CAXX	G	L1
697664	1	924862	DE SIMONE, VICTORIA	1885001	CE	11100829	TCHR,ROC/ROP	0.10	AC_01	2UTA	CAXX	G	T1
626985	1	626985	NEWTON, CYNTHIA	1885001	CE	11100829	TCHR,ROC/ROP	6.00	AC_06	2UTA	CAXX	G	L1
626985	1	907343	NEWTON, CYNTHIA	1885001	CE	11100829	TCHR,ROC/ROP	0.05	AC_01	2UTA	CAXX	G	T1
806168	1	806168	REITZ, BENJAMIN	1885001	CE	11100829	TCHR,ROC/ROP	6.00	AC_06	2UTA	CAXX	G	L1
806168	1	988122	REITZ, BENJAMIN	1885001	CE	11100829	TCHR,ROC/ROP	0.05	AC_01	2UTA	CAXX	G	T1
302853	9	302853	OGOMORI, SHARON	1885001	CE	12100591	TCHR,S,LIBR MEDIA	6.00	1CA06	2UTK	CSXX	A	R1
974278	1	974278	GARCIA, EFRAIN	1885001	CE	11500953	TEACHER ASST - DEGREE TRA	3.00	GX_03	2FDX	XXXX	G	T1
1005904	1	1005904	GUADIANA, RICARDO	1885001	CE	11500953	TEACHER ASST - DEGREE TRA	6.00	GX_06	2FDX	XXXX	G	T1

## Curriculum Map

## Course Title: Computer Graphics 1A/1B

Revised:	Unit One: Elements and Principles of Design	Unit Two: Adobe Illustrator	Unit Three: Adobe Photoshop	Unit Four: Flash Animation	Unit Five: Dreamweaver Web design
Essential Questions	<ul style="list-style-type: none"> <li>What are the Elements of Design and how significant are they to a visual work of art?</li> <li>What are the Principles of Design and how significant are they to a visual work of art?</li> <li>How are the Elements and Principles of design used in a work of art?</li> </ul>	<ul style="list-style-type: none"> <li>Why use the Adobe Illustrator program to design a graphic?</li> <li>What makes Adobe Illustrator different from other design programs?</li> <li>How is Adobe Illustrator used in the advertising industry?</li> </ul>	<ul style="list-style-type: none"> <li>What is the primary function of Adobe Photoshop?</li> <li>How is Adobe Photoshop used for developing and manipulating photographs?</li> <li>How is Adobe Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>Where are animations used in our culture?</li> <li>What is the primary function of Adobe Flash?</li> <li>What is the difference between a frame-by-frame animation and an animation that uses the <i>tween</i> options?</li> <li>How is Adobe Flash used to create Web pages?</li> </ul>	<ul style="list-style-type: none"> <li>What is the primary function of Adobe Dreamweaver?</li> <li>How are other Adobe programs used with the Dreamweaver program?</li> <li>How does one create a webpage that functions successfully</li> </ul>
Concepts/ Knowledge/  Content	Space, Form, Value, Color, Texture Principles: Balance, Contrast, Rhythm, Pattern, Emphasis, Unity, Movement Students will be able to design a visual composition according to the Elements and Principles of design.	<ul style="list-style-type: none"> <li>Adobe Illustrator interface, Menu bar, Palettes, Options, and Tool bar</li> <li>Vector graphics</li> <li>Pen tool drawing and anchor point manipulation</li> <li>CMYK and RGB Color, swatches, Fill and Stroke</li> <li>Brush and symbol libraries</li> <li>Live Trace and Live Paint features</li> <li>Creating clipping masks</li> <li>Typography</li> </ul>	<ul style="list-style-type: none"> <li>Adobe Photoshop interface, document set-up, Menu bar, Palettes, Options, and Tool bar</li> <li>Photography techniques and Raster images</li> <li>Layers, Selections, and Clipping Masks</li> <li>Drawing Paths with the Pen</li> <li>Manipulating images</li> <li>Using Filters</li> <li>Saving images for use in other programs and the Web</li> </ul>	<ul style="list-style-type: none"> <li>The history of film and animation</li> <li>Adobe Flash timeline, tools, and special features</li> <li>Frame-by-frame animation</li> <li>How to <i>Tween</i> a shape and a graphic</li> <li>How to create a button</li> <li>How to design a web site using Adobe Flash</li> </ul>	<ul style="list-style-type: none"> <li>Design a flow chart for a web site</li> <li>Apply the design principle of Unity to organize a web site</li> <li>Capture an audience and communicate information with a web site.</li> <li>Organize an Index folder.</li> <li>HTML basics</li> <li>Launching and hosting a web site</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Developing preliminary line drawings</li> <li>Using basic shapes to balance a composition</li> <li>Applying various color schemes using a color wheel</li> <li>Critique a computer Graphic, advertisement,</li> </ul>	<ul style="list-style-type: none"> <li>Draw a vector image using the Pen tool</li> <li>Create new swatches and choose costume colors from the color palette</li> <li>Use the special features offered in Adobe Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>Create a Photoshop document with a specific resolution and color mode.</li> <li>The students will know how to create new and exciting imagery using Adobe Photoshop</li> <li>Manipulate photos</li> </ul>	other Adobe programs. <ul style="list-style-type: none"> <li>Animated text, morphing one shape into another, button interaction</li> <li>Build a working interactive web site, and functioning</li> </ul>	<ul style="list-style-type: none"> <li>The students will have a working knowledge of the Adobe Dreamweaver program.</li> <li>Students will know how to launch a web site and manage it.</li> <li>Students will understand the importance of selfpromotion, and how beneficial the world wide web can be to a successful career in the arts.</li> </ul>
Assessments	Performance assessment projects, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes	Performance assessment projects, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes	Performance assessment projects, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes	Working Animations, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes	Functioning Web page, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes
Standards/ Benchmarks	CA TECH Standards 3.5	CA TECH Standards 3.	CA TECH Standards 3.5	CA TECH Standards 3.5	CA TECH Standards 3.5

## Curriculum Map

## Course Title: Internet Publishing 1A / 1B

Revised: Unit One	Presentation Graphics Software -- Working with Power Point	Unit Two Creating Web Pages – Using HTML	Unit Three Spreadsheet Applications Using Excel Software	Unit Four Creating a Web Site Using a Web Authoring Program -- Working with Front Page	Unit Five Database Applications -- Working with Access Software
Essential Questions	1. What kind of information is best communicated by using presentation graphics? 2. What are the characteristics of a good presentation?	1. What kind of computer language is HTML? 2. How important is the planning process in creating a web site? 3. What are the advantages and/or disadvantages of using HTML instead of a Web Authoring program or Web Editor?	1. How can we use Excel software when creating a website? 2. How would one use Excel software for both business and personal use?	1. What are the advantages and/or disadvantages of using FrontPage software as opposed to developing a Web using HTML? 2. How is your audience affected when you create a website using a WYSIWYG editor or HTML editor?	1. How are we using database software on a daily basis? 2. How can we use Access software to enhance a website?
Concepts/ Knowledge/ Content	<ul style="list-style-type: none"> <li>☐ Create various forms of slide presentations.</li> <li>☐ organize and present presentations to class.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Create a complete website.</li> <li>☐ Discuss HTML concepts and standard,</li> <li>☐ Use HTML to write code to create a website.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Discuss the concepts of spreadsheets.</li> <li>☐ Discuss tracking data in order to prepare an actionable report.</li> <li>☐ Create spreadsheets for personal and business use.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Create several complete web sites.</li> <li>☐ Discuss the uses of web-authoring software programs such as FrontPage.</li> <li>☐ Compare the process of creating a website writing HTML code with a website using FrontPage.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Manipulate a database using the Access database software application.</li> <li>☐ Manage a database using the Access database software application.</li> </ul>
Skills	Identify and use: <ul style="list-style-type: none"> <li>☐ all toolbars</li> <li>☐ toolbar buttons</li> <li>☐ navigation tools</li> <li>☐ different views</li> <li>☐ tabs</li> <li>☐ task panes</li> <li>☐ text formatting</li> <li>☐ Name and saving a presentation</li> <li>☐ Create a presentation using the Auto Content wizards.</li> <li>☐ Format animations and transitions into a presentation.</li> <li>☐ Print slides using slide and handout view.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Discuss and use HTML Standards, versions, tags, and documents.</li> <li>☐ Use a text editor with a web browser.</li> <li>☐ HTML headings, paragraphs, style, lists, graphics and hyperlinks.</li> <li>☐ Create a web page from a step-by-step tutorial using.</li> <li>☐ Create an original web page independently incorporating the above techniques.</li> </ul>	Identify and use: <ul style="list-style-type: none"> <li>☐ navigation tools</li> <li>☐ menus; fonts and labels</li> <li>☐ views, tabs and task panes</li> <li>☐ columns and rows</li> <li>☐ printing</li> <li>☐ naming and saving</li> <li>☐ selecting, arranging and deleting columns and rows</li> <li>☐ active cells and ranges</li> <li>☐ worksheets and workbooks</li> <li>☐ formulas and functions.</li> <li>☐ Examine the website of the M&amp;M</li> </ul>	Add and format texts and lists. <ul style="list-style-type: none"> <li>☐ Create and modify tables.</li> <li>☐ Apply themes.</li> <li>☐ Create hyperlinks, image maps and hotspots.</li> <li>☐ Add and format images and web components</li> <li>☐ Create a web hierarchy and navigation bar.</li> <li>☐ Create a website using a web wizard</li> <li>☐ Create a website using a page template.</li> <li>☐ Create a website from scratch.</li> </ul>	Identify and use: <ul style="list-style-type: none"> <li>☐ Access database window</li> <li>☐ Views</li> <li>☐ Records</li> <li>☐ Objects</li> <li>☐ tables</li> <li>☐ queries.</li> </ul>

	<input type="checkbox"/> Create a presentation from scratch.		Mars company <input type="checkbox"/> Create charts and graphs <input type="checkbox"/> Write an actionable report on findings.		
Assessments	<input type="checkbox"/> Random Questioning <input type="checkbox"/> Demonstrations from students on Smart Board <input type="checkbox"/> On-Your-Own Activities with and without guideline files <input type="checkbox"/> Written Tests <input type="checkbox"/> Authentic Assessment – completed PowerPoint Slideshow Presentations <input type="checkbox"/> Completed in-class step-by-step exercises <input type="checkbox"/> Class Participation <input type="checkbox"/> Do Now Exercises <input type="checkbox"/> Tic Tac Toe Activities	<input type="checkbox"/> Random Questioning <input type="checkbox"/> Individual Instruction and Classroom Observation <input type="checkbox"/> On-Your-Own in class Exercises <input type="checkbox"/> Written Tests <input type="checkbox"/> Practice Test/Study Guide completed at the end of Lessons <input type="checkbox"/> Authentic Assessment – completed Web pages and Web sites <input type="checkbox"/> Class Participation <input type="checkbox"/> Do Now Exercises <input type="checkbox"/> Tic Tac Toe Activities	<input type="checkbox"/> Random Questioning <input type="checkbox"/> Individual Instruction and Classroom Observation <input type="checkbox"/> On-Your-Own in class Exercises <input type="checkbox"/> Written Tests <input type="checkbox"/> Authentic Assessment – completed Excel projects (see below) <input type="checkbox"/> Project – Excel – “My Dream Car” Students will calculate the cost of purchasing their own car and determine if the ultimate price tag is worth the investment. <input type="checkbox"/> Project – “Candy is Dandy” – students analyze bags of different size M&M’s, and discuss hypotheses, conclusion, averaging, & distribution of the bags. Charts and Reports are completed.	<input type="checkbox"/> Power Point Presentations at beginning of lesson <input type="checkbox"/> Random Questioning <input type="checkbox"/> Individual Instruction & Observation <input type="checkbox"/> Activity Guides and Assignment Tracking Sheets <input type="checkbox"/> Written Tests and Quizzes <input type="checkbox"/> Review Activity after each lesson <input type="checkbox"/> Authentic Assessment – completed FrontPage exercises <input type="checkbox"/> Authentic Assessment Website Project OYO when all lessons are completed. <input type="checkbox"/> Class Participation <input type="checkbox"/> Do Now Exercises <input type="checkbox"/> Tic Tac Toe Activities	<input type="checkbox"/> Initial Quiz to Assess Students’ Background in Database Programs <input type="checkbox"/> Random Questioning <input type="checkbox"/> Individual Instruction and Observation. <input type="checkbox"/> Activity Guides <input type="checkbox"/> Step by Step Activities <input type="checkbox"/> Written Tests <input type="checkbox"/> Class Participation <input type="checkbox"/> Do Now Exercises <input type="checkbox"/> Tic Tac Toe Activities
Standards and Benchmarks	California Technology Standards 3.5	California Technology Standards 3.5	California Technology Standards 3.5	California Technology Standards 3.5	California Technology Standards 3.5

## Curriculum Map

## Course Title: Computer Programming 1A/1B

Revised:	Unit One: Intro to Alice	Unit Two: Advanced Alice	Unit Three: Adobe Photoshop	Unit Four: Flash Animation	Unit Five: DW Web design
Essential Questions	<ul style="list-style-type: none"> <li>What is Alice and why do we use it?</li> <li>How does Alice teach programming that is new and different?</li> <li>How can you apply the skill you learn in Alice to others programming projects?</li> </ul>	<ul style="list-style-type: none"> <li>Why use the Adobe Illustrator program to design a graphic?</li> <li>What makes Adobe Illustrator different from other design programs?</li> <li>How is Adobe Illustrator used in the advertising industry?</li> </ul>	<ul style="list-style-type: none"> <li>What is the primary function of Adobe Photoshop?</li> <li>How is Adobe Photoshop used for developing and manipulating photographs?</li> <li>How is Adobe Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>Where are animations used in our culture?</li> <li>What is the primary function of Adobe Flash?</li> <li>What is the difference between a frame-by-frame animation and an animation that uses the <i>tween</i> options?</li> <li>How is Adobe Flash used to create Web pages?</li> </ul>	<ul style="list-style-type: none"> <li>What is the primary function of Adobe Dreamweaver?</li> <li>How are other Adobe programs used with the Dreamweaver program?</li> <li>How does one create a webpage that functions successfully</li> </ul>
Concepts/ Knowledge/ Content	Objects, Methods, Color, Texture Principles: Interactions Event Handling, Emphasis, Unity, Movement Students will be able to design and animate visual composition according to the Elements and Principles of design.	<ul style="list-style-type: none"> <li>Adobe Illustrator interface, Menu bar, Palettes, Options, and Tool bar</li> <li>Vector graphics</li> <li>Pen tool drawing and anchor point manipulation</li> <li>CMYK and RGB Color, swatches, Fill and Stroke</li> <li>Brush and symbol libraries</li> <li>Live Trace and Live Paint features</li> <li>Creating clipping masks</li> <li>Typography</li> </ul>	<ul style="list-style-type: none"> <li>Adobe Photoshop interface, document set-up, Menu bar, Palettes, Options, and Tool bar</li> <li>Photography techniques and Raster images</li> <li>Layers, Selections, and Clipping Masks</li> <li>Drawing Paths with the Pen</li> <li>Manipulating images</li> <li>Using Filters</li> <li>Saving images for use in other programs and the Web</li> </ul>	<ul style="list-style-type: none"> <li>The history of film and animation</li> <li>Adobe Flash timeline, tools, and special features</li> <li>Frame-by-frame animation</li> <li>How to <i>Tween</i> a shape and a graphic</li> <li>How to create a button</li> <li>How to design a web site using Adobe Flash</li> </ul>	<ul style="list-style-type: none"> <li>Design a flow chart for a web site</li> <li>Apply the design principle of Unity to organize a web site</li> <li>Capture an audience and communicate information with a web site.</li> <li>Organize an Index folder.</li> <li>HTML basics</li> <li>Launching and hosting a web site</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Developing preliminary 3D templates into live animation</li> <li>Using basic characters to Interact composition</li> <li>Applying various color schemes using a color wheel</li> <li>Critique a computer graphic, advertisement, or animation.</li> </ul>	<ul style="list-style-type: none"> <li>Draw a vector image using the Pen tool</li> <li>Create new swatches and choose costume colors from the color palette</li> <li>Use the special features offered in Adobe Illustrator</li> </ul>	<ul style="list-style-type: none"> <li>Create a Photoshop document with a specific resolution and color mode.</li> <li>The students will know how to create new and exciting imagery using Adobe Photoshop</li> <li>Manipulate photos</li> </ul>	<ul style="list-style-type: none"> <li>other Adobe programs.</li> <li>Animated text, morphing one shape into another, button interaction</li> <li>Build a working interactive web site, and functioning</li> </ul>	<ul style="list-style-type: none"> <li>The students will have a working knowledge of the Adobe Dreamweaver program.</li> <li>Students will know how to launch a web site and manage it.</li> <li>Students will understand the importance of self promotion, and how beneficial the world wide web can be to a successful career in the arts.</li> </ul>
Assessments	Performance assessment projects, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes	Performance assessment projects, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes	Performance assessment projects, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes	Working Animations, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes	Functioning Web page, Peer critiquing, Rubrics with project requirements and teacher evaluation, quizzes
Standards and Benchmarks	CA TECH Standards 3.5, 2.5,	CA TECH Standards 3.5	CA TECH Standards 3.5	CA TECH Standards 3.5	CA TECH Standards 3.5

### ENGLISH DEPT. Curriculum Map: African-American Literature

Focus / Unit	Poetry (4-8 weeks)	Short Stories (4-8 weeks)	Drama (4-8 weeks)	Non-Fiction (4-8 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>What devices are used to convey the author's message?</li> <li>What themes are explored by the writer?</li> <li>What audience is the focus of the text?</li> <li>What messages is the audience able to glean from the text?</li> </ul>	<ul style="list-style-type: none"> <li>Who are the characters?</li> <li>what purposes do the characters have in relation to the plot?</li> <li>What are the settings?</li> <li>Who are the protagonists?</li> <li>What messages does the text share with the reader?</li> <li>What themes are relevant to the audience?</li> <li>Are there any literary devices that make the text meaningful?</li> </ul>	<ul style="list-style-type: none"> <li>Who are the characters?</li> <li>What are their purposes in plot development?</li> <li>What role does the settings play in the plot?</li> <li>What thematic ideas are displayed in the text?</li> <li>What messages does the author want to convey to the reader?</li> <li>What themes exist in the context of the play?</li> </ul>	<ul style="list-style-type: none"> <li>What role did the text have in shaping African-American history?</li> <li>What purpose did the author have in mind for writing the text?</li> <li>Who was the intended audience of the author?</li> <li>Does the text have merit in present history?</li> <li>Are there any messages in the text?</li> <li>Are there any noteworthy themes?</li> <li>What literary devices were used to make the text an effective piece of literature?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Benchmark Essay: Compare/Contrast</li> <li>Poem Project</li> <li>8-Part Notes</li> <li>First Turn/Last Turn</li> <li>Class Discussion</li> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Character Analysis Essay</li> <li>Story Test/Quiz</li> <li>8-Part Notes</li> <li>Dialogue Project</li> <li>Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark Essay: Characterization</li> <li>Drama Test/Quiz</li> <li>8-Part Notes</li> <li>Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>8-Part Notes</li> <li>Vocabulary/Text Quizzes</li> <li>Individual Research Report</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>Read text multiple times for different purposes</li> <li>Analyze a text for various reasons</li> <li>Discuss text in small groups</li> <li>Organize information for written purposes</li> <li>Formulate meaningful questions</li> <li>Write an expository document with supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>Read a text multiple times</li> <li>Analyze a text for different reasons</li> <li>Discuss text in small groups</li> <li>Organize information for a written reason</li> <li>Formulate meaningful questions</li> <li>Write an expository document with supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>Read with a specific purpose</li> <li>Dissect characters in the context of plot</li> <li>Gather information for a given purpose</li> <li>Formulate meaningful questions</li> <li>Write an expository document with supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>Read with a specific purpose</li> <li>Synthesize information from multiple sources</li> <li>Gather information from various sources</li> <li>Collaborate with others</li> <li>Write an expository document with MLA format in mind</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>8-Part Notes</li> <li>Poem Project</li> <li>Typed-Written Responses</li> <li>Benchmark Essay</li> </ul>	<ul style="list-style-type: none"> <li>8-Part Notes</li> <li>Dialogue Project</li> <li>Story Quizzes</li> <li>Scene Performance</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue Project</li> <li>Drama Test</li> <li>Scene Performance</li> <li>Benchmark Essay</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Author Study Report</li> <li>Typed-Written Responses</li> </ul>

## ENGLISH DEPT. Curriculum Map – American Literature 11

Focus / Unit	Catcher in the Rye (4-6 weeks)	Drama (4-6 weeks)	Short Story Unit (4-6 weeks)	Poetry Unit (4-6 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>What is the conformity vs non-conformity?</li> <li>Do all people need to follow societies rules to be accepted?</li> <li>How does America treat people who do not conform?</li> <li>When do you stop being a child and become an adult?</li> <li>What is the impact of the psychological developments in the story?</li> </ul>	<ul style="list-style-type: none"> <li>How do authors' experiences shape work as readers and writers?</li> <li>How do dramatists reflect social conditions in their work?</li> <li>How does characters objective drive a scene?</li> <li>What are some examples psychological motivators?</li> <li>How are the characters social conditions similar/different from yours?</li> </ul>	<ul style="list-style-type: none"> <li>How does setting impact character actions/beliefs?</li> <li>Why might a community want to instill certain beliefs in its members?</li> <li>What causes an individual to become disillusioned with pervious beliefs?</li> <li>How does society determine what is right or wrong or moral or immoral?</li> <li>How does a society socialize its members?</li> </ul>	<ul style="list-style-type: none"> <li>How do poets effectively use figurative language to communicate meaning?</li> <li>How is imagery an essential part of poems?</li> <li>How do social circumstances impact the poem and or the poet?</li> <li>How is the story told effectively in certain poems?</li> <li>Why do poems have enormous emotional impact on the reader?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Key vocabulary and cultural references</li> <li>Outside materials about societal norms</li> <li>Author analysis of/Biographical information</li> <li>MLA Guidelines</li> <li>Essay/rubric driven</li> </ul>	<ul style="list-style-type: none"> <li>Components and elements of a drama</li> <li>Key vocabulary and literary terms</li> <li>Primary/Secondary/ historical Source materials</li> <li>Author's biography that impacts content in written drama</li> </ul>	<ul style="list-style-type: none"> <li>Selected Short Stories</li> <li>Literary Vocabulary/Terms</li> <li>Secondary historical materials</li> <li>Outside sources as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Selected American Poems</li> <li>Figurative Language</li> <li>Literary Vocabulary/Terms</li> <li>Outside sources as appropriate</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>Analyze a literary text for social significance</li> <li>Interpret reasons why people lie</li> <li>Synthesize support from multiple sources</li> <li>Interpret reasons community members act as they do.</li> <li>Self-assess own experience and that of social characters</li> <li>Identify intentional literary techniques used by the author</li> </ul>	<ul style="list-style-type: none"> <li>Identify social factors that contribute to literacy</li> <li>Assess experiences that impact social effects that contribute to the drama</li> <li>Assess present day cultural events with historical events</li> <li>Synthesize information from multiple sources</li> <li>Research and identify primary and secondary source material</li> </ul>	<ul style="list-style-type: none"> <li>Analyze a literary text for social significance</li> <li>Evaluate significant social norms</li> <li>Interpret reasons community members act as they do</li> <li>Self-assess own experience and social-character influences</li> <li>Identify intentional literary techniques used by author</li> </ul>	<ul style="list-style-type: none"> <li>Write own poem using figurative language</li> <li>Analyze a literary text for symbolic significance</li> <li>Identify intentional literary techniques used by author</li> <li>Evaluate the factors that lead to the poem's emotional impact</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Say/Mean/Matter</li> <li>Quizzes/vocabulary/content</li> <li>Peer-editing</li> <li>Final essay, with rubric</li> <li>Reflections and journal entries</li> </ul>	<ul style="list-style-type: none"> <li>KWL, Double-Bubble, Say/Mean/Matter</li> <li>Key vocabulary</li> <li>Reflections/double entry journals</li> <li>Peer-editing</li> <li>Essay, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Say/Mean/Matter</li> <li>Character Analysis</li> <li>Analytic T-Charts</li> <li>Reflection</li> <li>Peer-editing</li> <li>Compare/contrast essay, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Formative written poetry</li> <li>Say/Mean/Matter</li> <li>Found Poems</li> <li>Reflections</li> <li>Formative written r3sponses</li> <li>Poetry journal</li> </ul>

## ENGLISH Curriculum Map – AP English Language and Composition (Grade 11)    Fall

Focus / Unit	Visual Literacy Intro (2 weeks)	Puritanism (3 weeks)	Rationalism (3 weeks)	Romanticism & Transcendentalism (6-8 weeks)	Realism (4 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>What is rhetoric?</li> <li>What are effective rhetorical strategies?</li> <li>How aware of you of visual rhetorical in your environment?</li> </ul>	<ul style="list-style-type: none"> <li>What is rhetoric?</li> <li>What are effective rhetorical strategies?</li> <li>How apparent is Puritan rhetoric in our society today?</li> </ul>	<ul style="list-style-type: none"> <li>What is rhetoric?</li> <li>What are effective rhetorical strategies?</li> <li>What are specific rhetorical devices that Rationalists rely on?</li> </ul>	<ul style="list-style-type: none"> <li>What is rhetoric?</li> <li>What are effective rhetorical strategies?</li> <li>How has rhetoric been used as a tool of civil disobedience?</li> </ul>	<ul style="list-style-type: none"> <li>What is rhetoric?</li> <li>What are effective rhetorical strategies?</li> <li>What defines classic “American” rhetoric?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Rhetorical Square: focus on purpose, audience, tone, message, rhetorical and literary devices.</li> <li>Vocabulary development for literary and rhetorical devices.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary development for literary and rhetorical devices.</li> <li>Readings by various authors</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary development for literary and rhetorical devices, specifically focusing on logic and fallacies</li> <li>Readings by various authors</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary development for literary and rhetorical devices.</li> <li>Readings by various authors</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary development for literary and rhetorical devices.</li> <li><i>Huck Finn</i> (novel)</li> <li>Readings by various authors</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>analyze persuasive techniques in visual texts</li> <li>synthesize several visual texts to answer a challenge/qualify/or defend question</li> <li>identify a position and develop an argument by summary, opinion, and support</li> </ul>	<ul style="list-style-type: none"> <li>analyze persuasive techniques in Puritan texts</li> <li>synthesize several texts to answer a challenge/qualify/or defend question</li> <li>identify a position and develop an argument by summary, opinion, and support</li> <li>revision as “re-seeing” to strengthen argument/position</li> </ul>	<ul style="list-style-type: none"> <li>analyze persuasive techniques in texts from the Revolutionary War</li> <li>synthesize several texts to answer a challenge/qualify/or defend question</li> <li>identify a position and develop an argument by summary, opinion, and support</li> <li>revision as “re-seeing” to strengthen argument/position</li> </ul>	<ul style="list-style-type: none"> <li>analyze persuasive techniques in Transcendentalist and Romantic texts</li> <li>synthesize several texts to answer a challenge/qualify/or defend question</li> <li>identify a position and develop an argument by summary, opinion, and support</li> <li>revision and research as “re-seeing” to strengthen argument</li> </ul>	<ul style="list-style-type: none"> <li>analyze persuasive techniques in Realist texts</li> <li>synthesize several texts to answer a challenge/qualify/or defend question</li> <li>identify a position and develop an argument by summary, opinion, and support</li> <li>revision and research as “re-seeing” to strengthen argument/position</li> </ul>



Assessments	<ul style="list-style-type: none"> <li>• “May Day” Poster focusing on tone.</li> <li>• Rhetoric around the town – group project.</li> <li>• Vocabulary test</li> <li>• Practice AP Language Free-Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Dialectical Journal</li> <li>• Synthesis In Class Essay</li> <li>• Vocabulary test</li> <li>• Practice AP Language Free-Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Dialectical Journal</li> <li>• Individual “Declaration of Independence” document imitating the original style</li> <li>• Vocabulary test</li> <li>• Practice AP Language Free-Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Class debate on <i>The Scarlet Letter</i></li> <li>• Persuasive essay analyzing Emerson’s philosophy of transcendentalism.</li> <li>• Compare and contrast Thoreau and King’s beliefs as they relate to civil disobedience.</li> <li>• Practice AP Language Free-Responses</li> </ul>	<ul style="list-style-type: none"> <li>• Choice of writing tasks:</li> <li>• Huck Finn racism?</li> <li>• Contemporary issues in HF?</li> <li>• Huck’s conflict with his society.</li> <li>• Practice AP Language Free-Responses</li> </ul>
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## Spring

Focus / Unit	The Moderns (6-8 Weeks)	Racism/Feminism (6-8 Weeks)	Literary Analysis (6-8 Weeks)
Essential Questions	<ul style="list-style-type: none"> <li>• How is modern rhetoric similar/different to 17<sup>th</sup> and 18<sup>th</sup> century rhetoric?</li> <li>• What effective rhetorical devices do Modern texts rely on??</li> </ul>	<ul style="list-style-type: none"> <li>• What is the rhetoric of racism and feminism?</li> <li>• What effective rhetorical devices do these texts rely on?</li> <li>• How can the quest for knowledge lead to freedom?</li> </ul>	<ul style="list-style-type: none"> <li>• How does the process of rhetorical analysis of non-fiction lead into the process of literary analysis?</li> <li>• How does one analyze poetry? Drama?</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Readings by Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Upton Sinclair, Eric Schlosser, Tim O’Brien, JD Salinger, Ezra Pound, William Carlos Williams, T. S. Elliot, etc</li> <li>• Nobel prize acceptance speeches by Faulkner, Steinbeck, and Hemingway</li> </ul>	<ul style="list-style-type: none"> <li>• Readings by Dee Brown (Bury My Heart at Wounded Knee), Sandra Cisneros, Richard Wright, Frederick Douglass, Alice Walker, Zora Neale Hurston, James Baldwin, Amy Tan, Maxine Hong Kingston, Lorraine Hansberry, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Readings by Arthur Miller, Lorraine Hansberry, Emily Dickinson, Walt Whitman, T.S. Eliot, Sylvia Plath, ee cummings, Langston Hughes, Gwendolyn Brooks, Anne Sexton, Elizabeth Bishop, etc</li> <li>• Contemporary artists’ texts including Don Henley, Peter Gabriel, U2, David Bowie, Alice in Chains, Rush, etc</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>• analyze persuasive techniques in Modern texts</li> <li>• synthesize several texts to answer a challenge/qualify/or defend question</li> <li>• identify a position and develop an argument by summary, opinion, and support</li> <li>• revision as “re-seeing” to strengthen argument/position</li> </ul>	<ul style="list-style-type: none"> <li>• analyze persuasive techniques in multicultural texts</li> <li>• synthesize several texts to answer a challenge/qualify/or defend question</li> <li>• identify a position and develop an argument by summary, opinion, and support</li> <li>• revision as “re-seeing” to strengthen argument/position</li> </ul>	<ul style="list-style-type: none"> <li>• transfer the process of rhetorical analysis to literary analysis</li> <li>• synthesize several texts to answer a challenge/qualify/or defend question</li> <li>• identify a position and develop an argument by summary, opinion, and support</li> <li>• analyze fiction using soapstone</li> <li>• revision as “re-seeing” to strengthen argument/position</li> </ul>

Assessments	<ul style="list-style-type: none"> <li>Compare/contrast essay choices: Focus on point of view, voice, and conflict in both <i>Huck Finn</i> and <i>Catcher in the Rye</i>; Focus on rhetorical devices used in both <i>Fast Food Nation</i> and <i>The Jungle</i>; Focus on the theme of soldier's returning home from war using both Hemingway and O'Brien</li> <li>Creative writing pieces: Pretend you are a child psychiatrist and analyze Holden's problem using his diction, syntax, and content; Pretend you are Holden and are reflecting on your first day of school at SPHS; Write a vivid description evoking tone of a place that has had an impact on you</li> <li>Practice AP Language Free-Responses</li> </ul>	<ul style="list-style-type: none"> <li>Formal essay analyzing the theme of the quest for knowledge leading to freedom and literary devices used to present this theme using three diverse works</li> <li>Formal essay analyzing an author's style</li> <li>Creation of own AP test including an AP-worthy passage, 12-15 multiple choice questions, one free-response prompt, etc</li> <li>Creation of group synthesis question with 6-8 sources</li> <li>Practice AP Language Free-Responses</li> </ul>	<ul style="list-style-type: none"> <li>Reflective essays</li> <li>Practice AP Literature free-responses</li> <li>Poetry activities to include mimicking a particular poem or poet's style; researching American poets; poetry readings; compiling a personal poetry anthology; etc</li> <li>Formal and informal writings analyzing a poet's style</li> </ul>
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## ENGLISH Curriculum Map – AP English Literature

Focus / Unit	Poetry (4-5 Weeks)	Greek Drama (4-5 weeks)	Modern Drama 4-5 Weeks	Elizabethan Drama 4-6 weeks	Satire 5-6 weeks	The Novel 10-12 weeks
Essential Questions	<ul style="list-style-type: none"> <li>What are different types of poetry?</li> <li>What are the literary terms specific to poetry?</li> <li>How do you use SOAPSTONE and RAIDS to analyze a poem?</li> </ul>	<ul style="list-style-type: none"> <li>What are the elements of Greek drama?</li> <li>What is the structure of Greek drama?</li> <li>What is the history of Greek drama?</li> <li>What is the story of Oedipus?</li> </ul>	<ul style="list-style-type: none"> <li>How has literature been involved in the feminist movement?</li> <li>How do societies delineate gender roles?</li> <li>How does Ibsen use diction to present gender role stereotypes?</li> <li>How does the historical time period affect the piece?</li> </ul>	<ul style="list-style-type: none"> <li>What are elements of Elizabethan drama?</li> <li>What are the psychological implications of <i>Hamlet</i>?</li> <li>What are recurring themes and motifs?</li> <li>Why is <i>Hamlet</i> one of Shakespeare's most famous plays?</li> </ul>	<ul style="list-style-type: none"> <li>How is satire different from other literature?</li> <li>What are the elements of satire?</li> <li>What is the purpose of satire?</li> </ul>	<ul style="list-style-type: none"> <li>How does a writer's philosophy shape a text?</li> <li>How does the historical time period affect the text?</li> <li>What is the structure of the text?</li> <li>How does an author's life influence a novel?</li> </ul>
Content	<ul style="list-style-type: none"> <li><i>Literature</i> by Robert DiYanni</li> <li>Selected poems</li> <li>Essays about poetry</li> <li>Practice AP test books</li> <li>SOAPSTONE RAIDS</li> </ul>	<ul style="list-style-type: none"> <li><i>Oedipus Rex</i> by Sophocles</li> <li><i>Antigone</i> by Sophocles</li> <li>Essays about Greek drama</li> <li>Greek/Roman mythology</li> </ul>	<ul style="list-style-type: none"> <li><i>A Doll's House</i> by Henrik Ibsen</li> <li>Essays on modern drama</li> <li>Supplemental information on historical time period of the play</li> <li>Supplemental information on progress of feminist movement</li> </ul>	<ul style="list-style-type: none"> <li><i>Hamlet</i> by William Shakespeare</li> <li>Supplemental information about Elizabethan drama</li> <li>Essays on Elizabethan drama</li> <li>Historical information on Shakespeare</li> <li>Shakespearean vocabulary</li> </ul>	<ul style="list-style-type: none"> <li><i>The Loved One</i> by Evelyn Waugh</li> <li><i>Candide</i> by Voltaire</li> <li>"Modest Proposal" by Jonathan Swift</li> <li>supplementary information on satire</li> <li>essays on satire</li> <li>information on historical time periods of texts</li> </ul>	<ul style="list-style-type: none"> <li><i>The Stranger</i> by Albert Camus</li> <li><i>Metamorphosis</i> by Franz Kafka</li> <li><i>Siddhartha</i> by Herman Hesse</li> <li><i>Heart of Darkness</i> by Joseph Conrad</li> <li><i>Things Fall Apart</i> by Chinua Achebe</li> <li>Supplemental information on philosophies, author biographies, historical time periods of texts</li> </ul>

<b>Skills</b> (Students will know how to...)	<ul style="list-style-type: none"> <li>Identify types of poetry</li> <li>Elaborate on literary elements using SOAPSTONE and RAIDS</li> <li>Evaluate the effectiveness of literary elements in poems</li> <li>Synthesize two poems to compare and contrast them</li> </ul>	<ul style="list-style-type: none"> <li>Identify Greek/Roman gods</li> <li>Identify elements in Greek drama</li> <li>Dramatize the play</li> <li>Interpret the play</li> <li>Analyze the text</li> <li>Differentiate themes and motifs</li> </ul>	<ul style="list-style-type: none"> <li>Identify elements of modern drama</li> <li>Analyze gender roles in the text</li> <li>Synthesize the social factors that influenced Ibsen</li> <li>Analyze literary elements in the play</li> <li>Compare social mores in the text to contemporary time</li> </ul>	<ul style="list-style-type: none"> <li>Read and understand Shakespeare</li> <li>Dramatize the play</li> <li>Analyze literary elements</li> <li>Evaluate psychological aspects of Hamlet</li> <li>Demonstrate an understanding of Shakespearean vocabulary</li> <li>Compare Elizabethan tragedy to Greek tragedy</li> </ul>	<ul style="list-style-type: none"> <li>Analyze texts looking for satire</li> <li>Synthesize historical settings and texts themselves</li> <li>Justify how satire shapes each text</li> </ul>	<ul style="list-style-type: none"> <li>Categorize literary elements such as plot, character, symbol, irony, theme, and motif for each text</li> <li>Synthesize existentialism, Buddhism, imperialism</li> <li>Distinguish authors' purposes</li> <li>Schematize novels thematically and /or structurally.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>dialectical journals for each poem</li> <li>Socratic seminars</li> <li>Class discussions</li> <li>Practice AP multiple choice tests</li> <li>Timed essay on retired AP poetry prompt</li> <li>Compare/contrast essay</li> <li>Group presentations of analyses of specific poems</li> </ul>	<ul style="list-style-type: none"> <li>Dialectical journal to analyze text</li> <li>Take home AP essay</li> <li>Peer editing</li> <li>Critical Elements</li> <li>God poster assignment and gallery walk</li> <li>Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Critical Elements</li> <li>Timed AP essay</li> <li>Socratic seminar</li> <li>Reflections</li> <li>Dialectical journals</li> <li>Class discussions</li> </ul>	<ul style="list-style-type: none"> <li>Critical Elements</li> <li>Timed AP essay</li> <li>Dialectical journals</li> <li>Socratic seminar</li> <li>Collaborative reading</li> <li>Quizzes</li> <li>Group presentations of analyzed scenes</li> </ul>	<ul style="list-style-type: none"> <li>Critical Elements for each text</li> <li>Write an original piece of satire</li> <li>Class discussion</li> <li>Group presentations of other examples of satire</li> <li>Quizzes</li> <li>Socratic seminar</li> </ul>	<ul style="list-style-type: none"> <li>Critical Elements for each novel</li> <li>Socratic seminars</li> <li>Collaborative presentations on theme for each novel</li> <li>AP essay prompt for each novel</li> <li>Peer editing</li> </ul>

### ***ENGLISH Asian American Literature – Curriculum Map***

	February	March	April	May	June
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Theme One: Origins</li> <li>Who are the Asian Pacific Islander Americans?</li> <li>What are statistics on Asian Americans? Stereotypes?</li> <li>What is the history of Asian Americans in the United States?</li> </ul>	<ul style="list-style-type: none"> <li>Theme Two: People</li> <li>What do we know of Japanese-American Internment during World War II?</li> <li>How did it impact the lives of Japanese Americans living in the continental U.S.?</li> <li>How different was the World War II experience for Japanese-Americans in Hawaii?</li> <li>What was the 442d and what was its significance after the war?</li> </ul>	<ul style="list-style-type: none"> <li>Theme Three: Places</li> <li>How would you feel if you had to leave your country because of war?</li> <li>How have Southeast Asian refugees adapted to life in America?</li> </ul>	<ul style="list-style-type: none"> <li>Theme Four: Challenges</li> <li>What issues of adjustment and assimilation are faced by Asian-Americans?</li> <li>What similarities connect us to each other, regardless of ethnicity?</li> <li>What universal problems are common to all people?</li> </ul>	<ul style="list-style-type: none"> <li>Theme Five: Dreams</li> <li>What is the future of Asian-Americans in America</li> <li>How does America treat its various ethnic groups?</li> <li>What does it really mean to be “ethnic” in America?</li> </ul>

Content	<ul style="list-style-type: none"> <li>Text: pp. 3-76</li> <li>Focus on “China Men” and Chinese American experience</li> </ul>	<ul style="list-style-type: none"> <li>Text: pp. 77-165</li> <li>Short stories of Toshio Mori</li> <li><u>Farewell to Manzanar</u> selected chapters</li> <li>Video: “Go For Broke”</li> </ul>	<ul style="list-style-type: none"> <li>Text: pp. 163-231</li> <li>Focus on the war in Southeast Asia</li> </ul>	<ul style="list-style-type: none"> <li>Text: pp. 235-318</li> <li>Focus on Filipinos in America</li> <li>Carlos Bulosan: “America is in the Heart”</li> </ul>	<ul style="list-style-type: none"> <li>Text: pp. 319-391</li> <li>Focus on Asian Americans in Hawaii</li> <li>Keola Beamer - Short stories</li> <li>Contemporary fiction from Hawaii</li> <li>Video “The Namesake” Indian-Americans in contemporary America</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Read and comprehend grade-level text material</li> <li>Make historical and literary connections</li> <li>Understand cultural similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Understand the reasons for Internment</li> <li>Develop ability to discern constitutional issues raised by the Internment</li> <li>Cross-cultural connections to post-9/11 world</li> </ul>	<ul style="list-style-type: none"> <li>Read and comprehend grade-level text material</li> <li>Interviewing skills</li> <li>Create open-ended interview questions</li> </ul>	<ul style="list-style-type: none"> <li>Read and comprehend grade –level text material</li> <li>Develop awareness of different Asian-Americans groups in the U.S.</li> <li>Learn the backgrounds and geographical locations of various Asian nations and its refugees in the United States</li> <li>Become aware of the historical references of Asian refugees to U.S.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate the similarities among all residents in the U.S.</li> <li>Develop ability to write essay articulating such similarities</li> <li>Essay that reflects student’s interaction or experience with Asian-Americans</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Questions for Discussion (Text)</li> <li>Homework/Class work</li> <li>Activities (Text)</li> </ul>	<ul style="list-style-type: none"> <li>Questions for Discussion (Text)</li> <li>Homework/Class work</li> <li>Activities (Text)</li> <li>Cultural Exploration Project</li> </ul>	<ul style="list-style-type: none"> <li>Questions for Discussion (Text)</li> <li>Homework/Class work</li> <li>Activities (Text)</li> <li>Written interview: Interview an elder in your family and make connections to your heritage</li> </ul>	<ul style="list-style-type: none"> <li>Questions for Discussion (Text)</li> <li>Homework and Class work</li> <li>Activities (Text)</li> <li>Culture Day(s) in class</li> </ul>	<ul style="list-style-type: none"> <li>Questions for Discussion (Text)</li> <li>Activities (Text)</li> </ul>

## ENGLISH Curriculum Map – Contemporary Composition (11<sup>th</sup> Grade)

Focus / Unit	Los Angeles: The Unread City (4-6 weeks)	The Rhetoric of War (4-6 weeks)	Virtual Selves (4-6 weeks)	Civil Disobedience (4-6 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>What is the writer's message/thesis about Los Angeles, and how is he/she conveying the message?</li> <li>How does community shape its members?</li> <li>Why is the use of sensory details important in creating a setting?</li> <li>What was the significance of each of the texts you've analyzed in this unit? Where did each take place?</li> </ul>	<ul style="list-style-type: none"> <li>What is metaphor?</li> <li>Do war metaphors creep into our daily lives? How?</li> <li>Can words create hostile environments all by themselves?</li> <li>Do word choices make any significant differences?</li> <li>Do words matter?</li> <li>In these unit texts, what are the authors' purposes?</li> </ul>	<ul style="list-style-type: none"> <li>How will you use the information to make predictions?</li> <li>Who is the intended audience for each of the texts in this unit?</li> <li>How does the virtual world influence our society?</li> <li>Are we responsible for our actions in cyberspace?</li> </ul>	<ul style="list-style-type: none"> <li>What is Civil Disobedience and its impact on society?</li> <li>How do social circumstances impact literature?</li> <li>What is the significance of the act of Civil Disobedience?</li> <li>When is Civil Disobedience morally justified?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Narrative Essays</li> <li>Historical Essays</li> <li>Narrative Vocabulary/Terms</li> <li>Cultural Essays/Speeches</li> <li>Select Literature</li> <li>Visual Texts</li> </ul>	<ul style="list-style-type: none"> <li>Reflective Essays</li> <li>Personal Narratives</li> <li>Timed Essays (CSU-EPT)</li> <li>Key Vocabulary/Terms</li> <li>Secondary Historical Materials</li> <li>Visual Texts</li> </ul>	<ul style="list-style-type: none"> <li>Key Vocabulary/Terms</li> <li>Outside sources as appropriate</li> <li>Visual Texts</li> <li>Reflective Essays</li> <li>Personal Narratives</li> </ul>	<ul style="list-style-type: none"> <li>Key Vocabulary/Terms</li> <li>Secondary historical materials</li> <li>Outside sources as appropriate</li> <li>Historical Essays</li> <li>Visual Texts</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>choose a narrative topic, methods, and evidence appropriate for audience</li> <li>conduct and structure a narrative essay</li> <li>demonstrate the elements of discourse (purpose, speaker, audience, form)</li> <li>recognize/convey tone</li> <li>synthesize support from multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>identify social factors that contribute to war rhetoric</li> <li>assess experiences that impact language</li> <li>create common themes across different texts</li> <li>synthesize information from multiple sources</li> <li>analyze ethical (ethos), emotional (pathos), and logical (logos) questions</li> </ul>	<ul style="list-style-type: none"> <li>analyze expository texts for social significance</li> <li>evaluate significant social norms</li> <li>interpret reasons cyberspace members act as they do</li> <li>self-assess own experiences in today's cyber world</li> <li>identify intentional literary techniques used by author</li> </ul>	<ul style="list-style-type: none"> <li>analyze connotation vs. denotation</li> <li>analyze expository texts for historical and social significance</li> <li>compare and contrast historical accounts</li> <li>evaluate the factors that lead to social chaos</li> <li>use the words of others from written sources</li> </ul>

<b>Assessments</b>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Collaborative assessment of samples</li> <li>Peer-editing</li> <li>Final narrative essay, with rubric</li> <li>Final cultural speech, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Analytic T-Charts</li> <li>Reflections</li> <li>Peer-editing</li> <li>Anticipation/Reaction Guide</li> <li>Final reflective essay, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Analytic T-Charts</li> <li>Final reflective essay, with rubric</li> <li>Peer-editing</li> <li>Socratic Seminar</li> <li>Multimedia Presentation, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Analytic T-Charts</li> <li>Reflections</li> <li>Speaking Activity (“Employing a Formal Tone”)</li> <li>Peer-editing</li> <li>Final historical essay, with rubric</li> </ul>
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TEXT USED: 11<sup>TH</sup> Grade Contemporary Composition Course/Student Text (LAUSD)

## ENGLISH Curriculum Map

## Drama A

Focus / Unit	Drama History and Drama Language (4 weeks)	Pantomime (8 weeks)	Mime (4 weeks)	Solo & Group Pantomime Performance (3 weeks)
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is drama and what is the etymology of the word?</li> <li>What are the origins of drama in Greek theatre and Sanskrit?</li> <li>How can live theatre affect an audience?</li> <li>How does drama empower social conditions?</li> <li>What makes drama convincing to the audience?</li> <li>How does the setting contribute to the drama’s overall theme?</li> <li>What is conflict and empathy?</li> <li>Why is imagination and creativity so important</li> </ul>	<ul style="list-style-type: none"> <li>How does an actor convey meaning?</li> <li>How does an actor convey emotion?</li> <li>What are the stage positions?</li> <li>What are the body positions?</li> <li>What is gesture?</li> <li>What is improvisation?</li> <li>What is spontaneity?</li> <li>What is situation?</li> <li>What is the motivated sequence?</li> <li>What are the two basic ways of telling a story?</li> <li>Why is being a great liar important to an actor?</li> </ul>	<ul style="list-style-type: none"> <li>Why is pantomime the first stage in training actors?</li> <li>What are the four basic hand gestures?</li> <li>What does characterization involve?</li> <li>How does mime differ from pantomime?</li> <li>Why is an expressive body so important to the actor?</li> <li>What is the importance of imitation versus imagination in portraying a scene?</li> <li>Why is illusion a key factor in mime?</li> </ul>	<ul style="list-style-type: none"> <li>What is the nature of performance?</li> <li>How does the actor convey meaning through a variety of techniques, including gesture, facial expression, hand movement and body movements?</li> <li>What are the dynamics of conflict?</li> <li>Why is conflict necessary to drive every scene?</li> <li>How do actors build a scene to a climax?</li> <li></li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Video Clips</li> <li>Sample Critiques</li> <li>Vocabulary/Terms</li> <li>Select Dramatic Pieces</li> <li>Select Plays</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Videos</li> <li>Stage Diagram</li> <li>Body Position Diagram</li> <li>Director’s Notations</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Literary Vocabulary/Terms</li> <li>Videos</li> <li>Face Diagrams</li> <li>Flexibility and Body Movement Exercise Sheets</li> </ul>	<ul style="list-style-type: none"> <li>Performance Rubrics</li> <li>Instructional Outline</li> <li>Sample Performances</li> <li>Performance Direction Sheet</li> <li>Vocabulary/Terms</li> </ul>

<b>Skills</b> (Students will know how to....)	<ul style="list-style-type: none"> <li>Students will know how to determine the social impacts of a play, monologue or scene</li> <li>Be able to determine the validity of an actor's performance</li> <li>Determine and analyze the theme of a play</li> <li>Utilize select vocabulary necessary in understanding basic theatrical concepts</li> <li>Understand the power of the theatre and how it can be used to convey meaning today</li> </ul>	<ul style="list-style-type: none"> <li>Keep themselves open and not blocked to the audience</li> <li>Become comfortable using the entire stage</li> <li>Communicate nonverbally through facial expressions, gestures and body movements</li> <li>Be spontaneous onstage utilizing basic improvisational techniques</li> <li>Use past experiences as a starting point to build upon drama</li> <li>Be able to tell a story to an audience by acting it out</li> </ul>	<ul style="list-style-type: none"> <li>Understand the differences between mime and pantomime</li> <li>Develop, rehearse and perform a scene involving specific mime techniques</li> <li>Create the illusion of reality</li> <li>Develop a specific character showing things such as age, profession.</li> <li>Understand and be able to demonstrate character's motivation or objective</li> </ul>	<ul style="list-style-type: none"> <li>Develop, rehearse and perform a solo scene</li> <li>Develop, rehearse and perform a group scene</li> <li>interpret character's motivations</li> <li>apply character actions to social circumstances</li> <li>Demonstrate conflict leading to a climax within a scene</li> <li>Use non-verbal communication skills to tell a story</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Select Theatre Critiques</li> <li>Vocabulary Quizzes</li> <li>Socratic Seminars</li> <li>Chapter focus questions and text analysis</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>Acting Exercises</li> <li>Peer Critiques</li> <li>Performance Based Rubrics</li> <li>Reflections</li> <li>Chapter Focus Questions on Improvisation and Drama</li> </ul>	<ul style="list-style-type: none"> <li>Acting Exercises</li> <li>Reflection</li> <li>Peer-Critique</li> <li>Self Critique</li> <li>Performance Rubric</li> <li>Vocabulary Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Solo Pantomime Performance Sheet with Rubric</li> <li>Final Group Performance Sheet with Rubric</li> <li>Self Critique</li> <li>Peer Critique</li> </ul>

## ENGLISH DEPARTMENT – Drama B

Focus / Unit	Improvisational Techniques and Theatre Terms (10 weeks)	Poetry Performance (3 weeks)	Monologue Performance (3 weeks)	Scene Work Final Performance (3 weeks)
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What do beginning actors need to survive in the theatre?</li> <li>Who was Stanislavski and what is his method approach to acting?</li> <li>What is the role in scoring a script and how does it help the actor?</li> <li>How do actors use the stage effectively?</li> <li>What is falling pitch versus rising pitch?</li> <li>What should you record in your actors' notebook?</li> <li>What are the differences between playing the conditions, playing the objectives, playing the obstacles and playing the moment?</li> </ul>	<ul style="list-style-type: none"> <li>How does an actor convey meaning and emotion?</li> <li>What is role scoring versus script scoring?</li> <li>Define body language and describe multiple ways actors can use body language on the stage.</li> <li>What are effective ways of entering (taking the stage) and exiting?</li> <li>What are the three basic rules of acting on stage?</li> <li>What are the five most important rules in improvisation?</li> <li>What are some techniques for playing drama?</li> </ul>	<ul style="list-style-type: none"> <li>What are a cross and a counter-cross?</li> <li>What are some techniques for portraying comedy?</li> <li>Why is comedy more difficult than drama?</li> <li>What are some other methods of acting besides Stanislavski?</li> <li>What is the British approach to drama?</li> <li>What is acting internally versus acting externally?</li> <li>How does an actor go about planning "business"?</li> <li>Why is a relaxation so important for an actor?</li> </ul>	<ul style="list-style-type: none"> <li>What is the nature of performance?</li> <li>How does the actor convey meaning through a variety of techniques, including gesture, facial expression, hand movement and body movements?</li> <li>What are the dynamics of conflict?</li> <li>Why is conflict necessary to drive every scene?</li> <li>How do actors build a scene to a climax?</li> <li>Why is reacting more essential than "acting"?</li> </ul>

Content				
	<ul style="list-style-type: none"> <li>• Vocabulary/Terms</li> <li>• Select Dramatic Pieces</li> <li>• Improvisational Exercises</li> <li>• Actor's Workbook</li> <li>• Textbook</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Select Poems</li> <li>• Score Sheet</li> <li>• Actor's Workbook</li> <li>• Vocabulary Terms</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Literary Vocabulary/Terms</li> <li>• Videos</li> <li>• Face Diagrams</li> <li>• Flexibility and Body Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Rubrics</li> <li>• Instructional Outline</li> <li>• Sample Performances</li> <li>• Performance Direction Sheet</li> <li>• Vocabulary/Terms</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>• Create emotion through emotional recall, the magic "what if," substitution, objects or music.</li> <li>• Score a script.</li> <li>• Use tone and inflection in their voice to stress/hit meaning.</li> <li>• Be able to determine the validity of an actor's performance</li> <li>• Take the basic tenants of a scene and improvise dialogue</li> <li>• Create business, non-verbal actions on the stage</li> <li>• Utilize select vocabulary necessary in understanding basic theatrical concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize the five basic emotional techniques for emotional recall</li> <li>• Score a script</li> <li>• Use body language to communicate meaning</li> <li>• Build a poem to a climax</li> <li>• React to preset reactions</li> <li>• React to another live actor</li> <li>• React to an imaginary actor</li> <li>• Set up a character's objective</li> <li>• Create time and place through sense memory</li> <li>• Build a character</li> <li>• Hold onto their concentration during a performance</li> </ul>	<ul style="list-style-type: none"> <li>• Create and plan all non verbal cues and business on stage</li> <li>• Develop, rehearse and perform a monologue</li> <li>• Develop a specific character showing things such as age, profession.</li> <li>• Understand and be able to demonstrate character's motivation or objective</li> <li>• React to imaginary actors or real actors.</li> <li>• Effectively use sense memory</li> <li>• Effectively use emotional recall</li> <li>• Build a character</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a scripted scenario</li> <li>• Develop &amp; perform a group scene</li> <li>• Interpret character's motivations</li> <li>• Build character's objective</li> <li>• Demonstrate conflict leading to a climax within a scene</li> <li>• Use both verbal and non-verbal communication skills to tell a story</li> <li>• Use emotional recall</li> <li>• Use sense memory</li> <li>• Build the character's arc</li> <li>• Perform in front of an audience</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Select Theatre Critiques</li> <li>• Vocabulary Quizzes</li> <li>• Socratic Seminars</li> <li>• Chapter focus questions and text analysis</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry Rubric</li> <li>• Peer Critiques</li> <li>• Performance Based Rubrics</li> <li>• Reflections</li> <li>• Self Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Acting Exercises</li> <li>• Reflection</li> <li>• Peer-Critique</li> <li>• Self Critique</li> <li>• Performance Rubric</li> <li>• Vocabulary Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Group Scene Performance Sheet with Rubric</li> <li>• Self Critique</li> <li>• Peer Critique</li> <li>• Voice/Speech Quality Analysis</li> </ul>



## Curriculum Map – Contemporary Composition (11<sup>th</sup> Grade)

Focus / Unit	Los Angeles: The Unread City (4-6 weeks)	The Rhetoric of War (4-6 weeks)	Virtual Selves (4-6 weeks)	Civil Disobedience (4-6 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>What is the writer's message/thesis about Los Angeles, and how is he/she conveying the message?</li> <li>How does community shape its members?</li> <li>Why is the use of sensory details important in creating a setting?</li> <li>What was the significance of each of the texts you've analyzed in this unit? Where did each take place?</li> </ul>	<ul style="list-style-type: none"> <li>What is metaphor?</li> <li>Do war metaphors creep into our daily lives? How?</li> <li>Can words create hostile environments all by themselves?</li> <li>Do word choices make any significant differences?</li> <li>Do words matter?</li> <li>In these unit texts, what are the authors' purposes?</li> </ul>	<ul style="list-style-type: none"> <li>How will you use the information to make predictions?</li> <li>Who is the intended audience for each of the texts in this unit?</li> <li>How does the virtual world influence our society?</li> <li>Are we responsible for our actions in cyberspace?</li> </ul>	<ul style="list-style-type: none"> <li>What is Civil Disobedience and its impact on society?</li> <li>How do social circumstances impact literature?</li> <li>What is the significance of the act of Civil Disobedience?</li> <li>When is Civil Disobedience morally justified?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Narrative Essays</li> <li>Historical Essays</li> <li>Narrative Vocabulary/Terms</li> <li>Cultural Essays/Speeches</li> <li>Select Literature</li> <li>Visual Texts</li> </ul>	<ul style="list-style-type: none"> <li>Reflective Essays</li> <li>Personal Narratives</li> <li>Timed Essays (CSU-EPT)</li> <li>Key Vocabulary/Terms</li> <li>Secondary Historical Materials</li> <li>Visual Texts</li> </ul>	<ul style="list-style-type: none"> <li>Key Vocabulary/Terms</li> <li>Outside sources as appropriate</li> <li>Visual Texts</li> <li>Reflective Essays</li> <li>Personal Narratives</li> </ul>	<ul style="list-style-type: none"> <li>Key Vocabulary/Terms</li> <li>Secondary historical materials</li> <li>Outside sources as appropriate</li> <li>Historical Essays</li> <li>Visual Texts</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>choose a narrative topic, methods, and evidence appropriate for audience</li> <li>conduct and structure a narrative essay</li> <li>demonstrate the elements of discourse (purpose, speaker, audience, form)</li> <li>recognize/convey tone</li> <li>synthesize support from multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>identify social factors that contribute to war rhetoric</li> <li>assess experiences that impact language</li> <li>create common themes across different texts</li> <li>synthesize information from multiple sources</li> <li>analyze ethical (ethos), emotional (pathos), and logical (logos) questions</li> </ul>	<ul style="list-style-type: none"> <li>analyze expository texts for social significance</li> <li>evaluate significant social norms</li> <li>interpret reasons cyberspace members act as they do</li> <li>self-assess own experiences in today's cyber world</li> <li>identify intentional literary techniques used by author</li> </ul>	<ul style="list-style-type: none"> <li>analyze connotation vs. denotation</li> <li>analyze expository texts for historical and social significance</li> <li>compare and contrast historical accounts</li> <li>evaluate the factors that lead to social chaos</li> <li>use the words of others from written sources</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Collaborative assessment of samples</li> <li>Peer-editing</li> <li>Final narrative essay, with rubric</li> <li>Final cultural speech, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Analytic T-Charts</li> <li>Reflections</li> <li>Peer-editing</li> <li>Anticipation/Reaction Guide</li> <li>Final reflective essay, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Analytic T-Charts</li> <li>Final reflective essay, with rubric</li> <li>Peer-editing</li> <li>Socratic Seminar</li> <li>Multimedia Presentation, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Analytic T-Charts</li> <li>Reflections</li> <li>Speaking Activity ("Employing a Formal Tone")</li> <li>Peer-editing</li> <li>Final historical essay, with rubric</li> </ul>

## Curriculum Map – English 9

Focus / Unit	Persuasion (8-12 weeks)	Exposition (8-12 weeks)	Literary Analysis (8-12 weeks)	Romeo and Juliet (4-6 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>What is the persuader's responsibility for the effect their argument has on the readers?</li> <li>How does audience affect level of persuasive involvement?</li> <li>How does the topic affect the audience's persuasive involvement?</li> <li>How do I know if my argument is convincing?</li> </ul>	<ul style="list-style-type: none"> <li>How do authors' experiences shape work as readers and writers?</li> <li>What is Expository Writing?</li> <li>How is an expository essay written?</li> <li>What are the different ways that I can use an expository text?</li> </ul>	<ul style="list-style-type: none"> <li>How does setting impact character actions/beliefs?</li> <li>Why do we do what we do, and what are the consequences for our choices?</li> <li>How are universal themes presented in literature?</li> <li>What are the characteristics of an effective literary analyses?</li> </ul>	<ul style="list-style-type: none"> <li>Why study a play today that was set in the Elizabethan Era (400 years ago)?</li> <li>How is drama different from the other literature?</li> <li>How are settings, characterization, and conflict developed?</li> <li>How does literature help us understand ourselves better?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Persuasive Arguments/Essays</li> <li>Persuasive Speeches</li> <li>Persuasive Vocabulary/Terms</li> <li>Historical Speeches</li> <li>Historical Essays</li> <li>Select Literature</li> </ul>	<ul style="list-style-type: none"> <li><i>Perspectives of Multicultural Literature Text</i> for sources</li> <li>Literacy Narratives</li> <li>Personal Narratives</li> <li>Primary/Secondary Source material</li> <li>Informational Texts</li> <li>MLA Guidelines</li> </ul>	<ul style="list-style-type: none"> <li><i>Elements of Literature</i> excerpts and short stories</li> <li>Literary Vocabulary/Terms</li> <li>Additional resources that correlate to unit plan/daily lessons</li> </ul>	<ul style="list-style-type: none"> <li><i>Romeo and Juliet</i> (novel)</li> <li>Literary Vocabulary/Terms</li> <li>Secondary historical materials</li> <li>Additional resources that correlate to unit plan or as appropriate</li> </ul>

<p><b>Skills</b> (Students will know how to....)</p>	<ul style="list-style-type: none"> <li>• Craft a persuasive essay</li> <li>• Address a persuasive topic using logical, emotional, and ethical appeals</li> <li>• Conduct and structure a persuasive argument</li> <li>• Recognize persuasive tactics</li> <li>• Develop counter-arguments and rebuttals</li> <li>• Recognize and convey tone</li> <li>• Synthesize support from multiple sources</li> </ul>	<ul style="list-style-type: none"> <li>• Create common themes across different texts</li> <li>• Synthesize information from multiple sources</li> <li>• Research and identify primary and secondary source material</li> <li>• Accurately cite resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze author's genre choices and how they shape the presentation of their themes</li> <li>• Analyze the way that authors write descriptions and create a sense of place</li> <li>• Analyze the words and descriptions in a literary work and explain how they contribute to the tone and mood of the text.</li> <li>• Analyze how the major issues and influences of a historical period that are reflected in a literary text</li> <li>• Analyze how shared themes are presented similarly and differently across texts</li> <li>• Analyze literary terms, devices, and elements and identify them within a literary text</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze a literary text for Thematic significance</li> <li>• Interpret character motives</li> <li>• Apply character actions to social circumstances</li> <li>• Identify intentional literary techniques used by author</li> <li>• Evaluate the factors that lead to social chaos</li> <li>• Identify use of symbols and figurative language</li> <li>• Analyze the text and identify elements of drama</li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>• Collaborative assessment of samples</li> <li>• Reader's /Writer's Notebook</li> <li>• Peer-editing</li> <li>• Final persuasive essay, with rubric</li> <li>• LAUSD Periodic Assessment</li> <li>• Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>• Student literacy narrative</li> <li>• Reflections</li> <li>• Peer-editing</li> <li>• Reader's/Writer's Notebooks</li> <li>• Final synthesis essay, with rubric</li> <li>• LAUSD Periodic Assessment</li> <li>• Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>• Reader's/Writer's Notebooks</li> <li>• Reflections</li> <li>• Graphic Organizers (T-Charts, Venn Diagrams)</li> <li>• Peer-editing</li> <li>• Final analytical essay, with rubric</li> <li>• LAUSD Periodic Assessment</li> <li>• Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>• Formative written responses</li> <li>• Select chapter quizzes</li> <li>• Reader's/Writer's Notebooks</li> <li>• Accelerated Reader</li> <li>• Reflection</li> <li>• Peer-editing</li> <li>• Final analytical essay, with rubric</li> </ul>

## Curriculum Map – Essentials of Standard English

<b>Focus / Unit</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development (3-4 weeks)</b>	<b>Reading Comprehension (3-4 weeks)</b>	<b>Literary Response &amp; Analysis (3-4weeks)</b>	<b>Written and Oral English Language Conventions/ Writing Strategies/ Writing Applications (4-8 weeks)</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What is denotation and connotation?</li> <li>How can we use word origins, roots, prefixes, and suffixes to determine the meaning of words?</li> </ul>	<ul style="list-style-type: none"> <li>How do we effectively compare and contrast the features and elements of a particular text?</li> <li>How do we analyze the structure of a text?</li> <li>How do we synthesize content from several sources dealing with the same issue?</li> <li>How do we evaluate the credibility of an author's argument?</li> </ul>	<ul style="list-style-type: none"> <li>How do we distinguish between different types of dramatic literature?</li> <li>What is a universal theme?</li> <li>How does an author's work reflect his heritage, traditions, attitudes and beliefs?</li> <li>How do literary devices and figurative language add significance to a text?</li> </ul>	<ul style="list-style-type: none"> <li>What are the characteristics of an effective piece of writing?</li> <li>How can understanding the mechanics of grammar help me in my writing?</li> <li>What are the characteristics of the most common forms of writing (persuasive, expository, literary analysis, biographical narrative, and business letter)?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Persuasive essays/speeches</li> <li>Select Literature</li> <li>Vocabulary lists</li> </ul>	<ul style="list-style-type: none"> <li>Various types of texts (persuasive, expository, literary analysis)</li> <li>Informational texts</li> <li>Select Literature</li> </ul>	<ul style="list-style-type: none"> <li>Literary vocabulary/terms</li> <li>Select Literature</li> <li>Outside sources as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive, expository, and literary analysis essays</li> <li>Biographical narratives</li> <li>Literary vocabulary/terms</li> <li>Primary/secondary source material</li> </ul>
<b>Skills (Students will know how to....)</b>	<ul style="list-style-type: none"> <li>Differentiate between the denotative and connotative meaning of a word.</li> <li>Determine the meaning of a word by its word origin, root, prefix, and suffix</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast different texts by analyzing their features and elements.</li> <li>Determine the structure of a text.</li> <li>Draw pertinent information from various texts about the same issue</li> <li>Determine whether an author's argument is credible.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and identify the genre of a text</li> <li>Identify the universal theme of two or more related texts</li> <li>Discern information about the author through his writings.</li> <li>Identify and use literary devices and figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>Write effective persuasive, expository, literary analysis essays, biographical narratives, and business letters that conform to ELA standards and shows a mastery of the English language and its constructs.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>CAHSEE Practice Test</li> <li>Vocabulary tests</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE Practice Test</li> <li>Say/Mean/Matter</li> <li>Reflections</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE Practice Test</li> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Reflection</li> <li>Peer-editing</li> <li>Analytical essay with rubric</li> </ul>	<ul style="list-style-type: none"> <li>CAHSEE Practice Test</li> <li>Peer-editing</li> <li>Persuasive essay, with rubric</li> <li>Synthesis essay, with rubric</li> <li>Analytical essay, with rubric</li> <li>Business letter, with rubric</li> <li>Biographical narrative, with rubric</li> </ul>

## ***EXPOSITORY COMPOSITION (12<sup>TH</sup> Grade) – Curriculum Map***

	September	October	November	December	January
WRITING	<ul style="list-style-type: none"> <li>What are the elements of the personal narrative essay?</li> <li>How did the event change your perspective?</li> <li>How did the event make you the person you are today?</li> </ul> <ul style="list-style-type: none"> <li>ERWC – “Fast Food – Who’s to Blame?”</li> <li>Who are the parties?</li> <li>What are the marketing Strategies?</li> <li>Who is to blame for childhood obesity and Type II diabetes?</li> </ul>	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>What is the SPHS Senior Portfolio?</li> <li>What are its elements?</li> <li>What must I do to complete the portfolio?</li> <li>Is completion of the portfolio a requirement for graduation? (Yes.)</li> </ul> </li> </ol> <ul style="list-style-type: none"> <li>ERWC – “Going for the Look, but Risking Discrimination”</li> <li>Is hiring by looks acceptable? Legal? Morally correct?</li> <li>Why do retailers hire for the “look?”</li> <li>Is it business wise...is it racism?</li> <li>What do consumers want in retailing?</li> <li>What are our views on this issue?</li> </ul>	<ul style="list-style-type: none"> <li>What is a commentary? What does it hope to do?</li> <li>About what do you have a strong opinion?</li> <li>What techniques can we use?</li> </ul> <ul style="list-style-type: none"> <li>ERWC – “Into the Wild”</li> <li>Why did McCandless go “into the wild?”</li> <li>What does a young person seek in life?</li> <li>What s Krakauer’s style for this book? Is it effective for the subject matter?</li> <li>Would you follow McCandless’ footsteps?</li> </ul>	<ul style="list-style-type: none"> <li>ERWC – “Juvenile Justice”</li> <li>Should minors be executed for violent crimes?</li> <li>Should minors be imprisoned for life for committing violent crimes?</li> <li>Should the families of murder victims be considered in determining sentences for youthful offenders?</li> <li>Are minors capable of making informed decisions while committing violent crimes?</li> </ul> <ul style="list-style-type: none"> <li>ERWC – “The Value of Life”</li> <li>How does society judge what a person’s life is worth?</li> <li>Can we quantify how much a human life is worth in dollars?</li> <li>What is your life worth?</li> </ul>	<ul style="list-style-type: none"> <li>ERWC – “The Last Meow”</li> <li>How far would you go to save your pet’s life?</li> <li>Is saving a pet’s life worth spending beyond your means?</li> <li>Have our priorities been skewed out of proportion to reality?</li> <li>What does this reveal about our society?</li> </ul>
CRITICAL THINKING	<ul style="list-style-type: none"> <li>Personal insight gained...most important element</li> <li>Event that occurred in 24-hour (or less) period</li> <li>Persons involved?</li> <li>Lesson learned</li> </ul> <ul style="list-style-type: none"> <li>ERWC articles in text</li> <li>ERWC activities</li> <li>PBS Video – “King Corn”</li> </ul>	<ul style="list-style-type: none"> <li>Personal narrative essay</li> <li>Resume</li> <li>Work sample</li> <li>Four worksheets</li> </ul> <ul style="list-style-type: none"> <li>Viewing fashion/analyzing our reactions</li> <li>ERWC article in text</li> <li>ERWC activities</li> </ul>	<ul style="list-style-type: none"> <li>Student samples</li> <li>Commentaries from newspapers, magazines, television, radio</li> </ul> <ul style="list-style-type: none"> <li>“Into the Wild” text</li> <li>Original <i>Outside</i> magazine article</li> <li>ERWC activities</li> <li>“Into the Wild” video</li> </ul>	<ul style="list-style-type: none"> <li>ERWC articles</li> <li>ERWC activities</li> <li>TIME magazine article - “The Teenage Brain”</li> <li>PBS video – “When Kids Get Life”</li> </ul> <ul style="list-style-type: none"> <li>Video – “WTC: The First 24 Hours”</li> <li>ERWC articles</li> </ul>	<ul style="list-style-type: none"> <li>ERWC article</li> </ul>

## Curriculum Map – Journalism

Focus / Unit	Hard News / Feature Writing (4-6 weeks)	Editorial /Sports / Entertainment (4-6 weeks)	Electronic Media (Blogs, T.V., etc.) (4-6 weeks)	Media Literacy / Bias (2-4 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>What is the function of Journalism?</li> <li>What is a reliable source?</li> <li>What are the features of Hard News?</li> <li>How do Feature Stories and Hard News relate/support each other?</li> </ul>	<ul style="list-style-type: none"> <li>What are the various formats of Editorials?</li> <li>What are the characteristics of Sports / Entertainment writing?</li> <li>Who is the audience for each writing type?</li> </ul>	<ul style="list-style-type: none"> <li>What has been the impact of the Internet on mass media?</li> <li>How are electronic news broadcasts structured?</li> <li>How can blogs be started?</li> </ul>	<ul style="list-style-type: none"> <li>Who decides how news is structured?</li> <li>How reliable are different forms of media?</li> <li>What is the motive of the media?</li> <li>How do media and advertising relate?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Professional Journalism Articles</li> <li><i>Scholastic Journalism</i> Textbook</li> <li>Student Samples</li> </ul>	<ul style="list-style-type: none"> <li>Professional Journalism Articles</li> <li><i>Scholastic Journalism</i> Textbook</li> <li>Student Samples</li> </ul>	<ul style="list-style-type: none"> <li>On-Line Journalism Articles/Blogs</li> <li>Recorded news broadcasts</li> <li><i>Scholastic Journalism</i> Textbook</li> <li>Student Samples</li> </ul>	<ul style="list-style-type: none"> <li>Professional Journalism Articles</li> <li><i>Scholastic Journalism</i> Textbook</li> <li>Recorded news broadcasts</li> <li>On-Line Articles</li> <li>Advertising commercials</li> <li>Student Samples</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>Distinguish between Hard News and Feature Stories</li> <li>Recognize “Voice” in articles, and write for a specific audience</li> <li>Write un-biased stories</li> <li>Properly attribute sources</li> <li>Generate support topics for Feature Stories</li> <li>Gather appropriate research</li> <li>Write stories within set timeframe</li> </ul>	<ul style="list-style-type: none"> <li>Credibly present opinion</li> <li>Create appropriate tone in Editorial writing</li> <li>Properly attribute sources</li> <li>Gather appropriate research</li> <li>Write stories within set timeframe</li> <li>Critically evaluate songs, movies, performances, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Create personal blog</li> <li>Identify various components of broadcast news</li> <li>Identify reason for broadcast news story selection</li> <li>Trace evolution of media from print to electronic</li> </ul>	<ul style="list-style-type: none"> <li>Identify bias in media</li> <li>Distinguish between news and propaganda</li> <li>Create news story free of bias</li> <li>Evaluate the credibility of media messages</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Self-Generated Hard News Stories</li> <li>Self-Generated Subject Profile Stories</li> <li>Article Scope Summaries</li> <li>Article Lead Identification</li> <li>Peer Edit/Review</li> </ul>	<ul style="list-style-type: none"> <li>Various types of editorials</li> <li>Political Cartoons</li> <li>Self-Generated Sports Stories</li> <li>Various entertainment reviews</li> <li>Peer Edit/Review</li> </ul>	<ul style="list-style-type: none"> <li>Self-Generated blog topics</li> <li>Collaborative team broadcast news model</li> <li>Written evaluation of scope of media</li> <li>Peer Edit/Review</li> </ul>	<ul style="list-style-type: none"> <li>Practice articles/presentations containing bias</li> <li>Self-Generated Media Analysis Writing</li> <li>Self-Generated Writing demonstrating bias and absence of bias</li> </ul>

## Curriculum Map – Mexican American Literature

Focus / Unit	Oral Tradition (3 weeks)	Short story (5 weeks)	Non-fiction (3 weeks)	Poetry 3 weeks	2 Novels 6-8 weeks
Essential Questions	<ul style="list-style-type: none"> <li>How does community shape its members?</li> <li>What impact has your community had on you?</li> <li>How does setting impact character actions/beliefs?</li> <li>How does setting impact character actions/beliefs?</li> <li>Why might a community want to instill certain beliefs in its members?</li> </ul>	<ul style="list-style-type: none"> <li>How do authors' experiences shape work as readers and writers?</li> <li>How does literacy develop?</li> <li>What has impacted my own literacy?</li> <li>How does setting impact character actions/beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>How do authors' experiences shape work as readers and writers?</li> <li>What impact has your community had on you?</li> <li>How does setting impact character actions/beliefs?</li> <li>What has impacted my own literacy?</li> </ul>	<ul style="list-style-type: none"> <li>How do authors' experiences shape work as readers and writers?</li> <li>What are universal themes?</li> <li>How do the poetic devices convey the poet's themes?</li> </ul>	<ul style="list-style-type: none"> <li>How do authors' experiences shape work as readers and writers?</li> <li>What impact has your community had on you?</li> <li>How does setting impact character actions/beliefs?</li> <li>What has impacted my own literacy?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Traditional oral stories</li> <li>Corridos (ballads)</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Narratives</li> <li>Personal Narratives</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Narratives</li> <li>Personal Narratives</li> <li>Primary/Secondary Source material</li> </ul>	<ul style="list-style-type: none"> <li>Various Mexican American works</li> <li>Poetic vocabulary/terms</li> <li>Literacy Narratives</li> <li>Personal Narratives</li> </ul>	<ul style="list-style-type: none"> <li>Caramelo and Tortilla Curtain</li> <li>Literary/vocabulary terms</li> <li>Secondary Historical materials</li> <li>Outside sources as appropriate</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>Identify social factors that contribute to literacy</li> <li>Assess experiences that impact literacy</li> <li>Create common themes across different texts</li> <li>Separate fact from fiction/myth via primary/ secondary sources in/on library/ the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Identify social factors that contribute to literacy</li> <li>Assess experiences that impact literacy</li> <li>Create common themes across different texts</li> <li>Analyze a literary text for social significance</li> </ul>	<ul style="list-style-type: none"> <li>Analyze a literary text for social significance</li> <li>Evaluate significant social norms</li> <li>Interpret reasons community members act as they do</li> <li>Self-assess own experience and social-character influences</li> <li>Identify intentional literary techniques used by author</li> </ul>	<ul style="list-style-type: none"> <li>Analyze a literary text for symbolic significance</li> </ul> <p>Distinguish between the different types of poetry and give examples of each</p> <p>Define poetry vocabulary</p> <p>Interpret author's meaning in poems.</p> <p>Paraphrase poems in own words.</p> <p>Identify intentional literary techniques used by author</p>	<ul style="list-style-type: none"> <li>Analyze a literary text for symbolic significance</li> <li>Evaluate significant social norms</li> <li>Interpret reasons community members act as they do</li> <li>Self-assess own experience and social-character influences</li> <li>Identify intentional literary techniques used by author</li> </ul>

## Curriculum Map – English Department

## Shakespeare

	<b>TRAGEDY (10 WEEKS)</b>	<b>SHAKESPEAREAN SONNETS (2 WEEKS)</b>	<b>COMEDY (8 WEEKS)</b>
Essential Questions	What is tragedy? How are tragedies different from comedy? What is a Tragic Hero? How does a Tragic Flaw move the play? How do the gods play into the lives of men? What is catharsis? How are themes relevant to today?	What is a Shakespearean sonnet? What is the format of a sonnet? Why is it important to Shakespeare to be recognized as a poet?	What is comedy? How does it differ from tragedy? How is marriage addressed in Shakespearean comedy? How is Shakespeare's <i>Tempest</i> relevant to the life of Shakespeare?
Content	One of Shakespeare's masterpiece tragedies: <i>Hamlet</i> , <i>King Lear</i> , <i>Macbeth</i> , or <i>Othello</i> ) Soliloquy excerpts from other plays Videos/films of tragedies Songs related to plays Use of the auditorium for realistic feel of play	A selection of Shakespeare's sonnets  Literary terms	Study <i>The Tempest</i>  Film of other comedies.  Use of auditorium for realistic feel of play
Skills (Students will know how to...)	Sequence of a play—5 acts, intro, rising action, apex, falling action, resolution. Determine tragic hero and antagonist How to analyze difficult language for deeper meaning Understand theater terms – aside, soliloquy, etc.	Parse a sonnet Write an original sonnet Understand the impact and importance of literacy devices in a sonnet Relate importance of sonnets to Shakespeare's life.	Sequence of a play—5 acts, intro, rising action, apex, falling action, resolution. Determine tragic hero and antagonist How to analyze difficult language for deeper meaning Understand theater terms – aside, soliloquy, etc.
Assessments	Partnering/Pair Sharing analysis of soliloquys Summative tests over play entirely, including class essays on important ideas/themes of play Journaling, note taking	Analysis of a sonnet not studied Write an original contemporary Shakespearean sonnet Journaling, note taking	Partnering/Pair Sharing analysis of soliloquys Summative tests over play entirely, including class essays on important ideas/themes of play Journaling, note taking



# Curriculum Map – ENGLISH DEPARTMENT

# World Literature

Focus / Unit	Unit 1, 2, & 3 (September) World Myths & Folktales The African Literature Tradition The Ancient Middle East	Unit 4, 5, & 6 (October) Greek & Roman Literature Indian Literature Chinese & Japanese Literature	Unit 7, 8, & 9 (November) Persian & Arabic Literature The Middle Ages From The Renaissance To The Enlightenment	Unit 10, & 11 The Nineteenth Century: Romanticism To Realism The Twentieth Century
Essential Questions	<ul style="list-style-type: none"> <li>What Is A Myth?</li> <li>What Is A Folktale?</li> <li>What Are The Differences Between Myths And Folktales?</li> <li>What Where The Purposes Of Myths And Folktales In Ancient Times?</li> <li>How Can We Make Personal Connections Through Literature?</li> <li>How Does Literature Provide An Understanding Of Human Experience?</li> </ul>	<ul style="list-style-type: none"> <li>What Were The Major Influences Of Ancient Greece On Modern Western Civilization?</li> <li>Who Were The Major Greek Philosophers?</li> <li>What Are The Elements Of The Indian Epic And The Epic Hero?</li> <li>What Were The Contributions Of Confucianism, Taoism, and Buddhism To Chinese Literature?</li> </ul>	<ul style="list-style-type: none"> <li>How Has Islam Shaped Culture And Literature In The Middle East?</li> <li>What Is Islam's Attitude Toward Jews And Christians?</li> <li>Can War Ever Be Justified On Religious Grounds?</li> <li>What Are The Elements Of The Heroic Epic And The Romance?</li> <li>How Did The Language Of Literature Change During The Middle Ages?</li> <li>What Were The Elements Of Spirit In The Renaissance And The Reformation?</li> </ul>	<ul style="list-style-type: none"> <li>What Are The Similarities And Differences Between Romanticism And Reformation?</li> <li>How Did The Industrial Revolution Affect The Literature Of The Twentieth Century?</li> <li>Do You Think The Twentieth Century Recognizes And Appreciates Different Cultures?</li> <li>How Has Today's Media Affected Twentieth Century Literature?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Selected Reading From Different World Myths And Folktales, Ancient African Literature, And Ancient Middle East</li> <li>Literary Vocabulary/Terms</li> <li>Timeline</li> <li>Analysis Of Character</li> <li>Analysis Of Theme</li> <li>Analysis Of Varied Reading,; Defining Archetypes In Literature</li> <li>Outside Sources As Appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Selected Reading From Greek, Roman, Indian, Chinese, And Japanese Literatures</li> <li>Literary Vocabulary/Terms</li> <li>Timeline</li> <li>Primary Sources</li> <li>Recognizable Foreshadowing</li> <li>Recognizable Flashback</li> <li>Recognizable Imagery</li> <li>Outside Sources As Appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Selected Reading From Persian, And Arabic Literature, Literature From The Middle Ages, And From The Renaissance To The Enlightenment</li> <li>Timeline</li> <li>Literary Vocabulary/Terms</li> <li>Literary Examples Of Situational Irony, Personification, and, Symbolism</li> <li>Outside Sources As Appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Selected Reading From The Nineteenth Century And Twentieth Century</li> <li>Literary Vocabulary/Terms</li> <li>Timeline</li> <li>Identifiable Examples Of Internal/External Conflict</li> <li>Identifiable Examples Of Literary Criticism</li> <li>Outside Sources As Appropriate</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>Identify Archetypes</li> <li>Compare &amp; Contrast Two Folktales</li> <li>Recognize Point Of View</li> <li>Evaluate The Strength Of Different Heroes</li> <li>Interpret Character Motives</li> <li>Analyze The Way In Which The Theme Or Meaning Of A Selection Represents A View Or Comment On Life, Using Textual Evidence To Support The Claim</li> <li>Analyze The Ways In Which Irony, Tone, Mood, The Author's Style, And The "Sound" Of Language Achieve Specific Rhetorical Or Aesthetic Purposes Or Both</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate The Meaning Of Various Analogies Encountered In Selected Readings</li> <li>Recognize The Difference Between Connotation And Denotation</li> <li>Create Common Themes Across Different Texts</li> <li>Make Warranted And Reasonable Assertions About The Author's Arguments By Using Elements Of The Text To Defend And Clarify Interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Analyze A Literary Text For Social Significance</li> <li>Identify Intentional Literary Techniques Used By Author</li> <li>Analyze Characteristics Of Subgenres That Are Used In Poetry, Prose, Plays, And Short Stories</li> <li>Analyze The Way In Which Clarity Of Meaning Is Affected By The Patterns Of Organization, Hierarchical Structures, Repetition Of The Main Ideas, Syntax, And Word Choice In A Text</li> </ul>	<ul style="list-style-type: none"> <li>Interpret Character Motives</li> <li>Apply Character Actions To Social Circumstances</li> <li>Analyze The Philosophical Arguments Presented In Literary Works To Determine Whether The Author's Positions Have Contributed To The Quality Of Each Work And The Credibility Of The Characters</li> <li>Analyze The Impact Of The Media On The Democratic Process At The Local, State, And National Levels</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Collaborative Assessment Of Reading Samples</li> <li>Reflections</li> <li>Formative Written Responses</li> <li>Student Written Fairy Tale</li> <li>Reciprocal Teaching</li> <li>Analytical Essay On Character/Or Themes, With Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Student Literacy Narrative</li> <li>Reflections</li> <li>Peer-Editing</li> <li>Final Synthesis Essay, With Rubric</li> <li>Reciprocal Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Found Poem</li> <li>Analytic T-Charts</li> <li>Reflection</li> <li>Peer-Editing</li> <li>Final Analytical Essay, With Rubric</li> <li>Reciprocal Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Formative Written Responses</li> <li>Select Chapter Quizzes</li> <li>Reflection</li> <li>Peer-Editing</li> <li>Final Analytical Essay, With Rubric</li> <li>Reciprocal Teaching</li> </ul>

## CURRICULUM MAP –

## ENGLISH DEPT.

## WRITERS SEMINAR

	September	October	November	December	January
Essential Questions	<ul style="list-style-type: none"> <li>Why do we write?</li> <li>How many types of writing are there?</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good expository?</li> <li>How do we evaluate writing?</li> <li>Why are famous writers famous?</li> <li>What is the reader's responsibility?</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good editorial?</li> <li>What is the value of editorials?</li> <li>Why do we research?</li> </ul>	<ul style="list-style-type: none"> <li>How does creative writing differ from other types?</li> <li>What makes a good story?</li> <li>How do you develop a story?</li> </ul>	<ul style="list-style-type: none"> <li>How does dialogue establish character?</li> <li>What restriction is imposed on a story without narrative?</li> </ul>
Content	Intro to types <ul style="list-style-type: none"> <li>Expository</li> <li>Creative</li> <li>Editorial</li> <li>Personal essay</li> <li>Drama</li> </ul>	<ul style="list-style-type: none"> <li>Reading expository</li> <li>Personal essay</li> <li>Student samples</li> <li>Planning and executing drafts</li> <li>MLA Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper editorial</li> <li>Public document editorials</li> <li>Interpreting qualities of active language.</li> <li>MLA Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Literary criteria</li> <li>Student samples</li> <li>Writer's essays</li> <li>Literary examples</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic excerpts</li> <li>Student Samples</li> <li>Writers essays</li> <li>Video</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Understanding different style</li> <li>Define element of writing in each</li> <li>Define role of writer</li> <li>Define role of reader</li> </ul>	<ul style="list-style-type: none"> <li>Interpret meaning</li> <li>Write on daily Topics</li> <li>Draft</li> <li>Editing</li> <li>Revise</li> </ul>	<ul style="list-style-type: none"> <li>Interpret meaning</li> <li>Daily journal</li> <li>Writing draft</li> <li>Revising/ editing</li> <li>Oral interactions</li> </ul>	<ul style="list-style-type: none"> <li>Develop story</li> <li>Daily journal writing</li> <li>Revise and edit drafts</li> <li>Peer edit and critique</li> </ul>	<ul style="list-style-type: none"> <li>Identify personal vocabulary</li> <li>Observe conversations</li> <li>Create dramatic tension</li> <li>Daily journal writing</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>Reading for understanding</li> <li>Vocabulary building</li> <li>Grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Journal entries</li> <li>Rough draft</li> <li>Peer evaluation</li> <li>Final draft</li> <li>Oral reading</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Research date</li> <li>Rough draft</li> <li>Final draft</li> <li>Peer review</li> </ul>	<ul style="list-style-type: none"> <li>Story excerpt</li> <li>Rough draft</li> <li>Peer review</li> <li>Final draft</li> <li>Oral debate and critique</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic scene</li> <li>Dialogue exercise</li> <li>Peer evaluation</li> <li>Oral presentation</li> <li>Rough draft</li> <li>Edit</li> <li>Peer review</li> </ul>

## ***ADVANCED COMPOSITION (12<sup>TH</sup> Grade) – Curriculum Map***

	September	October	November	December	January
Writing	<ul style="list-style-type: none"> <li>What are the elements of the personal narrative essay?</li> <li>How did the event change your perspective?</li> <li>How did the event make you the person you are today?</li> </ul> <ul style="list-style-type: none"> <li>ERWC – “Fast Food – Who’s to Blame?”</li> <li>Who are the parties?</li> <li>What are the marketing Strategies?</li> <li>Who is to blame for childhood obesity and Type II diabetes?</li> </ul>	1. <ul style="list-style-type: none"> <li>What is the SPHS Senior Portfolio?</li> <li>What are its elements?</li> <li>What must I do to complete the portfolio?</li> <li>Is completion of the portfolio a requirement for graduation? (Yes.)</li> </ul> <ul style="list-style-type: none"> <li>ERWC – “Going for the Look, but Risking Discrimination”</li> <li>Is hiring by looks acceptable? Legal? Morally correct?</li> <li>Why do retailers hire for the “look?”</li> <li>Is it business wise...is it racism?</li> <li>What do consumers want in retailing?</li> <li>What are our views on this issue?</li> </ul>	<ul style="list-style-type: none"> <li>What is a commentary? What does it hope to do?</li> <li>About what do you have a strong opinion?</li> <li>What techniques can we use?</li> </ul> <ul style="list-style-type: none"> <li>ERWC – “Into the Wild”</li> <li>Why did McCandless go “into the wild?”</li> <li>What does a young person seek in life?</li> <li>What s Krakauer’s style for this book? Is it effective for the subject matter?</li> <li>Would you follow McCandless’ footsteps?</li> </ul>	<ul style="list-style-type: none"> <li>ERWC – Select Texts</li> <li>Should minors be executed for violent crimes?</li> <li>Should minors be imprisoned for life for committing violent crimes?</li> <li>Should the families of murder victims be considered in determining sentences for youthful offenders?</li> <li>Are minors capable of making informed decisions while committing violent crimes?</li> </ul> <ul style="list-style-type: none"> <li>ERWC – “The Value of Life”</li> <li>How does society judge what a person’s life is worth?</li> <li>Can we quantify how much a human life is worth in dollars?</li> <li>What is your life worth?</li> </ul>	<ul style="list-style-type: none"> <li>ERWC Select Texts</li> <li>How far would you go to save your pet’s life?</li> <li>Is saving a pet’s life worth spending beyond your means?</li> <li>Have our priorities been skewed out of proportion to reality?</li> <li>What does this reveal about our society?</li> </ul>
Learning	<ul style="list-style-type: none"> <li>Personal insight gained...most important element</li> <li>Event that occurred in 24-hour (or less) period</li> <li>Persons involved?</li> <li>Lesson learned</li> </ul> <ul style="list-style-type: none"> <li>ERWC articles in text</li> <li>ERWC activities</li> <li>PBS Video – “King Corn”</li> </ul>	<ul style="list-style-type: none"> <li>Personal narrative essay</li> <li>Resume</li> <li>Work sample</li> <li>Four worksheets</li> </ul> <ul style="list-style-type: none"> <li>Viewing fashion/analyzing our reactions</li> <li>ERWC article in text</li> <li>ERWC activities</li> </ul>	<ul style="list-style-type: none"> <li>Student samples</li> <li>Commentaries from newspapers, magazines, television, radio</li> </ul> <ul style="list-style-type: none"> <li>“Into the Wild” text</li> <li>Original <i>Outside</i> magazine article</li> <li>ERWC activities</li> <li>“Into the Wild” video</li> </ul>	<ul style="list-style-type: none"> <li>ERWC articles</li> <li>ERWC activities</li> <li>TIME magazine article - “The Teenage Brain”</li> <li>PBS video – “When Kids Get Life”</li> </ul> <ul style="list-style-type: none"> <li>Video – “WTC: The First 24 Hours”</li> <li>ERWC articles</li> </ul>	<ul style="list-style-type: none"> <li>ERWC article</li> </ul>

## Curriculum Map – ESL 1A

Focus / Unit	High Point Lakeside Units 1-2 (5 weeks)	High Point Units 3-4 (5 weeks)	High Point Unit 5 (5 weeks)	High Point Units 6 (5 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>How do you communicate basic needs in your new school environment?</li> <li>How do you give personal information?</li> <li>How do you express what you like and don't like?</li> <li>How do you ask for information?</li> <li>How do you describe food?</li> </ul>	<ul style="list-style-type: none"> <li>How do you conduct an interview?</li> <li>How do you find out information about a particular country?</li> </ul>	<ul style="list-style-type: none"> <li>What do street signs mean in your city?</li> <li>How do you express what you did last week?</li> </ul>	<ul style="list-style-type: none"> <li>What do the people in your family like to do?</li> <li>What is a favorite family tradition?</li> </ul>
Content	<ul style="list-style-type: none"> <li>"Good News"- Realistic Fiction</li> <li>"New at School"- Realistic Fiction</li> <li>"I Make Pictures Move"-Career Sketch</li> <li>"Something Good for Lunch"-Realistic Fiction</li> </ul>	<ul style="list-style-type: none"> <li>"What is It?-Fantasy</li> <li>"Let Ben Take It"-Realistic Fiction</li> <li>"A Year Without Rain"- Historical Fiction</li> <li>"Rush!"-Realistic Fiction</li> </ul>	<ul style="list-style-type: none"> <li>"More Than a Meal"-Realistic Fiction</li> <li>"Meet Jo"-Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>"Families"-Photo Essay</li> <li>"When We Came To Wisconsin"-Realistic Fiction</li> </ul>
Skills (Students will know how to...)	<ul style="list-style-type: none"> <li>Give personal information</li> <li>Express social courtesies</li> <li>Repeat spoken language; recite</li> <li>Write simple sentences with present tense and adjectives</li> <li>Write sentences with correct punctuation</li> <li>Plan, generate and Organize ideas and self-assess</li> <li>Make judgments and listen actively</li> <li>Activate prior knowledge before reading a text</li> <li>Identify sequence</li> <li>Use graphic organizers</li> <li>Recognize High Frequency words</li> <li>Associate sounds and symbols /o/ /a/ /u/ /i/ /ch/</li> <li>Classify and analyze information</li> <li>Retell a story</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a visual image</li> <li>Write simple sentences with present tense action verbs</li> <li>Answer yes and no questions</li> <li>Plan, generate and Organize ideas and self-assess</li> <li>Identify details in a story</li> <li>Use graphic organizers</li> <li>Recognize High Frequency words</li> <li>Associate sounds and symbols –et, -en, -ed, /sh/ ck=/k/</li> <li>Repeat spoken language; recite</li> <li>Set a purpose for reading</li> <li>Form questions who, what, when, where</li> <li>Conduct an interview</li> <li>Make comparisons, draw conclusions, classify and analyze information</li> <li>Form questions with do and does</li> <li>Respond to a visual image</li> <li>Create simple sentence in the negative present tense</li> <li>Identify Problem and Solution</li> <li>Gather information, take notes and use the research process</li> </ul>	<ul style="list-style-type: none"> <li>Repeat spoken language; recite</li> <li>Interpret a visual image</li> <li>Ask for and give information</li> <li>Create simple sentences in the regular past tense</li> <li>Create statements with there is and there are</li> <li>Identify where a story begins and ends</li> <li>Use word patterns to decode words and blend sounds</li> <li>Divide words into syllables and decode multisyllabic words</li> <li>Contrast Short and Long vowel sounds</li> <li>Create sentences with pronoun-verb contractions</li> <li>Identify details in a story</li> <li>Relate events in a sequence</li> <li>Plan, generate and Organize ideas and self-assess</li> <li>Identify cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Repeat spoken language; recite</li> <li>Plan, generate and Organize ideas and self-assess</li> <li>Use word patterns to decode words and blend sounds</li> <li>Make inferences</li> <li>Write simple sentences in the present tense using has and have</li> <li>Recognize High Frequency words</li> <li>Use graphic organizers</li> <li>Use word patterns to decode words and blend sounds</li> <li>Identify plural endings</li> <li>Development phonemic awareness</li> <li>Relate main idea and details</li> <li>Give information</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble</li> <li>Collaborative assessment of samples</li> <li>Self and Peer-editing</li> <li>Writing Project with rubric- Write a letter</li> <li>Writing Project with rubric- Create and describe a food</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble,</li> <li>Writing Project- Conduct a job interview</li> <li>Self- and Peer editing</li> <li>Unit 1-3 Assessment</li> <li>Writing Project- Research facts about a country</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble,</li> <li>Peer-editing</li> <li>Writing Project-give information in the past tense, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble,</li> <li>Peer-editing</li> <li>Writing Project-Describe your family, with rubric</li> <li>Unit 4-6 Assessment</li> </ul>

## Curriculum Map – ESL 1B

Focus / Unit	<u>High Point</u> Units 7-9 (5 weeks)	<u>High Point</u> Units 10-12 (5 weeks)	<u>High Point</u> Units 13-15 (5 weeks)	<u>High Point</u> Units 16-18 (5 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>If you could travel anywhere in the world, where would you go?</li> <li>What are the qualities and characteristics of a good friend?</li> <li>How do does your family celebrate and how do different cultures celebrate?</li> </ul>	<ul style="list-style-type: none"> <li>How do people in a community rely on one another?</li> <li>How can you make a difference in your community? How can you make the world a better place?</li> <li>How can you help the environment by helping animals?</li> </ul>	<ul style="list-style-type: none"> <li>How can we learn about our past and the past of others?</li> <li>What makes a good story and what are the elements that make a good story?</li> <li>How does striving for your personal best keep you healthy, physically and mentally?</li> </ul>	<ul style="list-style-type: none"> <li>Who are some famous people in United States history and why are they famous?</li> <li>What is the harvest process and where does your food come from?</li> <li>Who is a superstar and what qualities are needed to become a superstar?</li> </ul>
Content	<ul style="list-style-type: none"> <li>“Explore”- Realistic Fiction</li> <li>“Friends Are Like That”- Realistic Fiction</li> <li>“Let’s Dance”-Realistic Fiction</li> </ul>	<ul style="list-style-type: none"> <li>“Power Out!”-Realistic Fiction</li> <li>“Who Was Martin Luther King, Jr”- Biography</li> <li>“Rachel Carson” Biography</li> </ul>	<ul style="list-style-type: none"> <li>“The Children We Remember”- Historical Narrative</li> <li>“The eagle and the Moon Gold”-fiction</li> <li>“The Body Works” Non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>“All Across America”-Non-fiction</li> <li>“Crops”-Non-fiction</li> <li>“Sunny and Moonshine”-fiction</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>Give information</li> <li>Give and carry out commands</li> <li>Listen Actively</li> <li>Repeat spoken language; recite</li> <li>Write simple sentences with proper nouns using correct punctuation</li> <li>Plan, generate and Organize ideas and self-assess</li> <li>Make judgments and listen actively</li> <li>Activate prior knowledge before reading a text</li> <li>Identify sequence</li> <li>Use graphic organizers</li> <li>Recognize High Frequency words</li> <li>Associate sounds and symbols with vowel teams</li> <li>Divide compound words into syllables</li> <li>Classify information and diagram</li> <li>Retell a story, set a purpose</li> <li>Draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Write simple sentences telling time</li> <li>Give information</li> <li>Plan, generate and Organize ideas and self-assess</li> <li>Analyze elements of a story and information</li> <li>Use graphic organizers</li> <li>Recognize High Frequency words</li> <li>Associate sounds and symbols</li> <li>Identify –ed verb endings</li> <li>Repeat spoken language; recite</li> <li>Set a purpose for reading</li> <li>Make comparisons, draw conclusions, classify and analyze information</li> <li>Create sentences using irregular past tense</li> <li>Identify Cause and Effect, details and sequence</li> <li>Make judgments and comparisons</li> </ul>	<ul style="list-style-type: none"> <li>Repeat spoken language; recite</li> <li>Interpret a visual image</li> <li>Make comparisons and form opinions</li> <li>Create simple sentences using present progressive</li> <li>Create sentences with past and present verbs</li> <li>Identify noun endings</li> <li>Blend sounds to decode words</li> <li>Create sentences with object pronouns</li> <li>Identify details in a story</li> <li>Plan, generate and Organize ideas and self-assess</li> <li>Ask for and accept a favor</li> <li>Identify elements of the story</li> <li>Give and carry out commands</li> <li>Identify character traits</li> <li>Set a purpose for reading; make, confirm and revise predictions</li> </ul>	<ul style="list-style-type: none"> <li>Repeat spoken language; recite</li> <li>Plan, generate and Organize ideas and self-assess</li> <li>Divide words into syllables to decode words and blend sounds</li> <li>Make inferences</li> <li>Write sentences using subject and object pronouns correctly</li> <li>Ask and answer questions</li> <li>Recognize High Frequency words</li> <li>Use graphic organizers</li> <li>Use word patterns to decode words and blend sounds</li> <li>Development phonemic awareness</li> <li>Identify main idea and details</li> <li>Classify information</li> <li>Gather information, take notes and locate resources, research process</li> <li>Decode words with prefixes and suffixes</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble</li> <li>Self and Peer-editing</li> <li>Writing Project with rubric- Class Travel book</li> <li>Writing Project with rubric- Friendship Book</li> <li>Writing Project with rubric-Celebration Poster</li> <li>Units 7-9 Assessment Test</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble</li> <li>Self and Peer-editing</li> <li>Writing Project with rubric- Job Advertisement</li> <li>Writing Project with rubric- Personal Narrative in a Mandala</li> <li>Writing Project with rubric-Fact-and-Opinion Poster</li> <li>Units 10-12 Assessment Test</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble</li> <li>Self and Peer-editing</li> <li>Writing Project with rubric- Comparison Poster</li> <li>Writing Project with rubric- Story Ending</li> <li>Writing Project with rubric- Paragraph for a Healthy-Habits Book</li> <li>Units 13-15 Assessment Test</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble</li> <li>Self and Peer-editing</li> <li>Writing Project with rubric- Biographical paragraph</li> <li>Writing Project with rubric-Crop Research Report</li> <li>Writing Project with rubric- Diamante Poem</li> <li>Units 16-18 Assessment Test</li> </ul>

**High Point Curriculum Map – ESL 2A**

<b>Focus / Unit</b>	<b>Discover Yourself (5 weeks)</b>	<b>Pulling Together (5 weeks)</b>	<b>Finding Friendship (5 weeks)</b>	<b>Thinking Ahead (5 weeks)</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do others continue to discover new things about themselves, their dreams, and their goals?</li> <li>How do you examine the different ways you learn and express yourself?</li> </ul>	<ul style="list-style-type: none"> <li>What can be accomplished through teamwork?</li> <li>Why is it important to be able to depend on others and have others depend on you?</li> </ul>	<ul style="list-style-type: none"> <li>What qualities make a true friend in your culture and around the world?</li> <li>How have those from the past help make you who you are today?</li> </ul>	<ul style="list-style-type: none"> <li>Why must communities work together to keep our planet healthy?</li> <li>How do communities pull together when a natural disaster strikes?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Poetry-“Discovery” by John Y Wang</li> <li>Interview-“Could I Ask You a Question?” by Gilbert Socas</li> <li>Expository-“Many People, Many Intelligences” by Joanne Ryder</li> <li>Autobiography-“Art Smart” by Nancy Hom and George Littlechild</li> <li>Poetry-“Just Me” by Margaret Hillert</li> </ul>	<ul style="list-style-type: none"> <li>Expository- “Teamwork” by Ann Morris</li> <li>Fiction-“Together, We Dream” by Francisco X. Alarcon</li> <li>Expository- “A Dog You Can Count On” by Caroline Arnold</li> <li>Biography-“A Mountain Rescue” by James Ullman</li> </ul>	<ul style="list-style-type: none"> <li>Fable- “The Qualities of Friendship” by Aesop</li> <li>Poetry- “We Could be Friends” by Myra Cohn Livingston</li> <li>Autobiography- “My Best Friend” by Eloise Greenfield and Lessie Jones Little</li> <li>Non-Fiction-“Honoring Our Ancestors” by Von Mason, Zughaib, and Chagoya</li> <li>Poetry-“Everybody Says” by Dorothy Aldis</li> <li>Autobiography-“Grandfather’s Nose” by Dorothy Patent</li> </ul>	<ul style="list-style-type: none"> <li>Expository-“Common Ground” by Molly Bang</li> <li>Song-“Protecting Our Planet” by Raffi</li> <li>Drama-“Earthquake at Dawn” by Kristiana Gregory</li> <li>Expository-“When Disaster Strikes” by Richie Chevat</li> </ul>
<b>Skills (Students will know how to....)</b>	<ul style="list-style-type: none"> <li>Use graphic organizers</li> <li>Classify ideas</li> <li>Make comparisons</li> <li>Conduct an interview</li> <li>Make and confirm predictions</li> <li>Relate cause and effect</li> <li>Use the research process</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas</li> <li>Preview, predict and set a purpose in reading</li> <li>Ask questions and clarify meaning from a text</li> <li>Identify problem and solution of a literary piece</li> <li>Identify steps in a process</li> </ul>	<ul style="list-style-type: none"> <li>Identify sequence</li> <li>Relate main ideas and details</li> <li>Identify elements of a story</li> <li>Paraphrase reading for understanding</li> <li>Use the research process</li> <li>Make a data chart</li> <li>Relate to a personal experience</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and clarify</li> <li>Identify problems and solutions</li> <li>Identify sequence</li> <li>Generate Ideas</li> <li>Identify plot and character</li> <li>Make comparisons</li> <li>Relate main idea and details</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Free-Verse Poem Writing Assessment</li> <li>Conduct an Interview Writing Assessment</li> <li>Create a Portrait Gallery</li> <li>Periodic Assessment-Descriptive Writing</li> <li>Peer Editing with Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Thank You letter Writing Assessment</li> <li>Extend the Story Writing Assessment</li> <li>Periodic Assessment-Expository</li> <li>Peer Editing with Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Friendship Writing Assessment</li> <li>Dedication Writing Assessment</li> <li>Periodic Assessment-Expressive</li> <li>Peer Editing with Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Opinion Writing Assessment</li> <li>Friendly Letter Writing Assessment</li> <li>Literary Critique Writing Assessment</li> <li>Periodic Assessment-Persuasive</li> <li>Peer Editing with Rubric</li> </ul>

## **High Point Curriculum Map – ESL 2B**

Focus / Unit	Communication (5 weeks)	Belonging (5 weeks)	Dreams and Decisions (5 weeks)	Continuity and Change (5 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>How do messages express your feelings, preserve history, or honor heroes?</li> <li>How do messages from long ago and from far away connect you to places you may have never seen?</li> </ul>	<ul style="list-style-type: none"> <li>How can you connect to other times and other places?</li> <li>How can cultural differences be overcome by looking beyond the surface and finding common interests?</li> </ul>	<ul style="list-style-type: none"> <li>How can knowing what is important help you achieve your dreams and goals?</li> <li>How can setting goals and believing in yourself help make anything possible?</li> </ul>	<ul style="list-style-type: none"> <li>Why are changes in nature, either cyclical or random, always occurring?</li> <li>How can things of enduring value survive in the midst of life's cruelest changes?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Poetry and Interview-“Power of Poetry” by Gary Soto</li> <li>Expository-“Talking Walls” by Burns Knight</li> <li>Folk Tales-“Tales Across Time” by Dawn Lippert and Margaret Lippert</li> <li>Fiction-“Fat Men from Space” by Daniel Pinkwater</li> <li><i>The Outsiders</i> by S.E Hinton</li> </ul>	<ul style="list-style-type: none"> <li>Autobiography- “The Keeping Quilt” by Patricia Polacco</li> <li>Poetry-“Human Family” by Maya Angelou</li> <li>Autobiography-“Beyond Color Lines” by Janell, Jenny and Christian</li> <li>Expository-“Teammates” by Peter Golenbock</li> <li>Fiction-“Amir” by Paul Fleischman</li> <li><i>The Outsiders</i> by S. E. Hinton</li> </ul>	<ul style="list-style-type: none"> <li>Historical Fiction-“Ginger for the Heart” by Paul Yee</li> <li>Article-“Twins” by Debra and Lisa Ganz</li> <li>Art Essay-“The Great Migration” by Jacob Lawrence</li> <li>Song-“Follow the Drinking Gourd” by Jeanette Winter</li> <li>Autobiography-“A House of my Own” by Sandra Cisneros</li> <li><i>Treasure Island</i> by Louis Stevenson</li> </ul>	<ul style="list-style-type: none"> <li>Drama-“The Mother Who Lost her Daughter” by Anne Rockwell</li> <li>Poem-“Chrysalis Diary” by Paul Fleischman</li> <li>Science Article-“The Big Blast” by Patricia Lauber</li> <li>Biography-“Anne Frank” by Yana McDonough</li> <li>Diary-“The Diary of a Young Girl” by Anne Frank</li> <li><i>Treasure Island</i> by Louis Stevenson</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>Identify verbal and nonverbal messages</li> <li>Generate ideas, make judgements</li> <li>Identify details, character's motive, draw conclusions and make inferences.</li> <li>Make comparisons</li> <li>Identify cause and effect</li> <li>Evaluate impact of author's background on meaning</li> <li>Present orally</li> <li>Analyze story elements</li> <li>Identify story genre</li> </ul>	<ul style="list-style-type: none"> <li>Identify the characteristics of belonging</li> <li>Relate to personal experience</li> <li>Make story predictions</li> <li>Confirm predictions</li> <li>Engage in discussion</li> <li>Formulate research questions</li> <li>Set a purpose for reading</li> <li>Distinguish between fact and opinion</li> <li>Role-play</li> <li>Identify details, character's traits, character's motives</li> </ul>	<ul style="list-style-type: none"> <li>Classify events and ideas</li> <li>Use context clues for reading and interpreting</li> <li>Create a goal-and-outcome chart</li> <li>Paraphrase</li> <li>Evaluate literary quality</li> <li>Demonstrate non-verbal communication</li> <li>Identify and analyze setting in a story</li> <li>Identify character's point of view</li> </ul>	<ul style="list-style-type: none"> <li>Identify author's style</li> <li>Analyze story literary elements</li> <li>Identify conflict, internal and external</li> <li>Formulate hypotheses</li> <li>Skim and take notes</li> <li>Make comparisons between various literary genre's</li> <li>Identify the theme of a novel</li> <li>Relate to personal experiences</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Create a Miniature Monument</li> <li>Write a Never Ending Story</li> <li>Write a Science Fiction Story</li> <li>Periodic Assessment- Narrative</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Write a Self-Portrait</li> <li>Evaluate Literature</li> <li>Write a Story</li> <li>Periodic Assessment-Personal History</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Describe an Event</li> <li>Write a House Poem</li> <li>Periodic Assessment-Character Sketch</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Write a Myth</li> <li>Write a News Story</li> <li>Give an Oral Report</li> <li>Periodic Assessment-Persuasive</li> <li>Compare/Contrast Essay</li> </ul>

## **High Point Curriculum Map – ESL 3**

<b>Focus / Unit</b>	<b>Personal Expression (5 weeks)</b>	<b>Discoveries (5 weeks)</b>	<b>Conflict and Resolution (5 weeks)</b>	<b>Of Mice and Men (5 weeks)</b>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How will you discover your successful form of personal expression?</li> <li>How can using your imagination make anything possible?</li> </ul>	<ul style="list-style-type: none"> <li>How do you go beyond the boundaries of a place or an idea?</li> <li>How can learning about others who have come face to face with another culture and learned about it help you do the same?</li> </ul>	<ul style="list-style-type: none"> <li>What laws protect your individual liberties and how does the justice system ensure a peaceful resolution of a conflict.</li> <li>How can you find creative ways to solve problems and conflicts?</li> </ul>	<ul style="list-style-type: none"> <li>What is the nature of man?</li> <li>How do social circumstances impact literature?</li> <li>What moral lengths would you go to for your friend?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Photo Essay-“Lion King Goes to Broadway” by Bruce Goldstone</li> <li>Poem –“Listening for a Voice” by Joseph Bruchac</li> <li>Interview-“Inspiration” by Barbara Linde</li> <li>How-to Article-“Home, Sweet Home Page” by Sarah Juarez</li> <li>Science Fiction-“User Friendly” by T.Ernesto Bethancourt</li> </ul>	<ul style="list-style-type: none"> <li>Biography-“Lewis and Clark” by Steven Kroll</li> <li>Science Article-“Space Exploration” by Carole Stott</li> <li>Poem-“Roads Go Ever Ever On” by J.R.R. Tolkien</li> <li>Autobiography-“Something to Declare” by Julia Alvarez</li> <li>Poetry-“Between Two Worlds” by Chang, Adoff and Alarcon</li> </ul>	<ul style="list-style-type: none"> <li>Chant-“The Bill of Rights Rap” by Anne Miranda</li> <li>Historical Fiction-“Amistad Rising” by Veronica Chambers</li> <li>Poem-“Caged Bird” by Maya Angelou</li> <li>Letters-“Dealing with Conflict: Finding Resolution” by Shirlyann Castigan</li> <li>Fiction-“The Truth About Sharks” by Joan Bauer</li> </ul>	<ul style="list-style-type: none"> <li><i>Of Mice and Men</i> (novel)</li> <li>Literary Vocabulary/Terms</li> <li>Outside sources as appropriate</li> </ul>
<b>Skills (Students will know how to....)</b>	<ul style="list-style-type: none"> <li>Generate ideas, make judgements</li> <li>Make comparisons</li> <li>Identify cause and effect</li> <li>Evaluate impact of author’s background on meaning</li> <li>Analyze story elements</li> <li>Formulate solutions</li> <li>Identify author’s purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Relate to personal experience</li> <li>Make story predictions</li> <li>Confirm predictions</li> <li>Engage in discussion</li> <li>Formulate research questions</li> <li>Set a purpose for reading</li> <li>Distinguish between fact and opinion</li> <li>Role-play</li> <li>Identify details, character’s traits, character’s motives</li> </ul>	<ul style="list-style-type: none"> <li>Classify events and ideas</li> <li>Use context clues for reading and interpreting</li> <li>Create a goal-and-outcome chart</li> <li>Paraphrase</li> <li>Evaluate literary quality</li> <li>Demonstrate non-verbal communication</li> <li>Identify and analyze setting in a story</li> <li>Identify character’s point of view</li> </ul>	<ul style="list-style-type: none"> <li>analyze a literary text for symbolic significance</li> <li>interpret character motives</li> <li>apply character actions to social circumstances</li> <li>identify intentional literary techniques used by author</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Conduct an Interview</li> <li>Write a How-to Article</li> <li>Write a Letter</li> <li>Periodic Assessment-Documentary</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Write a Personal Narrative</li> <li>Analyze Propaganda Techniques</li> <li>Write a Poem about a Historical Figure</li> <li>Periodic Assessment-Biography</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Periodic Assessment-Persuasive Essay</li> <li>Persuasive Speech</li> </ul>	<ul style="list-style-type: none"> <li>Formative written responses</li> <li>Select chapter quizzes</li> <li>Reflection</li> <li>Peer-editing</li> <li>Final analytical essay, with rubric</li> <li>Novel Exam</li> </ul>



## High Point Curriculum Map – ESL 4

Focus / Unit	Choices (5 weeks)	Triumphs (5 weeks)	Animal Farm (5 weeks)	Romeo and Juliet (5 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>How do you choose the road your life will take?</li> <li>What are the risks in making decisions throughout your life?</li> </ul>	<ul style="list-style-type: none"> <li>Are triumphs possible even when events out of your control create tough times?</li> <li>How do you move forward despite setbacks?</li> </ul>	<ul style="list-style-type: none"> <li>How does education play an important part of your life?</li> <li>What are the dangers of power and lack of?</li> </ul>	<ul style="list-style-type: none"> <li>Is all fair in love and war?</li> <li>What role does fate play in one's destiny?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Short story-“The Lady and the Tiger” by Frank Stockton</li> <li>Poetry-“The Road not Taken” by Robert Frost</li> <li>Biography-“Aimee Mullins” by Johnette Howard</li> <li>Biography-“Passage to Freedom” by Ken Mochizuki</li> <li>Memoir-“Melba’s Choice” by Melba Beals</li> </ul>	<ul style="list-style-type: none"> <li>Historical Account-“The Dirty Thirties” by Jerry Stanley</li> <li>Poetry-“Out of the Dust” by Karen Hesse</li> <li>Fiction-“The Dance” by Judith Cofer</li> <li>Fiction-“Windrider’s Dream” by Laurence Yep</li> <li>Poem-“Dreams and Youth” by Langston Hughes</li> </ul>	<ul style="list-style-type: none"> <li><i>Animal Farm</i>(novel)</li> <li>Literary Vocabulary/Terms</li> <li>Secondary historical materials</li> <li>Outside sources as appropriate</li> </ul>	<ul style="list-style-type: none"> <li><i>Romeo and Juliet</i> (novel)</li> <li>Literary Vocabulary/Terms</li> <li>Shakespearean language</li> <li>Outside sources as appropriate</li> </ul>
Skills (Students will know how to....)	<ul style="list-style-type: none"> <li>Generate ideas, make judgements</li> <li>Make comparisons</li> <li>Identify cause and effect</li> <li>Evaluate impact of author’s background on meaning</li> <li>Analyze story elements</li> <li>Formulate solutions</li> <li>Identify author’s purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Relate to personal experience</li> <li>Make story predictions</li> <li>Confirm predictions</li> <li>Engage in discussion</li> <li>Formulate research questions</li> <li>Set a purpose for reading</li> <li>Distinguish between fact and opinion</li> <li>Role-play</li> <li>Identify details, character’s traits, character’s motives</li> </ul>	<ul style="list-style-type: none"> <li>analyze a literary text for social significance</li> <li>evaluate significant social norms</li> <li>interpret reasons community members act as they do</li> <li>self-assess own experience and social-character influences</li> <li>identify intentional literary techniques used by author</li> </ul>	<ul style="list-style-type: none"> <li>analyze a literary text for symbolic significance</li> <li>interpret character motives</li> <li>apply character actions to social circumstances</li> <li>identify intentional literary techniques used by author</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Write a response to literature</li> <li>Deliver a newscast</li> <li>Periodic Assessment-Memoir</li> </ul>	<ul style="list-style-type: none"> <li>Selection Tests</li> <li>Unit Test</li> <li>Peer Editing with Rubric</li> <li>Write about a conflict</li> <li>Have a debate</li> <li>Write a critique</li> <li>Periodic Assessment-Expository and Narrative</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Found Poem</li> <li>Analytic T-Charts</li> <li>Reflection</li> <li>Peer-editing</li> <li>Final analytical essay, with rubric</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble, Say/Mean/Matter</li> <li>Formative written responses</li> <li>Select chapter quizzes</li> <li>Reflection</li> <li>Peer-editing</li> <li>Final analytical essay, with rubric</li> </ul>

## Curriculum Map – ESL Intro A/B-Lakeside

10 weeks

Focus / Unit	<u>High Point Lakeside p. 11-17</u> (3 weeks)	<u>High Point p.18-23</u> (3 weeks)	<u>High Point p.24-29</u> (3 weeks)	<u>High Point p.30-39</u> (3 weeks)
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do you ask for directions?</li> <li>How do you introduce yourself?</li> </ul>	<ul style="list-style-type: none"> <li>How do you tell what time it is?</li> <li>How do you follow classroom commands?</li> <li>How do you give personal information?</li> </ul>	<ul style="list-style-type: none"> <li>How do you ask for information in a library?</li> <li>How do you express what sport you like and don't like?</li> <li>How do you ask for help from the school nurse?</li> </ul>	<ul style="list-style-type: none"> <li>How do you express likes, dislikes, needs and thoughts about money and food?</li> <li>How do you ask questions in a science class?</li> <li>How do you order PE supplies?</li> <li>How do you converse with peers about social events at school?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Vocabulary- numbers, school locations and objects, classroom objects, greetings and introductions</li> <li>Greeting, introduction, direction dialogs</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary-school subjects, telling time, classroom activities, shapes, commands and personal information</li> <li>Schedule, math, information dialogs</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary-library objects, sports, body parts</li> <li>Library, PE, and health office dialogs</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary-food, money, science materials, clothing, colors, days of the week, months of the year and action verbs</li> <li>Cafeteria, science class and social dialogs</li> </ul>
<b>Skills</b> (Students will know how to....)	<ul style="list-style-type: none"> <li>Give personal information</li> <li>Express social courtesies</li> <li>Repeat spoken language; recite</li> <li>Interpret a visual image</li> <li>Recognize language patterns and structures in the spoken and written word</li> <li>Build Oral vocabulary</li> <li>Recognize High Frequency words</li> <li>Associate sounds and letters</li> <li>Develop phonemic awareness</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a visual image</li> <li>Ask questions</li> <li>Recognize High Frequency words</li> <li>Blend sounds to Decode words</li> <li>Repeat spoken language; recite</li> <li>Respond to a visual image</li> <li>Associate sounds and letters</li> <li>Develop phonemic awareness</li> <li>Build Oral vocabulary</li> <li>Give and carry out commands</li> <li>Express needs</li> </ul>	<ul style="list-style-type: none"> <li>Repeat spoken language; recite</li> <li>Interpret a visual image</li> <li>Ask for and give information</li> <li>Interpret a visual image</li> <li>Ask questions</li> <li>Recognize High Frequency words</li> <li>Blend sounds to Decode words</li> <li>Repeat spoken language; recite</li> <li>Respond to a visual image</li> <li>Associate sounds and letters</li> <li>Develop phonemic awareness</li> <li>Build Oral vocabulary</li> <li>Give and carry out commands</li> <li>Express needs</li> </ul>	<ul style="list-style-type: none"> <li>Repeat spoken language; recite</li> <li>Ask and answer questions</li> <li>Blend sounds to decode words</li> <li>Recognize High Frequency words</li> <li>Use word patterns to decode words and blend sounds</li> <li>Development phonemic awareness</li> <li>Give information</li> <li>Write a statement</li> <li>Express social courtesiesA</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble</li> <li>Students match numerals with number words</li> <li>Oral assessment of classroom objects and school locations through TPR</li> <li>Pair-Share through pointing and describing classroom objects</li> <li>Oral assessment of high frequency words through listen and read aloud</li> <li>Partners take turns introducing one another</li> <li>Students decode oral sounds of letters through writing</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble,</li> <li>Partners take turns practicing location dialog</li> <li>Partners move around the room and say sentences about different objects</li> <li>Students follow classroom commands through TPR</li> <li>Partners role-play a school worker with information dialog</li> <li>Students write letter representing sound teacher says</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble</li> <li>Partners role-play conversation between student and librarian, students role-play conversation about sports, and role-play conversation between student and nurse</li> </ul>	<ul style="list-style-type: none"> <li>Word Pairs, Double-Bubble,</li> <li>Partners role-play conversation on needs in the classroom, clothing they like and saying good-bye phrases and words</li> </ul>



### Curriculum Map – Life Skills

	September	October	November	December	January
Essential Question	What are requirements to graduate HS? Credits Classes Tests	How will college benefit students? What are requirements for college? Courses Tests	How do I budget my life? What are the most common interview questions	How do my skills and training relate to a career? Am I on track to obtain a career of choice? College course work	How will high school affect my future?
Content	Writing process Communication skills Grad requirements Resource mapping	College resources Requirements College scheduling Study skills Public awareness (service learning)	Money management Resumes Job Applications Job interview quest.	Interest Inventory Apprenticeships Job skills	Career tours Autobiography Career research
Skills	Development of writing skills Communicating with purpose Knowledge of different resources for academics	A-G requirements Organization Skills Not taking	Budgeting How to fill out job applications with Careers How to do a resume Do's /Don'ts of interviews	Combining interests Job skills outside of college	Writing skills Knowledge of careers Availability/demand Skills needed to keep a job
Assessment	Graduation Requirements  Test  Respect Essay	College test  College presentation	Job Interview Job Application Resume	Complete interest  Inventory survey  Apprenticeships presentation	Career presentation Lifeline/ "me box"

## Curriculum Map – AVID 9 & Life Skills Combo

Focus / Unit	Character and Goals (5-10 weeks)	High School Requirements (5-10 weeks)	College Requirements (5-10 weeks)	Money Management (5-10 weeks)	Job Requirements (5-10 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>What kind of character makes a good person?</li> <li>What makes a good student?</li> <li>What does it mean to be individually determined?</li> <li>What are my personal goals?</li> <li>What are my support systems?</li> </ul>	<ul style="list-style-type: none"> <li>How do I develop appropriate weekly goals?</li> <li>How can I participate in high school academic and extra curricular?</li> <li>What are your goals for participating in high school?</li> <li>How do I calculate my GPA?</li> </ul>	<ul style="list-style-type: none"> <li>What sort of college fits with my character, goals, and interests?</li> <li>What do different colleges require and what do I need to complete in high school?</li> <li>How do I communicate with teachers about my grades?</li> </ul>	<ul style="list-style-type: none"> <li>What sort of decisions about money fit with my character, goals, and interests?</li> <li>How can I use money towards my goals?</li> <li>How do I make money grow?</li> <li>How do I apply understandings of money management to study skills?</li> </ul>	<ul style="list-style-type: none"> <li>What sort of career fits with my character, goals, and interests?</li> <li>What are my requirements as a student?</li> <li>What do I need to succeed in all four years of high school?</li> <li></li> </ul>
Content	<ul style="list-style-type: none"> <li>7 Character Counts Qualities</li> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Costa's Level of Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>Personal Written Goals</li> <li>7 Character Counts</li> <li>Qualities</li> <li>School tour</li> <li>Club representative guest speakers</li> <li>Study skills for individual classes</li> </ul>	<ul style="list-style-type: none"> <li>7 Character Counts Qualities</li> <li>College Field trip</li> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> </ul>	<ul style="list-style-type: none"> <li>7 Character Counts Qualities</li> <li>Study skills for individual classes</li> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Weekly Learning Logs</li> <li>Socratic Seminars</li> </ul>
Skills (Students will know how to...)	<ul style="list-style-type: none"> <li>create different levels of questions using Costa's Levels of inquiry</li> <li>use and differentiate between academic vocabulary</li> <li>take notes</li> <li>write a summary</li> </ul>	<ul style="list-style-type: none"> <li>edit notes for studying purposes</li> <li>evaluate and increase the rigor in inquiry</li> <li>write reflective summaries</li> <li>work with groups for tutorials</li> </ul>	<ul style="list-style-type: none"> <li>write reflective summaries that comment on content and process</li> <li>study for different content classes</li> <li>use Cornell notes to improve instruction</li> </ul>	<ul style="list-style-type: none"> <li>evaluate reflections</li> <li>evaluate effective group work</li> <li>include personal anecdotes, connections to current events, and literature in timed writing</li> </ul>	<ul style="list-style-type: none"> <li>identify academic areas of need</li> <li>use CST data to inform what classes they should take next year, honors or regular.</li> <li>evaluate what makes an effective tutorial</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Collect Notes and use CNote Simple Rubric</li> <li>Make personal collages showing their individual character</li> <li>Tutorials</li> <li>PSAT Test</li> <li>Weekly Learning Logs</li> </ul>	<ul style="list-style-type: none"> <li>Reevaluate goals</li> <li>Tutorials</li> <li>CNotes</li> <li>Weekly Learning Logs</li> <li>PSAT Results</li> <li>4 year plan</li> </ul>	<ul style="list-style-type: none"> <li>College Tours (video)</li> <li>Research and present a college</li> <li>Research types of colleges</li> <li>Class schedule for college</li> <li>Tutorials &amp; CNotes</li> <li>Weekly Learning Logs</li> </ul>	<ul style="list-style-type: none"> <li>Money and Expense Project –Living Expenses</li> <li>Tutorials</li> <li>CNotes</li> <li>CST Testing</li> <li>Weekly Learning Logs</li> <li>Philosophical Chairs</li> </ul>	<ul style="list-style-type: none"> <li>Interest finders</li> <li>Resume</li> <li>Letter of Recommendation</li> <li>Career Project</li> <li>Tutorials</li> <li>CNotes</li> <li>Weekly Learning Logs</li> <li>Portfolio</li> </ul>

## Curriculum Map – AVID 10

Focus / Unit	Study Skills and Persuasion (8-12 weeks)	Autobiography and Leadership (8-12 weeks)	Research and Rigor (8-12 weeks)	Argument and Public Speaking (8-12 weeks)
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do I learn?</li> <li>How can I use my time effectively?</li> <li>What makes a good student?</li> <li>What are my personal goals and how does that relate to school</li> <li>How do I ask better questions?</li> </ul>	<ul style="list-style-type: none"> <li>How does who I am inform my post secondary options?</li> <li>How can I participate in high school academic and extra curricular?</li> <li>How can I become a leader in school communities?</li> <li>What is active citizenship?</li> <li>How is leadership connected to credibility?</li> </ul>	<ul style="list-style-type: none"> <li>How do I prepare for standardized tests?</li> <li>How do I create a rigorous course load in all classes?</li> <li>How do I create and defend an opinion?</li> <li>How do I support my opinion with evidence?</li> <li>How do I build credibility?</li> <li>How do I formulate and advance a thesis?</li> </ul>	<ul style="list-style-type: none"> <li>How do I plan my 4 year courses in connection with my college goals?</li> <li>What honors or AP classes should I take based on my abilities</li> <li>What elements of college should I research?</li> <li>How do I use information ethically?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Persuasive Timed Writing</li> <li>Costa's Level of Inquiry</li> <li>PSAT Test Prep</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Autobiographical Timed Writing</li> <li>Costa's Level of Inquiry</li> <li>PSAT Review</li> <li>Philosophical Chairs</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Argument Timed writing</li> <li>Costa's Level of Inquiry</li> <li>Teacher provided Socratic Seminars</li> <li>"Six Traits" of effective writing in edit and revising drafts</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Extemporaneous Timed Writing</li> <li>Costa's Level of Inquiry</li> <li>Student led and provided Socratic Seminars</li> <li>CST and GPA data</li> </ul>
<b>Skills</b> (Students will know how to....)	<ul style="list-style-type: none"> <li>choose a persuasive topic, methods, and evidence appropriate for audience</li> <li>conduct and structure a persuasive argument</li> <li>recognize persuasion and evaluate its credibility</li> <li>develop counter-arguments and rebuttals</li> <li>organize an agenda</li> <li>apply CNotes to any learning opportunity</li> <li>Choose an appropriate subject and question for tutorials</li> </ul>	<ul style="list-style-type: none"> <li>identify social factors that contribute to my story</li> <li>assess experiences that impact my autobiography</li> <li>participate positively in group activities</li> <li>synthesize information from multiple sources</li> <li>research and identify primary and secondary source material</li> <li>accurately cite resource material</li> <li>evaluate their own writing</li> </ul>	<ul style="list-style-type: none"> <li>analyze and apply rhetorical appeals</li> <li>use information ethically</li> <li>interpret reasons community members act as they do</li> <li>self-assess own experience and social-character influences</li> <li>identify intentional literary techniques used by author</li> <li>evaluate their peers writing</li> <li>accurately cite resource material</li> <li>present research using technology</li> </ul>	<ul style="list-style-type: none"> <li>speak comfortably to any group of people</li> <li>use personal testing data to inform AP/Honors class enrollment</li> <li>take on leadership roles in the classroom and in discussion</li> <li>evaluate discussions and explain how arguments</li> <li>synthesize content from many sources in choosing a type of college of interest</li> </ul>

## Curriculum Map – AVID 11

Focus / Unit	Tutorials and Timed Writing (8-12 weeks)	Academic Success and Leadership (8-12 weeks)	Research and Rigor (8-12 weeks)	Scholarships and Service (8-12 weeks)
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do I apply learning to tutorials?</li> <li>Am I on the path to graduate?</li> <li>How can I apply the aspects of CNotes and Tutorials to new situations?</li> <li>How do I ask better questions?</li> <li>How do I study differently for each class?</li> <li>How do I analyze a prompt?</li> </ul>	<ul style="list-style-type: none"> <li>How does who I am inform my post secondary options?</li> <li>How can I participate in high school academic and extra curricular?</li> <li>How can I become a leader in school communities?</li> <li>What is active citizenship?</li> <li>How is leadership connected to credibility?</li> </ul>	<ul style="list-style-type: none"> <li>How do I prepare for standardized tests?</li> <li>How do I create a rigorous course load in all classes?</li> <li>How do I create and defend an opinion?</li> <li>How do I support my opinion with evidence?</li> <li>How do I build credibility?</li> <li>How do I formulate and advance a thesis?</li> </ul>	<ul style="list-style-type: none"> <li>How do I plan my 4 year courses in connection with my college goals?</li> <li>What honors or AP classes should I take based on my abilities?</li> <li>How do I help younger students choose their course load based on data?</li> <li>What elements of college should I research?</li> <li>How do I use information ethically?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Rhetoric and Timed Writing</li> <li>Costa's Level of Inquiry</li> <li>SAT Test Prep</li> <li>Academic Vocabulary</li> <li>4 year plan</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Timed Writing</li> <li>Costa's Level of Inquiry</li> <li>SAT and Vocab</li> <li>Philosophical Chairs and Socratic Seminars</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Timed writing</li> <li>Costa's Level of Inquiry</li> <li>Teacher provided Socratic Seminars</li> <li>"Six Traits" of effective writing in edit and revising drafts</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Extemporaneous Timed Writing</li> <li>Costa's Level of Inquiry</li> <li>Student led and provided Socratic Seminars</li> <li>CST and GPA data</li> </ul>
<b>Skills</b> (Students will know how to....)	<ul style="list-style-type: none"> <li>Analyze a prompt</li> <li>analyze and apply rhetorical appeals</li> <li>recognize persuasion and evaluate its credibility</li> <li>develop counter-arguments and rebuttals</li> <li>organize an agenda</li> <li>apply CNotes to any learning opportunity</li> <li>Choose an appropriate subject and question for tutorials</li> </ul>	<ul style="list-style-type: none"> <li>identify social factors that contribute to my story</li> <li>assess experiences that impact my autobiography</li> <li>participate positively in group activities</li> <li>synthesize information from multiple sources</li> <li>research and identify primary and secondary source material</li> <li>accurately cite resource material</li> <li>create new forms of notes using inquiry and reflection</li> </ul>	<ul style="list-style-type: none"> <li>use information ethically</li> <li>interpret reasons community members act as they do</li> <li>self-assess own experience and social-character influences</li> <li>evaluate their peers writing</li> <li>accurately cite resource material</li> <li>apply different types of notes to different classes</li> <li>mentor 9<sup>th</sup> and 10<sup>th</sup> graders in class selection</li> </ul>	<ul style="list-style-type: none"> <li>speak comfortably to any group of people</li> <li>use personal testing data to inform AP/Honors class enrollment</li> <li>take on leadership roles in the classroom and in the AVID Club</li> <li>participate as a group to create the Senior Celebration</li> <li>evaluate what type of notes match learning styles and class needs</li> </ul>

## Curriculum Map – AVID 12

Focus / Unit	College Applications and the Personal Essay (8-12 weeks)	Scholarships and SAT Prep (8-12 weeks)	Cross-age Tutoring, Scholarships, and Financial Aid (8-12 weeks)	Scholarships and College Life (8-12 weeks)
Essential Questions	<ul style="list-style-type: none"> <li>How do I create an individual personal essay?</li> <li>How do I determine what colleges to apply for?</li> <li>How can I apply the aspects of CNotes and Tutorials to new situations?</li> <li>How do I ask better questions?</li> <li>How do I study differently for each class?</li> <li>How do I analyze a prompt?</li> </ul>	<ul style="list-style-type: none"> <li>How does who I am inform my post secondary options?</li> <li>How can I participate in high school academic and extra curricular?</li> <li>How can I become a leader in school communities?</li> <li>What is active citizenship?</li> <li>How is leadership connected to credibility?</li> </ul>	<ul style="list-style-type: none"> <li>How do I prepare for standardized tests?</li> <li>How do I mentor students to up the rigor?</li> <li>How do I ask questions to encourage students to find their own solution?</li> <li>What websites and resources are the best for college aid?</li> </ul>	<ul style="list-style-type: none"> <li>How can I be prepared for the transition from high school to college?</li> <li>What ethical decisions will I be facing in college?</li> <li>How do I help younger students choose their course load based on data?</li> <li>What elements of college should I research?</li> <li>How can I apply high school study skills to college?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Rhetoric and Timed Writing</li> <li>Costa's Level of Inquiry</li> <li>SAT Test Prep</li> <li>Academic Vocabulary</li> <li>4 year plan</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Timed Writing</li> <li>Costa's Level of Inquiry</li> <li>SAT and Vocab</li> <li>Philosophical Chairs and Socratic Seminars</li> </ul>	<ul style="list-style-type: none"> <li>Cornell Notes</li> <li>Tutorials</li> <li>Study Skills</li> <li>Team Building Activities</li> <li>Timed writing</li> <li>Costa's Level of Inquiry</li> <li>Socratic Seminars</li> </ul>	<ul style="list-style-type: none"> <li>Interview of college students</li> <li>Guest speakers</li> <li>College life texts and student led Socratic seminars</li> <li>Seniors visit underclassmen to lead Socratic Seminars</li> </ul>
Skills (Students will know how to...)	<ul style="list-style-type: none"> <li>Analyze a prompt</li> <li>analyze and apply rhetorical appeals</li> <li>recognize persuasion and evaluate its credibility</li> <li>develop counter-arguments and rebuttals</li> <li>organize an agenda</li> <li>apply CNotes to any learning opportunity</li> <li>Choose an appropriate subject and question for tutorials</li> </ul>	<ul style="list-style-type: none"> <li>identify social factors that contribute to my story</li> <li>assess experiences that impact my autobiography</li> <li>participate positively in group activities</li> <li>synthesize information from multiple sources</li> <li>research and identify primary and secondary source material</li> <li>accurately cite resource material</li> <li>create new forms of notes using inquiry and reflection</li> </ul>	<ul style="list-style-type: none"> <li>use information ethically</li> <li>interpret reasons community members act as they do</li> <li>self-assess own experience and social-character influences</li> <li>evaluate their peers writing</li> <li>mentor 9<sup>th</sup> and 10<sup>th</sup> graders in class selection</li> <li>apply for jobs for during college</li> <li>make community connections for college life</li> </ul>	<ul style="list-style-type: none"> <li>speak comfortably to any group of people</li> <li>take on leadership roles in the classroom and in the AVID Club</li> <li>evaluate what type of notes match learning styles and class needs for college</li> </ul>



## SPHS MATH Curriculum Map Algebra 1A

	September	October	November	December	January
Essential Questions	What is order of operations? How do we use order of operations to solve one or two-step equations?  Ch's 1 and 2	How do you solve a multi-step equation? How do you translate a word problem into an equation in order to solve? How do you solve an equation for a specific variable? Ch 2	What is a linear relation and how do we interpret it as an order pair, mapping, table, graph and an equation?  Ch's 3,4	What is a system of linear equation and what are the methods used to solve the system  Ch 5	What is an inequality and how does it compare to an equation? Does the process of solving one differ from the other?  Ch 6
Content Standards	Students use properties of numbers. Students understand and use operations such as finding opposite, taking a root, and rules of exponents	Students simplify expressions before solving linear equations Students solve multi-step problems, word problems and provide justification for each step.	Students graph linear equations and compute the x and y intercepts Students verify that a point lies on a line, given an equation of the line. Students are able to write the equation of a line	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically Students used systems of equations to solve problems	Students simplify expressions before solving a inequalities. Students are able to sketch the area defined by a linear inequality Students solve equations involving inequalities including compound inequalities
Skills	Simplify numerical expressions Simplify variable expressions before solving an equation Solve 1 or 2 step equations	Know the key words in order to translate words into symbols. Know how to use order of operations backwards to isolate a specific variable. Know the steps required to solve a word problem.	Know how to graph a linear equation. Know domain and range Identify a function. Know how to find the slope of a line Know how to write the equation of a line in standard, slope-int. and point-slope forms	Know how to solve systems of equations by graphing, substitution, elimination, and multiplication before elimination. Translate word problems into a system in order to solve	Solve and graph linear inequalities in one and two variables including compound inequalities and inequalities that involve absolute value
Assessments	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam -Periodic Assessment	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam Periodic Assessment

## SPHS MATH Curriculum Map for Algebra 1 B

	February	March	April	May	June
Essential Questions	How do we apply the basic arithmetic operations to polynomials including monomials, binomials and trinomials?  Ch 7	How do we undo the process of multiplying polynomials? What is this process called?  Ch 8	What is a quadratic equation? How is it different than a linear equation? What are different methods of solving?  Ch 9	What is a rational expression? How do we add, subtract, multiply and divide rational expressions? How do we solve equations that contain rational expressions? Ch 11	How are the basic arithmetic operations applied to radical expressions? How do we solve equations that contain radical expressions? Ch 10
Content Standards	Students add, subtract, multiply, and divide monomials, and polynomials. Students use these techniques to solve word problems.	Students apply basic factoring techniques to second and third degree polynomials. These include GCF, difference of squares, and perfect square trinomials	Students know the quadratic formula, and use it to find roots of quadratic equations. Students graph quadratic functions. Students apply quadratic equations to solve physical problems.	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing, Students add, sub, multiply and divide rational exp.	Students understand how to take the root of a number and what it means by a fractional power
Skills	Know the difference between a monomial, binomial and trinomial. Know the rules of exponents in order to simplify monomials Know how to multiply monomials with poly	Factor Techniques: GCF Difference of squares Perfect square trinomials Quadratic expressions of the form $ax^2+bx+c$	Solve quad equations by: -Factoring -Quadratic formula -Completing the square Graph quadratic equations and identify roots on graph Solve problems.	Simplify expressions by factoring. Add, and subtract rational expressions with like and unlike denominators. Multiply rational exp. By factoring first Divide Rational exp by factoring and by using long division	Simplify radical expressions and know when an expression is completely simplified. Add, subtract, multiply and divide radical expressions. Use radical expressions to find distance
Assessments	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam Periodic Assessment	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then present their solutions -Exam

	September	October	November	December	January
Essentials Questions	<p>Where in life might you find yourself solving equations without realizing it? How can formulas be used in everyday life</p> <p>Chapter 1,2</p>	<p>How can linear equations be used to understand real-world data? Why do you think it is important to have more than one method to solve systems of equations?</p> <p>Chapter 3,4</p>	<p>How would a carpenter use factoring? How can rational Expressions be used to solve real-life applications?</p> <p>Chapter 5,6</p>	<p>How can police officers use radicals to measure skid marks to determine the speeds of cars involved in an accidents?</p> <p>Chapter 7</p>	<p>Why do you think it is important to have more than one method to solving a quadratic equation?</p> <p>Chapter 8</p>
Content Standards	California Standards 1 Review Algebra I Standards	California Standards 2 Review Algebra I Standards	California Standards 3,4,6,7	California Standards 5,6	California Standards 8
Skills Students will	<p>identify, and distinguish between, rational and irrational numbers and add, subtract, multiply, and divide real numbers. evaluate algebraic expressions, and write equivalent expressions. use the distributive property to multiply and factor, and to collect like terms. to solve equations. use the rules for integer exponents, and apply them to scientific notation. use equations to solve problems. solve inequalities, compound inequalities, and absolute value equations</p>	<p>graph relations and functions. write equations of lines find and use the slope of a line Find the composite of two functions. solve systems of equations in two variables by graphing and by substitution. solve problems by translating to a system of equations graph and solve systems of inequalities</p>	<p>evaluate and simplify polynomial functions add, subtract, and multiply polynomials recognize and factor certain polynomials solve equations using the zero-product principle add, subtract, multiply, divide, and simplify rational expressions graph and analyze rational functions and solve rational equations divide one polynomial by another use synthetic division</p>	<p>factor and rationalize radical expressions add, subtract, multiply, divide, and factor radical expressions use rational exponents define, add, subtract, multiply, divide, find absolute values of, and graph imaginary and complex numbers solve equations using radicals, imaginary numbers, and complex numbers</p>	<p>solve equations of the type <math>ax^2 + bx + c = 0</math> by factoring, completing the square, or using the quadratic formula determine the nature of the solutions of a quadratic equation with real coefficients find a quadratic equation given its solutions solve equations that are reducible to quadratic form</p>

		February	March	April	May	June
Assessments	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	

Essential Questions	Where are quadratic functions How do conics relate to the sun and the headlights of a car? Chapter 9,10	What careers might use polynomial functions? Where can you find Exponential Growth in the real world Chapter 11,12	Where does the use of arithmetic sequences/series have application in the real world? What is the importance of studying geometric sequences/series? Chapter 13,14	What career benefits the most from the study of probability Chapter 15	How is sampling used by product-based companies? Chapter 16
Content	California Standards 9,10,16,17	California Standards 11,12,13,14	California Standards 2,22,23	California Standards 18,19,20	California Standards?
Skills	determine whether a function is even, odd, or neither sketch or graph quadratic functions determine maximum or minimum values, and $x$ -intercepts, of the graph of a quadratic function, if they exist find the length and midpoint of a segment find the equation of a conic section given certain characteristics find the standard form of the equation of a conic section by completing the square graph a conic section	solve polynomial equations determine the nature and number of the roots of a polynomial equation use Descartes' rule of signs graph and find zeros of polynomial functions find polynomials with specific roots find rational and other roots of a polynomial given its degree and several roots find an equation for the inverse of a relation or function graph exponential and logarithmic functions determine whether the graph of a relation is symmetric with respect to the line $y = x$ simplify exponential and logarithmic expressions	add, subtract, and multiply certain kinds of matrices multiply a matrix by a scalar quantity evaluate determinants identify or find the inverse of matrix write a matrix equation equivalent to a system of equations solve a system of equation using matrices, Cramer's rule, or the inverse of matrix use sigma notations find the first and $n$ th terms and the common difference of an arithmetic sequence find specific terms and find partial and infinite sums of a geometric series determine whether a geometric series has an infinite sum find the common ratio of a series	determine the number of ways a compound event may occur find the number of combinations or permutations of a set of $n$ objects taken $r$ at a time with and without replacement find circular permutations and permutations of a set of objects that are not all different use the binomial theorem to expand powers of binomials and how to find the $r$ th term of the expansion compute the probability of a simple event find the probability of the intersection or union of sets	find the range, mean, mean deviation, median, mode, variance, and standard deviation of a set of data determine the proportion of data falling within a range of standard deviations find and use $z$ -scores to determine probabilities solve problems using normal distributions evaluate and select sampling methods and take a stratified random sample

Assessments	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects	Use smartboard presentations to enhance learning Independent/cooperative learning explorations Daily Homework assignments Quizzes/Exams Projects
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# San Pedro High School

# Curriculum Map For AP Calculus A

	September	October	November	December	January
Essential Questions	<p>What are the four ways to represent a function? How do you model real-world phenomena using functions?</p> <p>Ch. 1</p>	<p>What is a limit? How do you use limits to determine the continuity of a function? What is a derivative and how do you find one? What are derivatives used for?</p> <p>Ch. 2/Ch.3</p>	<p>What are other methods of finding the derivatives and higher-order derivatives of various functions?</p> <p>Ch. 3 (cont.)</p>	<p>How do you use differentiation to help sketch a function? How do you solve maximum/minimum problems?</p> <p>Ch.4</p>	<p>What are other uses of differentiation? What is a Riemann sum? What is a definite integral and how do you solve real world problems using the definition of the definite integral?</p> <p>Ch. 4(cont.)/Ch. 5</p>
Content Standards	<p>Students review the essential content standards from trigonometry and math analysis with emphasis on functions and models and the four ways of representing a function.</p>	<p>Students demonstrate knowledge of limits; students demonstrate knowledge of continuity; students demonstrate an understanding of the formal definition of derivative; students find derivatives and interpret them as slopes of tangent lines and rates of change; students use derivatives to solve a variety of problems from physics, chemistry, economics, etc.</p>	<p>Students know the chain rule and its applications to the derivatives of a variety of composite functions; students use implicit differentiation; students compute derivatives of higher orders; students find derivatives of trigonometric, inverse trigonometric, exponential, and log functions.</p>	<p>Students use differentiation to sketch functions and can identify maxima, minima, inflection points, and intervals in which the function is increasing and decreasing or concave up and down; students know and can apply Rolle's theorem and the mean value theorem; students use differentiation to solve optimization problems.</p>	<p>Students use local linear approximation to estimate change with differentials; students use differentiation to solve related rates problems; students know the definition of the definite integral by using Riemann sums and can approximate integrals; students apply the definition of integral to model problems in physics, economics, etc.</p>
Skills	<p>Express functions verbally, numerically, algebraically, and graphically; use various functions including polynomial, rational, trigonometric, exponential, logarithmic, and other transcendental functions to model real-world phenomena; practice related skills using a graphing calculator.</p>	<p>Find limits graphically and analytically; explore the continuity of functions using limits; find derivatives using the definition; use formulas to find the derivatives of various non-transcendental functions; find equations of tangent lines to functions; calculate instantaneous rates of change.</p>	<p>Calculate derivatives of composite functions using the chain rule; find derivatives implicitly; compute derivatives of higher orders; use formulas to calculate the derivatives of trigonometric, inverse trigonometric, exponential, and logarithmic functions.</p>	<p>Sketch a function by using differentiation to find key information; use Rolle's theorem and the mean value theorem to find the average slope on a given interval; solve maximum-minimum problems in a variety of contexts.</p>	<p>Estimate change and percent change with differentials; solve related rates problems in a variety of contexts; know the definition of the definite integral; approximate definite integrals using Riemann sums; solve real-world problems by estimating using finite sums.</p>
Assessments	<p>-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams</p>	<p>-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams</p>	<p>-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams</p>	<p>-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams</p>	<p>-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams</p>

	February	March	April	May	June
	What is the fundamental theorem of calculus?	What are the applications of integration?	What do you need to know to pass the AP Calculus AB test?	What miscellaneous topics should you know that were not included on the AP test?	What miscellaneous topics should you know that were not included on the AP test?
Essential Questions	Daily homework assignments -Periodic quizzes What is the Trapezoidal Rule? -Individual, small, and/or large group explorations via projects, journal problems, etc. What are slope fields? -Exams How do you find the integral of a function?	Daily homework assignments -Periodic quizzes How do you use integration to solve real-world problems involving accumulation? -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams	Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams	Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams	Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams
	Ch 5(cont.)/Ch.6	Ch.6(cont.)/Ch.7		Misc. chapters	Misc. chapters
Content Standards	Students demonstrate knowledge of the fundamental theorem of calculus; students estimate the area under a curve using the Trapezoidal Rule; students solve differential equations; students graph and interpret slope fields; students compute, by hand, the integrals of a wide variety of functions by using substitution.	Students use differential equations to solve problems involving exponential growth and decay; students use definite integrals in problems involving velocity, acceleration, and net change; students use definite integrals to find the average value of a function; students use definite integrals to find areas and the volumes of solids.	Students know all previous content standards.	Students demonstrate knowledge of the formal definition of limit; students know Newton’s method; students know and can apply L’Hopital’s rule; students compute, by hand, integrals using integration by parts, trigonometric substitution, and partial fractions.	Students know and can apply Euler’s method; students understand improper integrals as limits of definite integrals; students use definite integrals to find the length of a curve, the area of a surface of revolution, and work.
Skills	Know the fundamental theorem of calculus; know how to estimate the area under a curve using trapezoids; know how to graph and interpret slope fields; compute the integrals by substitution including algebraic, trigonometric, exponential, and logarithmic functions.	Solve growth and decay problems; solve problems involving velocity, acceleration, displacement, and total distance traveled; find the average value of a function over an interval; find areas of plane regions; find volumes of solids.	Review for the AP Calculus AB exam.	Know the formal definition of limit and use it in $\delta$ - $\epsilon$ limit proofs; approximate the zeros of a function using Newton’s method; find limits using L’Hopital’s rule; compute integrals using the various techniques of integration.	Graph a solution to an initial value problem using Euler’s method; evaluate improper integrals if they converge; find the length of a curve; find the area of a surface of revolution; calculate work using Hooke’s law; calculate work using variable force/distance.
	September	October	November	December	January
	What are the four ways to	What are other methods of	How do you solve maximum/	How do you find the integral of	How do you use integration



Essential Questions	<p>represent a function? How do you model real-world phenomena using functions? What is a limit? How do you use limits to determine the continuity of a function? What is a derivative and how do you find one?</p> <p>Ch.1/Ch.2/Ch.3</p>	<p>finding the derivatives and higher-order derivatives of various functions? What are other methods of finding the derivatives and higher-order derivatives of various functions? What are derivatives used for? How do you use differentiation to help sketch a function? What are Rolle's Theorem and the mean value theorem and how do you apply them?</p> <p>Ch.3(cont.)/Ch.4</p>	<p>minimum problems? What are other uses of differentiation? What is a Riemann sum? What is a definite integral and how do you solve real world problems using the definition of the definite integral? What is the fundamental theorem of calculus? What is the Trapezoidal Rule?</p> <p>Ch.4(cont.)/Ch.5</p>	<p>a function? How do you solve differential equations? What are slope fields? What is Euler's Method and how do you apply it? How do you calculate exponential growth and decay using differential equations? What is L'Hopital's Rule? How do you calculate improper integrals?</p> <p>Ch.6/Ch.8</p>	<p>to solve real-world problems involving accumulation?</p> <p>Ch.7</p>
Content	<p>Students review the essential content standards from trigonometry and math analysis with emphasis on functions and models and the four ways of representing a function; students demonstrate knowledge of limits; students demonstrate knowledge of continuity; students demonstrate an understanding of the formal definition of derivative; students find derivatives and interpret them as slopes of tangent lines and rates of change.</p>	<p>Students use implicit differentiation; students compute derivatives of higher orders; students find derivatives of trigonometric, inverse trigonometric, exponential, and log functions; students know the chain rule and its applications to the derivatives of a variety of composite functions; students use derivatives to solve a variety of problems from physics, chemistry, economics, etc.; students use differentiation to sketch functions and can identify maxima, minima, inflection</p>	<p>Students use differentiation to solve optimization problems; students use local linear approximation to estimate change with differentials; students use differentiation to solve related rates problems; students know the definition of the definite integral by using Riemann sums and can approximate integrals; students apply the definition of integral to model problems in physics, economics, etc.; students demonstrate knowledge of the fundamental theorem of calculus; students estimate the area under a curve using the Trapezoidal Rule.</p>	<p>Students compute, by hand, the integrals of a wide variety of functions by using techniques of integration such as substitution, integration by parts, trigonometric substitution, partial fractions, and can combine these techniques when appropriate; students know the techniques of solution of elementary differential equations; students graph and interpret slope fields; students know and can apply Euler's Method; students use differential equations in a wide variety of situations including growth-and-decay problems;</p>	<p>Students use definite integrals in problems involving velocity, acceleration, and net change; students use definite integrals to find the average value of a function; students use definite integrals to find plane areas and the volumes of solids; students use definite integrals to find the lengths of curves.</p>

		points, and intervals in which the function is increasing and decreasing or concave up and down; students know and can apply Rolle's theorem and the mean value theorem.		students know and can apply L'Hopital's rule; students understand and can calculate improper integrals as limits of definite integrals.	
Skills	Express functions verbally, numerically, algebraically, and graphically; use various functions including polynomial, rational, trigonometric, exponential, logarithmic, and other transcendental functions to model real-world phenomena; practice related skills using a graphing calculator; find limits graphically and analytically; explore the continuity of functions using limits; find derivatives using the definition; use formulas to find the derivatives of various non-transcendental functions; find equations of tangent lines to functions; calculate instantaneous rates of change.	Calculate derivatives of composite functions using the chain rule; find derivatives implicitly; compute derivatives of higher orders; use formulas to calculate the derivatives of trigonometric, inverse trigonometric, exponential, and logarithmic functions; sketch a function by using differentiation to find key information; use Rolle's theorem and the mean value theorem to find the average slope on a given interval.	Solve maximum-minimum problems in a variety of contexts; estimate change and percent change with differentials; solve related rates problems in a variety of contexts; know the definition of the definite integral; approximate definite integrals using Riemann sums; solve real-world problems by estimating using finite sums; know the fundamental theorem of calculus; know how to estimate the area under a curve using trapezoids	Compute integrals of various functions using substitution; compute integrals of products of functions using integration by parts; compute integrals of functions with Pythagorean form using trigonometric substitution; compute integrals of rational functions using the algebraic techniques of partial fractions and completing the square; know how to graph and interpret slope fields; find a numerical solution to an initial value problem using Euler's method; solve growth and decay problems using differential equations; find limits using L'Hopital's rule; evaluate improper integrals if they converge.	Solve problems involving velocity, acceleration, displacement, and total distance traveled; find the average value of a function over an interval; find areas of plane regions; find volumes of solids; find lengths of curves.
Assessments	-Daily homework assignments -Periodic quizzes	-Daily homework assignments -Periodic quizzes -Individual, small, and/or	-Daily homework assignments -Periodic quizzes -Individual, small, and/or	-Daily homework assignments -Periodic quizzes -Individual, small, and/or	-Daily homework assignments -Periodic quizzes

	-Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams	large group explorations via projects, journal problems, etc. -Exams	large group explorations via projects, journal problems, etc. -Exams	large group explorations via projects, journal problems, etc. -Exams	-Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams
	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Essential Questions	How do you know if an infinite sequence or series converges or diverges?  Ch.9	What is a power series? How do you find the interval of convergence of a power series? What is a Taylor series and how do you generate one? How do you work with parametrically-defined functions, polar functions, and vector-valued functions?	What do you need to know to pass the AP Calculus BC test?	What miscellaneous topics should you know that were not included on the AP test?	What miscellaneous topics should you know that were not included on the AP test?
Content	Students demonstrate an understanding of the definitions of convergence and divergence of sequences and series of real numbers; students can determine whether a series converges using such tests as the integral test, p-series test, comparison tests, ratio test, root test, and alternating series test.	Students understand and can compute the radius (interval) of convergence of power series; students can differentiate and integrate the terms of a power series in order to form new series from known ones; students calculate Taylor polynomials and Taylor series of basic functions, including the remainder term; students can determine the error bound for alternating and non-alternating infinite series; students apply the processes of single-variable calculus to two-variable contexts like	Students know all previous content standards.	Students demonstrate knowledge of the formal definition of limit; students know Newton's method; students use the definite integral to calculate the area of a surface of revolution, work, and hydrostatic force and pressure.	Students demonstrate knowledge of hyperbolic functions; students can use the definitions of hyperbolic functions and related theorems to calculate limits, derivatives, and integrals of hyperbolic functions; students understand the algorithms involved in Simpson's rule and can use calculators to approximate integrals numerically; students solve problems involving conic sections; students work with conic sections expressed in polar form.

		parametrically-defined functions, polar functions, and vector-valued functions.			
	September	October	November	December	January
Skills	Know how to apply a variety of tests to determine whether an infinite series converges or diverges; be able to discern which test is the best to use for a given infinite series.		Review for the AP Calculus BC exam.	Know the formal definition of limit and use it in $\delta$ - $\epsilon$ limit proofs; approximate the zeros of a function using Newton's method; find the area of a surface of revolution; calculate work using Hooke's law; calculate work involving variable force and/or distance; calculate hydrostatic force and pressure.	Know the definitions and theorems of hyperbolic functions; calculate limits, derivatives, and integrals of hyperbolic functions; use Simpson's rule and calculators to approximate integrals numerically; know how to find the geometric components of conic sections; find calculus-related information like areas and equations of tangent lines involving conic sections; work with conic sections expressed in polar form.
Assessment	-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams		-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams	-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams	-Daily homework assignments -Periodic quizzes -Individual, small, and/or large group explorations via projects, journal problems, etc. -Exams



## MATH Curriculum Map for Geometry AB

	February	March	April	May	June
Essential Questions	Know how to identify and What are similar figures? name a point, plane, line, How do we know when two space, angle, segment, ray, triangles are similar complementary, and supplementary angles. Know	Identify angles formed by What is the Pythagorean parallel lines byname, and theorem? What are trig ratios? how they relate to each other. What are special right triangles? other. Know how to prove that two lines are parallel.	Know how to use SSS, SAS, How do we find the area of ASA, AAS, and HL to prove plane figures? that 2 triangles are congruent. How do we find the Surface Area and Volume of solids? Use congruent triangles to prove that the	Know how to use indirect reasoning to prove by contradiction. Identify mid-segments, bisectors, medians, and altitudes.	Know properties of What are rotations, translations, parallelograms, square, dilations, and reflections? How do they affect the position of a plane figure on the coordinate quadrilateral a parallelogram. Know what makes a plane
Skills	How to use basic properties of these figures relating a straight line and a right angle. Know how to use the concept of corresponding parts of similar triangles to reach conclusions	Students use the Pythagorean theorem to find side lengths of a right triangle. Students know the definitions of basic trigonometric ratios defined by angles of a triangle. Students	Students know how to use SSS, SAS, ASA, AAS, and HL to prove triangle congruence. Students know how to find the area and volume of solids. Students know how to use congruent triangles to prove that the	Students prove and solve problems regarding concurrency. Know and be able to apply the relationships among chords, secants, tangents, inscribed angles, and inscribed and circumscribed polygons of	Students know the effect of rigid motions on figures in the coordinate plane and space. Including rotation, translations, reflections, and dilations.
Content					
Assessments	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board.	use trig functions to solve for unknown lengths of rt. Triangles. Students know and are able to use properties of solve problems on the board. 30°-60°-90° and 45°-45°-90° -Students work in groups then	Students determine how changes in dimension affect the perimeter, area, and volume of plane figures and solids solve problems on the board. -Students work in groups then	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then	-Daily HW Assignments -Daily Warm-ups -Students demonstrate how to solve problems on the board. -Students work in groups then
	-Students work in groups then present their solutions -Exam	present their solutions -Exam - Periodic Assessment	present their solutions -Exam	present their solutions -Exam	present their solutions -Exam - Periodic Assessment

	Know how to apply ratios and proportions to geometric figures.	Know how to use the Pythagorean theorem to find missing lengths of a right triangle.	Know and apply the formulas to find area of plane figures, i.e. rectangles, triangles, rhombus, squares, circles, trapezoids and regular polygons. Know the unit circle?	Know what tangent, and secant lines are and how they relate to a circle. Know what an arc and a cord are, and how they relate to a circle. Know central and inscribed angles. Know how to find lengths of secants, tangents, and chords.	Know how to identify a rotation, translation and a reflection.
	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
Essential Questions	What are the important properties of similar figures? What is a function and how do you graph one? including AA, SSS, SAS.  Know geometric mean and how it is applied to similar right triangles.	What are compositions and inverses? Sine, Cosine and Tangent ratios How do you graph exponential and be able to use these to find missing lengths or angles in a right triangle. Know special properties of logarithms and solve problems involving compound to solve problems	How do you find the values of trigonometric functions using regular polygons. Know the unit circle? How do you graph sine and cosine functions? Prisms, cylinders, pyramids cones and spheres. graphs to model real-world phenomena?	How do you find angular and a cord are, and how they relate to a circle. Know central and inscribed angles. Know how to find lengths of secants, tangents, and chords.  Pythagorean identity properties to prove	Also know how perform any of the above on a figure in a plane. Know the different types of angle formulas to prove trigonometric identities and solve trig equations?  How do you work with inverse trigonometric functions?
	Students prove lines of angular triangles using side splitting the use of the midpoint-angle distance formulas, know and apply indirect measurement	Students solve problems involving composition and inverses; students can work with and graph exponential functions and logarithmic	Students can convert between degrees and radians; students know the unit-circle definition of sine and cosine; students compute, by hand, the values of	Students solve problems involving angular and linear velocity; students know the trigonometric identities?	Students demonstrate an understanding of the sum and difference formulas, the half-angle formulas, and the double-angle formulas and can use
Assessment Standards	Functions and their properties and operations; students work with linear functions and solve problems on graph board. piecewise-defined function then present graph showing techniques to graph transformations of functions.	Functions as students use log properties to solve log equations demonstrate how to solve problems involving compound interest and growth and decay.	Functions as trigonometric functions and the inverse trigonometric functions demonstrate how to solve problems involving compound interest and growth and decay.	Functions as trigonometric functions and the inverse trigonometric functions demonstrate how to solve problems involving compound interest and growth and decay.	Functions as trigonometric functions and the inverse trigonometric functions demonstrate how to solve problems involving compound interest and growth and decay.
Skills	Apply the midpoint and distance formulas; graph and write equations of lines and circles; explore properties of functions like increasing/decreasing, odd/even, maxima/minima, domain/range, etc.; use parent functions to graph piecewise-defined functions and transformations.	Find compositions and inverses of functions; graph and solve exponential equations; graph and solve log equations; evaluate log expressions; change the base of a log expression; know and apply the formulas used to calculate compound interest and growth and decay.	Convert between degree and radian measure; learn sine and cosine values at standard points on the unit circle to the point of automaticity; graph sine and cosine functions and their variations; use sine and cosine graphs to model and solve real-world problems.	Find angular and linear velocities; graph tangent, cotangent, secant, and cosecant functions; combine two sinusoidal functions graphically; use the Pythagorean identities to prove other trigonometric identities.	Prove trigonometric identities using the sum and difference, half-angle, and double-angle formulas; solve trigonometric equations; graph, prove, and solve problems involving inverse trigonometric functions.

**San Pedro High School**

**Curriculum Map For**

**Math Analysis AB**





	Find missing parts and areas of right and oblique triangles using trigonometric ratios, the	Use vectors to model real-world problems involving force, velocity, bearing, etc.; graph	Find limits of functions, including trigonometric functions, using analytical and	Use synthetic division, the rational roots theorem, complex-conjugates theorem,	Rotate the axes of a general quadratic equation to eliminate the xy-term; convert parametric
	law of sines, the law of cosines, and area formulas; solve real-world triangle problems using trigonometry.	September polar equations; convert between polar form and rectangular form; compute products, quotients, and powers of complex numbers using polar coordinates and De-Moivre's theorem.	October geometric techniques; know the definition of continuity; find and identify the discontinuities of a function, if any; solve quadratic equations and their applications	November Descartes' Rule of Signs, etc. to find the roots of polynomial functions; graph polynomial and rational functions using roots, asymptotes and end-behavior; find the geometric components of conic sections.	December equations to rectangular equations by eliminating the parameter; graph parametric equations; solve problems involving arithmetic and geometric sequences and series; prove formulas using math induction.
Skills	essential Question	Why is understanding Medical Terminology Necessary in health related occupations.	Necessity of understanding language related to body structure & related systems	What is the structure and function of each system related roots, prefixes, suffixes – anatomical disease & RX terms	Does the student understand the class philosophy & clinical responsibilities
	-Daily homework assignments	-Daily homework assignments	-Daily homework assignments	-Daily homework assignments	-Daily homework assignments
Content	-Periodic Basic concepts of medical language related to body systems, skin, skeletal and/or large internal and/or large nervous system, eyes, ears, endodermic, cardio vascular, blood, respiratory, digestive, urinary, male reproductive, female reproductive	-Periodic Basic concepts of medical language related to body systems, skin, skeletal and/or large internal and/or large nervous system, eyes, ears, endodermic, cardio vascular, blood, respiratory, digestive, urinary, male reproductive, female reproductive	-Periodic Basic concepts of medical language related to body systems, skin, skeletal and/or large internal and/or large nervous system, eyes, ears, endodermic, cardio vascular, blood, respiratory, digestive, urinary, male reproductive, female reproductive	-Periodic Basic concepts of medical language related to body systems, skin, skeletal and/or large internal and/or large nervous system, eyes, ears, endodermic, cardio vascular, blood, respiratory, digestive, urinary, male reproductive, female reproductive	-Periodic Basic concepts of medical language related to body systems, skin, skeletal and/or large internal and/or large nervous system, eyes, ears, endodermic, cardio vascular, blood, respiratory, digestive, urinary, male reproductive, female reproductive
Assessments	-Individual small and/or large group explorations -Exams Word roots use of medical dictionary & text Cornell notes – memory keys	-Individual small and/or large group explorations -Exams Body direction Body cavities	-Individual small and/or large group explorations -Exams Body direction Body cavities	-Individual small and/or large group explorations -Exams Body direction Body cavities	-Individual small and/or large group explorations -Exams Body direction Body cavities
		Body regions	immune & lymphatic	o.b.	interpersonal skills
Skills	Identify word parts suffixes, prefixes, word roots pronounce medical terms understand how prefixes, suffixes can alter meanings	List 4 major tissues List 4 major organs Contained on each body system Demonstrates body directions Reading comprehension skills	Describe, locate defense function of each system & organ Describe aging effects on the systems	Describe, locate defense function of each system & organ Describe aging effects on the systems	Verbalizes the need for privacy confidentially effective recommended services cultural factors.
Assessments	Listen to students reading	Daily homework – written	End of chapter exercise	Final 50 questions for	Daily homework

	texts. Take home exams in class multiple choice quizzes, group work, role play		quizzes, group share end of chapter exercises	multiple choice quizzes College Cornell notes for	medical terminology	Reading Quizzes
	<b>February</b>		<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Essential Question		What is Work environment safety	Why are weight measurements & vital	Why are the ADL crucial in resident's well being	Why observation and charting so important	Why take the CNA Exam and what is the process.
		medical surgical asepsis. Body mechanism.	sign performed on resident		Why do we promote potential for residents	
Content	Safety issue both physical & psychological Hand washing and gowning and gloving techniques		Height Weight Intake & Output Blood pressure Pulse respiration	Procedures related to ADL – Bed bath, showers month case	Rehabilitative skills Philosophy & purpose ROM exercise equipment	Patient care skills Patient care procedures
Assessments	Role playing		Pain assessment Weekly quizzes	Weekly quizzes	Weekly notebook	CNA recertification
Skills	Demonstrates hand washing gowning & gloving techniques. Homework Clinical facility Check list		Demonstrate tasks, skills and procedures reviewed	Return demonstration in lab and/or clinical facilities	Return demonstration checks. use of crutches, walkers, ROM exercises. Final and questions Demonstration of skills	Return demonstration Exam of the 26 skills to be tested on the State Exam

Curriculum Map

Nursing: Medical

Curriculum Map

## PERF. ARTS: Curriculum Map – Documentary Studies

	2 weeks	3 weeks	10 weeks	2 weeks	2 weeks	20 weeks	8 weeks
Essential Questions	<ul style="list-style-type: none"> <li>What is art?</li> <li>What is the difference between fine art and utilitarian art?</li> <li>What is design?</li> </ul>	<ul style="list-style-type: none"> <li>What is cinema?</li> <li>What is documentary?</li> <li>What are the elements of both?</li> </ul>	<ul style="list-style-type: none"> <li>What is documentary?</li> <li>Why are journalistic principals important?</li> <li>Why are formal evaluations important?</li> </ul>	<ul style="list-style-type: none"> <li>What is a hybrid?</li> <li>What elements of documentary does it have?</li> <li>How is it different?</li> </ul>	<ul style="list-style-type: none"> <li>What is copyright?</li> <li>What is a release?</li> <li>What is perpetuity?</li> </ul>	Production <ul style="list-style-type: none"> <li>What is a pitch?</li> <li>What is pre production?</li> <li>What is a shot list?</li> <li>What is a production schedule?</li> </ul>	Post Production <ul style="list-style-type: none"> <li>What is final cut pro?</li> <li>What is an edit?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Painting</li> <li>Sculpture</li> <li>Drawing</li> <li>Dance</li> <li>Photography</li> <li>Literature</li> <li>Cinema</li> </ul>	<ul style="list-style-type: none"> <li>Story</li> <li>Director</li> <li>Cinematographer</li> <li>Producer</li> <li>Editor</li> <li>Sound</li> <li>Mise en scene</li> <li>Guest professionals</li> </ul>	<ul style="list-style-type: none"> <li>Fact checking</li> <li>Interviews</li> <li>B-footage</li> <li>Archival</li> <li>Voice; subjective &amp; objective</li> <li>Guest Professionals</li> </ul>	<ul style="list-style-type: none"> <li>Creative story</li> <li>Abstract themes</li> <li>Unique visuals</li> <li>Unique sounds</li> <li>Guest professionals</li> </ul>	<ul style="list-style-type: none"> <li>Legal definitions of copyright</li> <li>Legal documents of releases</li> <li>Length of copyright</li> <li>Subjects legal release</li> <li>Guest professionals</li> </ul>	<ul style="list-style-type: none"> <li>Proposal/ Pitch</li> <li>Shot list</li> <li>Contact list</li> <li>Schedule</li> <li>Transcriptions</li> <li>Script</li> <li>Artist-in-residences</li> </ul>	<ul style="list-style-type: none"> <li>IMAC with Final Cut Pro</li> <li>Film footage</li> <li>Sound bites</li> <li>Script</li> <li>Artist-in-residence</li> <li>B-footage</li> <li>Archival</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Define art</li> <li>Shared examples</li> <li>Discuss ion and critique</li> <li>Develop criteria for evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret meaning</li> <li>Differentiate between fiction &amp; non-fiction films</li> <li>Assess value and impact on society</li> <li>Screening</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate a documentary</li> <li>Write a critique</li> <li>Deconstruct a documentary</li> <li>Screening</li> </ul>	<ul style="list-style-type: none"> <li>View a hybrid</li> <li>Deconstruct its theme</li> <li>Deconstruct its process</li> <li>Screening</li> </ul>	<ul style="list-style-type: none"> <li>Understand the value of copyright and release</li> <li>Understand subjects legal rights</li> <li>Understand legal regulations</li> </ul>	<ul style="list-style-type: none"> <li>Create a pitch</li> <li>Make a shot list</li> <li>Contact subjects</li> <li>Organize schedule</li> <li>Interviews</li> <li>screenings</li> </ul>	<ul style="list-style-type: none"> <li>Log and capture</li> <li>Edit</li> <li>Incorporate sound</li> <li>Rough cut</li> <li>Final cut</li> <li>Screening</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Articulate definitive.</li> <li>Provide varied examples.</li> <li>Understand differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of films</li> <li>writing of critique</li> <li>Controlled writing.</li> <li>Edit, refine</li> </ul>	<ul style="list-style-type: none"> <li>Oral argument with support</li> <li>Written critique</li> <li>Controlled writing</li> <li>Edit- revise</li> </ul>	<ul style="list-style-type: none"> <li>Written evaluation</li> <li>Class discussion</li> <li>Edit - revise</li> </ul>	<ul style="list-style-type: none"> <li>Oral and written release</li> <li>Unique music or non copyrighted music in production</li> <li>Legally cleared production</li> </ul>	<ul style="list-style-type: none"> <li>Organized Pitch</li> <li>Interesting visual</li> <li>Organized schedule</li> <li>Production</li> <li>Transcriptions</li> </ul>	<ul style="list-style-type: none"> <li>Script</li> <li>Rough cut screening</li> <li>Edited cut screening</li> <li>Student critiques</li> <li>Final screening</li> </ul>

**Performing Arts Curriculum Map – MARCHING BAND AND CONCERT BAND**

	<b>September/October</b>	<b>November/December</b>	<b>January/February</b>	<b>March/April</b>	<b>May/June</b>
<b>Essential Activities</b>	Football games, pep rallies, Community performances Field show competitions, rehearsals conducted by student leaders (section leaders)	Football games, pep rallies, community performances, field show competitions, Winter Concert in conjunction with other performing arts groups (dance, and stage crew)	Community performances, performance at athletic competitions, African-American Heritage Performance (collaboration of many performing groups, clubs), preparation of musical repertoire for concert with Pirate Dancers	Community performances, Performance with Pirate Dancers, Preparation of musical repertoire for festivals and spring concert, specialized community performances, Music Festival	Community performance, Spring Concert, Music Festival, Graduations
<b>Content</b>	Musical repertoire suitable for athletic activities, promotion of school spirit. Appropriate music for field show.	Suitable music and adding additional repertoire for games, more school spirit, developing program music for Winter concert	Suitable music repertoire for different sports (pep band repertoire), special music reflecting African-American Heritage	Appropriate musical repertoire for varied musical needs. Adapt performance to accommodate musical styles of music	Appropriate music repertoire for designated performance keeping in mind proper music style.
<b>Skills</b>	Musical preparation, field show preparation, physical preparation for activities (marching and maneuvering) Music reading and analysis.	Refining musical performance in response to professional adjudication, adding general effect elements to field show, continue physical preparation, music reading and analysis	With each sport, there are different requirements that govern performance. Musical nuances that go along with varied repertoire, Music reading and analysis	Rehearsal that pays particular attention to style appropriate to the new music, music reading and analysis.	Rehearsals for specific performances, music reading and analysis

Assessment	Peer evaluation, video and self-assessment, professional adjudication from competition, individual performance assessed by director.	Peer evaluation, video and self-assessment, professional adjudication from competition, individual performance assessed by director..	Peer evaluation, administrative evaluation, audience assessment, individual performance assessed by director.	Peer evaluation, professional adjudication, individual performance assessed by director	Individual performance assessed by director, peer evaluation
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Focus / Unit	Noon Theatre and Halloween Show (7 weeks)	Fall Drama (11 weeks)	Spring Musical (12 weeks)	Spring Play: Shakespeare Amphitheatre (8 weeks)
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Essential Questions	<ul style="list-style-type: none"><li>• What do actors need to survive in the theatre?</li><li>• Who was Stanislavski and what is his method approach to acting?</li><li>• What is the role in scoring a script and how does it help the actor?</li><li>• How do actors use the stage effectively?</li><li>• What is falling pitch versus rising pitch?</li><li>• What should you record in your actors’ notebook?</li><li>• What are differences between playing the conditions, objectives, obstacles and playing the moment?</li></ul>	<p>How does an actor convey meaning and emotion?</p> <p>What is role scoring versus script scoring?</p> <p>Define body language and describe multiple ways actors can use body language on the stage.</p> <p>What are effective ways of entering (taking the stage) and exiting?</p> <p>How are lights, sound and set an integral part of a drama?</p> <p>What are some techniques for playing drama?</p> <p>How does an actor use sense memory to recreate time &amp; place?</p>	<p>What are a cross and a counter-cross?</p> <p>How are musicals different from dramas or comedies?</p> <p>How do I learn how to sing?</p> <p>How do I learn how to dance or move and memorize choreography?</p> <p>What is acting internally versus acting externally?</p> <p>How does an actor go about planning “business”?</p> <p>Why is a relaxation so important for an actor?</p> <p>How can I make my performance big and real?</p>	<p>What is the nature of performance?</p> <p>What are the dynamics of conflict?</p> <p>Why is conflict necessary to drive every scene?</p> <p>How do actors build a scene to a climax?</p> <p>Why is re-acting more essential than “acting”?</p> <p>How does the actor interpret Shakespeare?</p> <p>What is iambic pentameter?</p> <p>How stage combat is performed, such as fencing or fighting.</p>
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Performing Arts Curriculum Map – Stage Design

Content	<ul style="list-style-type: none"><li>• Vocab. TermsScript develop.</li><li>• Improvisational Exercises</li><li>• Actor’s Workbook/Movement Worksheets</li></ul>	Play Improvisational Techniques Score Sheet/Actor’s Workbook Movement Worksheets	Musical Text Musical Score Piano Score/Rehearsal tapes/CD’s Actor’s Workbooks	Shakespeare Text Shakespeare Language Sheet/Actor’s Score Props/Costumes	
Skills  (Students will know how to....)	Use genre as a kick off point to create original works Create emotion through emotional recall, the magic “what if,” substitution, objects or music. Improvise ideas for a script Develop & write their own scripts Cast a script and score a script. Use tone and inflection in their voice to stress/hit meaning. Be able to determine the validity of an actor’s performance Take the basic tenants of a scene and improvise dialogue Create business, non-verbal actions on stage/Build a character	Utilize the five basic emotional techniques for emotional recall Score a script Use body language to communicate meaning Build a scene to a climax React to preset reactions React to a live actor Set up a character’s objective Set up character’s super-objective Create time and place through sense memory Keep concentration during a performance/Use make up Work an audience Build a character	Create and plan all non verbal cues and business on stage Develop, rehearse and perform songs and dances Develop a specific character showing things such as age, profession. Understand and be able to demonstrate character’s motivation or objective Effectively use sense memory Effectively use emotional recall Build a character Use make up/Design costumes Help with set construction Understand publicity	Interpret character’s motivations Build character’s objective Demonstrate conflict leading to a climax within a scene Use both verbal and non-verbal communication skills to tell a story Use emotional recall Use sense memory Build the character’s arc Perform in front of an audience Use relaxation techniques Be heard and understood Understand set construction and costume design	
Assessm  ent	<ul style="list-style-type: none"><li>• Performance Rubric</li><li>• Script Development Rubric</li><li>• Participation Rubric</li><li>• Self Analysis/Peer Review</li></ul>	<ul style="list-style-type: none"><li>• Performance Rubric</li><li>• Script Development Rubric</li><li>• Participation Rubric</li><li>• Self Analysis/Peer Review</li></ul>	<ul style="list-style-type: none"><li>• Performance Rubric</li><li>• Musical Analysis</li><li>• Participation Rubric</li><li>• Self Analysis/Peer Review</li></ul>	<ul style="list-style-type: none"><li>• Performance Rubric</li><li>• Script Development Rubric</li><li>• Participation Rubric</li><li>• Self Analysis/Peer Review</li></ul>	
	September	October	November	December	January
Essential Question	What is stage Design and what are the goals and objectives for the class?  What are the important safety practices that must be observed in a technical stage environment?	What are the different technical support areas in Stage Design and what roles do they play in a theater production?  How important is theater terminology in a theater production environment?	What is involved in building a set for theater performances?  What are the different types of stages and How are portable stages constructed.	What is involved in preparing for stage performance? What are some of the challenges associated with the organization of theatrical performance both armature And professional	How is a stage set put together?  What art some of the major consideration that must be taken into account before organizing a stage performance.

<b>Content</b>	Students will be introduced to stage production from a historical perspective. Students will develop an awareness of the safety practices in a stage, production shop environment.	Understand the different areas of the stage for an actor's perspective. Focus on vocabulary and theater specific terminology used in theater by both actors and technical stage personnel.	Focus on wall construction for the theater, building stage props and construct a portable stage for a scheduled school activity.	Understanding the process and challenges involved with organizing a professional stage performance.	Understanding the elements and principles of design and foundations of set construction.  Design and construct a stage set according to a Set design.
<b>Skills</b>	Students will be shown how to use tools properly and maintain good safety practices in the Stage classroom	Use vocabulary regularly when communicating with actors and other stage personnel.	Apply knowledge of building and Flat construction to create walls for a stage set.	Students will have opportunity to apply their knowledge and skills of stage by shadowing stage crew personnel during a professional theater performance.	Apply appropriate use of tools and knowledge of construction to build a set.
<b>Assessment</b>	Students will demonstrate their understanding of the goals and objectives for stage through group discussions and written responses.  Students will meet the safety standard by passing the Safety Exam before commencing work in the class.	Evaluate student's understanding of the different areas of a stage.	Construct a portable stage using existing stage risers appropriate for the theatrical presentation.	Students who choose to be involved will carryout all tasks and responsibilities assigned to them	Construct a stage set using existing stage materials and equipment.



Performing Arts Curriculum Map – Stage Design page 2

	February	March	April	May	June
Essential Question	How is lighting used to enhance a stage set?	What is Musical Theater and how would staging differ from a dramatic performance.	What are some of the main elements of musical theater?	What are some of the similarities and differences between preparing for the various types of stage performances?	What are some of the connections with between stage work and other areas of our lives?
Content	Understanding the principles of lighting, know the different types of lighting equipment available and solving of lighting design problems through practical application.	Historical overview and evolution on musical theater.  Construct a stage set for Drama’s production of a musical performance.	Construct a stage set for Drama’s production of a musical performance.	Understanding the technical needs of a show such as lighting and sound. Understanding how to read a lighting plot plan (blue print).	Reflect on past year’s stage experience and effectiveness was the program as an introduction to the fundamentals of stage Design.
Skills	Development of problem solving skills as students expand independent construction and lighting work	Practice the roles and responsibilities of various theater personnel: Stage manger, Lighting Technician Sound Tech., Spot Tech... Floor Crew.	Practice the roles and responsibilities of various theater personnel.	Students will interpret a lighting Plot Plan and assist in the installation if lighting for our annual Dance Concert.	Student will catalog, store and secure all stage equipment for end of year storage.

SCIENCE CURRICULUM MAP –

BIOLOGY AB- Fall Semester

	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
Essential Questions	What is the Scientific Method? What molecules are essential for life? What are cells?	How do cells function?	What is the central dogma?	How are traits inheirited?	How can humankind alter DNA to create selected traits? How is genetic variation achieved?
Content	Scientific Method, Molecules for Life, Cells	Cells, Cell Transport, Photosynthesis, Cellular Respiration	DNA, Protein Synthesis	Human Genetics, Meiosis	Meiosis, DNA Technology
Skills	Lab Safety, Write a lab report, Apply Scientific Method, Interpret Graphs, Compare & Contrast Macromolecules, Model Synthesis of Polymers from Monomers, Predit how changes in pH, & temperature affect enzyme reaction, Compare & Contrast Eurkaryote, Prokaryotes, & Viruses, Analyze Structural Differences between cells, Compare & Contrast Plant	Differentiate between various organelles, Create an analogy for how the cell works, Distinguish between Passive & Active Transport, Predict movement of molecules across semi-membranes, Observe the Fluid Mosaic Model, Differentiate between Light & Dark Reactions, Identify product & reactants in photosynthesis & Cell Respiration, Identify Cell	Act out / Model DNA replication, Make of a model of DNA, Sumarize protein synthesis, Differentiate between transcription & translation, Differentiate DNA & RNA, Differentiate th 3 types of RNA ,Model protein synthesis, Apply basepairing rules for replication, transcription, & translation, Explain how mutations affect protein synthesis & gene	Apply Punnet Squares & predict possible genotypic & phenotypic outcomes, Apply Mendel's Laws, Identify parts of a chromosome, Distiguish between haploid & diploid, Distiguish between DNA, chromosomes, & genes, Apply the laws of dominance to predict the phenotype given the genotype, Demonstrate crossing over & genetic	Explain how variation is created during meiosis thru segregation & crossing over, Predict combination of alleles in the formation of gametes, Differentiate between somatic and germ-line cells, Determine gender based on the combination of sex chromosomes, Summarize process of DNA transformation for a gene transfer experiment, Explain how restriction

	and Animal Cells	Organelles, Differentiate between anaerobic & aerobic processes,	expression, Distinguish different types of mutations	recombination, Make a karyotype, Predict outcomes of Punnett squares for incomplete dominance, autosomal, and X-linked traits, Explain the genetic basis for some human disorder, Predict probable modes of inheritance from a pedigree, Label and Identify steps of meiosis	enzymes can be used to make recombinant DNA, Identify practical application of genetic engineering in agriculture and medicine, Compare selective breeding to DNA transformation in create specific traits
Assessments	Quizzes, Chapter/Unit Exam, Labs, Projects, Lab Safety Exam	Quizzes, Chapter/Unit Exam, Labs, Projects	Quizzes, Chapter/Unit Exam, Labs, Projects	Quizzes, Chapter/Unit Exam, Labs, Projects, PA	Quizzes, Chapter/Unit Exam, Labs, Projects
Teaching Strategies	Cornell Notes, Tutoring, Extended Time, Extra Credit Opportunities, Research Projects, Guest Speakers, Think-Pair-Share, Cooperative Learning, Peer Tutoring, Cross Curricular Activities, Socratic Seminar, Virtual Labs, Labs, Reading Guides, Field Trips, Videos, Demonstrations, Graphic Organizers, Current Events, Visual Vocabulary, Foldables, Models, and Presentations				

SCIENCE CURRICULUM MAP –

BIOLOGY AB- Spring Semester

	February	March	April	May	June
Essential Questions	How do populations of organisms change over time?	What is biodiversity? Why is it important? What affects biodiversity? How does our bodies protect itself from diseases?	How does the body maintain homeostasis?	How does the body maintain homeostasis?	What is important for our students to learn?
Content	Evolution, Speciation,	Ecology, Immune System, Bacteria, Viruses	Physiology	Physiology	Optional Material to re-teach or Extra material not covered by the standards
Skills	Model evolution by means of natural selection in groups of organisms, Explain how variations within a group of organisms affects the survival rate of some organisms, Identify factors that affect genetic drift, Describe factors that lead to speciation, Identify conditions for Hardy-Weinberg Equilibrium, Explain evidence that supports evolution, Construct and interpret a cladogram based on DNA, proteins, morphology, and/or fossil record, Explain the importance of biodiversity	Predict the effects of increasing or decreasing biodiversity in an ecosystem, Summarize the energy loss in a food chain, Differentiate between food chain & food web, Differentiate between biotic & abiotics factors in an ecosystem, Interpret the flow of nutrients in biogeochemical cycles, Provide examples of effects of invasive species, Interpret population graphs, Explain fluxuations in population size, Explain succession of a forest after a natural disaster, Hypothesize the effects of changes of populations of producers, consumers, and decomposers, Differentiate between 1st line & second line of defense in an immune response, Explain how antibodies are related to antigens, Summarize how vaccines protect from infectious diseases, Compare bacteria & viral replication & growth, Analyze defenses agains bacterial & viral infections, Predict treatments and classify diseases based on the type of pathogen, Distinguish between B-cells & T-cells, Explain how pathogens can develop resistance	Summarize the role of multiple organ systems in transporting nutrients throughout the body in maintaining homeostasis, Diagram the digestive tract, Outline the role of nephrons in kidney, Trace the path of hormones to their target site, Categorize the sensory organs, Explain how the nervous system interacts with endocrine glands, Explain how action potentials generate signals, Describe the function of neurotransmitters, Diagram a reflex arc,	Summarize the role of multiple organ systems in transporting nutrients throughout the body in maintaining homeostasis, Diagram the digestive tract, Outline the role of nephrons in kidney, Trace the path of hormones to their target site, Categorize the sensory organs, Explain how the nervous system interacts with endocrine glands, Explain how action potentials generate signals, Describe the function of neurotransmitters, Diagram a reflex arc,	Teacher's discretion

		to treatments			
Assessments	Quizzes, Chapter/Unit Exam, Labs, Projects, Finals	Quizzes, Chapter/Unit Exam, Labs, Projects, PA	Quizzes, Chapter/Unit Exam, Labs, Projects	Quizzes, Chapter/Unit Exam, Labs, Projects, CST	Quizzes, Chapter/Unit Exam, Labs, Projects, Finals, PA
Teaching Strategies	Cornell Notes, Tutoring, Extended Time, Extra Credit Opportunities, Research Projects, Guest Speakers, Think-Pair-Share, Cooperative Learning, Peer Tutoring, Cross Curricular Activities, Socratic Seminar, Virtual Labs, Labs, Reading Guides, Field Trips, Videos, Demonstrations, Graphic Organizers, Current Events, Visual Vocabulary, Foldables, Models, and Presentations				

**SCIENCE CURRICULUM MAP –****BIOLOGY SEP-UP- Fall Semester**

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
Essential Questions	How Can We Combat Infectious Diseases?	How Can We Combat Infectious Diseases?	Should Genetically Modified Organisms Be Used to Combat World Hunger?	Should Genetically Modified Organisms Be Used to Combat World Hunger?	How does the body maintain homeostasis?
Content	Scientific Method, Molecules for Life, Cells, Cell Transport, Immune System, Bacteria, Viruses	Scientific Method, Molecules for Life, Cells, Cell Transport, Immune System, Bacteria, Viruses	DNA, Protein Synthesis, Human Genetics, Meiosis, DNA Technology	DNA, Protein Synthesis, Human Genetics, Meiosis, DNA Technology	Physiology
Skills	Lab Safety, Write a lab report, Apply Scientific Method, Interpret Graphs, Compare & Contrast Macromolecules, Model Synthesis of Polymers from Monomers, Predit how changes in pH, & temperature affect enzyme reaction, Compare & Contrast Eukaryote, Prokaryotes, & Viruses, Analyze Structural Differences between cells, Compare & Contrast Plant and Animal Cells, Differentiate between various organelles, Create an analogy for how the cell works, Distinguish between Passive & Active Transport, Predict movement of molecules across semi-membranes, Model & Observe the Fluid Mosaic Model, Identify Cell Organelles, Differentiate between 1st	Lab Safety, Write a lab report, Apply Scientific Method, Interpret Graphs, Compare & Contrast Macromolecules, Model Synthesis of Polymers from Monomers, Predit how changes in pH, & temperature affect enzyme reaction, Compare & Contrast Eukaryote, Prokaryotes, & Viruses, Analyze Structural Differences between cells, Compare & Contrast Plant and Animal Cells, Differentiate between various organelles, Create an analogy for how the cell works, Distinguish between Passive & Active Transport, Predict movement of molecules across semi-membranes, Model & Observe the Fluid Mosaic Model, Identify Cell Organelles, Differentiate between 1st	Act out / Model DNA replication, Make of a model of DNA, Sumarize protein synthesis, Differentiate between transcription & translation, Differentiate DNA & RNA, Differentiate th 3 types of RNA ,Model protein synthesis, Apply basepairing rules for replication, transcription, & translation, Explain how mutations affect protein synthesis & gene expression, Distinguish different types of mutations, Apply Punnet Squares & predict possible genotypic & phenotypic outcomes, Apply Mendel's Laws, Identify parts of a chromosome, Distiguish between haploid & diploid, Distiguish between DNA, chromosomes, & genes, Apply the laws of	Act out / Model DNA replication, Make of a model of DNA, Sumarize protein synthesis, Differentiate between transcription & translation, Differentiate DNA & RNA, Differentiate th 3 types of RNA ,Model protein synthesis, Apply basepairing rules for replication, transcription, & translation, Explain how mutations affect protein synthesis & gene expression, Distinguish different types of mutations, Apply Punnet Squares & predict possible genotypic & phenotypic outcomes, Apply Mendel's Laws, Identify parts of a chromosome, Distiguish between haploid & diploid, Distiguish between DNA, chromosomes, & genes, Apply the laws of	Lab Safety, Write a lab report, Apply Scientific Method, Interpret Graphs, Compare & Contrast Macromolecules, Model Synthesis of Polymers from Monomers, Predit how changes in pH, & temperature affect enzyme reaction, Compare & Contrast Eukaryote, Prokaryotes, & Viruses, Analyze Structural Differences between cells, Compare & Contrast Plant and Animal Cells, Differentiate between various organelles, Create an analogy for how the cell works, Distinguish between Passive & Active Transport, Predict movement of molecules across semi-membranes, Model & Observe the Fluid Mosaic Model, Identify Cell Organelles, Differentiate between 1st

	<p>line &amp; second line of defense in an immune response, Explain how antibodies are related to antigens, Summarize how vaccines protect from infectious diseases, Compare bacteria &amp; viral replication &amp; growth, Analyze defenses against bacterial &amp; viral infections, Predict treatments and classify diseases based on the type of pathogen, Distinguish between B-cells &amp; T-cells, Explain how pathogens can develop resistance to treatments</p>	<p>line &amp; second line of defense in an immune response, Explain how antibodies are related to antigens, Summarize how vaccines protect from infectious diseases, Compare bacteria &amp; viral replication &amp; growth, Analyze defenses against bacterial &amp; viral infections, Predict treatments and classify diseases based on the type of pathogen, Distinguish between B-cells &amp; T-cells, Explain how pathogens can develop resistance to treatments</p>	<p>dominance to predict the phenotype given the genotype, Demonstrate crossing over &amp; genetic recombination, Make a karyotype, Predict outcomes of Punnett squares for incomplete dominance, autosomal, and X-linked traits, Explain the genetic basis for some human disorder, Predict probable modes of inheritance from a pedigree, Label and Identify steps of meiosis, Explain how variation is created during meiosis through segregation &amp; crossing over, Predict combination of alleles in the formation of gametes, Differentiate between somatic and germ-line cells, Determine gender based on the combination of sex chromosomes, Summarize process of DNA transformation for a gene transfer experiment, Explain how restriction enzymes can be used to make recombinant DNA, Identify practical application of genetic engineering in agriculture and medicine, Compare selective breeding to DNA transformation in create</p>	<p>dominance to predict the phenotype given the genotype, Demonstrate crossing over &amp; genetic recombination, Make a karyotype, Predict outcomes of Punnett squares for incomplete dominance, autosomal, and X-linked traits, Explain the genetic basis for some human disorder, Predict probable modes of inheritance from a pedigree, Label and Identify steps of meiosis, Explain how variation is created during meiosis through segregation &amp; crossing over, Predict combination of alleles in the formation of gametes, Differentiate between somatic and germ-line cells, Determine gender based on the combination of sex chromosomes, Summarize process of DNA transformation for a gene transfer experiment, Explain how restriction enzymes can be used to make recombinant DNA, Identify practical application of genetic engineering in agriculture and medicine, Compare selective breeding to DNA transformation in create</p>	<p>line &amp; second line of defense in an immune response, Explain how antibodies are related to antigens, Summarize how vaccines protect from infectious diseases, Compare bacteria &amp; viral replication &amp; growth, Analyze defenses against bacterial &amp; viral infections, Predict treatments and classify diseases based on the type of pathogen, Distinguish between B-cells &amp; T-cells, Explain how pathogens can develop resistance to treatments</p>
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			specific traits	specific traits	
Assessments	Quizzes, Chapter/Unit Exam, Labs, Projects, Lab Safety Exam	Quizzes, Chapter/Unit Exam, Labs, Projects	Quizzes, Chapter/Unit Exam, Labs, Projects	Quizzes, Chapter/Unit Exam, Labs, Projects, PA	Quizzes, Chapter/Unit Exam, Labs, Projects, Lab Safety Exam
Teaching Strategies	SEP-UP, Cornell Notes, Tutoring, Extended Time, Extra Credit Opportunities, Research Projects, Guest Speakers, Think-Pair-Share, Cooperative Learning, Peer Tutoring, Cross Curricular Activities, Socratic Seminar, Virtual Labs, Labs, Reading Guides, Field Trips, Videos, Demonstrations, Graphic Organizers, Current Events, Visual Vocabulary, Foldables, Models, and Presentations				



**SCIENCE CURRICULUM MAP –**

**BIOLOGY SUP-UP - Spring Semester**

	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
Essential Questions	How does the body maintain homeostasis?	How Should Biodiversity Be Maintained?	How Should Biodiversity Be Maintained?	How Do We Affect Our Ecosystem? How should Fisheries Be Sustained?	How Do We Affect Our Ecosystem? How should Fisheries Be Sustained?
Content	Physiology	Evolution, Speciation,	Evolution, Speciation,	Ecology	Ecology
Skills	Summarize the role of multiple organ systems in transporting nutrients throughout the body in maintaining homeostasis, Diagram the digestive tract, Outline the role of nephrons in kidney, Trace the path of hormones to their target site, Categorize the sensory organs, Explain how the nervous system interacts with endocrine glands, Explain how action potentials generate signals, Describe the function of neurotransmitters, Diagram a reflex arc,	Model evolution by means of natural selection in groups of organisms, Explain how variations within a group of organisms affects the survival rate of some organisms, Identify factors that affect genetic drift, Describe factors that lead to speciation, Identify conditions for Hardy-Weinberg Equilibrium, Explain evidence that supports evolution, Construct and interpret a cladogram based on DNA, proteins, morphology, and/or fossil record, Explain the importance of biodiversity	Model evolution by means of natural selection in groups of organisms, Explain how variations within a group of organisms affects the survival rate of some organisms, Identify factors that affect genetic drift, Describe factors that lead to speciation, Identify conditions for Hardy-Weinberg Equilibrium, Explain evidence that supports evolution, Construct and interpret a cladogram based on DNA, proteins, morphology, and/or fossil record, Explain the importance of biodiversity	Predict the effects of increasing or decreasing biodiversity in an ecosystem, Summarize the energy loss in a food chain, Differentiate between food chain & food web, Differentiate between biotic & abiotics factors in an ecosystem, Interpret the flow of nutrients in biogeochemical cycles, Provide examples of effects of invasive species, Interpret population graphs, Explain fluxuations in population size, Explain succession of a forest after a natural disaster, Hypothesize the effects of changes of populations of producers, consumers, and decomposers, Differentiate between Light & Dark Reactions, Identify product & reactants in photosynthesis & Cell Respiration, Differentiate between anaerobic & aerobic processes,	Predict the effects of increasing or decreasing biodiversity in an ecosystem, Summarize the energy loss in a food chain, Differentiate between food chain & food web, Differentiate between biotic & abiotics factors in an ecosystem, Interpret the flow of nutrients in biogeochemical cycles, Provide examples of effects of invasive species, Interpret population graphs, Explain fluxuations in population size, Explain succession of a forest after a natural disaster, Hypothesize the effects of changes of populations of producers, consumers, and decomposers, Differentiate between Light & Dark Reactions, Identify product & reactants in photosynthesis & Cell Respiration, Differentiate between anaerobic & aerobic processes,

Assessments	Quizzes, Chapter/Unit Exam, Labs, Projects, Finals	Quizzes, Chapter/Unit Exam, Labs, Projects, PA	Quizzes, Chapter/Unit Exam, Labs, Projects	Quizzes, Chapter/Unit Exam, Labs, Projects, CST	Quizzes, Chapter/Unit Exam, Labs, Projects, Finals, PA
Teaching Strategies	SEP-UP, Cornell Notes, Tutoring, Extended Time, Extra Credit Opportunities, Research Projects, Guest Speakers, Think-Pair-Share, Cooperative Learning, Peer Tutoring, Cross Curricular Activities, Socratic Seminar, Virtual Labs, Labs, Reading Guides, Field Trips, Videos, Demonstrations, Graphic Organizers, Current Events, Visual Vocabulary, Foldables, Models, and Presentations				

**SCIENCE CURRICULUM MAP – INTEGRATED COORDINATED SCIENCE - Fall Semester**

	September-Chp. 1	October-Chp. 2,3	November-Chp.4	December-Chp. 5	January-Chp. 6
Essential Questions	What about volcanoes? Where are volcanoes located.	What about plate tectonics and earthquakes?	What about waves?	What about long-distance communication?	What about the electromagnetic spectrum?
Content	Volcanoes, hot spots, CA hazards, rock formation	Plate boundaries, ocean floor features, earthquakes/scale/intensity	Properties and characteristics of waves, light, sound	Electricity, magnetism	Electromagnetic spectrum, Doppler Effect
Skills	3f. Give the explanation for the location and properties of volcanoes that are due to hot spots and the explanation of those that are due to subduction. 3e. Distinguish two kinds of volcanoes: one kind with violent eruptions producing steep slopes and the other kind with voluminous lava flows producing gentle slopes.	3b. Differentiate the principal structures that form at the three different kinds of plate boundaries. 7c. Demonstrate that the movement of matter among reservoirs is driven by Earth’s internal and external sources of energy. 3a. identify features of the ocean floor (magnetic patterns, age, and sea-floor topography) provide evidence of plate tectonics. 3d. Explain why and how earthquakes occur and the scales used to measure	4a. Explain how waves carry energy from one place to another. 4f. Identify the characteristics properties of waves: interference (beats), diffraction, refraction, Doppler effect, and polarization. 4b. Identify transverse and longitudinal waves in mechanical media, such as springs and ropes, and on the earth (seismic waves). 4d. Define how sound is	5d. Explain the properties of transistors and role of transistors in electric circuits. 5e. Explain how charged particles are sources of electric fields and are subject to the forces of electric fields. 5h. Detect that changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.	5j. Explain electric and magnetic fields contain energy and act as vector force fields. 5m. Identify that static electric fields have as their source some arrangement of electric charges. 4e. Differentiate that radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is

	9b. Identify the principal natural hazards in different California regions and the geologic basis of those hazards. 3c. Explain the properties of rocks based on the physical and chemical conditions in which they formed, including plate tectonic processes.	their intensity and magnitude. 9d. Analyze published geologic hazard maps of California and know how to use the map's information to identify evidence of geologic events of the past and predict geologic changes in the future.	a longitudinal wave whose speed depends on the properties of the medium in which it propagates.		approximately 3 x 108 m/s (186,000 miles/second).
Assessments	Chp. Assessment, Chp. Activities, Chp. Challenge	Chp. Assessments, Chp. Activities, Chp. Challenges, Periodic Assessment	Chp. Assessment, Chp. Activities, Chp. Challenge	Chp. Assessment, Chp. Activities, Chp. Challenge	Chp. Assessment, Chp. Activities, Chp. Challenge, Periodic Assessment

**SCIENCE CURRICULUM MAP – INTEGRATED COORDINATED SCIENCE - Spring Semester**

	February-Chp. 7	March-Chp. 8	April-Chp. 9	May-Chp. 10	June-Chp. 10
Essential Questions	What about the periodic table?	What about chemical properties?	What about ecology?	What about fossils?	What about natural selection?
Content	Periodic table, atomic structure, chemical behavior and interactions	Chemical names, formulas, chemical energy, acids, bases, and indicators	Diversity, energy pyramids, competition, natural cycles	Adaptations, fossil records	Natural selection, mass extinction
Skills	<p>1a. Relate the position of an element in the periodic table to its atomic number and atomic mass.</p> <p>1b. Use the periodic table to identify metals, semimetals, non-metals, and halogens.</p> <p>1c. Use the periodic table to identify alkali metals, alkaline earth metals and transition metals, trends in ionization energy, electronegativity, and the relative sizes of ions and atoms.</p> <p>1d. Use the periodic table to determine the number of electrons available for bonding.</p> <p>1e. Explain that the nucleus of the atom is much smaller than the atom yet contains most</p>	<p>2a. Explain how atoms combine to form molecules by sharing electrons to form covalent or metallic bonds or by exchanging electrons to form ionic bonds.</p> <p>2c. Explain how salt crystals, such as NaCl, are repeating patterns of positive and negative ions held together by electrostatic attraction.</p> <p>5a. Distinguish the observable properties of acids, bases, and salt solutions.</p> <p>5c. Explain how strong acids and bases fully dissociate and weak acids and bases partially dissociate.</p> <p>7b. Compare chemical processes like exothermic or endothermic.</p>	<p>6a. Express that biodiversity is the sum total of different kinds of organisms.</p> <p>6e. Recognize that a vital part of an ecosystem is the stability of its producers and decomposers.</p> <p>6f. Demonstrate that at each link in a food web some energy is stored in an energy pyramid.</p> <p>6c. Demonstrate how population size in an ecosystem is determined by the relative rates of birth, immigration, emigration, and death.</p> <p>6b. Analyze the components of an ecosystem.</p> <p>6d. Analyze the water, carbon, and nitrogen cycles. .</p>	<p>8e. Analyze fossil evidence with regard to biological diversity, episodic speciation, and mass extinction.</p>	<p>8b. Explain how great diversity of species increases the chance that at least some organisms survive major changes in the environment.</p> <p>6g. Distinguish between the accommodation of an individual organism to its environment and the gradual adaptation of a lineage of organisms through genetic change.</p> <p>8a. Explain how natural selection determines the differential survival groups of organisms.</p>

	of its mass.	7c. Demonstrate energy is released when a material condenses or freezes and is absorbed when a material evaporates or melts.			
Assessments	Chp. Assessment, Chp. Activities, Chp. Challenge	Chp. Assessment, Chp. Activities, Chp Challenge, Periodic Assessment	Chp. Assessment, Chp. Activities, Chp. Challenge	Chp. Assessment, Chp. Activities, Chp. Challenge, Periodic Assessment	Chp. Activities

#### SCIENCE CURRICULUM MAP – Physics - Fall Semester

	September	October	November	December	January
Essential Questions	How can math describe motion?	Why do things move? Why does motion change?	What is gravity? Why do objects move in circles?	Why is energy important?	What is heat and thermodynamics?
Content	Motion kinematics Constant/average speed Velocity Acceleration	Forces Newton’s First Law Newton’s Second Law Newton’s Third Law	Vectors Friction Gravitation Centripetal force Circular Motion	Kinetic Energy Potential Energy Conservation of energy Momentum Collisions	Heat flow, work Heat engine Thermal energy Order, entropy efficiency
Skills	Solve problems of constant and average speed Graph motion	Explain Newton’s laws Solve motion problems Solve force problems	Distinguish mass and weight Resolve vectors into components Solve centripetal force problems	Calculate momentum Explain momentum conservation Solve impulse momentum problems Solve energy problems	Relate heat to change in temperature Solve calorimetry problems Solve thermodynamic problems Relate internal energy

				Differentiate types of collisions Solve Hooke’s law problems	to random motion and pressure Explain heat engines and efficiency Recognize heat flow Explain entropy
Assessments	Quizzes Unit Exam Lab Notebook Element Essay	Quizzes Unit Exam Lab Notebook Performance Lab 1	Quizzes Unit Exam Lab Notebook	Quizzes Unit Exam Lab Notebook Periodic Assessment	Quizzes Unit Exam Lab Notebook Performance Lab 2

**SCIENCE CURRICULUM MAP – Physics - Spring Semester**

	February	March	April	May	June
Essential Questions	Why are waves important?	What is the EM spectrum? What interesting behavior do waves have?	What is electric charge? Why is current lethal, but not voltage?	How are transistors contributing to the technological age?	What make electric motors so useful? What is the latest research in Physics?
Content	Waves Transverse, longitudinal Wavelength Frequency wave speed	Electromagnetic spectrum Interference, diffraction, refraction, Doppler effect, polarization	Electrostatics Charge Voltage Current Ohm's law	Power Transistors Electric fields Magnetic fields	Electromagnetism Plasmas Modern Physics
Skills	Explain waves / wave types Solve wave problems Explain sound	Explain EM spectrum Explain reflection, transmission, absorption, interference, refraction, Doppler effect, polarization	Solve Coulomb's law problems Solve Ohm's law problems	Describe electric and magnetic fields Calculate forces on charges, electric fields Draw electric fields	Apply right hand rule Compare/contrast magnetic fields Apply Lenz's law
Assessments	Quizzes Unit Exam Lab Notebook Research Report	Quizzes Unit Exam Lab Notebook Periodic Assessment	Quizzes Unit Exam Lab Notebook Performance Lab 3	Quizzes Unit Exam Lab Notebook Research Report	Quizzes Unit Exam Lab Notebook Periodic Assessment

**Curriculum Map – 12<sup>th</sup> Grade AP US Government & Politics/Honors Economics**

	September	October	November	December	January
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Content	<p>Scientific method; positive v. normative science; models; cost-benefit analysis; marginal analysis; ceteris paribus; rational-actor model</p> <p>Scarcity, opportunity costs, and tradeoffs; incentives; needs v wants; factors of production; circular flow; interdependence; PPF</p> <p>Different economic systems; 3 economic questions; economic (and non-) goals; key characteristics of capitalism, mixed, and US economies;</p> <p>Advantages/Disadvantages and characteristics of sole proprietorships, partnerships, corporations;</p> <p>Law of demand; demand schedules/curves; marginal utility; causes of changes in demand; law of supply; supply schedules/curves; marginal utility; causes of changes in supply</p> <p>Demand elasticity – measuring it and determining its causes; Supply elasticity – measuring it and determining its causes; equilibrium price</p> <p>Shortage and surplus; price floors and ceilings; rationing; externalities; inefficiencies; lack of competition</p>	<p>Market structures – perfect competition, monopoly, oligopoly, monopolistic competition</p> <p>Government role – regulation, internalizing externalities; disclosure; lawsuits</p> <p>Specialization; comparative advantage; labor trends; wage determination; labor-management negotiations; history and types of labor unions</p> <p>Theories of taxation; types of taxes; structure of taxation; other sources of govt revenue; alternative tax systems</p> <p>Types of govt spending; transfer payments, debt obligations, entitlements; state and local govt expenditures; deficit and debt; IRS; public goods rationale; economic stimulus; anti-poverty</p>	<p>Theories of political power and democracy; rule by the people or by elites?; contrasting direct and representative democracy</p> <p>Weaknesses of the Articles of Confederation; compromises in Philadelphia</p> <p>Essential principles and themes in American Democracy – separation of powers, federalism, judicial review, checks and balances, popular sovereignty, limited government;</p> <p>Madison on human nature and factions; Federalists v. Anti-Federalists; the final compromise – adding a Bill of Rights; critiques of the Constitution; evolution of federalism – national supremacy, dual federalism, New Deal and Great Society, contemporary interpretations; federal aid to states.</p> <p>Elements of American political culture; why do we believe what we believe? Current trends – The Culture War, inter- and intra-religion differences, political tolerance</p> <p>Public opinion and agents in political socialization; cleavages in public opinion; political ideologies and differences between elites and non-elites</p>	<p>History of suffrage and voter turnout; causes of contemporary decline in voter turnout and possible solutions; other forms of political participation.</p> <p>Evolution of two-party system and presidential nominating process; deterrents to third party success; role of third parties; critical/realigning elections; rise and fall of political machines; national-state party organization</p>	<p>Types of elections – presidential, off-year, primaries, caucus, municipal; reapportionment; incumbency advantage; sources of campaign funds, federal limits on donations, and reform efforts; effects of elections on policy</p> <p>Types of interest groups; interest groups influence on campaigns, legislation, and implementation of public policies</p> <p>Evolution of mass media; effect of media on public opinion; rules regulating media; rise of electronic and alternative media; media effect on governance</p>
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Skills	<p>Recognize <i>ought to be</i> vs. <i>is</i> statements</p> <p>Synthesize factors of production</p> <p>Compare/contrast economic systems</p> <p>Evaluate criteria for successful business</p> <p>Compare and contrast business organizations</p> <p>Application of data to determine price and market failures</p> <p>Recognize causes of elasticity of supply and demand</p> <p>Differentiate between events that cause shifts in demand/supply</p>	<p>Compare and contrast essential features of market structures</p> <p>Evaluate government regulation in light of economic and socioeconomic goals</p> <p>Recognize costs and benefits of collective vs. individual bargaining</p> <p>Trace the development and impact and effectiveness of labor unions</p> <p>Categorize types, theories, levels, and alternative tax systems</p> <p>Calculate tax incidence</p> <p>Recognize causes of poverty and inequality</p> <p>Categorize government expenditures</p> <p>Evaluate changes in government expenditures (priorities) over time</p>	<p>Compare and Contrast different forms of government</p> <p>Describe the impact of British documents and the colonial experience</p> <p>Compare and contrast the Fed v. AntiFed view on the scope and size of govt</p> <p>Describe basic principles of Am Dem</p> <p>Locate examples of principles in the text of Constitution</p> <p>Analyze and compare the powers and procedures of national, state, and local govts</p> <p>Apply tenets of federalism to hypothetical scenarios</p> <p>Describe the means by which citizens can participate in political process</p> <p>Engage in direct political action</p> <p>Evaluate role of various agents of political socialization</p> <p>Compare and contrast political ideologies</p>	<p>Trace the history of suffrage</p> <p>Identify the causes of low voter turnout and political participation</p> <p>List forms of political participation</p> <p>Trace the evolution of political parties</p> <p>Discuss increasing importance of nominating process</p>	<p>Evaluate the roles of polling, campaign ads, and the controversy over campaign finance</p> <p>Compare and contrast different types of elections</p> <p>Evaluate changing role of media in influencing public opinion and policy</p> <p>Describe various ways in which interest groups affect public policy</p>
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Assessment	Study guides, quizzes, tests/essays Students develop 10 normative and 10 positive statements Construct a PPF curve Students apply factors of production to San Pedro and make investment recommendations Triple-bubble for econ systems Create economic spectrum Create a business plan Construct supply and demand curves to illustrate elasticity, surplus, shortage, profit maximization, etc Current Events (Econ)	Graphic organizer comparing/contrasting features of market structures Graphic organizer connecting market failures to possible government interventions Categorize types, theories, levels, and alternative tax systems Calculate tax incidence Categorize government expenditures Evaluate changes in government expenditures (priorities) over time Current Events (Econ)	Graphic organizer comparing types of govts Study guides, quizzes, tests/essays Create Your own Country Create Bill of Rights Create symbols for principles AP essay prompts Political Action project Current Events (Govt)	Political Action Project (con't) Study guides, quizzes, tests/essays AP Essay prompts Current Events (Govt)	Political Action Project (due) Study guides, quizzes, tests/essays AP Essay prompts Current Events (Govt) Book Report – written revue and oral presentation Graphic organizer on Pros/Cons of closed v. open primary Create gerrymandered reapportionment plan for imaginary state
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Curriculum Map – Honors Economics/AP US Government and Politics

	February	March	April	May	June
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Essential Questions	What are the scopes and limits of Congress?	What are the scopes and limits of the federal bureaucracy?	How does public policy get made?	Why is it important to develop your human capital?	What were the causes and immediate effects of the Great Recession of 2007-? ?
	How do laws really get made?		How do policy makers use fiscal and monetary policy to stabilize the economy?	What are some key conflicts in macroeconomic and social welfare policies?	
	What are the scopes and limits of the President?	What are the scopes and limits of the federal judiciary?			
	What are the characteristics of a successful President?	How are rights and liberties defined and protected under the Constitution?	Who has benefited from social welfare policy? Why are there so many conflicts in foreign policy formulation and implementation? Who controls military policy?		

Content	<p>Powers of Congress; evolution of House and Senate; centralization v. decentralization; congressional leadership – partisan and constitutional; committee system</p> <p>How a bill becomes a law; critiques of process, rules, ethics, and outcomes and proposals for reform of Congress; divided v. unified government</p> <p>Powers and roles of President; method of election and critique of electoral college; organization of the Executive Branch; presidential patronage; President v. Congress – shared powers, executive ability to say “no”, separation of powers, impeachment, and checks and balances</p> <p>Presidential access to media and attempts to set agenda; evolving role of vice presidency; imperial presidency? Critiques of modern presidency and suggested alternative</p>	<p>Evolution of federal bureaucracy; rise of civil service and decline of party control of bureaucracy; iron triangle v. issue networks; checks on the bureaucracy – formal and informal, congressional and presidential, role of judiciary; problems with American-style bureaucracy</p> <p>Evolution of Judicial Branch and judicial review; differing modes of constitutional interpretation; dual court system – procedures, appeals, standing, getting to court; The Judicial Wars; causes of judicial activism; The Least Dangerous Branch? congressional and informal checks on the judiciary</p> <p>FRAPPS (freedom of religion, assembly, press, petition, and speech); right to privacy; due process and the rights of the accused; extension of the guarantees in the Bill of Rights to the states; citizenship issues; the fight for equality and end to segregation; current issues in civil rights; gender discrimination and classifications based on sexual preference.</p>	<p>Formation of the policy agenda; the role of institutions, actors, and groups in the formulation and implementation of public policy</p> <p>Kinds of economic analysis (classical, Keynesian, supply-side, etc); tools of monetary policy; structure of Fed Reserve; tools of fiscal policy; limits and possibilities of economic stabilization</p> <p>Types of social welfare policies; evolution of social welfare policy</p> <p>Separation of powers, checks and balances, and conflict in foreign policy; types of foreign policy</p> <p>Evolution of military policy; structure of defense decision making; war on terrorism.</p>	<p>Specialization; comparative advantage; labor trends; wage determination; labor-management negotiations; history and types of labor unions</p> <p>Conflicts in: free v. fair trade; taxation; health care; energy policy; immigration; Cuban embargo; living wage ordinances; macro stabilization and stimulus</p>	<p>Causes of Great Recession – housing/credit bubbles; immediate effects on unemployment, purchasing power, govt services; short-term (stimulus, bank and auto bailouts) and longer-term (healthcare, energy independence, entitlement and educational reform) solutions</p>
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Skills	<p>Compare and contrast House v. Senate</p> <p>Identify the roles of congressman</p> <p>Identify current representatives in national and state govt</p> <p>Argue in favor or against the proposition that Congress is an equal partner in national affairs</p> <p>Identify steps in the legislative process</p> <p>Understand how Congress is organized into a committee system</p> <p>Recognize/generate desirable traits that are compatible with electability</p> <p>Classify actions with the appropriate role of the president</p> <p>Argue Pros/Cons of electoral college</p> <p>Evaluate the “imperial presidency”</p>	<p>Demonstrate understanding of how Bill of Rights limits national and state govts</p> <p>Discuss the meanings and importance of each right and how each is secured</p> <p>Analyze Supreme Court cases and legal reasoning</p> <p>Recognize changing interpretations of the Bill of Rights</p> <p>Evaluate the effects of SC decisions</p> <p>Identify paths to citizenship</p>	<p>Compare and contrast and identify key components of governmental attempts to moderate the business cycle</p> <p>Recognize causes of poverty and inequality</p>	<p>Recognize costs and benefits of collective vs. individual bargaining</p> <p>Trace the development and impact and effectiveness of labor unions</p> <p>Role-play and debate key elements of a collective bargaining agreement</p>	<p>Identify causes and effects of current economic crisis</p>
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Assessment	Study guides, quizzes, tests/essays AP Essay prompts Current Events (Govt) Venn Diagram of bicameralism Graphic organizer on steps to pass a bill into a law Propose, write, and campaign for own law Debate Electoral College v. Direct Popular vote Graphic organizer on Roles of President Graphic organizer on Exec Branch	Study guides, quizzes, tests/essays AP Essay prompts Current Events (Govt) Graphic organizers of landmark SC cases Mock Trial Debate key controversial civil rights issues	Study guides, quizzes, tests/essays AP Essay prompts Current Events (Govt) Venn Diagram Double-Bubble on monetary and fiscal policy Students will debate solutions to macroeconomic problems from multiple perspectives Student groups present specific cause of poverty with data and supporting evidence	Collective bargaining and/or arbitration simulation MacroEcon Debates	Group project/presentation on Great Recession
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Curriculum Map – Introduction to Psychology

	September/February	October/March	November/April	December/May	January/June
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Essential Questions	<p>What is psychology?</p> <p>Is psychology a true science?</p> <p>What do different types of psychologists do?</p> <p>How can psychologists be distinguished from other mental health professionals?</p> <p>What are the major principles of the six modern perspectives in psychology?</p> <p>How do psychologists study behavior?</p> <p>What do developmental psychologists study, and what methods do they use?</p> <p>What is the “nature” vs. “nurture” argument?</p> <p>How do heredity and the environment influence behavior development?</p> <p>What are the general rules regarding behavior development?</p> <p>What impact do physical and motor development have on body image, self esteem?</p> <p>What factors influence social development?</p> <p>What are the stages of cognitive development?</p> <p>What are the stages of moral development?</p>	<p>How are traits passed from parents to offspring?</p> <p>What are the features and functions of the central and peripheral nervous systems?</p> <p>What are subsystems of the peripheral nervous system and their functions?</p> <p>What is the structure of a neuron, and how do they communicate?</p> <p>How do psychologists study the brain and its role in behavior?</p> <p>What are the functions of the major parts of the brain?</p> <p>Are there differences between male and female brains?</p> <p>What is the role of the endocrine system in determining behavior?</p> <p>What are the levels of consciousness?</p> <p>Why do we dream?</p>	<p>What is intelligence?</p> <p>What characteristics or abilities are associated with it?</p> <p>Where does intelligence come from? (nature vs. nurture)</p> <p>Are there different types of intelligence? If yes, what types?</p> <p>How is intelligence evaluated/tested?</p> <p>How are IQs classified?</p> <p>How are gifted or mentally retarded people identified, and what characteristics do they have?</p> <p>How/why do we learn new behaviors?</p>	<p>What is personality and how is it developed?</p> <p>What are the major influences over personality development?</p> <p>What are the standards used to evaluate personality theories?</p> <p>What are the basic beliefs of psychoanalytic theory?</p> <p>What are the stages of personality dev. according to Freud?</p> <p>What are the beliefs of the Social Psychoanalysts, and how do they differ from Freud?</p> <p>What are the beliefs of Social Learning theory?</p> <p>What are the beliefs of the Humanistic Theorists?</p> <p>What are the principles of the Trait Approach?</p> <p>What are the beliefs of the Socio-Cultural Approach?</p>	<p>What is abnormal behavior, how does it differ from normal?</p> <p>How is abnormal behavior studied and identified?</p> <p>How are psychological disorders classified?</p> <p>What are anxiety disorders, and their characteristics?</p> <p>How are anxiety disorders treated?</p> <p>What are dissociative disorders, and their characteristics?</p> <p>What are somatoform disorders, and their characteristics?</p> <p>What are mood disorders, and their characteristics?</p> <p>What is schizophrenia, and its characteristics?</p> <p>What are personality disorders, and their characteristics?</p> <p>Why do psychological disorders occur?</p>



Content	<p>Psychology as a science – how it is similar, how it differs</p> <p>Different fields within psychology and what they emphasize (i.e. clinical, experimental, industrial, personality, educational, counseling, developmental, social)</p> <p>Psychology vs. Psychiatry vs. Psycho- analysis</p> <p>Training for psych.</p> <p>Beliefs of six perspectives within psychology – Biological, Cognitive, Humanistic, Learning, Psychoanalytic, Socio- cultural</p> <p>Psychological methods</p> <ul style="list-style-type: none"> <li>-rules of scientific study</li> <li>-methods of research</li> <li>-observational methods</li> <li>-experimental method</li> <li>-ethical standards</li> </ul> <p>Methods to study change over time (longitudinal, cross-sectional)</p> <p>Nature vs. nurture debate – which plays greater role in determining behavior</p> <p>Hereditary influences on behavior –prenatal development, maturation process, critical periods</p> <p>Environmental influences on behavior – prenatal, early childhood, imp. of attachment</p> <p>General rules for behavior development</p> <p>Development of “body image”</p> <p>,factors influencing dev.</p> <p>Emotional intelligence –</p>	<p>Chromosomes, genes, DNA – role in transmitting traits</p> <p>Central and peripheral nervous systems (somatic NS, autonomic NS, sympathetic and parasympathetic NS)</p> <p>Neuron- parts and functions</p> <p>Methods of studying the brain (Electrical and magnetic detection, scans, accidents, nerve connections)</p> <p>Parts of brain and their function</p> <p>Endocrine system – glands, their location, function, effect on behavior, impact of over/under activity</p> <p>Development of a baby’s brain – process, factors affecting dev., interaction of heredity and environ.</p> <p>Levels of consciousness</p> <p>Stages of sleep</p> <p>Dreaming – explanations for (Freudian, bio-psychological)</p>	<p>Characteristics of intelligence</p> <p>Heritability of intelligence, twin studies to support argument</p> <p>Environmental influences on intelligence (prenatal factors, home environ., parenting, pre-school)</p> <p>Factor theories of intelligence</p> <ul style="list-style-type: none"> <li>-Spearman’s Two-factor,</li> <li>Thurstone’s Primary Mental Abilities,</li> <li>Gardner’s Multiple Intelligence, Sternberg’s Triarchic theories</li> </ul> <p>Tests of intelligence – Stanford-Binet, Weschler Scales</p> <p>Problems with IQ tests</p> <p>IQ ranges and classifications</p> <p>Mental retardation – how identified, problems assoc. with, levels, causes</p> <p>Giftedness – how identified, link to creativity</p> <p>Methods of learning – Classical conditioning, counter conditioning, operant conditioning, cognitive learning</p>	<p>Influences on personality dev. (early childhood exp., interaction btwn nature and nurture, influence of home, siblings/birth order, society/culture)</p> <p>Standards by which personality theories are evaluated</p> <p>Underlying beliefs of psychoanalysis</p> <ul style="list-style-type: none"> <li>-3 systems of personality</li> <li>-methods of studying Id</li> <li>-defense mechanisms</li> <li>-stages of dev.</li> </ul> <p>Carl Jung -Analytical Psychology</p> <p>Social Psychoanalytic theories</p> <ul style="list-style-type: none"> <li>-Erik Erikson, Stages of Crises</li> <li>-Alfred Adler</li> <li>-Karen Horney</li> <li>-Erich Fromm</li> </ul> <p>Social Learning theories</p> <p>Behaviorism – Watson, Skinner</p> <p>Modern Social Learning theory – Bandura</p> <p>Humanistic Theory</p> <ul style="list-style-type: none"> <li>-Maslow’s Hierarchy of Needs</li> <li>-Carl Rogers</li> </ul> <p>Trait Approach</p> <ul style="list-style-type: none"> <li>-personality dimensions</li> <li>-“The Big Five”</li> </ul> <p>Socio-Cultural Approach</p> <p>S</p>	<p>Defining abnormal behavior – misconceptions, how it differs from normal</p> <p>Study and classification of abnormal behavior</p> <p>Anxiety Disorders</p> <ul style="list-style-type: none"> <li>-symptoms, different types (Stress and Adjustment, Panic, Generalize, OCD, Phobic), treatments, explanations</li> </ul> <p>Dissociative Disorder</p> <ul style="list-style-type: none"> <li>-symptoms, different types (Amnesia, Fugue, Identity, Depersonalization), treatments, explanations</li> </ul> <p>Somatoform Disorder</p> <ul style="list-style-type: none"> <li>-symptoms, different types (Conversion, Hypochondriasis), treatments, explanations</li> </ul> <p>Mood Disorders</p> <ul style="list-style-type: none"> <li>-symptoms, different types (Depression, Bipolar), treatments, explanations</li> </ul> <p>Schizophrenia</p> <ul style="list-style-type: none"> <li>-symptoms, different types (Disorganized Catatonic, Paranoid), treatments, explanations</li> </ul> <p>Personality Disorders</p> <ul style="list-style-type: none"> <li>-symptoms, different types (Paranoid, Schizoid, Avoidant, Anti-Social), treatments, explanations</li> </ul>
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Skills	<p>Identify the characteristics of a “science” and evaluate if psychology meets those standards</p> <p>Examine the relationship between psychology and other sciences</p> <p>Compare and contrast psychology with other mental health professions</p> <p>Make an argument for/ against belief in various para-psychologies</p> <p>Differentiate between different types of psychologists</p> <p>Identify the major principles of each psychological perspective</p> <p>Apply scientific method to psychological experiments</p> <p>Identify errors in critical thinking, experimentation</p> <p>Analyze primary source material of experiments</p> <p>Make an argument regarding ethical standards in experiments</p> <p>Make an argument as to which influences behavior dev. more, heredity or environment</p> <p>Explain the general rules of behavior development</p> <p>Identify hereditary and envir influences on behavior.</p> <p>Describe dev. factors influencing different types of behavior.</p> <p>Analyze factors affecting body image</p> <p>Evaluate importance of Emot. Intelligence vs. IQ</p> <p>Analyze factors influencing social development</p>	<p>Describe the structure of a neuron, explain how impulses are transmitted from one to another</p> <p>Depict the features and functions of the central and peripheral nervous systems</p> <p>Distinguish between the somatic and autonomic nervous systems</p> <p>Distinguish between the sympathetic and parasympathetic nervous systems</p> <p>Explain the role of neurotransmitters and endorphins</p> <p>Describe the functioning of hormones, their impact on behavior</p> <p>Discuss the techniques psychologists use to study brain functions</p> <p>Identify the location and function of the major parts of the brain, cerebral hemispheres</p> <p>Evaluate evidence on whether there are sex differences in the brain, and how they might affect behavior</p> <p>Analyze the factors affecting brain development</p> <p>Evaluate arguments made regarding the meaning of dreams</p>	<p>Compare the beliefs of factor analysis of intelligence vs. a “g factor” general ability underlying all others</p> <p>Describe how genes affect intelligence</p> <p>Prove the genetic influence over intelligence through research of twin and adoptee studies</p> <p>Analyze environmental infl. on intelligence</p> <p>Compare and contrast diff. factor theories of intelligence</p> <p>Evaluate which types of intelligence can be measured by traditional IQ tests</p> <p>Discuss the objectives, uses and criticisms of IQ tests</p> <p>Compare and evaluate the common types of IQ tests</p> <p>Identify the levels and characteristics of mental retardation</p> <p>Debate the meaning of “giftedness”</p> <p>Compare and contrast the different methods of learning</p> <p>Analyze examples of the different methods of learning</p> <p>Analyze magazine and newspaper articles</p>	<p>Discuss the major influences over personality dev.</p> <p>Analyze newspaper and magazine articles</p> <p>Debate the nature vs. nurture argument with regard to personality</p> <p>Explain and compare the major theories of personality</p> <p>Evaluate the stages of personality dev. according to the different theories</p> <p>Summarize the criticisms of each theory</p> <p>Evaluate the validity of each theory, using the standards</p>	<p>Distinguish between normal and abnormal behavior</p> <p>Explain the focal points for studying and classifying abnormal behavior</p> <p>Distinguish between projective and objective tests, and summarize strengths and weaknesses of each</p> <p>Summarize the positions supporting and criticizing the DSM-IV</p> <p>Describe the symptoms of various psychological disorders</p> <p>Distinguish between types of psych. disorders based on symptoms, causal factors</p> <p>Debate the validity and nature of dissociative disorders</p> <p>Analyze newspaper and magazine articles</p> <p>Analyze case studies</p>
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Assessments	<p>Group research/analysis – identifying key beliefs of each psych. perspective, applying those beliefs in a case study analysis, present findings to class</p> <p>Activity: Applying critical thinking guidelines to statements and stories</p> <p>Quickwriting Activity – making arguments for/against belief in ESP</p> <p>Activity – Identifying participants, variables, steps in experiments</p> <p>Primary source activity – analyzing arguments for/against use of animals in experiments</p> <p>Quickwriting Activity: Which influences behavior dev. more, heredity or environment?</p> <p>Debate on nature vs. nurture argument</p> <p>Group research – identify imp. factors influencing social dev., present findings to group</p> <p>Article analysis – Body Image, “The EQ Factor” “The Forbidden Touch” – Physical contact in child care situations</p> <p>Activity – applying Piaget’s theory of cognitive dev. to examples</p> <p>Study guides, tests, quizzes, essays</p>	<p>Diagram of neuron, identifying parts and function</p> <p>Diagram of nervous systems</p> <p>Debate: genetic engineering, gene therapy, cloning</p> <p>Map of the brain and the functions of each area, parts</p> <p>Activity: “Left-brained or right –brained” – role of cerebral hemispheres</p> <p>Class discussion – male and female brains</p> <p>Study guides, tests, quizzes, essays</p>	<p>Quickwriting Activity: What makes a person intelligent?</p> <p>Quickwriting Activity: Does intelligence come from heredity or the environment?</p> <p>Evaluation of data – twin, adoptee studies</p> <p>Article analysis: “Life after Head Start”</p> <p>Article analysis: “Drop in IQ linked to mercury exposure”</p> <p>Chart of factor theories</p> <p>Article analysis: “Boy Trouble”</p> <p>Quickwriting Activity: What does it mean to be gifted?”</p> <p>Identify and diagram examples of learning</p> <p>Study guides, tests, quizzes, essays</p>	<p>Quickwriting Activity: Does personality come from heredity or the environment?</p> <p>Article analysis: “Were you born that way?”</p> <p>Article analysis: Does birth order matter?</p> <p>Compare and contrast activity: Freud vs. other psychoanalysts</p> <p>Simulation: therapeutic interview with psychologists of diff. perspectives</p> <p>Personality type test</p> <p>Evaluation of personality testing - accuracy</p> <p>Study guides, tests, quizzes, essays</p>	<p>Quickwriting Activity: What makes behavior abnormal?</p> <p>Simulation: Playing Clinician</p> <p>Article Analysis: When Psychiatrists Disagree</p> <p>Evaluate and diagnose case studies, identify symptoms, causal factors, type of disorder</p> <p>Article analysis: “The Mood Molecule”</p> <p>Quickwriting activity: Should mood medications be used with children?</p> <p>Article Analysis: The Matt Miller case</p> <p>Article analysis: “The Schizophrenic Mind”</p> <p>Activity: Insanity Plea</p> <p>Study guides, tests, quizzes, essays</p>
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Curriculum Map – Sociology

	September	October	November	December	January
Essential Questions	What is sociology and how does it fit in the social sciences? Who were the major contributors to the development of sociology? How do the three major perspectives approach the study of sociology? How do sociologists do research?	What are the key components of culture? How do diversity and change affect culture? How do norms and values impact a culture? How are humans socialized? What are the major sources of socialization they help/hurt the socialization process?	What is social structure and social interaction? What are the social statuses is the United States? How do social statuses affect social order? How do formal organizations influence the behavior of group members? How do groups interact?	How do societies change over time? What causes social stratification? How do sex and gender influence social inequality? How do race and ethnicity affect group behavior?	What are the major social institutions and how do they affect social values and norms?  What is a family?  What is religion?

Content	<p>Sociology and the seven social sciences – sociological perspective, origins of sociology, etc</p>	<p>Key components of culture – gestures, language, values, norms, sanctions</p>	<p>Levels of sociological interaction – macro-and micro- sociology</p>	<p>Societies and transformation – hunting/gathering to post-industrial</p>	<p>Family/Marriage – life cycle, diversity, trends, divorce, future</p>
	<p>Impact, both positive and negative, of early leading theorists within social science: -Auguste Comte -Harriet Martineau -Herbert Spencer -Karl Marx -Emile Durkheim -Max Weber</p> <p>Theoretical Perspectives – symbolic interactionism, functional analysis, conflict theory</p>	<p>Effect of diversity and change on a culture – subcultures and countercultures</p> <p>Importance of norms and values to a culture – value clusters, value contradictions, social change, emerging values</p> <p>Process of socialization in human development – childhood, adolescence, young adulthood, middle and older years</p> <p>Role of socialization agents in human development – family, school, peer groups, mass media</p>	<p>Effect of social status on social order – upper class, middle class, lower class, professional, nonprofessional, unemployed</p> <p>Social structure – culture, social class, social status, roles and groups</p> <p>Influence of groups membership on social behavior – in-groups, out-groups, reference groups, social networks</p> <p>Social interaction – coercion, conflict, conformity, cooperation, groupthink, social exchange</p>	<p>Historical systems of stratification – caste, slavery, estates</p> <p>Causes of gender inequality – pay gap, patriarchy, sexual harassment, violence</p> <p>Causes of racial/ethnic inequality – genocide, segregation, colonialism, immigration</p>	<p>Religion – major religions, other religious groups, functions of religion, symbolic interactionist v. functionalist perspective</p>

Skills	<p>Define vocabulary words. Evaluate a journal article Create a diagram or chart. Compare and contrast three approaches. Illustrate sociological concepts. Classify information. Create a sociological research project. Conduct a survey.</p>	<p>Define vocabulary words. Evaluate a journal article Create a diagram or chart. Create your own culture. Illustrate sociological concepts. Classify information. Describe what happens when norms are broken. Conduct a survey.</p>	<p>Define vocabulary words. Evaluate a journal article Create a diagram or chart. Create your status chart. Illustrate sociological concepts. Classify information. Analyze the reports of current events as reported by different countries/cultures.</p>	<p>Define vocabulary words. Evaluate a journal article Create a diagram or chart. Create a chart of the groups to which you belong. Illustrate sociological concepts. Classify information. Analyze the different styles of social interaction</p>	<p>Define vocabulary words. Evaluate a journal article Create a diagram or chart. Illustrate sociological concepts. Classify information. Analyze the impact of various social institutions. Create a project on social change.</p>
Assessments	<p>Worksheets Article/reading critiques Projects Quizzes Tests Role Plays Presentations Portfolio Oral presentations Presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation Cartoons, graphs, Charts, maps, Persuasive posters Change-over-time essay Comparative essay DBQ</p>	<p>Worksheets Article/reading critiques Projects Quizzes Tests Role Plays Presentations Portfolio Oral presentations Presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation Cartoons, graphs, Charts, maps, Persuasive posters Change-over-time essay Comparative essay 20. DBQ</p>	<p>Worksheets Article/reading critiques Projects Quizzes Tests Role Plays Presentations Portfolio Oral presentations Presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation Cartoons, graphs, Charts, maps, Persuasive posters Change-over-time essay Comparative essay 20. DBQ</p>	<p>Worksheets Article/reading critiques Projects Quizzes Tests Role Plays Presentations Portfolio Oral presentations Presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation Cartoons, graphs, Charts, maps, Persuasive posters Change-over-time essay Comparative essay 20. DBQ</p>	<p>Worksheets Article/reading critiques Projects Quizzes Tests Role Plays Presentations Portfolio Oral presentations Presentations Historical and political cartoon interpretations Researched-based project/report Visual interpretation and evaluation Cartoons, graphs, Charts, maps, Persuasive posters Change-over-time essay Comparative essay 20. DBQ</p>

Curriculum Map – US History A

	September	October	November	December	January
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Essential Questions	How did the colonial period help to shape America’s founding ideals?	How was the nation’s commitment to its founding ideals tested during Reconstruction?	Was American foreign policy during the 1800s motivated more by realism or idealism?	What caused the most severe economic crisis in American history?	Could WWII have been prevented?
	Were the American colonist justified in rebelling against British rule?	What opportunities and conflicts emerged as Americans moved westward?	Why did the US go to war against Spain in 1898, and why was the outcome significant?	How did the federal government respond to the economic collapse that began in 1929?	What kinds of Opportunities and hardships did the war create for Americans at home and abroad?
	What is the proper role and scope of a national government?	Was the rise of industry good for the US?	Were US interventions abroad between 1890-1917 motivated more by realism or idealism?	How did ordinary Americans endure the hardships of the Great Depression?	What military strategies did the US and its allies pursue to defeat the Axis powers in WWII?
	What are America’s founding ideals, and how are they incorporated into the Constitution?	Was the rise of industry good for American workers?	How was WWI different from previous wars?	How did the expansion of government during the New Deal affect the nation?	
	Did changes in the young nation open the door to opportunity for all Americans?	What was it like to be an immigrant in the US at the turn of the century?	How did Americans on the home front support or oppose WWI?		
	Was the Civil War inevitable?	What social, political, and environmental problems did Americans face at the turn of the 20 <sup>th</sup> century?	Should the US have ratified or rejected the Treaty of Versailles?		
	How did the Civil War affect the United States and its people?	Who were the progressives, and how did they address the problems they saw?	What effects did postwar tensions have on America’s founding ideals?		
		How well did Presidents Roosevelt, Taft, and Wilson promote progressive goals in national policies?	Did the Republican Era of the 1920s bring peace and prosperity to all Americans?		
			What social trends and innovations shaped popular culture during the 1920s?		
			How did social, economic, and religious tensions divide Americans during the Roaring		



Content	Founding ideals – liberty, equality, democracy, rights, opportunity; colonial rights and self-government; freedom of religion	Presidents v. Radical Republicans; Freedman’s Bureau; Southern challenge to Reconstruction	Imperialism v. Anti-Imperialism; rise of naval power; search for new markets; Open Door Policy	Speculation; stock market crash; protectionism; growing inequality; Fed policy; collapse of agriculture	Causes of WWII; isolationism v. internationalism; Lend-Lease; rise of Japan and US reaction; Pearl Harbor
	Road to revolution; taxation policy; acts of defiance; British clampdown; Declaration of Independence	Homestead Act; Dawes Act; Morrill Act; effect on Native Americans	Yellow journalism; jingoism, sinking of the Maine, TR and the Roughriders; Dewey in Manila, US as world power with territories across globe	Smoot-Hawley; RFC; First and Second New Deal	End of Depression; full employment; Rosie the Riveter; end of isolationism; victory gardens and recycling; Tuskegee Airmen; rationing, inflation; America First; Zoot Suit Riots
	Weaknesses in Articles of Confederation; compromises in Constitutional Convention	Inventions; robber barons v. captains of industry; Gilded Age	Big Stick, Dollar Diplomacy, self-determination, Panama Canal, US intervention in Mexico	Hoovervilles, Dust Bowl, Okie Migration, soup kitchens, repatriations, Golden Era of Hollywood and radio;	
	Principles of Constitution – federalism, separation of powers, checks and balances, limited government, popular sovereignty, judicial review, etc	Rise of national unions – Knights of Labor, AFL; clash with capital – Pullman and Homestead Strike, Haymarket	Military advancements; Doughboys; Russo-Japanese War; causes of WWI; secret diplomacy; balance of powers	Three Rs – Relief, Recovery, Reform; court-packing scheme; Social Security; Wagner Act	Germany first; North Africa campaign; Italy; D-Day; Fall of Berlin; role of Eisenhower; island-hopping in the Pacific; atomic bomb
	Political parties; Hamilton’s economic plans; growing nationalism and Manifest Destiny; sectionalism	Push/pull factors in immigration; Ellis Island; Americanization movement	Sedition and Espionage Acts; birth of ACLU; total war by mobilizing civilian population		
	Compromises on slavery; North v. South; the peculiar institution; rise of abolitionism; road to war	Urbanization problems – pollution, ethnic segregation, political machines, living density, social pathologies	League of Nations, irreconcilables, reservationists, Wilson’s last campaign		
	Emancipation Proclamation; key battles	Muckrakers, Suffrage Movement, Social Gospel, civil rights organizations, Jim Crow, consumer protection and political reformers	’Sacco and Vanzetti; Red Scare; Black nationalism; Great Migration		
		TR – anti-trust, consumer and environmental protections; Taft – retrenchment; Wilson – anti-trust, banking regulations, tariff	Rise in standard of living; growing isolationism; Harding, Coolidge, Hoover; Teapot Dome; laissez faire		
			Mass media, movies, sports		

Skills	Debate need for founding ideals.	Analyze political cartoons	Rate foreign policy of early 1900’s on a spectrum from “Realism” to “Idealism”	Analyze political cartoons	Write opinion piece on the drop of the A-Bomb
	Justify Loyalist rebellion.	Annotate immigrant cartoons		Analyze visuals to determine economic interdependence	Analyze propaganda techniques
	Dramatize Constitutional Convention	Assume the role of an industrialist and defend exploitation	Prove justification for intervention in Cuba and the Philippines	Graph and chart economic gains and losses of the depression era	Create War Propaganda Poster
	Create handbills encouraging ratification of the Constitution	Graph an analyze data about industrialism	Chart social, economic and political changes during WWI	Analyze lyrics and music of the era	Map military campaigns
	Compare differences in North and South economy and culture	Simulate immigration into the united states	Analyze WWI propaganda posters		Evaluate military strategies
	Analyze primary sources to determine a spirit of compromise or conflict in the US. Prior to the Civil War	Simulate an unskilled factory assembly line	Vote to accept or reject the Treaty of Versailles		
			Create posters advertising technological advances of the 1920s		
			Analyze primary documents		

Assessment	Test, quizzes, essay prompts	Test, quizzes, essay prompts	Test, quizzes, essay prompts	Test, quizzes, essay prompts	Test, quizzes, essay prompts
	Create a spectrum to determine attainment of ideals in the declaration of Independence	Create a political cartoon about congressional reconstruction  Write new lyrics to “Home on the Range” from Native American’s perspective  Debate whether or not progressive reformers got us closer to the American Ideals	1920s Press Conference regarding perspectives on technology, cultural, social, political and economic issues of the era  Write A Fireside Chat that Roosevelt would have given	Write a letter to the president, depicting conditions, asking for relief and write a response from the President describing New Deal opportunities available as a result of the new role of Government  Students write songs that criticize America for not living up to the ideals in the Declaration of Independence in the 1920s	Create a report card for the United States evaluating America’s attainment of the American Ideals  Write Redress demand letters to United States Government

Curriculum Map – US History B

	February	March	April	May	June
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Essential Questions	How did the US and USSR become Cold War adversaries?	How did segregation affect American life in the postwar period?	Why did the US increase its military involvement in Vietnam?	Was the Reagan Revolution good for the nation?	What debates have arisen since 9/11 about how to balance security while preserving American ideals?
	Were the methods used by the US to contain communism justified?	How did civil rights activists advance the ideals of liberty, equality, and opportunity for African Americans?	What made the Vietnam War difficult to win?	Were the effects of President Reagan's foreign policy actions mostly positive or negative?	What set of circumstances propelled the historic election of Barak Obama to the presidency?
	How did the anxieties raised by the Cold War affect life in the US?	How did civil rights activists change their strategies and goals in the 1960s and 1970s and how successful were they in achieving racial equality?	What lessons for Americans emerged from the Vietnam War?	To what extent did George HW Bush, Bill Clinton, and George W. Bush fulfill their domestic policy goals?	What were the cause and immediate effects of the Great Recession of 2007-? ?
	Why are the 1950s remembered as an age of affluence?	Why and how did the civil rights movement expand?	What events influenced Richard Nixon's rise to and fall from power?	How well did US foreign policy decisions meet the challenges of the post-Cold War era?	What were the key problems facing the US as it exited the 2000s?
	How did some Americans rebel against conformity in the 1950s?	Was John F. Kennedy a great president?	What lasting effects can be traced to the Watergate scandal and American involvement in Vietnam?		
	Why did poverty persist in the US in an age of affluence?	What is the proper role of government shaping American society?	How should historians characterize the 1970s?		
		What was the impact of the counterculture on American society?			

Content	US and USSR – historical animosities; ideological conflicts; mutual fear and mistrust; Yalta and Potsdam; Berlin Airlift	Plessy v. Ferguson; Jim Crow; KKK; segregation; disenfranchisement; alienation	Containment and Domino Theory; Indochina War, Geneva Convention; Gulf of Tonkin	Rise of New Right; Moral Majority and backlash to Roe v. Wade; recession and recovery; Morning in America; PATCO strike and labor decline; immigration and tax reform; supply-side economics and deficits	Debates about civil liberties – Patriot Act, Guantanamo, Homeland Security; racial profiling
	Truman Doctrine; containment; NATO; MAD; brinksmanship; Marshall Plan	NAACP; Brown v. Board; use of courts; non-violent direct action; voting rights	Guerilla warfare; Vietcong; guns v. butter; Ho Chi Minh Trail; “hearts and minds” v. pacification; Tet Offensive; loss of confidence at home		Perceived failures of Bush; economic recession; Wall Street meltdown; failures in Iraq
	McCarthyism and Red Scare; HUAC; Alger Hiss; bomb shelters; popular culture (Invasion of Body Snatchers; Failsafe; Dr. Strangelove)	March on Washington; Birmingham; Freedom Riders; Civil Rights Act and Voting Rights Act; Black Power; MLK assassination, riots, and Kerner Commission report	Nixon Doctrine; Pentagon Papers; War Powers Act; Hawk v. Dove	Evil Empire, perestroika, glasnost and fall of USSR; revolutions in Central America and Iran-Contra; end of containment	Wall Street speculation; stock market crash; housing bubble; cuts in spending; stimulus debate
	Rise of suburbia, the corporate man, baby boom, Levittown, Interstate Highway Act; GI Bill; Fair Deal	Women’s Movement; Chicano Movement; AIM; Gay liberation	Southern Strategy; Secret Plan on Vietnam; Huston Plan and plumbers; enemies list; Watergate; resignation and pardon; China opening; détente with USSR; EPA and OSHA; price controls	“Read my lips” and recession; S&L scandal; Hillarycare; rise of Newt Gingrich; Clinton impeachment; Bush tax cut policy and return of deficit; NCLB; failure of privatization of Social Security; Homeland Security and Patriot Act	Affordable health care, global warming, energy independence, budget deficits, banking reforms, rise of China
	Beats, rock ‘n’ roll, Kinsey reports, “tea”, West Coast jazz, James Dean and Marlon Brando	JFK – New Frontier; Peace Corp; Alliance for Progress; mission to moon; Bay of Pigs, Cuban Missile Crisis	Cynicism of government; hawk v. dove; McGovern election and Democratic disarray; human rights foreign policy	Fighting brush fires in Somalia, Haiti, Kosovo; rise of Al Qaeda; 9/11 and invasions of Afghanistan and Iraq; unilateralism and American uniqueness	
	Michael Harrington “The Other America”	LBJ/Great Society – Job Corp, Vista, Head Start; Medicare; Model Cities; aid to education; NEA; immigration policy	Malaise, oil shocks, stagflation; Disco and Punk; failed Presidencies of Ford and Carter; Iranian Revolution; Soviet invasion of Afghanistan		
		Hippies; New Left; communes and cults; sexual revolution; Free Speech; Woodstock; Summer of Love; drugs			

Skills	"Dot" Game	Role play major Civil Rights events emphasizing the pursuit for the American ideals	Analyze the Gulf of Tonkin Resolution	Analyze, asses and debate foreign policy	Analyze primary documents and sources related to 9/11 and aftermath
	Identify key aspects of economic/political systems		Map Southeast Asia	Analyze the backlash that led to the rise of the New Right and Reagan Revolution	Map Middle East with key US events
	Analyze primary documents that illustrate Capitalism, Communism	Analyze protest music	Graph American military involvement in Vietnam	Compare and contrast domestic policy outcomes of presidents 41-43	Evaluate key issues and statistical trends that shaped the 2008 election
	Mock trial for McCarthy	Analyze Great Society posters	Tug-O-War experiential that emulates America's involvement in Vietnam	Compare and contrast foreign policy outcomes of presidents 41-43	Analyze electoral maps from 2000-2008
	Create a t-chart as foundation of essay for conformity v nonconformity in the 1950s	Experience segregation in experiential	Write opinion pieces on Nixon's approval ratings pre and post Watergate		Evaluate the role of key economic institutions – banking industry, housing, Fed policy, regulatory bodies, congressional lawmaking and oversight
	Block Party illustrating the culture, technology, clothes of the era	Determine conservative, moderate and liberal bias in editorials			
	Write a "Beat" poem characterizing the era from the perspective of non-conformists	Assess the effectiveness of Affirmative Action			
		Analyze primary documents			

Assessment	Test, quizzes, essay prompts	Test, quizzes, essay prompts	Test, quizzes, essay prompts	Test, quizzes, essay prompts	Test, quizzes, essay prompts
	Create/plan a communist or a capitalist utopian society	Hypocrisy trial of America denying Civil Rights	Spectrum rating Johnson’s effectiveness in attaining American ideals	Report card on Presidents 40-43	Justify choice of political party
	Evaluating political, social and economic conformity of the 1950s essay	Evaluate Kennedy administration’s foreign and domestic policy (Cuban Missile Crisis, Civil Rights, Peace Corps...)	Talk show with differing perspectives on involvement in the war		Interview voters regarding their views on issues relating to events of 2000s
			Create an epitaph and a wanted poster for Nixon		Group presentation on causes/effects of Great Recession

Curriculum Map – Honors World History, Culture & Geography: The Modern World

	September	October	November	December	January
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Essential Questions	<p>What were the contributions of the Greco-Roman and Judeo-Christian traditions to the development of Western political thought?</p> <p>What are the features of a democracy?</p>	<p>What role did the Glorious, French and American Revs. play in establishing modern expectations for self-govt. and individual liberty?</p> <p>How were the democratic revolutions inspired by Enlightenment ideals?</p>	<p>How did the Industrial Rev. change the world?</p> <p>Why did the Industrial Rev. begin in England?</p> <p>How did the Industrial Rev. lead to the creation of new economic models?</p>	<p>Why did countries engage in imperialism?</p> <p>What justifications were given for imperialism?</p> <p>What impact did imperialism have on non-industrialized regions of the world?</p>	<p>What were causes of WWI?</p> <p>What role did propaganda and nationalism play in mobilizing civilian populations?</p> <p>What new technologies were created and what was their impact?</p> <p>What were the consequences of WWI?</p>
Content	<p>Contributions of Greek, Roman, Judeo-Christian traditions:</p> <ul style="list-style-type: none"> <li>-ethical principles, their impact on Western democracy</li> <li>-Greek and Roman philosophical concepts, impact on modern democracies</li> </ul> <p>Features of Democracy: representative government, rule of law, individual rights</p>	<p>-Democratic Revolutions:</p> <ul style="list-style-type: none"> <li>-Democratic developments in England</li> <li>-American Revolution-French Revolution</li> <li>-Latin American Revolutions</li> </ul>	<p>Changes in Agriculture</p> <p>Revolution in Textile Industry – England case study</p> <p>Changes in transportation and communication</p> <p>Advances in science and medicine</p> <p>Trends in art</p> <p>Impact of industrialization</p> <p>Economic theories</p> <p>Reform movement</p>	<p>Causes (link to industrialization, need for resources and markets, nationalism, ethnocentrism)</p> <p>European exploitation of Asia, Africa--at least 2 case studies in depth: U.S. imperialism in Latin America (Monroe Doctrine, Roosevelt Corollary)</p> <p>Impact/aftermath of colonialism (economic, political, social)</p>	<p>Causes</p> <p>Role of propaganda and nationalism in mobilizing the civilian population</p> <p>Major events of war, turning points</p> <p>Changes in warfare, its human costs</p> <p>Impact of the Russian Revolution and entry of U.S. on course and outcome of war</p> <p>Consequences of war</p>



<div>Skills</div>	<p>Draw connections between Greco-Roman principles and features democratic govts. Today</p> <p>Analyze primary sources to identify political values of the Greeks and Romans</p>	<p>Identify beliefs of major Enlightenment thinkers</p> <p>Trace the impact of Enlightenment thinkers on leaders of democratic rev. around the world</p> <p>Compare and contrast the principles of key democratic documents</p> <p>Analyze the impact of the American Rev. and Declaration of Independence on other nations</p>	<p>Analyze primary sources to understand effects of industrialization</p> <p>Examine the advantages that allowed England to industrialize first</p> <p>Analyze how manufacturing was transformed during the Industrial Revolution</p> <p>Compare and contrast emerging economic systems during Ind. Rev.</p> <p>Examine why unions were created and their impact</p>	<p>Make connections between industrialization and imperialism</p> <p>Question the justifications for imperialism</p> <p>Examine written and visual artifacts to understand the motives of imperialism</p> <p>Analyze primary sources to differentiate the difference in perspectives between colonizers and the colonized</p> <p>Examine the long term impact of imperialism on colonized nations</p>	<p>Justify each nations motivation for entering WWI</p> <p>Exemplify the use of propaganda to influence public opinion about WWI</p> <p>Understand the nature of trench warfare and its outcome</p> <p>Examine the impact of total war policy</p> <p>Analyze the different goals of participants in the postwar peace process</p> <p>Examine the key components of the Versailles Treaty and assess their impact</p>
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Assessments	Experiential exercise: “Governing on a Deserted Island” Press Conference of key historical figures demonstrating different philosophical viewpoints Study guides, quizzes, tests, essays	Compare/Contrast essay of the major democratic documents Poster boards identifying key principles of democratic documents for comparison Conduct mock interview of key Enlightenment thinkers Illustrated storybook that chronicles the events of the French Rev Experiential exercise: Re-enactment of three stages of French Rev. Journal entry depicting life of a citizen in France during the revolution Create a newspaper article analyzing key events of the French Revolution	Editorial exposing the effects of Industrial Revolution Graphic organizer to compare different economic systems Compare/Contrast essay of economic systems, capitalism and socialism Examine written and visual primary sources “Negotiating a Contract” – unions game Study guides, quizzes, tests, essays	Experiential exercise: “Scramble for Territory” Debate and/or write an editorial from opposing perspectives of imperialism Interpret primary sources to understand the motives/effects of imperialism – political cartoons, speech and letter excerpts, etc. Examine written and visual artifacts to understand the motives of imperialism Study guides, quizzes, tests, essays	“Trench warfare game”, illustrating total war Write letter from the battlefield back home Before and after WWI annotated maps WWI storyboards illustrating causes of war Examine written and visual primary sources of WWI technologies Create a propaganda poster, for/against war WWI newspaper activity Movie Analysis: All Quiet on the Western Front Treaty of Versailles debate Study guides, quizzes, tests, essays
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Curriculum Map - World History, Culture & Geography: The Modern World

	February	March	April	May	June
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Essential Questions	<p>Why did the Russian Rev. occur?</p> <p>Why did people turn to dictatorship in Europe after WWI?</p> <p>What problems were the Western democracies facing after WWI?</p>	<p>What were causes of WWII? What was it like to live under Hitler's rule?</p> <p>How did the war become a world-wide conflict?</p> <p>What is genocide, and how/why did it occur during WWII</p>	<p>How were the Allies able to win the war?</p> <p>Was the decision to use the A-Bomb a moral one?</p> <p>What were the consequences of WWII?</p> <p>How did WWII lead into the Cold War?</p>	<p>What was the Cold War and why did it happen?</p> <p>How was Post-War Germany a Cold War battleground?</p> <p>What were satellite nations and why were they created?</p> <p>How was Western European recovery from WWII different than Eastern Europe?</p> <p>How did communism rise to power in Asia?</p> <p>How did China change politically/economically as a result of the Chinese Rev.?</p>	<p>What political trends occurred in Asia after WWII?</p> <p>How did India gain its independence after WWII?</p> <p>Why was Israel created?</p> <p>What impact has the creation of Israel had on the Middle East?</p> <p>What challenges has Africa faced in gaining independence and stability?</p> <p>How did South Africa transition from apartheid to democracy?</p>
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Content	<p>Russian Revolution: -causes (rule of czars, lack of industrialization, loss of Russo-Japanese War, WWI) -major events -results</p> <p>Rise of Dictatorship: -rise of fascism in Italy and Germany -failure of democracies in E. Europe (causes, foreign involve., results) Western Democracies -U.S. -Western Europe (economic, colonial problems, creation of United Kingdom, French-German relations, fear of fascism, communism)</p>	<p>Causes of War (Versailles Treaty, Economic Depression, Worldwide Discontent, Rise of Dictatorship, Aggressions by Dictators, Appeasement) Beginning of war in Europe Life Under Hitler/Occupied Europe The War Spreads</p>	<p>Shift in the War End of War Results of the War</p>	<p>Cold War: -Causes -Postwar Germany -American post-war policy -Post-war Soviet policy European Recovery From War: -East vs. West European Economic Recovery -Political changes in France, U.K. -European Economic Cooperation Changes in Asia: -Chinese Rev. -Japanese Recovery from War -Korean and Vietnam Wars United Nations:</p>	<p>Challenges/trends in each region below -recent history, political divisions and systems, key leaders, religious issues, resources, population patterns -geopolitical, cultural, military, economic significance and intl. relationships Political Revs. in Asia -Chinese Revolution -India - independence movements, Gandhi, Nehru, creation of Pakistan -S.E. Asia –Korean, Vietnam Wars, Cambodia, Laos Middle East: -Creation of Israel  -Arab Nationalism -OPEC -Iran -Afghanistan -Iraq -Africa -Challenges faced today</p>
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Skills	<p>Analyze the causes of the Russian Rev. Identify the major events that led to a communist victory in Russia Differentiate between Russia's government before/after the rev. Identify the key characteristics of communism Explain how the USSR used command economy to industrialize Draw conclusions as to why Europeans turned to dictatorship in years prior to WWII Identify the key characteristics of fascism Compare/contrast fascism and communism Examine the use of propaganda by dictators to engender support/spread ideology Determine the basis for Western isolationism and appeasement in the 1920's-30's</p>	<p>Analyze the causes of WWII Critique the policy of appeasement by Western powers leading up to WWI Analyze the efforts of the League of Nations in solving international conflicts Compare the German, Italian and Japanese drives for empire in the 1930s Analyze/compare the political, diplomatic and military leaders during the war and their impact Describe life under the New Order Analyze how Nazi Germany set econ. goals based on a war economy Evaluate the historical policy of genocide through analysis of data, primary and secondary sources</p>	<p>Identify reasons for U.S. entrance into WWII Analyze the reasons for Allied success in WWII Assess the importance of the 2<sup>nd</sup> Front in the outcome of WWII Identify justifications for the use of the atomic bomb and the bombing of civilian areas during WWII Analyze the costs and consequences of WWII Correlate the relationship between WWII and the beginnings of the Cold War Differentiate between the League of Nations and the United Nations</p>	<p>Compare and contrast the economic and military status of the U.S. and USSR after WWII Compare and contrast the opposing ideologies of the U.S. and USSR during the Cold War Analyze the causes of the Cold War Demonstrate the battles of opposing ideologies around the globe during the Cold War Exemplify post-war Germany as a Cold War battleground Understand the importance of the Truman Doctrine and Marshall Plan in U.S. Cold War foreign policy Make connections between U.S. Cold War policies and economic/political competition around the world Compare and contrast the economic recoveries of Western and Eastern Europe Analyze the Chinese Rev., explaining rise of Mao Tse-tung Differentiate between China's government before/after the rev.</p>	<p>Evaluate India's independence movement, methods used to attain it Analyze the impacts of Gandhi, Nehru, Jinnah on India Make arguments for and against the creation of a Jewish state in Palestine after WWII Analyze the impact of the creation of Israel on the Middle East – political, demographic, etc. Trace the roots of recent conflicts in Middle East to post-WWII decisions Describe the growth of Arab nationalism and its impact Research the progress of nation-building in Africa in the post-colonial era Analyze the obstacles to success and stability in new nations of Africa Describe how South Africa struggled to achieve democracy, end apartheid</p>
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Assessments	<p>Interactive Theater: life under Tsarist Russia</p> <p>Storyboard – “The Romanov Mystery”</p> <p>Rock, paper, scissors game</p> <p>Visual discovery of events leading to Russian Rev.: conditions and results</p> <p>T-Cell comparing Stalin and Trotsky</p> <p>Graphic organizer drawing cause-effect relationships between events in Russ. Rev.</p> <p>Visual representation of Stalin’s economic plans</p> <p>Experiential Exercise: Purges Under Stalin</p> <p>Examination of written and visual primary sources of Stalin and Hitler propaganda</p> <p>Essay of Life Under Stalin</p> <p>WWIII game</p> <p>Study guides, quizzes, tests, essays</p>	<p>Letter written from concentration camp</p> <p>World map tracing conquests of Axis Powers</p> <p>WWII timeline</p> <p>Evaluation of written and visual primary sources – ex. diary of Kristallnacht, novel, “Night”, poetry from concentration camps, propaganda posters, data from Siege of Leningrad</p> <p>Geography in History Activity: Hitler and General Winter</p> <p>Movie analysis: Schindler’s List</p> <p>Study guides, quizzes, tests, essays</p>	<p>Debate: Decision to bomb civilian areas</p> <p>Debate: Decision to use A-Bomb</p> <p>Newspaper activity: Operation Overlord and D-Day</p> <p>Examine written and visual primary sources</p> <p>Review of visit to Museum of Tolerance</p> <p>Study guides, quizzes, tests, essays</p>	<p>Introducing the Cold War</p> <p>Activity – use primary sources to discuss causes, responsibility for Cold War</p> <p>T-Cell comparing U.S. and USSR ideologies</p> <p>Visual Discovery of tensions during Cold War</p> <p>Cold War map</p> <p>Annotated timeline and map of 12 key events</p> <p>Article Analysis “Like Music to Our Ears” – Berlin Airlift</p> <p>Cuban Missile Crisis Game</p> <p>Experiential Exercise: failures of Soviet economy</p> <p>Spy Project</p> <p>Visual Metaphor evaluating Soviet Era</p> <p>Vietnam war magazine activity</p> <p>Examination of written and visual primary sources – ex. political cartoons, speech text</p> <p>Study guides, quizzes, tests, essays</p>	<p>Contemporary maps of each region – Asia, Middle East, Africa</p> <p>Article analysis – biographical sketches of key leaders: Mao Tse-tung, Ho Chi Minh, Pol Pot, Gandhi, Nehru, Ben Gurion, Khomeini, Mandela</p> <p>Article analysis: Nuclear ambitions of India and Pakistan</p> <p>Article analysis: “Africa trying for a second independence”</p> <p>Examination of written and visual primary sources</p> <p>Study guides, quizzes, tests, essays</p>
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## VISUAL ARTS - AP Art History - FALL

P. Bradley

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
September	<p><b>What is Art History?</b></p> <p>How do we study Art History?</p> <p><b>A. Introduction to Art History</b>  The questions art historians ask  . The words art historians use  .Art history and other disciplines  .Different ways of seeing</p> <p>How did humanity start to create art?  (c.30,000-c.2300 BCE)</p> <ul style="list-style-type: none"> <li>What is different between Paleolithic art and Neolithic Art?</li> </ul> <p><b>.Art Before History: Paleolithic and Neolithic Art</b>  .Prehistoric art media  . Paleolithic Era  . Pictorial Conventions; Neolithic and Paleolithic  . Climate Change during the Neolithic  . Social Systems  . Roles of Human and animal figures during the Paleolithic and Neolithic  . Monumental Architecture during the</p>	<p><b>Introduction to Art History</b>  -A1-2. Show understanding of the questions and words art historians use.</p> <p>-A3-4. Show understanding of how art historians see different and how art history is intertwined with other disciplines.</p> <p><b>Art Before History: Paleolithic and Neolithic Art.</b></p> <ul style="list-style-type: none"> <li>Classify types of Prehistoric art and their respective media</li> <li>. Explain how humans began to represent their world during the Paleolithic era</li> <li>. Understand the pictorial conventions employed in Paleolithic and Neolithic art</li> <li>. Explain how climatic change affected artistic production in the Neolithic era</li> <li>. Explain how shifting social systems contributed to the differences between Paleolithic and Neolithic art</li> <li>. Describe the roles of animal and human figures in Paleolithic and Neolithic art</li> <li>. Explain the purposes and techniques of monumental architecture during the Neolithic era.</li> </ul>	<p><b>Introduction to Art History</b>  . Class Discussion</p> <p><b>Art Before History: Paleolithic and Neolithic Art</b>  Chapter Test  . Essay</p> <p><b>The Ancient Near East</b>  Chapter Test  Essay</p> <p><b>Ancient Egyptian Art</b>  Chapter Test</p>	<p><b>A. Introduction to Art History..</b> Reading Gardner's Art Through the Ages pgs. 1-13.</p> <p><b>Art Before History: Paleolithic and Neolithic Art</b>  Powerpoints and Lecture Gardner's- pgs. 15-28  Discovering Art history pgs. 150-155</p> <p><b>The Ancient Near East</b></p> <p><b>Ancient Egyptian Art</b></p> <p>Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated Mona Lisa</p> <p>The College Board</p>	<p>All of the lessons and concepts address the following California State Standards for Education:</p> <p>1.0 thru 1.6 Artistic Perception</p> <p>3.0 thru 3.4 Historical And Cultural Context</p> <p>4.0 thru 4.5 Aesthetic Valuing</p> <p>5.0 thru 5.4 Connections, Relationships, Applications</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<p>Neolithic era.</p> <ul style="list-style-type: none"> <li>How did the art in the Ancient Near East evolve from the Sumerians to the Persians? (c. 3500-c. 330 BCE)</li> <li>What is the relationship between art and religion in the Ancient Near East?</li> <li>How were there intercultural contacts between the Ancient Near East and other cultures in the ancient world?</li> </ul> <p><b>The Ancient Near East</b></p> <ul style="list-style-type: none"> <li>Characteristics of Ancient Near Eastern art and architecture</li> <li>Relationships between religion and art</li> <li>Impact of the early writing system on the culture</li> <li>Function of religious and secular art and architecture.</li> <li>Intercultural exchange between the Near East and other parts of the ancient world</li> <li>Materials and techniques</li> </ul> <ul style="list-style-type: none"> <li>How did the iconographic characteristics change during the Ancient Egyptian Empire?</li> <li>How is the Egyptian Political system and religious beliefs</li> </ul>	<ul style="list-style-type: none"> <li><b>The Ancient Near East</b></li> <li>Identify the formal and iconographic characteristics of ancient Near Eastern art and architecture</li> <li>Explain the relationship of art, architecture, and religion in the ancient Near East</li> <li>Describe early writing systems and their impact on Mesopotamian cultures</li> <li>Discuss the function of religious and secular art and architecture</li> <li>Identify instances of intercultural exchange between ancient Near Eastern civilizations and other parts of the ancient world</li> <li>Explain the materials and techniques of ancient Near Eastern art and architecture</li> </ul> <p><b>Ancient Egyptian Art</b></p> <ul style="list-style-type: none"> <li>Identify the formal and iconographic characteristics of painting and sculpture from the Early Dynastic to New Kingdom periods</li> <li>Explain the shift in formal and iconographic characteristics in New Kingdom painting and sculpture of the Amarna Period</li> <li>Discuss the funerary function and content of Egyptian art and architecture</li> <li>Explain the relationship of Egyptian art and architecture and the Nile River</li> <li>Describe the types of structures built in ancient Egypt and explain their functions</li> <li>Identify how the Egyptian political system and their religious beliefs are reflected in works of art and architecture</li> </ul>			



Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<p>reflected in their artworks?</p> <ul style="list-style-type: none"> <li>How were there intercultural contacts between the Egyptians and other cultures in the ancient world?</li> </ul> <p><b>.Ancient Egyptian Art</b></p> <ul style="list-style-type: none"> <li>Characteristics of art from the Early Dynastic to New Kingdom Periods</li> <li>Shift in characteristics in the art of the New Kingdom and the Armana Period</li> <li>Funerary Function of Egyptian art and architecture</li> <li>Relationship between the Nile and Egyptian art.</li> <li>Functions and types of structures.</li> <li>Political systems and religious beliefs in the art and architecture of the Egyptians</li> <li>Materials and techniques</li> <li>Development and use of Egyptian Hieroglyphs.</li> <li>Intercultural contact between Egypt and other ancient civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the materials and techniques of Egyptian art</li> <li>Explain the development and use of the Egyptian hieroglyphic writing system</li> <li>Identify examples of intercultural contact between Egypt and other ancient civilizations</li> </ul>			
October	<p>What is Art History?</p> <ul style="list-style-type: none"> <li>What are the formal and iconographic characteristics of Ancient Aegean Art?</li> <li>What intercultural contact was there between the three Aegean cultures and the other cultures of the ancient world?</li> </ul>	<p><b>Ancient Aegean</b></p> <ul style="list-style-type: none"> <li>Explain the formal characteristics of Cycladic, Minoan, and Mycenaean art and architecture</li> <li>Classify the iconographic characteristics of Cycladic, Minoan, and Mycenaean art</li> <li>Explain the function of prehistoric Aegean art and architecture</li> <li>Comprehend the relationship between lifestyle, geography, and the art and architecture of the prehistoric Aegean cultures</li> </ul>	<p><b>Ancient Aegean</b></p> <ul style="list-style-type: none"> <li>In class discussion</li> <li>Vocabulary Essay</li> <li>Study Guide Question/Essay</li> <li>Chapter Test</li> </ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>In class discussion</li> <li>Vocabulary Essay</li> </ul>	<p><b>A. Ancient Aegean</b></p> <ul style="list-style-type: none"> <li>Gardner's "Art Through the Ages" pgs 81-97</li> <li>Powerpoint lecture images</li> <li>Davis "Discovering Art History" pgs 172-177</li> </ul> <p><b>B. Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Gardner's "Art Through the Ages" pgs. 99-155</li> </ul>	<p>All of the lessons and concepts address the following California State Standards for Education:</p> <p>2.0 thru 1.6 Artistic Perception</p> <p>3.0 thru 3.4 Historical And Cultural Context</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<p>Ancient Aegean</p> <ul style="list-style-type: none"> <li>. Formal characteristics</li> <li>. Iconographic characteristics</li> <li>. Function</li> <li>. relationship between Lifestyle, geography and the art</li> <li>. Intercultural contact</li> <li>. Materials and techniques.</li> </ul> <p>:</p> <ul style="list-style-type: none"> <li>• What are the formal and iconographic characteristics of Ancient Greek Art?</li> <li>• How did Greek art and architecture evolve from the "Geometric" to the "Hellenistic" time periods?</li> </ul> <p>Ancient Greece</p> <ul style="list-style-type: none"> <li>. Formal and iconographic Characteristics</li> <li>. Greek Architecture</li> <li>. Influence from other cultures</li> <li>. Artistic Theories</li> <li>. Materials</li> <li>. Historical events and influence</li> <li>. The human figure in Greek Art.</li> </ul>	<ul style="list-style-type: none"> <li>. Discuss the evidence of intercultural contact between the three Aegean cultures, and between the Aegean cultures and ancient Near Eastern and Egyptian civilizations</li> <li>. Identify and describe the materials and techniques used to create prehistoric Aegean art and architecture</li> </ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>. Explain the formal and iconographic characteristics of Geometric, Orientalizing, Archaic, Classical, and Hellenistic period art.</li> <li>. Identify the sources, orders, and parts of ancient Greek architecture.</li> <li>. Discuss the influence other cultures exerted on Greek art and architecture.</li> <li>. Explain the artistic and architectural theories governing ancient Greek art and architecture.</li> <li>. Discuss the materials, techniques, and processes used to create Greek art and architecture.</li> <li>. Identify historical events and characters that exerted influence on the development of Greek art and architecture.</li> <li>. Describe the changes in representations of the human figure from the Geometric to the Hellenistic period</li> </ul> <p><b>Etruscans</b></p> <ul style="list-style-type: none"> <li>. Describe the formal and iconographic characteristics of Etruscan art.</li> <li>. Explain the forms, materials, and construction of Etruscan architecture.</li> <li>. Describe the relationship between Etruscan and Roman art and history.</li> </ul>	<p>Study Guide Question/Essay</p> <p>Chapter Test</p> <p><b>Etruscans</b></p> <p>In class discussion</p> <p>Vocabulary Essay</p> <p>Study Guide Question/Essay</p> <p>Chapter Test</p>	<ul style="list-style-type: none"> <li>. Powerpoint lecture images.</li> </ul> <p>Davis "Discovering Art History" pgs. 178- 189</p> <p><b>Etruscans</b></p> <p>Gardners "Art Through the Ages" pgs. 223-234</p> <p>Powerpoint Lecture images</p> <p>Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated Mona Lisa</p> <p>The College Board</p>	<p>4.0 thru 4.5 Aesthetic Valuing</p> <p>5.0 thru 5.4 Connections, Relationships, Applications</p> <p>All of the lessons and concepts address the following California State Standards for Education:</p> <p>3.0 thru 1.6 Artistic Perception</p> <p>3.0 thru 3.4 Historical And Cultural Context</p> <p>4.0 thru 4.5 Aesthetic Valuing</p> <p>5.0 thru 5.4 Connections, Relationships, Applications</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	Etruscans . Formal and Iconographic characteristics . Architecture . Etruscan and Roman Art . Influence of intercultural contact . Materials and processes	. Identify the influence of intercultural contact on Etruscan art and architecture. . Discuss the materials and processes used to create Etruscan art.			
November	<ul style="list-style-type: none"> <li>What is Art History?</li> <li>How was the art and architecture of the Roman Empire influenced by other cultures?</li> <li>How did politics influence the art and architecture in the Roman Empire?</li> <li><b>Roman Art</b> <ul style="list-style-type: none"> <li>Formal and Iconographic Characteristics</li> <li>Architecture</li> <li>Politics</li> <li>Artistic Expression</li> <li>Influences from other cultures</li> <li>Materials and Processes</li> <li>Historical context</li> </ul> </li> <li>How was the art and architecture of the Early Christians influenced by the Romans?</li> </ul> <p><b>Late Antiquity</b></p> <ul style="list-style-type: none"> <li>Formal and Iconographic Characteristics</li> <li>Roman and Early Christian Architecture</li> <li>Christian Architecture</li> </ul>	<p><b>Roman Art</b></p> <ul style="list-style-type: none"> <li>Identify the formal and iconographic characteristics of Roman art and architecture of the Republican and Early, High, and Late Imperial periods.</li> <li>Describe the forms, materials and construction techniques of Roman architecture</li> <li>Discuss relationship of civic building programs and imperial politics</li> <li>Explain the relationship of social status and artistic expression</li> <li>Identify the influence of other ancient cultures on Roman art and architecture</li> <li>Describe the materials and processes used to create Roman art</li> <li>Identify historical events and characters that influenced the development of Roman art and architecture</li> </ul> <p><b>B. Late Antiquity</b></p> <ul style="list-style-type: none"> <li>Explain the formal and iconographic characteristics of Late Antique Jewish and Christian art</li> <li>Discuss the relationship of Roman and Early Christian art and architecture</li> <li>Identify the sources of Late Antique Christian architecture</li> </ul>	<p><b>Roman Art.</b></p> <p>In class discussion Vocabulary Essay Study Guide Question/Essay</p> <p>Chapter Test</p> <p><b>Late Antiquity</b></p> <p>In class discussion Vocabulary Essay Study Guide Question/Essay</p> <p>Chapter Test</p> <p><b>Byzantium</b></p> <p>In class discussion Vocabulary Essay Study Guide Question/Essay</p> <p>Chapter Test</p>	<p><b>Roman Art</b></p> <p>Gardners "Art Through the Ages" pgs. 237-286            . Davis "Discovering Art History" pgs190-201</p> <p><b>Late Antiquity</b></p> <p>. Gardners "Art Through the Ages" pgs. 289-308</p> <p><b>Byzantium</b></p> <p>Gardners "Art Through the Ages" pgs. 311-338</p> <p>Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated Mona Lisa</p> <p>The College Board</p>	<p>All of the lessons and concepts address the following California State Standards for Education:</p> <p>4.0 thru 1.6 Artistic Perception</p> <p>3.0 thru 3.4 Historical And Cultural Context</p> <p>4.0 thru 4.5 Aesthetic Valuing</p> <p>5.0 thru 5.4 Connections, Relationships, Applications</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<ul style="list-style-type: none"> <li>. Christian Churches</li> <li>. Christian Catacombs</li> <li>. Materials Techniques/ Christian Architecture</li> <li>. Influence by historical events</li> <li>. Persistence of Classical Art</li> </ul> <p><b>Byzantium</b></p> <ul style="list-style-type: none"> <li>. Formal and iconographic Characteristics</li> <li>. Architecture and ornamentation</li> <li>. Function of art and architecture</li> <li>. Byzantine Iconoclasm</li> <li>. Classical traditions in art</li> <li>. Materials and techniques</li> </ul>	<p>.Describe the plan and elevation of an Early Christian church</p> <p>.Explain the organization, function, and ornamentation of Early Christian catacombs</p> <p>.Discuss the materials, techniques, and processes used to create Late Antique art and architecture</p> <p>.Identify historical events and characters that exerted influence on the development of Late Antique art and architecture</p> <p>. Describe the persistence of classical art in the Late Antique period</p> <p><b>Byzantium</b></p> <p>.Explain the formal and iconographic characteristics of Early, Middle, and Late Byzantine art</p> <p>.Describe and analyze the architecture and ornamentation of churches built within Byzantium</p> <p>.Discuss the function of art and architecture within the Eastern Orthodox liturgy</p> <p>.Explain the causes and effects Byzantine iconoclasm</p> <p>.Identify and discuss the persistence of classical traditions in art produced in the Early, Middle, and Late Byzantine periods</p> <p>.Explain the materials and techniques of Byzantine art and architecture</p>			
<b>December</b>	<p>What are the formal and Iconographic characteristics of Early Medieval Art?</p> <p>What was the influence of Classical and early Christian art on Early Medieval Art?</p>	<p><b>A. Early Medieval Europe</b></p> <ul style="list-style-type: none"> <li>. Identify the formal and iconographic characteristics of early Medieval art</li> <li>. Discuss the influence of classical and early Christian sources on early Medieval art and architecture</li> </ul>	<p><b>Early Medieval Europe</b></p> <p>In class discussion</p> <p>Vocabulary Essay</p> <p>Study Guide Question/Essay</p> <p>Chapter Test</p>	<p><b>Early Medieval Europe</b></p> <p>Gardners Art Through the Ages 13th edition pgs.</p> <p><b>Romanesque</b></p>	<p>All of the lessons and concepts address the following California State Standards for Education:</p> <p>5.0 thru 1.6 Artistic Perception</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<p><b>Early Medieval Europe</b></p> <ul style="list-style-type: none"> <li>. Fomal and iconographic characteristics of early Medieval art.</li> <li>. Influence of classical and early Christian sources on early Medieval art</li> <li>. Materials and Techniques</li> <li>.Carolingian Renaissance</li> <li>.Monasteries and Manuscripts</li> <li>.Metalwork and Medieval painting and sculpture.</li> </ul> <ul style="list-style-type: none"> <li>• What are the Formal and Iconographic characteristics of Romanesque art?</li> <li>• What was the role of the church?</li> </ul> <p><b>Romanesque</b></p> <ul style="list-style-type: none"> <li>. Building Techniques</li> <li>. Formal and Iconographic Characteristics</li> <li>. Social and economic forces affecting Romanesque art.</li> <li>. Regional Variations in figural arts</li> <li>. Regional Variations in plans and elevations</li> <li>. Role of art in the church</li> <li>. Pilgrimage to Santiago de Compostela</li> <li>. Monastic Orders</li> </ul>	<ul style="list-style-type: none"> <li>. Describe the materials and techniques employed in early Medieval art and architecture</li> <li>.Explain the Carolingian Renaissance and its impact on art and architecture</li> <li>. Analyze the role monasteries played in the creation, preservation, and dissemination of manuscripts</li> <li>. Discuss the influence of metalwork on early Medieval painting and sculpture</li> </ul> <p><b>B. Romanesque</b></p> <ul style="list-style-type: none"> <li>. Identify and discuss Romanesque building techniques</li> <li>.Describe the formal and iconographic characteristics of Romanesque art</li> <li>. Discuss the social and economic forces affecting Romanesque art and architecture</li> <li>. Identify the regional variations in Romanesque figural arts</li> <li>.Explain the regional variations in the plan and elevation of Romanesque churches</li> <li>. Explain the role of art within (and on) Romanesque churches</li> <li>. Discuss the significance of the pilgrimage to Santiago de Compostela to Romanesque art and architecture</li> <li>. Explain the role of monastic orders in the creation of Romanesque art and architecture</li> </ul> <p><b>Gothic Europe</b></p> <ul style="list-style-type: none"> <li>.Distinguish regional differences in Gothic art and architecture</li> <li>.Identify the parts of the plan and elevation of</li> </ul>	<p><b>Romanesque</b></p> <p>In class discussion Vocabulary Essay Study Guide Question/Essay</p> <p>Chapter Test</p> <p><b>C. Gothic Europe</b> In class discussion Vocabulary Essay Study Guide Question/Essay</p> <p>Chapter Test</p>	<p>B1-8. Gardners Art Through the Ages 13th edition pgs.</p> <p><b>Gothic Europe</b> Gardeners Art Through the Ages 13th edition pgs. Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated Mona Lisa</p> <p>The College Boar</p>	<p>3.0 thru 3.4 Historical And Cultural Context</p> <p>4.0 thru 4.5 Aesthetic Valuing</p> <p>5.0 thru 5.4 Connections, Relationships, Applications</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<ul style="list-style-type: none"> <li>What is the plan and elevation of Gothic Churches?</li> <li>What are the formal and iconographic characteristics of Gothic art?</li> </ul> <p><b>Gothic Europe</b></p> <p>.Regional differences</p> <p>.plan and elevation of Gothic Churches</p> <p>.Symbolic and liturgical meanings</p> <p>. Social and economic conditions reflected in Gothic art and architecture</p> <p>. Classical influence</p> <p>. Formal and iconographic characteristics</p> <p>. Materials and techniques</p>	<p>Gothic churches and explain their functions</p> <p>. Discuss the symbolic and liturgical meanings of Gothic architecture</p> <p>.Explain how social and economic conditions are reflected in Gothic art and architecture</p> <p>.Identify examples of classical influence in works of art and architecture</p> <p>.Discuss the formal and iconographic characteristics of Early to Late Gothic figural art</p> <p>.Describe the materials and techniques employed in Gothic art and architecture</p>			
January	<ul style="list-style-type: none"> <li>What are the formal and iconographic characteristics of Italian art from 1200-1400 CE?</li> <li>What was the role impact of the Plague and Humanism on Italian art from 1200-1400CE?</li> </ul> <p><b>Italy 1200-1400</b></p> <p>. Formal and iconographic Characteristics</p> <p>. The Plague and artistic production</p> <p>. Role of Humanism</p>	<p><b>Italy 1200-1400</b></p> <p>Discuss the formal and iconographic characteristics of fourteenth-century Italian art</p> <p>. Explain how the plague affected artistic production in fourteenth-century Italy</p> <p>. Describe the role humanism played in fourteenth-century Italian art</p> <p>. Discuss the art and architecture created for monastic orders</p> <p>. Describe the material, formal, and technical characteristics of fourteenth-century Italian architecture</p> <p>. Explain the reintroduction of the optical experience in the art of the fourteenth century</p>	<p><b>Italy 1200-1400</b></p> <p>In class discussion</p> <p>Vocabulary Essay</p> <p>Study Guide Question/Essay</p> <p>Chapter Test</p> <p><b>Northern Europe 1400-1500</b></p>	<p><b>Italy 1200-1400</b></p> <p>. "Gardner's Art Through the Ages" pgs</p> <p><b>Northern Europe 1400-1500</b></p> <p>"Gardner's Art Through the Ages" pgs</p> <p><b>Italy 1400-1500</b></p> <p>"Gardner's Art Through the Ages" pgs.</p>	<p>All of the lessons and concepts address the following California State Standards for Education:</p> <p>6.0 thru 1.6 Artistic Perception</p> <p>3.0 thru 3.4 Historical And Cultural Context</p> <p>4.0 thru 4.5 Aesthetic Valuing</p> <p>5.0 thru 5.4 Connections, Relationships, Applications</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<ul style="list-style-type: none"><li>Art and Architecture for monastic orders</li><li>Characteristics of fourteenth century architecture</li><li>Reintroduction of the optical experience</li></ul> <ul style="list-style-type: none"><li>What are the formal and iconographic characteristics of art in Northern Europe from 1400-1500 CE?</li><li>How did the economic and political climate of the time affect the art in Northern Europe from 1400-1500 CE?</li></ul> <p><b>Northern Europe 1400-1500</b></p> <p>Formal and iconographic characteristics.</p> <p>Distinguish art in areas</p> <ul style="list-style-type: none"><li>Economic conditions</li><li>Shifting devotional patterns</li></ul> <p>Role of politics</p> <p>Materials and techniques</p> <p>Influences of patrons</p> <p><b>Italy 1400-1500</b></p> <p>Renaissance art and architectural theory</p> <p>Formal and iconographic characteristics</p> <p>Formal and material characteristics</p> <p>Role and influence of Patrons</p>	<p><b>Northern Europe 1400-1500</b></p> <ul style="list-style-type: none"><li>Identify the formal and iconographic characteristics of 15th-century Northern European and Spanish art</li><li>Distinguish between art produced in Flanders, France, Germany, and Spain</li><li>Explain how economic conditions were reflected in works of art</li><li>Identify the role of shifting devotional patterns and practices in the creation of works of art</li><li>Discuss the role of politics in 15th-century Northern European and Spanish art</li><li>Explain the materials and techniques of 15th-century Northern European and Spanish art</li><li>Identify the influence patrons had on examples of 15th-century Northern European and Spanish art</li></ul> <p><b>Italy 1400-1500</b></p> <p>Explain the key aspects of Renaissance art and architectural theory</p> <ul style="list-style-type: none"><li>Identify the formal and iconographic characteristics of 15th-century Italian art</li><li>Discuss the formal and material characteristics of 15th-century Italian architecture</li><li>Describe the role and influence of patrons</li><li>Identify and describe the integration of sacred and secular concerns</li><li>Explain the relationship of science, humanism, and artistic production</li><li>Describe the materials and techniques of Renaissance painting, sculpture, and printmaking</li></ul>	<p>In class discussion</p> <p>Vocabulary Essay</p> <p>Study Guide Question/Essay</p> <p>Chapter Test</p> <p><b>C Italy 1400-1500</b></p> <p>In class discussion</p> <p>Vocabulary Essay</p> <p>Study Guide Question/Essay</p> <p>Chapter Test</p>	<p>Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated Mona Lisa</p> <p>The College Board</p>	

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<div><div>. Integration of the sacred and secular</div><div>. Relationship of science, humanism, and artistic productions</div><div>. Materials and techniques</div></div>				

P. Bradley

VISUAL ARTS - AP Art History - Spring

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
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Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
January/  February	<p><b>Baroque and Rococo</b></p> <ul style="list-style-type: none"> <li>What are the attributes of Baroque Art?</li> <li>What are the stylistic differences between Renaissance Painting and Sculpture and Baroque?</li> <li>What is the political climate in Europe during the Baroque Period?</li> </ul> <p><b>Popes Peasants, Monarchs, and Merchants</b> (Baroque and Rococo)</p> <p>.Painting as theater/Sculpture as theater            . Sculptural Programs            . Pictorial Conventions, Baroque and Rococo</p> <p>. The Church and Art            . Social Systems            . The Renaissance masters as nature            . Monumental Architecture during the Baroque Period.</p> <ul style="list-style-type: none"> <li>How did the Artists use the works of the Renaissance Masters as a guide to the creative process?</li> </ul>	<p><b>Baroque and Rococo</b></p> <ul style="list-style-type: none"> <li>. Show understanding of the questions and words art historians use.</li> <li>-. Show understanding of how art historians see different and how art history is intertwined with other disciplines.</li> </ul> <p><b>. Baroque and Rococo in France, Germany and Italy</b></p> <ul style="list-style-type: none"> <li>Classify types of Baroque art and their respective media</li> <li>. Explain the stylistic differences between Italian Baroque and German Baroque</li> <li>. Understand the pictorial conventions employed in Baroque and Rococo Artists</li> <li>. Explain how social change affected artistic production in the Baroque period</li> <li>. Describe the architectural differences between High Renaissance and Baroque Architecture</li> <li>. Explain the purposes and techniques of monumental architecture during the Baroque perio</li> </ul> <p><b>Rococo Art French/English</b></p> <ul style="list-style-type: none"> <li>. Identify the formal and iconographic characteristics of Rococo Art and Architecture</li> <li>. Explain the relationship of art, architecture, and religion in the Rococo period.</li> </ul>	<p><b>.Introduction to Baroque Art</b> Class Discussion</p> <p><b>. Popes Peasants Monarchs</b></p> <p>Chapter 24            .Study Guide w/discussion question            In class discussion</p> <p>Class discussion and essay comparing three of the following artists: Bernini, Caravaggio, Artemisia Gentileschi, Diego Velasquez, Rubens, Frans Hals, Rembrandt van Rijn, Jan Vermeer, Jacques Callot, Nicolas Poussin, Jules Hardoun-Mansart, Inigo Jones, Christopher Wren.</p> <p>Chapter Test</p> <p><b>. Introduction to Rococo Art</b>            In class discussion            Vocabulary Essay            Study Guide Question/Essay</p> <p>Chapter Test</p>	<p>. Reading Gardner's Art Through the Ages</p> <p>Powerpoints and Lecture            Discovering Art history</p> <p>Janson: A History of Art</p> <p>Garener's Art Through the Ages            Study Guide</p> <p>Stokstead Art History</p> <p>Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated Mona Lisa</p> <p>The College Board</p>	<p>All of the lessons and concepts address the following California State Standards for Education:</p> <p>7.0 thru 1.6 Artistic Perception</p> <p>3.0 thru 3.4 Historical And Cultural Context</p> <p>4.0 thru 4.5 Aesthetic Valuing</p> <p>5.0 thru 5.4 Connections, Relationships, Applications</p> <p>All of the lessons and concepts</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<ul style="list-style-type: none"> <li>How are the Baroque sculptural programs related to Hellenistic Art?</li> <li>How were there intercultural contacts between the Europe and the world influence Painting and Sculpture</li> </ul> <p><b>. Neo-Classicism/Realism/Romanticism</b></p> <p>. Characteristics of Neo-Classicism, Realism, Romantic art and architecture.</p> <p>. Relationships between religion and art</p> <p>Impact of Social and Economic influences on art.</p> <p>. Function of religious and secular art and architecture.</p> <p>. Intercultural exchange between countries and how did it influence the creative process.</p> <p>. Materials and techniques</p> <ul style="list-style-type: none"> <li>How did the move toward secularism affect art and architecture?</li> <li>How is the Political system and religious beliefs reflected in their artworks?</li> <li>How did the intercultural contacts between various cultures influence art and</li> </ul>	<ul style="list-style-type: none"> <li>Describe stylistic differences between the artists of the Rococo Period base on country, city and patron.</li> <li>. Discuss the function of religious and secular art and architecture</li> <li>. Explain the materials and techniques of Rococo art and architectur</li> </ul> <p><b>Neo-Classicism/Realism/Romanticis</b></p> <ul style="list-style-type: none"> <li>. Identify the formal and iconographic characteristics of painting and sculpture from the Neo-Classical, Realist, and Romantic periods.</li> <li>. Explain the shift in formal and iconographic characteristics in painting and sculpture of the various Periods.</li> <li>. Discuss emotional difference between the three periods.</li> <li>. Explain the relationship between European Neo-Classical Architecture to the USA.</li> <li>. Describe the types of structures built during the Neo-Classical, Romantic and Realism Periods and explain their functions</li> <li>. Identify how the European political system and their religious beliefs are reflected in works of art and architecture</li> <li>. Discuss the materials and techniques Realism.</li> <li>. Identify examples of intercultural contact between Europe and other Countries.</li> </ul>	<p><b>A.Introduction to Neo-Classicism</b></p> <p><b>Introduction to Realism</b></p> <p><b>Introduction to Romanticism</b></p> <p>. Class Discussion</p> <p><b>B. Neo-Classicism/19<sup>th</sup> Century Pluralism/Realism vs. Romanticism</b></p> <p>Chapter 28</p> <p>.Study Guide w/discussion question</p> <p>In class discussion</p> <p>Class</p> <p>discussion and essay comparing three of the following artists: Horatio Greenaugh, Ingres, Francisco Goya, Theodore Gericault, Eugene Delacroix, Turner, Thomas Cole, Alexander Gardner, Jean-Francois Millet, Honore Daumier, Gustave Corbet, Thomas Ekins, John Singer Sargent, Winslow Homer.</p> <p>Chapter Test</p> <p>Student Slide Presentations</p>		<p>address the following California State Standards for Education:</p> <p>8.0 thru 1.6 Artistic Perception</p> <p>3.0 thru 3.4 Historical And Cultural Context</p> <p>4.0 thru 4.5 Aesthetic Valuing</p> <p>5.0 thru 5.4 Connections, Relationships, Applications</p>

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<p>architecture?</p> <p><b>Neo-Classicism/Realism/Romanticism</b></p> <ul style="list-style-type: none"> <li>. Characteristics of art from the Neo-Classicism, Realist, and Romantic Periods.</li> <li>. Shift in characteristics in the art of the Neo-Classic, Realist, and Romantic Periods</li> <li>. Characteristics of Architecture of the Neo-Classic, Realist, and Romantic Periods</li> <li>. Political movements in the Ne-Classical period</li> </ul> <p>D5. Functions and types of structures.</p> <ul style="list-style-type: none"> <li>. What were the Political systems and religious beliefs in the art and architecture?</li> <li>. Materials and techniques</li> <li>. Development and use of new construction materials.</li> <li>. Line vs. Color</li> </ul>			<p>Reading Gardner's Art Through the</p> <p>Powerpoints and Lecture Discovering Art history</p> <p>Janson: A History of Art</p> <p>Garener's Art Through the Ages Study Guide</p> <p>Stokstead Art History</p> <p>Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated Mona Lisa</p> <p>The College Board</p>	
March	<p><b>The Rise Of Modernism (Late 19<sup>th</sup> Century:</b></p> <ul style="list-style-type: none"> <li>What are the formal and iconographic characteristics of Modern</li> </ul>	<p><b>The Rise Of Modernism (Late 19<sup>th</sup> Century</b></p> <ul style="list-style-type: none"> <li>. Explain the formal characteristics of Modern art and architecture.</li> </ul> <p>Comprehend the relationship between lifestyle, geography, and the art and architecture of 19<sup>th</sup></p>	<p><b>The Rise Of Modernism (Late 19<sup>th</sup> Century</b></p> <p>Reading Gardner's Art Through the Ages Chapter 29</p> <p>Class discussion</p> <p>Vocabulary word. Essay</p>	<p>Reading Gardner's Art Through the Ages Chapter 29</p> <p>Powerpoints and Lecture</p>	

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<p>Art?</p> <ul style="list-style-type: none"><li>What intercultural contact was there between Europe and Asian cultures and how did it affect the creative process of the Impressionists?</li><li>What was the reason for the new pictorial way of thinking?</li><li>Pointalism</li><li>What were the differences between Impressionism and Post Impressionism?</li><li>Who were the major players in each Period?</li><li>What were the Social and Economic factors that contributed to the rise of Modernist Ideas?</li><li>How did the Industrial Revolution affect the creative process?</li></ul> <p><b>Impressionism and Post-Impressionism</b></p> <ul style="list-style-type: none"><li>Formal characteristics</li><li>Iconographic characteristics</li><li>Function</li><li>relationship between Lifestyle, geography and the art</li><li>Intercultural contact</li><li>Materials and techniques.</li></ul> <ul style="list-style-type: none"><li>What are the formal and iconographic characteristics of Impressionism and Post-Impressionism?</li></ul>	<p>Century cultures.</p> <p>Discuss the evidence of intercultural contact between Europe and Asia.</p> <p>Identify and describe the materials and techniques used to create the new methods of painting and sculpture</p> <p>Identify and discuss the use of new building materials and techniques in 19<sup>th</sup> Century architecture.</p> <p>Discuss the effect of the Industrial Revolution on art and architecture in the late 19<sup>th</sup> century.</p> <p><b>Impressionism and Post-Impressionism.</b> Classify the characteristics of Impressionism and Post-Impressionism.</p> <p>Identify the influences that led to the development of Impressionism.</p> <p>Identify the influences that led to the development of Post-Impressionism.</p> <p>Discuss the influence other cultures exerted on Impressionism and Post-Impressionism..</p> <p>Explain the use of color and application of paint in Impressionism and Post-Impressionism</p> <p>. Discuss the materials, techniques, and processes used to create Impressionism and</p>	<p>Class discussion</p> <p>Slide Identification and essay</p> <p>Study guide and discussion question essay.</p> <p>Chapter test</p> <p>Class discussion and essay comparing three of the following artists</p> <p>Picasso, Braque, Gaudi, Walter Gropius, miles van der Rothe, Kandinsky, Dathe Kollwitz, Duchamp, Giacometti, Boccioni, Severini, Balla, Archipenko, Mondrian, Alexander Caulder, Georgio De Chirico, Max Ernst, Dali, Edward Hopper, Orozco, Diego Rivera.</p> <p>Student Slide Presentations</p>	<p>Discovering Art history</p> <p>Janson: A History of Art</p> <p>Garener’s Art Through the Ages Study Guide</p> <p>Stokstead Art History</p> <p>Web-Based research for discussion questions</p> <p>Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated Mona Lisa</p> <p>The College Board</p>	

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
April/May/June	<ul style="list-style-type: none"><li>How did Impressionism evolve from the Neo-Classical and Realist periods?</li><li>What new materials made Impressionism possible?</li><li><b>20<sup>th</sup> Century art to the Present</b><ul style="list-style-type: none"><li>Formal and iconographic Characteristics</li><li>WWI/WWII and the pre and post war periods.</li><li>Influence from other cultures</li><li>Artistic Theories</li><li>Materials</li><li>Historical events and influence</li><li>The human figure in 20<sup>th</sup> century art.</li><li>Deconstructivist architecture.</li><li>Abstraction and Non-Objectivity</li><li>The Atomic Bomb</li><li>Non-Figurative Abstraction</li><li>Earthworks</li><li>Performance Art</li><li>Installations</li><li>The influence of the Art Market on creativity</li><li>Pop Art, Op Art, Neo-Expressionism</li><li>Social and Political influences on 21<sup>st</sup> century art</li></ul></li><li>What are the formal and</li></ul>	<p>Post-Impressionism</p> <p><b>20<sup>th</sup> Century art to the Present</b></p> <p>Explain the formal characteristics of Modern art and architecture.</p> <p>Comprehend the relationship between lifestyle, geography, and the art and architecture of 20th and 21<sup>st</sup> Century cultures.</p> <p>Discuss the evidence of intercultural contact between America and Europe</p> <p>Identify and describe the materials and techniques used to create the new methods of painting and sculpture</p> <p>Identify and discuss the use of new building materials and techniques in 20th and 21st Century architecture.</p> <p>Discuss the effect of the WWI and WWII on art and architecture in the early and late 20<sup>th</sup> century.</p> <p><b>20<sup>th</sup> Century art to the Present</b> Classify the characteristics of Figurative Abstraction, Non-Figurative Abstraction, Pop Art, Op Art and Neo-Expressionism and Post-Impressionism.</p> <p>Identify the influences that led to the development of Deconstructivist Architecture.</p>	<p><b>OP, Pop, Abstract Expressionism, Earthworks, Performance Art, Non-Figurative Abstraction, Figurative Abstraction, Sculpture, Architecture</b></p> <p>Reading Gardner’s Art Through the Ages Chapter 33 and 34</p> <p>Class discussion</p> <p>Slide Identification and essay</p> <p>Study guide and discussion question essay.</p> <p>Chapter test</p> <p>Class discussion and essay comparing three of the following artists</p> <p>Francis Bacon, Willem DeKooning, Louise Nevelson Jasper Johns, Andy Warhol, Chuck Close, Judy Chicago, Robert Maplethorpe, Henry Moore, Frank Gherry, Frank Student</p> <p>Slide Presentations Lloyd Wright</p>	<p>\</p> <p>Reading Gardner's Art Through the Ages Chapter 29</p> <p>Powerpoints and Lecture</p> <p>Discovering Art history</p> <p>Janson: A History of Art</p> <p>Garener’s Art Through the Ages Study Guide</p> <p>Stokstead Art History</p> <p>Robert Hughes The Shock Of The New</p> <p>Holmann, Eckhard, and Tesch Icons Of Art the 20<sup>th</sup> Century</p> <p>Pierce, James Smith From Abacus To Zeus</p> <p>Strickland, Carol, Ph.D. The Annotated Arch/The Annotated</p>	

Month	Essential Questions & Content	Skills	Assessments	Resources & Technology	Standards
	<p>iconographic characteristics of 20<sup>th</sup> and 21<sup>st</sup> century art?</p> <ul style="list-style-type: none"><li>• How was the art and architecture of the 20<sup>th</sup> and 21<sup>st</sup> century influenced by other cultures?</li><li>• How did politics influence the art and architecture in the Modern Period?</li><li>• What were the effects of WWI on 20<sup>th</sup> century art?</li><li>• What were the effects of WWII on 20<sup>th</sup> century art?</li><li>• How did new artistic theories and materials affect the creative process?</li><li>• What effect did the atomic bomb have on art and architecture?</li><li>• How did the figure change during the 20<sup>th</sup> century?</li><li>• What were the driving factors behind the change in rendering of the human figure?</li><li>• What are the differences and similarities of Abstract art and Non-Objective art?</li><li>• What changes in the artistic community gave rise to performance art and what</li></ul>	<p>Identify the influences that led to the development of Performance Art.</p> <p>Discuss the influence WWI WWII and the Atomic Bomb exerted 20<sup>t</sup> and 21<sup>st</sup> century art.</p> <p>Explain the use of color and application of paint in Abstract Expressionism, Pop Art, Op Art and Neo-Expressionism</p> <p>Discuss the materials, techniques, and processes used to create 20<sup>th</sup> and 21<sup>st</sup> Century Sculpture</p>	<p>Student Slide Presentations</p>	<p>Mona Lisa</p> <p>The College Board</p> <p>Video presentations including:</p> <p>Web-Based research for discussion questions</p>	

**VISUAL ARTS Curriculum Map – Advanced Placement Studio Art**

	September	October-December	December-February	February-May	June
Essential Question	How did your visit to the art gallery or exhibit enhance your understanding of art? What are some of the areas of concentration you may want to pursue? What is considered plagiarism in the field of art? What is the proper use of copy righted materials?	How are original artworks created? What are the necessary elements to consider when developing a personal style? What are the similarities and differences in of the areas of concentration?	What is considered Breath in the AP portfolio?  How are you Demonstrating a variety of artistic technique and skills?	What artistic elements are you enhancing as you develop you personal style?  What resources are you finding helpful in art development.	What career paths and or options for further study will you explore? How will you evaluate your experience in AP art this past year? In what areas of your art development have you shown growth?
Content	Student presentation of summer visit. Presentation of Prior student work, artists examples and teacher’s artwork.	Study of contemporary artists and trends. Visit art museum and local galleries. Discussion of artists works relative personal style and theme.	Examination of artworks showing a variety of styles and techniques.	Examination of student artwork relative to content, theme and style.	Former art students, college representatives and local artists will focus on the, various career and educational options available to individuals interested in pursuing art as a career.

<b>Skills</b>	Demonstrate knowledge of content vocabulary Demonstrate understanding of the basic elements and principle of art.	Students will maintain a sketchbook containing drawings and visual ideas for their portfolio.	Demonstration of basic skill development and use of the elements and principles of art.	Demonstration of basic skill development and use of the elements and principles of art.  Students will use the language of art to discuss their artwork and comment on the works of others during the period critiques	Students will use the language of art to discuss their artwork and comment on the works by other students during the final critique.
<b>Assessment</b>	Students will complete a still life pencil or charcoal drawing To assess student's skill level.	Students will evaluate their artwork and examine the works of other class members through the critique process.	Students will be evaluated based on their effective use of materials and demonstration of the art elements and principles. Periodic critique evaluation.	Students will be evaluated based on their effective use of materials Completion of all sections of their art portfolio. Periodic critique evaluation..	Students will prepare a written response regarding the focus section of their portfolio and participate in our final critique process.

VISUAL ARTS Curriculum Map –CERAMICS 1

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
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<b>Essential Question</b>	<p>Why ceramics?</p> <p>How did art shape history?</p> <p>Where does clay come from?</p> <p>What are the 4 ways of working with clay?</p> <p>What are the elements of design and how do we use them (principles of design)</p> <p>How do you attach clay to clay?</p> <p>What are the stages of ceramics?</p> <p>How do 50 students get along in a room where they share one sink area and lockers?</p>	<p>What is glaze?</p> <p>How does my color choice affect my finished piece?</p> <p>What is the best way to apply glaze to bisque ware?</p> <p>What is the difference in overglaze and underglaze?</p> <p>What happens to project when they go into the kiln?</p> <p>What is a kiln</p>	<p>What is a critique?</p> <p>What is a finished piece?</p> <p>What could I have done differently on my pinch pots?</p>	<p>What can you build with pinch pots?</p> <p>How thick can you make your projects?</p> <p>What is the problem with trapping air?</p> <p>How do you keep your project at the same dampness while you are working on it?</p>	<p>What is a coil and how can you make one? (Rolling vs. extruding).</p> <p>How do you coil a vase or bowl?</p> <p>How did American Indians make pots?</p> <p>How did American Indians fire pots when they did not have a kiln?</p> <p>Who was Maria Martinez?</p>
<b>Content</b>	<p>Pinch, coil, slab, wheel throwing</p> <p>Cultural connections through history</p> <p>Demo pinch pots</p> <p>Awareness of others</p>	<p>Glazing techniques</p> <p>Showing students the Kiln room.</p> <p>Color elements (warm, cool, analogous, complementary)</p> <p>Glazing light to dark</p>	<p>Identifying what went well and what can be done differently in the process of making a pinch pot and glazing.</p> <p>Art as a process.</p>	<p>Designing on paper</p> <p>Looking at shapes</p> <p>Choosing a design that is trouble free</p> <p>Making a bank</p>	<p>Native American coil pot</p> <p>Video on Maria Martinez.</p> <p>Demonstration of coil pot</p>
<b>Skills</b>	<p>Drawing out designs using elements and principles</p> <p>Pinching clay to make a pot.</p> <p>Appling elements and principles to pots by stamping, carving, drawing lines.</p> <p>Identify stages of the firing process.</p>	<p>Using fired pinch pot to apply glazing techniques on.</p> <p>Identify stages of the firing process.</p> <p>Making color choices and writing them down in their notebook.</p>	<p>Using finished pinch pots students will be able to write about the good and the areas they can improve on for future projects.</p> <p>Identify element and how they were used (principles of design).</p>	<p>Learning to plan</p> <p>Using pinch pots to form a circle</p> <p>Slipping an scoring pieces so they stay together</p> <p>Adding 3-d design.</p>	<p>Rolling coils</p> <p>Attaching coils</p> <p>Making a coil vase at least 6" tall.</p> <p>Applying designs that create rhythm and movement</p>
<b>Assessment</b>	<p>Two clean pinch pots (green ware) with attached foot and clean designs ready for 1<sup>st</sup> fire.</p>	<p>Pinch pot with three coats of undergalze, dipped in overglaze dried with the bottom wiped cleaned and placed on the shelf for 2<sup>nd</sup> fire.</p>	<p>Written evaluation</p> <p>Oral presentation of project to the instructor ... including use of visual art elements and principles.</p>	<p>Projects must be made with two pinch pots and at least one hollow piece</p> <p>Bank hole for air to escape</p> <p>Project has clean lines</p> <p>All pieces are still on after fire</p>	<p>Finished coil pot at least 6" tall with design that carries the eye all the way around the vase... written evaluation and oral presentation of finished piece to instructor.</p>

	February	March	April	May	June
Essential Question	What is a slab of clay? What is a cylinder? What is a theme? What is a symbol? Who make a difference in our lives? What do you enjoy?	How do you make a slab box? What is the difference between 2-D and 3- D? How do you make a lid without adding on to the box? What is a bevel?	What is a free project? How do you come up with a new idea? How big can you make your projects Who are the most important ceramic artist of our time?	How do I make a mug on the wheel? What is centering? Do I use the same kind of clay for the wheel as I do for handbuilding? How do you pull a handle and attach it?	What did you learn this year? What project had the most impression on you? How well did I do?
Content	Slab techniques Tools for slab building Looking at self and those close to us. Symbols instead of words Making a handle	No knob box Coming up with a 3-d theme top that relate to the 2-d sides Building a box with set measurements	Looking for inspiration Reviewing what we have learned Looking at the top 10 ceramic artist	Learning to work on the wheel Watching demonstration of centering Practicing centering	Final critique of years work
Skills	Making a theme mug design paper. Making a theme mug based on design paper. Measuring slab pieces. Using	Thinking up a design and working it out on paper Rolling out clay Measuring and cutting out clay pieces Working with leather hard clay Beveling clay sides	Looking up artist on the internet Looking through books to find ideas and then changing them Combining different forms	Centering clay on the wheel Pulling a cylinder Finishing off a thrown piece Making a mug on the wheel Pulling a handle Attaching a handle	Using learned vocabulary student will be able to talk and write about their art experience through clay
Assessment	Finished design paper (includes list of things that identify the student and one adult in their life). Finished hand built mug with theme. Written and oral evaluation to instructor.	Finished box is straight with correct measurements Written evaluation explains how you came up with idea All lines are clean Oral presentation shows knowledge of higher level thinking	Finished project has plans drawn out. Project has reference to a ceramic artist on the top 10 list.	Student have 5 thrown mugs with attached handles	Written page on their art experience in clay Oral critique on year in projects using the visual art language

Curriculum Map Photography 1 A/B

	September	October	November	December	January
Essential Question	<ul style="list-style-type: none"><li>• What are The Elements of Art and Principles of Design?</li><li>• How do we identify these tools in a photograph?</li></ul>	<ul style="list-style-type: none"><li>• How do the Elements of Art and Principles of Design relate to photography?</li><li>• How does a digital camera work?</li><li>• How do we create photos using these tools?</li></ul>	<ul style="list-style-type: none"><li>• How did photography come into being?</li><li>• Is photography science or art?</li><li>• How have cameras evolved throughout the years?</li></ul>	<ul style="list-style-type: none"><li>• How does composition affect our photos?</li><li>• How can we create an interesting composition?</li><li>• How can we express ourselves through photography?</li></ul>	<ul style="list-style-type: none"><li>• How does the camera control the action in a photograph?</li><li>• How can I create a professional looking illustration that from a stop action photo?</li></ul>

Content	<ul style="list-style-type: none"> <li>• The Elements of Art</li> <li>• The Principles of Design definitions</li> </ul> <p>Visual understanding</p> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>	<ul style="list-style-type: none"> <li>• How to use a digital camera</li> <li>• Identifying the elements and principles in order to photograph them</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>	<ul style="list-style-type: none"> <li>• The study of how photography evolved</li> <li>• Camera obscura and pinhole cameras</li> <li>• The scientists and inventors</li> <li>• The history of the development of cameras</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>3 Historical, Cultural</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>	<ul style="list-style-type: none"> <li>• Leading Lines</li> <li>• Rule of Thirds</li> <li>• Angle of View</li> <li>• Basic photo editing, use of Photoshop</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>	<ul style="list-style-type: none"> <li>• Stop Action</li> <li>• Panning</li> <li>• Blur Action</li> <li>• Cut paper illustration, simplification of photo</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>
Skills	<ul style="list-style-type: none"> <li>• Understands the relationship between the elements and principles.</li> <li>• Can draw/create the elements of art, creating a visual definition of each.</li> <li>• Analyze and identify the use of the elements and principles in a photo.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the relationship between the elements and principles and photography</li> <li>• Demonstrate knowledge of digital camera</li> <li>• Analyze their own photos and their peers</li> <li>• Understands how to view, select and save photos on the computer</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the internet as a research tool for facts and images</li> <li>• Explains the scientific history of photography</li> <li>• Constructs a camera obscura and pinhole camera, demonstrates their use</li> <li>• Creates a visual and verbal presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Cropping, adjusting levels and curves in Photoshop</li> <li>• Demonstrates understanding of the compositional tools by creating photographs</li> <li>• Identify leading lines, rule of thirds and angles of view in photographs found in magazines, create project journal</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of shutter speed controls</li> <li>• Simplifies a photo into shapes, uses construction paper to recreate the image</li> <li>• Identify stop action, panning and blur action photographs found in magazines</li> <li>• Compares photos of different shutter speeds</li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Creating a grid with visual examples of each of the elements.</li> <li>• Create visual presentation board.</li> <li>• Group presentation of the elements of art, verbal</li> </ul>	<ul style="list-style-type: none"> <li>• Camera walkthrough practice with peer</li> <li>• Photographing the elements or principles               <ul style="list-style-type: none"> <li>• Selecting and saving digital files of the element assigned to photograph</li> </ul> </li> <li>• Participate in class critique</li> <li>• Self evaluation based on departmental rubric aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline of photographic history</li> <li>• Use of accurate visuals and information</li> <li>• Group presentation</li> <li>• Group evaluation</li> <li>• Self evaluation based on departmental rubric aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of compositional elements</li> <li>• Project journal</li> <li>• Participate in class critique</li> <li>• Self evaluation based on departmental rubric aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of stop action, panning and blur action</li> <li>• Create a cut paper illustration of a stop action photo</li> <li>• Project journal</li> <li>• Participate in class critique</li> <li>• Self evaluation based on departmental rubric aligned with state standards</li> </ul>
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	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• How does the camera control light and focus?</li> <li>• How can you express your personality through photos and artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different types and qualities of lighting?</li> <li>• How does lighting affect the mood and intent of my photo?</li> </ul>	<ul style="list-style-type: none"> <li>• How does collage enhance creativity in photography?</li> <li>• What was David Hockney's role as an artist and photographer?</li> <li>• What is cubism?</li> </ul>	<ul style="list-style-type: none"> <li>• What is photomontage?</li> <li>• How can you create a believable photo montage?</li> <li>• Is that photo for real? Can you believe what you see on in the media</li> </ul>	<ul style="list-style-type: none"> <li>• What is a documentary photo?</li> <li>• What is photo journalism?</li> <li>• How can I express my opinions through photography?</li> <li>• How does the media influence consumerism?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Depth of Field</li> <li>• Aperture control and settings</li> <li>• Portraits</li> <li>• Collage with found images and your photos</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 3 Historical, Cultural 4 Aesthetic Valuing 5 Connections, Relationships, Applications	<ul style="list-style-type: none"> <li>• Natural light</li> <li>• Studio light</li> <li>• flash</li> <li>• Reflectors, diffusers, and fill</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 3 Historical, Cultural 4 Aesthetic Valuing 5 Connections, Relationships, Applications	<ul style="list-style-type: none"> <li>• Photocubism, cubism</li> <li>• Collage artists, David Hockney, Robert Rauchenberg</li> <li>• Using to computer to collage photos vs. using prints</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 3 Historical, Cultural 4 Aesthetic Valuing 5 Connections, Relationships, Applications	<ul style="list-style-type: none"> <li>• Photoshop extractions</li> <li>• Photo montage and the media</li> <li>• Combining your photos with images found on the internet</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 3 Historical, Cultural 4 Aesthetic Valuing 5 Connections, Relationships, Applications	<ul style="list-style-type: none"> <li>• Historical photos through time, and in the media</li> <li>• Consumerism, global and environmental concerns</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 3 Historical, Cultural 4 Aesthetic Valuing 5 Connections, Relationships, Applications

Skills	<ul style="list-style-type: none"> <li>• Exhibit the correct exposure settings to achieve great and shallow depth of field, and selective focus</li> <li>• Create portraits that reflect self expression</li> <li>• Create and construct a collage utilizing found images and their own photos</li> </ul>	<ul style="list-style-type: none"> <li>• Work in a group to complete photo shoot that utilizes lighting equipment</li> <li>• Edit and print in Photoshop</li> <li>• Analyze the different types of lighting, assess group lighting photos</li> <li>Construct cubes , concept to completion</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and plan a concept for a photocubist collage</li> <li>• Spatial visualization</li> <li>• Creates a photocubist collage utilizing and assembling multiple prints or the computer: Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>• Using the internet as a source for images</li> <li>• Analyzing photo quality (lighting, angle of view, subject composition)</li> <li>• Follow instructions to extract and manipulate images in Photoshop</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how the media targets specific segments of the population</li> <li>• Create photos that express personal opinions in reaction to media pressure</li> <li>• Create tag lines to enhance opinions</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Digital files, photographs</li> <li>• End of semester exam</li> <li>• Depth of field photos that demonstrate focus in front, middle and back, shallow and great depth of field.</li> <li>• Class critique and project reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Group lighting project, save digital files and create a contact sheet using Photoshop</li> <li>• Individual lighting project</li> <li>• Creative cubes project “There’s something on my mind”</li> <li>• Project Journal</li> <li>• Self evaluation based on departmental rubric aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>• Internet fact find and image search</li> <li>• Create a Photocubist collage</li> <li>• Participation in class critique and evaluation based on departmental rubric aligned with state standards</li> <li>• Self evaluation based on departmental rubric aligned with state standards</li> </ul>	<ul style="list-style-type: none"> <li>• Create a believable photo montage using Photoshop</li> <li>• Project saved in digital format and printed out</li> <li>• Participation in class critique and self evaluation based on departmental rubric aligned with state standards</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to informational video on internet</li> <li>• Group brainstorming session</li> <li>• Draft a concept for media target project</li> <li>• Finished project, photo with typography</li> <li>• Presentation of projects at annual art show</li> <li>• Class critique of concepts and final projects</li> </ul>

## Curriculum Map Photography 2 A/B

	September	October	November	December	January
Essential Question	<ul style="list-style-type: none"> <li>• How can you produce an image in the darkroom without a camera?</li> <li>• How does light travel to create and image.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the essential parts of the SLR and how do they affect exposure</li> <li>• How do you develop film, how does film turn into negatives?</li> <li>• How do you make a contact sheet?</li> </ul>	<ul style="list-style-type: none"> <li>• How does a negative image become a photographic print?</li> <li>• How do you judge the quality of a print?</li> <li>• What is the relationship between time and light when using an enlarger?</li> </ul>	<ul style="list-style-type: none"> <li>• How does composition affect the way viewer's see our photographs?</li> <li>• How does framing impact our photos?</li> <li>• What is value important in photography?</li> </ul>	<ul style="list-style-type: none"> <li>• How can focus help emphasize the point of interest in a photo?</li> <li>• How does aperture control the focus</li> <li>• How do you express personality in portraits?</li> <li>• How do you correct problems using Photoshop?</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Darkroom safety and procedures</li> <li>• Photogram/Rayographs</li> <li>• Pinhole photography</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 3 Historical, Cultural 4 Aesthetic Valuing 5 Connections, Relationships, Applications	<ul style="list-style-type: none"> <li>• Parts of the SLR camera</li> <li>• Aperture, shutter speed, ISO and light meter</li> <li>• Chemicals, temperature and time, developing film</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 3 Historical, Cultural 4 Aesthetic Valuing 5 Connections, Relationships, Applications	<ul style="list-style-type: none"> <li>• Making prints from 35mm negatives using an enlarger</li> <li>• Aperture, time and chemicals</li> <li>• Assessing print quality</li> <li>• Assessing negative quality</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 4 Aesthetic Valuing 5 Connections, Relationships, Applications	<ul style="list-style-type: none"> <li>• Photo assignment: I was framed, 35mm</li> <li>• Photo assignment: Shadows and light, digital</li> <li>• compare contrast 35mm and digital photography</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 4 Aesthetic Valuing 5 Connections, Relationships, Applications	<ul style="list-style-type: none"> <li>• Selective focus, front, middle, back and soft, 35mm</li> <li>• Aperture control</li> <li>• Portrait, digital</li> <li>• Photoshop retouching</li> </ul> Standards: 1 Artistic perception 2 Creative Expression 4 Aesthetic Valuing 5 Connections, Relationships, Applications

<b>Skills</b>	<ul style="list-style-type: none"> <li>• Utilize enlarger to create photographic images</li> <li>• Construct and operate a functioning pinhole camera</li> <li>• Analyze how time and distance affect pinhole camera prints</li> <li>• Identify darkroom equipment and chemicals, describe procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the parts of a SLR camera</li> <li>• Demonstrate understanding of light meter</li> <li>• Demonstrate understanding of aperture and shutter</li> <li>• Demonstrate loading film into developing tank and use of chemicals to develop film</li> <li>• Produce a contact sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize an enlarger to make prints from negatives</li> <li>• Produce test strips</li> <li>• Develop an understanding of the effect of light and timing on their prints, ability to make judgements about quality</li> <li>• Produce prints that demonstrate an understanding of the process</li> </ul>	<ul style="list-style-type: none"> <li>• Produce prints from negatives that emphasize natural framing elements</li> <li>• Produce digital photographs based on the theme shadows and light, emphasizing the power of value and composition.</li> <li>• Photoshop adjustments</li> <li>• Using filters for 35mm</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of aperture controls by successfully photographing various types of selective focus</li> <li>• Create portraits that express individuality</li> <li>• Analyze retouching needs and execute them using Photoshop</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Photogram creation</li> <li>• Pinhole camera</li> <li>• Pinhole camera prints</li> <li>• Personal reflection of pinhole camera process</li> <li>• Compare results using varying exposures</li> <li>• Darkroom safety and equipment quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of use of correct chemical usage and procedure for developing film</li> <li>• Negatives and contact sheet</li> <li>• Group discussion to compare results, troubleshooting</li> <li>• SLR observation</li> </ul>	<ul style="list-style-type: none"> <li>• Test strips</li> <li>• Photographic prints</li> <li>• Written self evaluation</li> <li>• Class critique</li> <li>• Peer to peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 35mm prints of natural framing, composition</li> <li>• Digital files, prints of shadows and light</li> <li>• Class critique</li> </ul>	<ul style="list-style-type: none"> <li>• 35mm prints of selective focus, front, middle and back</li> <li>• Digital files, prints of portraits</li> <li>• Presentation of digital files, Photoshop before and after</li> <li>• Class critique</li> <li>• Written reflection</li> </ul>

	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• How can contrast improve photographs</li> <li>• How can black and white photos be creatively altered with color through digital and traditional methods?</li> <li>• How can photos be professionally prepared for presentation?</li> </ul>	<ul style="list-style-type: none"> <li>• Who are prominent historic photographers?</li> <li>• What are the qualities of their work?</li> <li>• How can environmental concerns be expressed through art and photography?</li> </ul>	<ul style="list-style-type: none"> <li>• What is photo journalism?</li> <li>• Who are noteworthy photo journalists?</li> <li>• How do I create a documentary photo project?</li> <li>• When do I use flash?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a photo essay?</li> <li>• What subject should my photo essay be?</li> <li>• How many photos should a photo essay have?</li> <li>• How do I create a printed book/digital presentation of a photo essay?</li> </ul>	<ul style="list-style-type: none"> <li>• How to I present my work?</li> <li>• What is a portfolio?</li> <li>• What format should a portfolio be?</li> <li>• How do I continue to develop my interests in photography?</li> </ul>



Content	<ul style="list-style-type: none"> <li>• Emphasize the element of contrast in photos</li> <li>• Alter the color photos with Photoshop,</li> <li>• Hand color photos</li> <li>• Presentation skills, matting and mounting prints</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>	<ul style="list-style-type: none"> <li>• Research prominent and historical photographers</li> <li>• Recreating an image</li> <li>• Creating art with found images, global impact of consumer waste</li> <li>• Robert Rauschenberg</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>3 Historical, Cultural</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>	<ul style="list-style-type: none"> <li>• Taking photos to document an extra curricular or community event</li> <li>• Research photojournalists and their styles, themes.</li> <li>• Using flash, bounce, hot shoe, fill</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>3 Historical, Cultural</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>	<ul style="list-style-type: none"> <li>• Exploration of ideas, expanding a good concept</li> <li>• Editing the number of photos</li> <li>• Presentation, creating a printed book and digital presentation</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>3 Historical, Cultural</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>	<ul style="list-style-type: none"> <li>• Assessing and selecting work for a portfolio</li> <li>• Reworking, recreating if needed</li> <li>• Assembling a body of work, mounting, matting, presentation</li> <li>• Continuing education, careers</li> </ul> <p>Standards:</p> <ol style="list-style-type: none"> <li>1 Artistic perception</li> <li>2 Creative Expression</li> <li>4 Aesthetic Valuing</li> <li>5 Connections, Relationships, Applications</li> </ol>
Skills	<ul style="list-style-type: none"> <li>• Understand and apply to photos, the element of contrast applies to value, type, age, size, style, etc.</li> <li>• Effectively use Photoshop to produce the Little bit of color project</li> <li>• Reproduce hand coloring techniques</li> <li>• Demonstrate knowledge of presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Finding images and information online</li> <li>• Reproduction of a specific photographic image</li> <li>• Participation in group concept sessions</li> <li>• Formulate opinions on global issues through research and discussion</li> <li>• Creation of artwork/images that reflect personal opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of documenting events</li> <li>• Gain an understanding of how a flash can improve poor lighting conditions indoors and out</li> <li>• Experience the documentary process in our community</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that a photo essay is a visual exploration of a particular subject</li> <li>• Demonstrate this knowledge by creating a photo essay</li> <li>• Analyze their work, editing their photo essay</li> <li>• Utilize the internet to create a printed book through iphoto or other source</li> <li>• Create a digital presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze existing work</li> <li>• Demonstrate knowledge of assessment and critical value by selection of pieces for portfolio</li> <li>• Create a print and digital portfolio of photographic work</li> <li>• Recognize opportunities for personal and professional growth in the arts</li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"> <li>Create photographs that emphasize the element of contrast</li> <li>• Create a photo and convert it to black and white in Photoshop, return one area back to color</li> <li>• Hand colored photograph</li> <li>• Quality of presentation</li> <li>• Class critique</li> </ul>	<ul style="list-style-type: none"> <li>Written evaluation of a specific photo taken by a historic photographer</li> <li>• Recreated photograph</li> <li>• Independent and group concept writings</li> <li>• Photo/found object assemblage</li> <li>• Presentation of concept and finished artwork</li> </ul>	<ul style="list-style-type: none"> <li>Photography project that includes 10-15 photos</li> <li>• Photojournalist technique group work</li> <li>• Written journal outlining project from concept to completion, reflection</li> <li>• Class critique</li> </ul>	<ul style="list-style-type: none"> <li>Concept critique</li> <li>• Photography project, completed printed photo essay 10-20 photos</li> <li>• Book created in iphoto or other source, or, digital presentation</li> <li>• Class critique, self evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Peer to peer critique</li> <li>• Preliminary presentation</li> <li>• Completion of photographic portfolio, printed examples</li> <li>• Completion of digital portfolio</li> <li>• Presentation of portfolios to class</li> </ul>
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### *Curriculum Map Sculpture 1AB*

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
<b>Essential Question</b>	How do you define Sculpture? How are the elements and principles of design used to create a 3-D sculpture?	How do line and shape differ, and how can both be used separately and in conjunction with each other to create 3-D objects?	How do line and shape differ, and how can both be used separately and in conjunction with each other to create 3-D objects?	What other materials can be used to create an interesting 3-D sculpture? How can objects of various size and shape be combined to create an interesting composition?	What is paper mache and how is it used to create a 3-D sculpture? What is the paper mache method and how is it applied to a 3-D sculpture?
<b>Content</b>	Creating with line and shape using the Elements of Design, Principles of Design.	Creating with the additive method. Creating a 3-D form that creates a volume of space using line. Toothpicks	Creating with the additive method. . Combining written exercises with a completed 3-D project. Creating a 3-D form that creates a volume of space using shape.	Creating a number of forms of varying shapes and sizes using paper. Students will arrange the forms into a unified 3-D sculptural mass.	Creating a 3-D creature using the process known as paper mache. Envisioning, describing, drawing, and then creating a 3-D sculpture using the paper mache process.

<b>Skills</b>	Students will be introduced to new terms and processes in sculpture	Students will be able to create a 3-D sculpture using line exclusively. Students will explore the additive method using line.	Students will be able to create a 3-D sculpture using shape exclusively. Students will explore the additive method using shape.	Students will create 3-D forms of varying shapes and sizes using paper. Using the principles of design students will arrange forms in an interesting composition.	Students will create a multi-element 3-D creature. Students will master the process of paper mache. Students will master the method of connecting various elements together using tape and paper mache
<b>Assessment</b>	Periodic assessments throughout the sculptural process. Correct use of the Elements and Principles of Design. Using the Department Rubric aligned with the State Standards for Education.		Periodic assessments throughout the sculptural process. Correct use of the Elements and Principles of Design. Using the Department Rubric aligned with the State Standards for Education. Students will fill out a project self-evaluation form. Class critique	Periodic assessments throughout the sculptural process. Correct use of the Elements and Principles of Design. Using the Department Rubric aligned with the State Standards for Education. Students will fill out a project self-evaluation form. Class critique	Periodic assessments throughout the sculptural process. Correct use of the Elements and Principles of Design. Using the Department Rubric aligned with the State Standards for Education. Students will fill out a project self-evaluation form. Class critique

	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	
<b>Essential Question</b>			What is plaster of paris and how is it used to create a 3-D sculpture? What is sand casting? What is a waste mold?	How is the subtractive method use to create a 3-D sculpture from plaster? How to create a 3-D form from a 2-D drawing?	What is s Where d from? Ho people u their cult

<b>Content</b>	Creating a 3-D creature using the process known as paper mache. Envisioning, describing, drawing, and then creating a 3-D sculpture using the paper mache process	Creating a 3-D creature using the process known as paper mache. Envisioning, describing, drawing, and then creating a 3-D sculpture using the paper mache process	Creating 3-D objects using the sand casting method. Creating 3-D objects using the waste mold method.	Converting of a 2-D idea into a 3-D project. Abstraction, volume, and positive space. Abstraction, texture, and balance.	Creating based on using soap subtractive. Making h connecti
<b>Skills</b>	Students will create a multi-element 3-D creature. Students will master the process of paper mache. Students will master the method of connecting various elements together using tape and paper mache	Students will create a multi-element 3-D creature. Students will master the process of paper mache. Students will master the method of connecting various elements together using tape and paper mache	Students will create 3-D objects using the sand casting and waste mold methods. Students will become proficient in casting and refining cast objects using plaster of Paris, carving tools and sand paper.	Students will create 2-D renderings of proposed sculptures. Students will create 3-D projects using the 2-D drawings as guides. Students will employ the subtractive method using a number of carving tools to a plaster block.	Students rendering sculpture create 3- 2-D draw Students subtracti number of piece of s
<b>Assessment</b>	Periodic assessments throughout the sculptural process. Correct use of the Elements and Principles of Design. Using the Department Rubric aligned with the State Standards for Education. Students will fill out a project self-evaluation form. Class critique		Periodic assessments throughout the sculptural process. Correct use of the Elements and Principles of Design. Using the Department Rubric aligned with the State Standards for Education. Students will fill out a project self-evaluation form. Class critique	Periodic assessments throughout the sculptural process. Correct use of the Elements and Principles of Design. Using the Department Rubric aligned with the State Standards for Education. Students will fill out a project self-evaluation form. Class critique	Periodic throughout process. Elements Design. Departm with the Education out a pro form. Class crit

## VISUAL ARTS Curriculum Map – Design

	September	October	November	December	January
<b>Essential Question</b>	Part I: Elements & Principles * What are the Elements of Art? * What are the Principles of Art? * How are these utilized to create works of art?	Continued from previous month ...	* What would our world be like without art? * Is art important in your everyday life? * Would you want to live in a world without art?	Part II: Elements & Principles * How did Louise Nevelson use shape? * How do shapes interact? * How does value effect shape? * How does color effect shape?	* What is linear Perspective? * What are the informal methods of creating depth? * How do the formal and informal methods work together to create the illusion of depth in a worD of art?
<b>Content</b>	* The Elements & Principles of Art: * Introduction * Focus on the Elements of Line, Value, & Pattern * Focus on the Principle of Contrast, Balance * Cultural / Historic / Environmental Patterns	* Study of the Mexican celebration of El Dia de los Muertos	* The Colony Scenario * Earth is destroyed * Survivors begin new colony * No art law * Describe the following: * Dwellings * Clothing * Interiors and Needs * Transportation * Leisure Activities	* Value & gradation * Shape interactions * Louise Nevelson Sculptures * Shape & form * Lighting * Color	* Informal Methods: * size * placement * details * color * overlapping * Formal Method: * Linear Perspective * One Point

<b>Skills</b>	<ul style="list-style-type: none"> <li>* Interpret and apply the Elements &amp; Principles of Art to create original compositions</li> <li>* Scrutinize cultural patterns &amp; experiment to create modifications to be used in original context.</li> <li>* Build skills in manipulating the Elements &amp; Principles through guided practices, independent practices, and in a culminating final work of art.</li> <li>* Build confidence in analyzing prior to making marks, due to using the media of ink.</li> </ul>	<ul style="list-style-type: none"> <li>* Synthesize skills in pattern making, contrast &amp; value with ideas gleaned from cultural materials presented</li> <li>* Apply skills to new format</li> </ul>	<ul style="list-style-type: none"> <li>* Understand how prevalent art &amp; design are in our lives</li> <li>* Work in a collaborative group to produce projects based on the scenario</li> <li>* Imagine, interpret, and compromise to compose an original story</li> <li>* Illustrate a key scene from the story</li> </ul>	<ul style="list-style-type: none"> <li>* Recognize &amp; build skills in applying value &amp; gradation in various media</li> <li>* Experiment &amp; manipulate shapes to compose interesting arrangements</li> <li>* Develop skills in various mediums:               <ul style="list-style-type: none"> <li>* graphite</li> <li>* charcoal</li> <li>* oil pastels</li> </ul> </li> <li>* Utilize a light source, analyze shapes &amp; apply values according to the direction of the light</li> </ul>	<ul style="list-style-type: none"> <li>* Use One Point Perspective methods to accurately create basic forms</li> <li>* Produce increasingly complex structures</li> <li>* Introduction of Layered Color methods to create values in color</li> <li>* Utilize light source &amp; analyze forms to accurately apply color values</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>* Notes</li> <li>* Guided Practice</li> <li>* Notebook               <ul style="list-style-type: none"> <li>* Agendas</li> <li>* Standards</li> <li>* Project Requirements</li> <li>* Vocabulary</li> </ul> </li> <li>* Independent Practice</li> <li>* Final Project: Quads</li> </ul>	<ul style="list-style-type: none"> <li>* Final Project: Skulls Skeletons</li> <li>* Projects displayed through San Pedro Chamber of Commerce in their Dia de Los Muertos Celebration</li> </ul>	<ul style="list-style-type: none"> <li>* Observation of group interactions</li> <li>* Oral presentations of original story</li> <li>* Oral presentations of poster</li> <li>* Written story, and poster</li> </ul>	<ul style="list-style-type: none"> <li>* Guided practice value &amp; gradation</li> <li>* Shape experimentation with additional value / gradation skill building</li> <li>* Finals               <ul style="list-style-type: none"> <li>* Each final varies slightly the use of the Elements &amp; Principles</li> <li>* One final for each of the three mediums</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Notes on perspective</li> <li>* guided practice basic forms</li> <li>* notebooks ( see Sept for example of contents)</li> <li>* Color:               <ul style="list-style-type: none"> <li>* layered squares</li> <li>* applied color on basic forms</li> </ul> </li> <li>* Independent practice one point perspective</li> <li>* Final: One point perspective in layered color</li> </ul>

	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>
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Essential Question	Continued from previous month	<ul style="list-style-type: none"> <li>* What are typographic rules?</li> <li>* How are letters used to help convey a mood or feeling?</li> </ul>	<ul style="list-style-type: none"> <li>* What is calligraphy?</li> <li>* For what purpose were Illuminated Manuscript created?</li> <li>* What are the elements of an Illuminated Manuscript?</li> </ul>	<ul style="list-style-type: none"> <li>* How does Branding help a company build its business?</li> <li>* What are the elements of a successful branding?</li> </ul>	<ul style="list-style-type: none"> <li>* Package design and Sales how do they relate?</li> <li>* Audience and competitors how do they effect packaging?</li> </ul>
Content		<ul style="list-style-type: none"> <li>* Fundamentals of Lettering / Typography</li> <li>* Anatomy of a letter</li> <li>* Line spacing</li> <li>* Letter spacing / kerning</li> <li>* Letter style               <ul style="list-style-type: none"> <li>* serif* san serif</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* History of Calligraphy and Illuminated Manuscripts</li> <li>* Calligraphy: * Italic* shape               <ul style="list-style-type: none"> <li>* slant * rhythm * Gothic*</li> </ul> </li> <li>shape               <ul style="list-style-type: none"> <li>* spacing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Branding: Corporate Identity               <ul style="list-style-type: none"> <li>* Logo Design</li> </ul> </li> <li>* Communication Design               <ul style="list-style-type: none"> <li>* Elements of a Brochure</li> <li>* Audience</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* History of packaging design</li> <li>* shelf placement and packaging strategies</li> <li>* visual impact / customer appeal</li> </ul>
Skills		<ul style="list-style-type: none"> <li>* Arrange letters in accordance to typographic rules</li> <li>* Interpret letter style to create a mood</li> <li>* Incorporate cultural patterns, designs and letter styles to create a homogenous name design</li> <li>* continue to increase skills in layered color application</li> </ul>	<ul style="list-style-type: none"> <li>* learn two calligraphic hands</li> <li>* increase hand &amp; eye coordination while learning to make accurate letter forms</li> <li>* recognize and apply accurate letter spacing to create elegant passages</li> <li>* utilize decorative elements to accompany words</li> </ul>	<ul style="list-style-type: none"> <li>* research of existing logos</li> <li>* analyze the elements of a logo</li> <li>* color symbolism /effects</li> <li>* lettering</li> </ul>	<ul style="list-style-type: none"> <li>* research competitors of similar products</li> <li>* use market research and base your design on the findings</li> </ul>

<b>Assessment</b>		<ul style="list-style-type: none"> <li>* Notes</li> <li>* Quizzes: parts of a letter</li> <li>* Roughs: name design</li> <li>* Research cultural designs</li> <li>* Final: cultural name design</li> </ul>	<ul style="list-style-type: none"> <li>* guided practices</li> <li>* research for quotes / sayings</li> <li>* independent practice of quotes</li> <li>* Final: two quotes one in Italic and another in Gothic hand</li> </ul>	<ul style="list-style-type: none"> <li>* logo research</li> <li>* logo roughs</li> <li>* logo final</li> <li>* brochure roughs</li> <li>* brochure final</li> </ul>	<ul style="list-style-type: none"> <li>* research information</li> <li>* rough sketches</li> <li>* final three dimensional product mock up</li> </ul>
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## Curriculum Map – Painting 1A

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>* How can the color wheel / star help me mix colors?</li> </ul>	<ul style="list-style-type: none"> <li>* Why are the complementary colors important?</li> <li>* What can they add to my painting?</li> <li>* How do I create changes in value?</li> <li>* What is a journal page?</li> </ul>	<ul style="list-style-type: none"> <li>* What would our world be like without art?</li> <li>* Is art important in your everyday life?</li> <li>* Would you want to live in a world without art?</li> </ul>	<ul style="list-style-type: none"> <li>* What was the Salon?</li> <li>* Why were the Impressionists paintings rejected?</li> <li>* What technological advancements affected the Impressionists works?</li> </ul>	<ul style="list-style-type: none"> <li>* How did Van Gogh's palette change the works of the Impressionists?</li> <li>* What toxic materials affected Van Gogh's health?</li> <li>* How are artists today from different cultures represented in art?</li> </ul>



<b>Content</b>	<ul style="list-style-type: none"> <li>* Color vocabulary:               <ul style="list-style-type: none"> <li>* 21 basic words</li> </ul> </li> <li>* Color Star               <ul style="list-style-type: none"> <li>* 12 colors of the color wheel</li> <li>* 12 shades</li> <li>* 12 tints</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Complementary strips               <ul style="list-style-type: none"> <li>* each strip shows a progression of tones that can be created by mixing complimentary colors</li> </ul> </li> <li>* Journal page a creative blending of word and images</li> </ul>	<ul style="list-style-type: none"> <li>* The Colony Scenario               <ul style="list-style-type: none"> <li>* Earth is destroyed</li> <li>* Survivors begin new colony</li> <li>* No art law</li> <li>* Describe the following:                   <ul style="list-style-type: none"> <li>* Dwellings</li> <li>* Clothing</li> <li>* Interiors and Needs</li> <li>* Transportation</li> <li>* Leisure Activities</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Introduction to Impressionism               <ul style="list-style-type: none"> <li>* Who were they?</li> <li>* Why were they important?</li> <li>* Historical impact of the Impressionism</li> </ul> </li> <li>* Elements of an Impressionist Painting:               <ul style="list-style-type: none"> <li>* “snap shot” of a moment</li> <li>* play of light</li> <li>* optical mixing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* View Van Gogh's work to observe how he changed a style</li> <li>* Van Gogh's palette               <ul style="list-style-type: none"> <li>* thick paint</li> <li>* simplified palette</li> </ul> </li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>* Utilizing the color terminology when discussing color</li> <li>* Basic color mixing</li> <li>* brush handling</li> <li>* laying even opaque color</li> </ul>	<ul style="list-style-type: none"> <li>* Correctly using the color vocabulary</li> <li>* manipulating color changes in a very controlled manner</li> <li>* Increased skills in brush handling and application</li> </ul>	<ul style="list-style-type: none"> <li>* Understand how prevalent art &amp; design are in our lives</li> <li>* Work in a collaborative group to produce projects based on the scenario</li> <li>* Imagine, interpret, and compromise to compose an original story</li> <li>* Illustrate a key scene from the story</li> </ul>	<ul style="list-style-type: none"> <li>* Under painting               <ul style="list-style-type: none"> <li>* wash of transparent color</li> </ul> </li> <li>* Brush techniques               <ul style="list-style-type: none"> <li>* dot</li> <li>* dab</li> <li>* dash</li> <li>* mix</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Continues to practice mixing and applying colors</li> <li>* application of paint with brush</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>* Color Star</li> <li>* Notebook               <ul style="list-style-type: none"> <li>* Agendas</li> <li>* Standards</li> <li>* Project Requirements</li> <li>* Vocabulary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Complimentary strips</li> <li>* Notebook               <ul style="list-style-type: none"> <li>* Agendas</li> <li>* Standards</li> <li>* Project Requirements</li> <li>* Vocabulary</li> </ul> </li> <li>* Journal Pages</li> </ul>	<ul style="list-style-type: none"> <li>* Observation of group interactions</li> <li>* Oral presentations of original story</li> <li>* Oral presentations of poster</li> <li>* Written story, and poster</li> <li>* Notebook               <ul style="list-style-type: none"> <li>* Agendas</li> <li>* Standards</li> <li>* Project Requirements</li> <li>* Vocabulary</li> </ul> </li> <li>* Journal Pages</li> </ul>	<ul style="list-style-type: none"> <li>* Guided practice landscape</li> <li>* research landscape photo</li> <li>* Impressionist style landscape painting</li> <li>* Notebook               <ul style="list-style-type: none"> <li>* Agendas</li> <li>* Standards</li> <li>* Project Requirements</li> <li>* Vocabulary</li> </ul> </li> <li>* Journal Pages</li> </ul>	<ul style="list-style-type: none"> <li>* Van Gogh's work</li> <li>* Notebook               <ul style="list-style-type: none"> <li>* Agendas</li> <li>* Standards</li> <li>* Project Requirements</li> <li>* Vocabulary</li> </ul> </li> <li>* Journal Pages</li> </ul>

## Visual Arts Curriculum Map – Painting 1B

	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	
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Essential Question	<ul style="list-style-type: none"> <li>* How did the world react to the first Cubist painting?</li> <li>* What elements made Cubism different from earlier movements?</li> </ul>	<ul style="list-style-type: none"> <li>* What is the difference between abstract and non-objective?</li> </ul>	<ul style="list-style-type: none"> <li>* What were the influences of Orphism?</li> </ul>	<ul style="list-style-type: none"> <li>* How can paintings bring attention to environmental and social issues?</li> </ul>	<ul style="list-style-type: none"> <li>* How does</li> </ul>
Content	<ul style="list-style-type: none"> <li>* History of the Cubist Movement</li> <li>* Leaders Picasso, Braque</li> <li>* Elements of Cubism</li> <li>* abstraction</li> <li>* collage</li> </ul>	<ul style="list-style-type: none"> <li>* Kandinsky and der Blaue Reiter group</li> <li>* abstract</li> <li>* non-objective</li> <li>* relationship between music and image</li> </ul>	<ul style="list-style-type: none"> <li>* Orphism</li> <li>* geometric focus on circle</li> <li>* color transparency and overlapping</li> <li>* Robert and Sonia DeLaunay</li> </ul>	<ul style="list-style-type: none"> <li>* Assemblage history and elements</li> <li>* “Green” focus</li> <li>* social commentaries</li> <li>* Leading artist in field Robert Rauschenberg</li> <li>* utilize recycled items in new ways to create a new meaning</li> <li>* symbolism * personal symbol set</li> </ul>	<ul style="list-style-type: none"> <li>* Still life us</li> <li>* Observatio</li> <li>* a still life s</li> <li>* variety of t</li> <li>* Compositio</li> <li>* Rule of t</li> <li>* Focal po</li> </ul>
Skills	<ul style="list-style-type: none"> <li>* Observing and representing simple three dimensional forms</li> <li>* Altering and shifting the forms</li> <li>* Controlling the application of blended colors</li> </ul>	<ul style="list-style-type: none"> <li>* utilize geometric and organic shapes within a work combine music with visual interpretations</li> <li>* express emotion with color</li> </ul>	<ul style="list-style-type: none"> <li>* Create a composition using only the circle</li> <li>* Analyze color combinations to create overlapping transparencies</li> <li>* Utilize a brighter color palette</li> </ul>	<ul style="list-style-type: none"> <li>* collect items to be used in painting</li> <li>* create a personal symbol set and/or commentary by interpreting the items in a new fashion</li> </ul>	<ul style="list-style-type: none"> <li>* Review of</li> <li>* hand / e</li> <li>* observa</li> <li>* composi</li> <li>* proporti</li> <li>* color mixin</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>* Simple still life using fractured Cubism</li> </ul>	<ul style="list-style-type: none"> <li>* Create a painting utilizing geometric and organic forms</li> <li>* Create a painting that combines music and emotional representations</li> </ul>	<ul style="list-style-type: none"> <li>* Create a painting in the Orphic style</li> </ul>	<ul style="list-style-type: none"> <li>* Assemblage piece</li> <li>* Written artist statement</li> </ul>	<ul style="list-style-type: none"> <li>* rough sket</li> <li>* final painti</li> </ul>

## VISUAL ARTS Curriculum Map JEWELRY

	September	October	November	December	January
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<b>Essential Question</b>	What is Jewelry? What makes metal art? What are the elements of design? What are the principles of design? What is the difference between negative and positive space? What is a pierce piece? What makes a good design?	What is a file? How do you use a file? What does it mean to polish? What is emery paper? What is a critique?	What is a cartouche? How was metal used as art throughout history? How were symbols used to communicate Who am I? What is etching What is a resist?	What are the ways to make metal stay together? What is soldering? What is acetylene? What is annealing?	What is sweat soldering? At what temperature does metal melt? How can I reuse metal that I have cut away? How can I create wearable art?
<b>Content</b>	Creating a design using negative space cut out. Looking at jewelry	Bringing metal to a finished wearable piece.	Learning about other cultures and their language Creating an etched piece with symbols	Making an etched ring out of a strip of metal.	Recycle reuse Building on what we have learned
<b>Skills</b>	Learning to design well thought out projects on paper first. Learning how to use a drill press. Using a jewelers saw	Learning to use a file without damaging it. Learning to use emery paper. Working together	Understanding and using a resist Higher level thinking... connecting with a symbol Using a resist to create contrast of neg. and positive space.	Planning out a design in the round. Using a resist, torch & solder. Cleaning the metal in pickle Polishing the ring to a high shine.	Moving parts (shapes) around To create design
<b>Assessment</b>	Design paper has 20 examples with negative space Pierce piece is sawed out with clean lines Students evaluate designs after sawing their piece Student evaluate sawed out piece in notebook and with other students	Finished pierce piece is complete with jump ring Students hang pieces up for final class critique	Finish piece is used in a critique Evaluation is written out and compared to rubric Oral presentation during critique is evaluated	Rings are critiqued in groups. Written evaluation of finished work construction and design.	Evaluation of wearable individually created art in a critique Evaluation is written out and compared to rubric Oral presentation during critique is evaluated

	February	March	April	May	June
Essential Question	What is stamping? What is texture?	What is a rivet? How do you join two pieces of metal with out heat?	What is casting? What is a cuttlefish bone?	What is lost wax casting? What is a center fuse? How do you turn wax into metal? What is a mold?	What is an art exhibit? What is an art symposium? What can I do with what I have learned? Where can I connect with other metal artist?
Content	Making a belt buckle	Hallow metal wire vs. solid metal wire. Joining two or more pieces of metal without fire.	Making a mold out of cuttlefish bones.	Making a cast piece from a wax design	Looking for resources
Skills	Using stamps to textures metal. Using the flex shaft to create metal design texture. Using forging to design metal texture.	Riveting metal pieces so they stay together. Riveting metal pieces so they stay together but are movable.	Heating metal to the right temperature. Learning safety when working with fire and hot metal Making a single mold vs. a double mold	Carving a shaping wax Mixing casting plaster for molds Heating plaster to release wax Casting plaster mold with metal	Using the internet? Field trip to local college campuses to see metal workshops. Looking at local artist workshops
Assessment	Evaluation of wearable individually created art in a critique Evaluation is written out and compared to rubric Oral presentation during critique is evaluated	Evaluation of wearable individually created art in a critique Evaluation is written out and compared to rubric Oral presentation during critique is evaluated	Evaluation of wearable individually created art in a critique Evaluation is written out and compared to rubric Oral presentation during critique is evaluated	Evaluation of wearable individually created art in a critique Evaluation is written out and compared to rubric Oral presentation during critique is evaluated	Final evaluation of years work



## Curriculum Map Department of World Languages —

## French 1AB

	September	October	November	December	January
<b>Essential Question</b>	Can you locate Paris and neighboring countries? -Are you aware of where French is spoken? -Can you count to 20 and recite the alphabet? -Can you ask someone's name, greet them, and say good-bye? Can you understand classroom commands in French?	-Can you express your likes and dislikes in French using the correct subject pronouns and verbs?	-Can you say what school subjects you have in French? -Can you express how you feel about your school subjects? -Can you describe your school schedule in French? -Do you know when to use si or oui?	-Can you use military time in French? -Can you describe how a French student's schedule might be and what a baccalauréat is? -Can you count to 60? Can you describe the colors of some of your clothes?	-Can you count to 100? -Can you buy school supplies in a French speaking country?
<b>Content</b>	Geography of France. Introduction to numbers, accent marks, the alphabet, and French culture. Greetings/saying good-bye. Classroom commands	Expressing likes and dislikes with food and activities. Making a sentence negative. Using definite articles. Subject pronouns. ER verbs	School subjects Use of si/oui Use of the verb AVOIR	Introduction of adjectives used to describe how you feel about your school subjects. Cultural information on the French school system. Military time Numbers 20-60	Numbers up to 1,000 Color agreement and placement Use of indefinite articles: un, une, and des. Use of demonstrative adjectives: ce, cette, ces, and ces
<b>Skills</b>	-Identify capital of France and bordering countries. -Know which countries speak French. -Recite alphabet/Count to 20 -Identify accent marks -Be able to meet and greet a partner. Be able to discuss likes	-Be able to ask and tell about likes and dislikes in French. -Form sentences in the negative. -Use ER verb forms with the correct subject pronouns. -Identify masculine and	-Be able to discuss a French student's schedule. -Know how to use si vs. ou9i in the proper situations	-Be able to use the verb AVOIR in a sentence. -Be able to talk about school subjects and schedules. -Be able to say school supplies, some clothes, and some of the things in your room.	-Be able to count to 100 -Use colors in French -Be able to get some attention in a store, you need, and how costs.

	February	March	April	May	June
<b>Essential Question</b>	-Can you say what sports and activities you participate in and how you feel about them? -Understand classroom commands.	-Can you describe the weather? -Can you invite someone to do something?	-Can you invite a friend to do something with you? -Do you know some typical foods to order in a	-Can you invite someone to go somewhere with you? -Can you make and answer invitations?	-Can you arrange to meet someone
	<b>Assessments</b> -Chapter activities and quizzes. -Can you ask a question in French? -Recite the alphabet in French. -Complete a map of France. -Can you say what month or season it is? -Oral conversation -Class participation	-Chapter activities, quizzes, and Chapter Test. -What do you know about Quebec? -Project- Create a poster illustrating 10 of your likes and dislikes and labeling them in French. -Oral conversation -Class participation	-Chapter activities and quizzes. -Can you order in a café? -Oral conversation -Can you get the waiter's attention and pay the bill? -Class participation -Listening assessments	-Chapter quiz and Chapter test. -Oral conversation -Class participation -Listening assessments	-Chapter quizzes -Oral conversation. -Class participation -Listening assessments -Chapter test.
<b>Content</b>	-Listening assessments Chapter -After school activities and sports. -Recite the alphabet in French. -The verbs FAIRE and JOUER. -Complete a map of France. -Expressing the dates, seasons, and weather -Oral conversation -Listening assessments	-Making and accepting invitations. -Oral conversation -Class participation -Quebecois culture. -Listening assessments. Use adverbs to say how often you do an activity	Introduce to making suggestions and giving commands. The verb PRENDRE Vocabulary and cultural information on how to order in a restaurant.	Using le with the days of the week to say when you do activities. Using the verb ALLER to say where you are going. Using the verb ALLER to say what you are going to do in the future.	-Store skit Use conversational time to make plans. Use information questions to make plans. Use the verb VOULOIR to express what you want to do.
<b>Skills</b>	-Be able to use vocabulary to express sports and leisure time activities.	-Invite someone to do an activity. -Be able to say how you	-Be able to order a meal in a café. -Be able to use the	-Be able to make and accept or refuse an invitation. -Be able to say the places	

	<p>-Use the verbs FAIRE and JOUER correctly. Ask questions.</p>	<p>feel about leisure activities and sports. -Know some cultural information about Quebec</p>	<p>commands in French. -Be able to use the verb PRENDRE with food. Be able to express hunger and thirst in French.</p>	<p>around town. -Be able to say where you are going. -Be able to say what you are going to do using Be able to use conversational time. -Be able to ask an information question in The near future</p>	
<b>Assessments</b>	<p>Chapter activities and quizzes.</p> <p>Project-Create a poster with the four seasons illustrating your favorite activities.</p>	<p>Chapter activities, quizzes, and Chapter</p>	<p>Chapter quizzes and Test.</p> <p>Video project where each student works with a group and creates a café scene with props and food which is videotaped.</p>	<p>Chapter quizzes and tests.</p> <p>Final year assessment.</p>	



## Curriculum Map

## Department of World Languages

## French 2AB

	September	October	November	December	January
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Can you locate Paris and neighboring countries?</li> <li>Are you aware of where French is spoken?</li> <li>Can you count to 20 and recite the alphabet?</li> <li>Can you ask someone's name, greet them, and say good-bye?</li> <li>Can you understand the classroom commands in French?</li> </ul>	<ul style="list-style-type: none"> <li>Can you express your likes and dislikes in French using the correct subject pronouns and verbs?</li> </ul>	<ul style="list-style-type: none"> <li>Can you say what school subjects you have in French?</li> <li>Can you express how you feel about your school subjects?</li> <li>Can you describe your school schedule in French?</li> <li>Do you know when to use si or oui?</li> </ul>	<ul style="list-style-type: none"> <li>Can you use military time in French?</li> <li>Can you describe how a French student's schedule might be and what a baccalauriat is?</li> <li>Can you count to 60?</li> <li>Can you describe the colors of some of your clothes and things in your room?</li> </ul>	<ul style="list-style-type: none"> <li>Can you count to 1,000?</li> <li>Can you buy school supplies in a French speaking country?</li> </ul>
<b>Content</b>	-Geography of France. Introduction to numbers, accent marks, the alphabet, and French culture. Greetings and saying good-bye.	-Expressing likes and dislikes with food and activities. -Making a sentence negative. -Using definite articles. -Subject pronouns.	-School subjects -Use of si/oui Use of the verb AVOIR	-Introduction of adjectives used to describe how you feel about your school subjects. -Cultural information on the French school system.	-Numbers up to 1,000 Color agreement and placement -Use of indefinite articles: un, une, and des. -Use of demonstrative adjectives: ce, cette, cet,

	Classroom commands in French.	-ER verbs		-Military time -Numbers 20-60	and ces
<b>Skills/Strategies/ Processes:</b>	<ul style="list-style-type: none"> <li>-Identify capital of France and bordering countries.</li> <li>-Know which countries speak French.</li> <li>-Recite alphabet-Count to 20</li> <li>-Identify accent marks</li> <li>-Be able to meet and greet a partner.</li> <li>-Be able to discuss likes and dislikes.</li> <li>-Understand classroom commands.</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to ask and tell about likes and dislikes in French.</li> <li>-Form sentences in the negative.</li> <li>-Use ER verb forms with the correct subject pronouns.</li> <li>-Identify masculine and feminine nouns.</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to discuss a French student's schedule.</li> <li>-Know how to use si vs. ou9i in the proper situations.</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to use the verb AVOIR in a sentence.</li> <li>-Be able to talk about school subjects and schedules.</li> <li>-Be able to say school supplies, some clothes, and some of the things in your room.</li> </ul>	<ul style="list-style-type: none"> <li>-Be able to count to 1,000.-Use colors in French.</li> <li>-Be able to get someone's attention in a store, say what you need, and how much it costs.</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>-Chapter activities and quizzes.</li> <li>-Recite the alphabet in French.-Complete a map of France.</li> <li>-Oral conversation</li> <li>-Class participation</li> <li>-Listening assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter activities, quizzes, and Chapter Test.</li> <li>-Project- Create a poster illustrating 10 of your likes and dislikes and labeling them in French.</li> <li>-Oral conversation</li> <li>-Class participation</li> <li>-Listening assessments.</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter activities and quizzes.</li> <li>- Oral conversation</li> <li>-Class participation</li> <li>-Listening assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter quiz and Chapter test.</li> <li>-Oral conversation</li> <li>-Class participation-Listening assessments</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter quizzes</li> <li>-Oral conversation.</li> <li>-Class participation--Listening assessments and Chapter test.</li> <li>-Store skit</li> </ul>
<b>Curriculum Resources (textbook chapters., novels, supplemental materials):</b>	<ul style="list-style-type: none"> <li>Alphabet posters</li> <li>Textbook</li> <li>Workbook</li> <li>Worksheets</li> <li>Listening CDs</li> <li>Videos</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Workbook</li> <li>Worksheets</li> <li>Listening CDs</li> <li>Videos</li> <li>Game boards</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Flash cards</li> <li>Workbook</li> <li>Worksheets</li> <li>Game boards</li> <li>TPR Activities</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Flash cards</li> <li>Workbook</li> <li>Worksheets</li> <li>Game boards</li> <li>TPR Activities</li> </ul>	<ul style="list-style-type: none"> <li>Textbook</li> <li>Flash cards</li> <li>Workbook</li> <li>Worksheets</li> <li>Game boards</li> <li>TPR Activities</li> </ul>

	Game boards Flash cards ClipArt	Flash cards Clip Art Student work TPR activities	Videos CD-ROMs Listening Activities Clip Art	Videos CD-ROMs Listening Activities Clocks	Videos CD-ROMs Listening Activities Euros
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	February	March	April	May	June
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Can you say what sports and activities you participate in and how you feel about them?</li> <li>Can you ask a question in French?</li> <li>Can you say what month or season it is?</li> </ul>	<ul style="list-style-type: none"> <li>Can you describe the weather?</li> <li>Can you invite someone to do something?</li> <li>What do you know about Quebec?</li> </ul>	<ul style="list-style-type: none"> <li>Can you invite a friend to do something with you?</li> <li>Do you know some typical foods to order in a café?</li> <li>Can you order in a café?</li> <li>Can you get the waiter's attention and pay the bill?</li> </ul>	<ul style="list-style-type: none"> <li>Can you invite someone to go somewhere with you?</li> <li>Can you make and answer invitations?</li> </ul>	<ul style="list-style-type: none"> <li>Can you arrange to meet someone?</li> </ul>
<b>Content</b>	After school activities and sports. The verbs FAIRE and JOUER. Expressing the dates, seasons, and weather.	Making and accepting invitations. Quebecois culture. Use adverbs to say how often you do an activity.	Introduce to making suggestions and giving commands. The verb PRENDRE Vocabulary and cultural information on how to order in a restaurant.	Using le with the days of the week to say when you do activities. Using the verb ALLER to say where you are going. Using the verb ALLER to say what you are going to do in the future.	Use conversational time to make plans. Use information questions to make plans. Use the verb VOULOIR to express what you want to do.

<b>Skills/Strategies/Processes:</b>	<ul style="list-style-type: none"> <li>• Be able to use vocabulary to express sports and leisure time activities.</li> <li>• Use the verbs FAIRE and JOUER correctly.</li> <li>• Ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite someone to do an activity.</li> <li>• Be able to say how you feel about leisure activities and sports.</li> <li>• Know some cultural information about Quebec.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to order a meal in a café.</li> <li>• Be able to use the commands in French.</li> <li>• Be able to use the verb PRENDRE with food.</li> <li>• Be able to express hunger and thirst in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to make and accept or refuse an invitation.</li> <li>• Be able to say the places around town.</li> <li>• Be able to say where you are going.</li> <li>• Be able to say what you are going to do using</li> <li>• The near future.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to use conversational time.</li> <li>• Be able to ask an information question in</li> </ul>
<b>Assessment</b>	<p>Chapter activities and quizzes.</p> <p>Project-Create a poster with the four seasons illustrating your favorite activities.</p>	<p>Chapter activities, quizzes, and Chapter test.</p>	<p>Chapter quizzes and Test.</p> <p>Video project where each student works with a group and creates a café scene with props and food which is videotaped.</p>	<p>Chapter quizzes and tests.</p> <p>Final year assessment.</p>	
<b>Curriculum Resources (textbook chpts., Novels, supplemental Materials):</b>	<p>Textbook</p> <p>Workbook</p> <p>Worksheets</p> <p>Listening CDs</p> <p>Videos</p> <p>Game boards</p> <p>Flash cards</p> <p>ClipArt</p>	<p>Textbook</p> <p>Workbook</p> <p>Worksheets</p> <p>Listening CDs</p> <p>Videos</p> <p>Game boards</p> <p>Flash cards</p> <p>ClipArt</p>	<p>Textbook</p> <p>Workbook</p> <p>Worksheets</p> <p>Listening CDs</p> <p>Videos</p> <p>Game boards</p> <p>Flash cards</p> <p>ClipArt</p>	<p>Textbook</p> <p>Workbook</p> <p>Worksheets</p> <p>Listening CDs</p> <p>Videos</p> <p>Game boards</p> <p>Flash cards</p> <p>ClipArt</p>	<p>Textbook</p> <p>Workbook</p> <p>Worksheets</p> <p>Listening CDs</p> <p>Videos</p> <p>Game boards</p> <p>Flash cards</p> <p>ClipArt</p>
<b>Technology Standards/Processes:</b>	<p>Use floppy and external drives to save work. (Comp. #4)</p> <p>Format word processing document. (Comp. #1)</p> <p>Work interactively with CD-ROM's. (Comp. #4)</p>	<p>Use floppy and external drives to save work. (Comp. #4)</p> <p>Format word processing document. (Comp. #1)</p> <p>Work interactively with CD-ROM's. (Comp. #4)</p>	<p>Student project where the videotape their own café scene</p> <p>Use floppy and external drives to save work. (Comp. #4)</p>	<p>Use floppy and external drives to save work. (Comp. #4)</p> <p>Format word processing document. (Comp. #1)</p> <p>Work interactively with CD-ROM's. (Comp. #4)</p>	<p>Use floppy and external drives to save work. (Comp. #4)</p> <p>Format word processing document. (Comp. #1)</p> <p>Work interactively with CD-ROM's. (Comp. #4)</p>

	Insert World Language accents and other symbols. (Comp. #1)	Insert World Language accents and other symbols. (Comp. #1)	Format word processing document. (Comp. #1) Work interactively with CD-ROM's. (Comp. #4) Insert World Language accents and other symbols. (Comp. #1)	Insert World Language accents and other symbols. (Comp. #1)	Insert World Language accents and other symbols. (Comp. #1)
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## Curriculum Map Department of World Languages – San Pedro HS – French 3

	September	October	November	December	January
<b>Essential Question</b>	How is the educational system different in French speaking countries an the U.S.?	What are the contributions of famous people in the Francophone world and how have they impacted world history?	How are styles a reflection of culture?	What are the travel destinations of the French? What is the perception of the American tourist throughout the world?	How to narrate a story.
<b>Content</b>	Educational system in France Education in Francophone countries Subjects taken Comparison of different systems: France/U.S.	Famous artists in the francophone world Famous historical figures	<b>Context – Clothes and Accessories</b> Talking about clothes Shopping for clothes Comparing people and things Talking about how things are done	<b>Context – Travel and Summer Vacations</b> Making travel arrangements Making future plans <b>Context – Getting Around by Car</b> Talking about present & past events-Describing the process	<b>Context – Review of Basics from 1, 2, 3</b> Describing the present and past Referring to people, things, and places <b>Context – One's</b>
<b>Skills</b>	\review present tense verbs Learn extensive education vocabulary	Passé compose All verbs	Passé compose Imparfait Combining two tenses	Retelling the past	subjunctive

			storytelling		
<b>Assessments</b>	-Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses	Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses	-Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses	-Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses	-Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses

## Curriculum Map Department of World Languages – San Pedro HS – French 4

	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>
Essential Question	How is the educational system different in French speaking countries an the U.S.?	What are the contributions of famous people in the Francophone world and how have they impacted world history?	How are styles a reflection of culture?	What are the travel destinations of the French? What is the perception of the American tourist throughout the world?	How to narrate a story.
Content	Educational system in France Education in Francophone countries	Famous artists in the francophone world Famous historical figures	Context – Clothes and Accessories Talking about clothes	Context – Travel and Summer Vacations Discussing summer	Context – Review of Basics from 1, 2, 3 Describing the present and

	Subjects taken Comparison of different systems: France/U.S.		Shopping for clothes Comparing people and things Talking about how things are done	vacations Making travel arrangements Making future plans Context – Getting Around by Car Talking about cars Talking about how one feels about present and past events Describing what has to be done	past Referring to people, things, and places Context – One's
Skills	\review present tense verbs Learn extensive education vocabulary	Passé compose All verbs	Passé compose Imparfait Combining two tenses storytelling	Retelling the past	subjunctive
Assessments	-Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses	Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses	-Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses	-Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses	-Oral responses to teacher, CD, and DVD prompts Written responses to oral and written prompts from teacher and CD Peer conversations Workbook and text exercises Homework and class work Quizzes and tests Rubrics for oral and written responses

## Curriculum Map Department of World Languages – San Pedro HS – French 4 AP

	September	October	November	December	January
Essential	How to systematically study	What is poetry?	What are the main literary	What are cultural	How to analyze French



Question	vocabulary		currents in France?	traditions?	literature?
<b>Content</b>	<ul style="list-style-type: none"> <li>-Review of regular and irregular –er, -ir, -re verbs in the present and passé composé</li> <li>-Review of partitif</li> <li>-Dictionary skills</li> <li>-Review of Cultural content from 1st and 2nd year</li> <li>-Review imperfect vs. passé composé</li> <li>-Show and tell</li> </ul>	Poetry of Jacques Prévert -Surrealisme -use of the definite article -revision of body parts -physical and personality description vocabulary -audio tapes -language laboratory -medical, and illness vocabulary	vocabulary for expressing feelings -reflexive verbs in present -passé composé of reflexive verbs -short readings -audio tapes -language laboratory -review of direct and indirect object pronouns	film Cyrano de Bergerac -Readings about Christmas customs and in France -Playing Père Noel	-conditional of verbs -si clauses -continuation of film Cyrano de Bergerac -French Twelfth night readings and activities
<b>Skills</b>	Students will: - Speak, read, write and understand verbs from 1st and 2nd year -Use a French/English dictionary and translate -Read and talk about similarities and differences between the cultures of US and French-speaking countries Students will: - speak and write about the past distinguishing between the passé compose and the imperfect	Students will: -read and discuss surrealism in French poetry and art -write a surrealist poem -describe themselves and others -speak about, understand, write and read about illness and a visit to a doctor -discuss healthy lifestyle choices	Students will: -describe theirs and others feelings -describe their's and other's daily activities in the past and the present -correctly use object pronouns in writing and speaking -understand readings with object pronouns	Students will: -view, write about, and discuss the film Cyrano. -make cultural and linguistic comparisons between time periods and cultures vis a vis the film Cyrano -respond in writing to Père Noel letters	Students will: -correctly use the conditional of regular and irregular verbs -correctly use the conditional in si clauses -continuation of above Cyrano related activities -demonstrate their knowledge of 12th night traditions by reading and discussing
<b>Assessments</b>	-worksheets -role play -written and aural tests -venn diagrams -Cultural quizzes	worksheets -writing poetry -write and produce a video dating clip -written homework -written and aural tests	-written and aural tests -workbook activities -worksheets -written homework -orally describe their and other's daily	-written and aural tests -role play from Cyrano -writing the response to students re: Père Noel -write, illustrate and recite a love poem	-written and aural tests -role play -continuation of above Cyrano related assessments

	-cultural role plays -poster displaying their activities when young -workbook activities	-role play doctor and patient -create a health poster -aural and written -class discussion	activities -role play daily activities using reflexive verbs -class discussion	patterned after Cyrano's monologue -workbook activities -written homework -worksheets	-discussion of 12th night -workbook activities -worksheets -class discussion
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### Curriculum Map Department of World Languages – San Pedro HS – Italian 1A

	September	October	November	December	January
Essential Questions	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students learn and retain essential vocabulary?</li> <li>Can students hear the sounds of Italian alphabet sounds?</li> </ul>	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students adjust study skills to match their needs?</li> <li>Can students understand standard grammatical structures?</li> </ul>	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students transfer knowledge from one language to another?</li> <li>Can students use common graphic organizers to help them master concepts?</li> </ul>	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students connect their foreign language knowledge to other subjects?</li> <li>Can students follow directions?</li> </ul>	<ul style="list-style-type: none"> <li><b>Do students understand why they are learning a foreign language?</b></li> <li><b>Can students divide work to complete a group project?</b></li> <li><b>Can students accurately present research in Italian?</b></li> </ul>
Content	<ul style="list-style-type: none"> <li>Alphabet sounds</li> <li>Greetings formal and informal</li> <li>Cultural difference represented by forms of address</li> <li>Italian names</li> <li>Compare Italian sounds to English</li> <li>Italian Geography</li> <li>Essential vocabulary for geography</li> <li>Recognizing cognates</li> </ul>	<ul style="list-style-type: none"> <li>Numbers from 1- 100</li> <li>personal subject pronouns</li> <li>Present tense of the verbs avere and essere</li> <li>Gender of nouns</li> <li>the definite article in Italian</li> <li>formation of the plural</li> <li>Reading about the city of Rome</li> </ul>	<ul style="list-style-type: none"> <li>Telling time</li> <li>School subjects and schedules</li> <li>plural of nouns continued</li> <li>possessive adjectives</li> <li>continuation of alphabet sounds</li> <li>Exploring the city of Bologna</li> <li>Comparing Italian and American Universities</li> </ul>	<ul style="list-style-type: none"> <li>Idioms with the verb avere</li> <li>Present indicative tense of ARE verbs</li> <li>Simple prepositions</li> <li>Prepositions + articles</li> <li>How to use c'è, ci sono and ecco</li> <li>Comparing Italian bars to American bars</li> </ul>	<ul style="list-style-type: none"> <li><b>Days of the week</b></li> <li><b>Expressions of time</b></li> <li><b>Present Indicative of ERE verbs</b></li> <li><b>How to form questions</b></li> <li><b>Present tense of the irregular verbs dare, stare and fare.</b></li> <li><b>dialects and accents</b></li> <li><b>Exploring the island of Sicily</b></li> <li><b>Research a city in Italy and present research to class</b></li> </ul>

Skills	<ul style="list-style-type: none"> <li>• Read Latin Alphabet</li> <li>• Ability to repeat sounds heard</li> <li>• Understanding of what cognates are</li> <li>• strategies for memorizing vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Compare English articles to Italian</li> <li>• Compare English plurals to Italian</li> <li>• Understanding what gender is</li> <li>• Reading comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of possessive adjectives</li> <li>• Know how to use a double-bubble map to compare Italian and American Universities</li> <li>• Continue practice reading comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing use of double bubble map</li> <li>• How to follow explicit direction</li> <li>• How to complete a rough draft of a simple descriptive paragraph</li> <li>• How to read a rubric</li> </ul>	<p><b>Understand the concept of regular and irregular verbs</b></p> <p><b>Understand the difference between a dialect and an accent</b></p> <p><b>Work in a group</b></p> <p><b>Divide work to complete project</b></p>
Assessments	<ul style="list-style-type: none"> <li>• Survey –pre-assess first essential question</li> <li>• Daily Homework</li> <li>• Listen to students dialogue</li> <li>• Dictation</li> <li>• Written quizzes</li> <li>• Play word games</li> </ul>	<ul style="list-style-type: none"> <li>• Daily homework</li> <li>• Oral quiz on dialogue</li> <li>• Dictation</li> <li>• Written quizzes</li> <li>• Word games</li> <li>• Pair share information</li> </ul>	<ul style="list-style-type: none"> <li>• Daily homework</li> <li>• Listen to student dialogues</li> <li>• Treasure Hunt quiz</li> <li>• Written quizzes</li> <li>• Jeopardy</li> <li>• Midterm</li> </ul>	<p>Rough draft and final draft of descriptive paragraph</p> <p>Daily homework</p> <p>written quizzes</p>	<ul style="list-style-type: none"> <li>• <b>Group Project Presentation</b></li> <li>• <b>Gallery Walk</b></li> <li>• <b>Students report on what they learned from others projects</b></li> <li>• <b>Final Exam</b></li> </ul>

### Curriculum Map Department of World Languages – San Pedro HS – Italian 1B

	February	March	April	May	June
Essential Questions	<ul style="list-style-type: none"> <li>• Do students understand why they are learning a foreign language?</li> <li>• Can students transfer knowledge to other content areas?</li> <li>• Can students articulate what they have learned?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students understand why they are learning a foreign language?</li> <li>• Can students use their new language in real world situations?</li> <li>• Can students use their new language skills to improve CST language scores?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students understand why they are learning a foreign language?</li> <li>• Can students reflect on their study habits to improve learning</li> <li>• Can students use technology to enhance their Italian skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students understand why they are learning a foreign language?</li> <li>• Can students articulate their challenges in learning Italian grammar and vocabulary?</li> <li>• Can students teach what they have learned to others?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students understand why they are learning a foreign language?</li> <li>• Can students evaluate the class so instructor can improve instruction/</li> <li>• Can students retain what they learn?</li> </ul>

Content	<ul style="list-style-type: none"> <li>• Descriptive adjectives</li> <li>• Position of adjectives in a sentence</li> <li>• Present Indicative of regular IRE verbs</li> <li>• Irregular verbs andare and venire</li> <li>• Exploring the region of Umbria</li> <li>• Political division of the Italian peninsula</li> </ul>	<ul style="list-style-type: none"> <li>• Seasons of the year</li> <li>• Expressions of time in the past</li> <li>• Past perfect with the helping verb AVERE</li> <li>• Past Perfect with the helping verb ESSERE</li> <li>• Regular and irregular past participles</li> <li>• Irregular verbs: bere, dire and uscire</li> <li>• Italian vacation habits</li> </ul>	<ul style="list-style-type: none"> <li>• Food vocabulary</li> <li>• Numbers to 1 million</li> <li>• Reflexive verbs</li> <li>• Informal Imperative</li> <li>• Use of the partitive DI</li> <li>• Exploring the region of Liguria and the city of Genoa</li> <li>• Italian's love of good food and regional differences</li> </ul>	<ul style="list-style-type: none"> <li>• Extended family members</li> <li>• Present tense of the modal verbs: dovere, potere, and volere.</li> <li>• Use of modal verbs</li> <li>• Direct object pronouns</li> <li>• Demonstrative adjectives and pronouns: questo e quello</li> <li>• Exploring the city of Venice</li> </ul>	<ul style="list-style-type: none"> <li>• Review all content from this semester</li> <li>• Review the use of the "Passato Prossimo"</li> <li>• Review how to distinguish AVERE verbs from ESSERE verbs</li> <li>• Review vocabulary</li> <li>• Review all irregular verbs in present tense</li> <li>• Review irregular participles</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Understand how word position can change meaning</li> <li>• Understand how to use a 3-2-1 graphic organizer to jigsaw read a long essay</li> <li>• Continued use of double-bubble map to compare Italian and American governments</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what a past participle is</li> <li>• Understand the role of a helping verb</li> <li>• Understand what a direct object is</li> <li>• Continue working on strategies to memorize vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what a reflexive verb is</li> <li>• Understand the use of reflexive pronouns</li> <li>• Understand what the partitive is</li> <li>• Understand the mood of the verb</li> <li>• Understand the difference between the indicative and the imperative moods</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what a modal verb is and does</li> <li>• Understand what a direct object is in English</li> <li>• Understand what a demonstrative pronoun and adjective are in English</li> <li>• Continue using reading comprehension strategies to read more complex passages</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to review for a final exam</li> <li>• Understand how to study for a final exam</li> <li>• Understand how to choose a topic for oral presentation</li> <li>• Understand how to employ different strategies to memorize a passage</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Daily HW</li> <li>• Written quizzes</li> <li>• Oral dialogues</li> <li>• Group discussions</li> <li>• Peer tutoring</li> <li>• Journal entry on what was learned today</li> </ul>	<ul style="list-style-type: none"> <li>• Daily HW</li> <li>• Written individual and group quizzes</li> <li>• Oral practice and assessment</li> <li>• Dictation</li> <li>• Journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• Daily HW</li> <li>• Written individual and group quizzes</li> <li>• Written midterm</li> <li>• Group discussions</li> <li>• Journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• Daily HW</li> <li>• Written group and individual quizzes</li> <li>• Oral dialogues</li> <li>• Group discussions</li> <li>• Journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• Survey –end of term assessment of first essential question</li> <li>• Oral presentation</li> <li>• Written Final Exam</li> </ul>

## Curriculum Map Department of World Languages – San Pedro HS – Italian 2A

	September	October	November	December	January
Essential Questions	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students learn and retain essential vocabulary?</li> <li>How much do students remember from last years?</li> <li>Were they able to use their new language outside of school?</li> </ul>	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students adjust study skills to match their needs?</li> <li>Can students understand and transfer more complex grammatical structures to real-life situations?</li> </ul>	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students transfer knowledge from one language to another?</li> <li>Are students using common graphic organizers on their own to help them master concepts?</li> </ul>	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students connect their foreign language knowledge to other subjects?</li> <li>Can students follow more complex directions in Italian without translation?</li> </ul>	<ul style="list-style-type: none"> <li>Do students understand why they are learning a foreign language?</li> <li>Can students divide work to complete a group project?</li> <li>Can students accurately present research in Italian?</li> </ul>
Content	<ul style="list-style-type: none"> <li>Review of all grammar, vocabulary and idioms from last year</li> <li>Present Indicative tense of ARE, ERE and IRE verbs</li> <li>Passato Prossimo: which helping verb to use</li> <li>Review of irregular participles</li> <li>Review of irregular verbs in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>Review continues</li> <li>Possessive Pronouns and adjectives</li> <li>Direct Object Pronouns</li> <li>Disjunctive Pronouns</li> <li>Riflexive Pronouns and verbs</li> <li>Negations</li> <li>The imperfect tense</li> <li>Comparing the imperfect to the Passato Prossimo</li> <li>Common idioms and proverbs</li> </ul>	<ul style="list-style-type: none"> <li>Learn vocabulary for clothing in context</li> <li>Review colors</li> <li>Spelling changes when certain nouns become plural</li> <li>Learning the verbs conoscere and sapere</li> <li>Exploring the city of Milano and the Region of Lombardia</li> <li>Discussion about Italian cinema</li> </ul>	<ul style="list-style-type: none"> <li>Learn vocabulary for parts of the human body</li> <li>Combine vocabulary about clothing with parts of the body</li> <li>Learn about indirect object pronouns</li> <li>Compare them to indirect object pronouns</li> <li>Constructions with the verb piacere</li> <li>Reciprocal reflexive verbs</li> <li>Exploring the city of Torino and the region of Lombardia</li> </ul>	<ul style="list-style-type: none"> <li>Learning sports vocabulary</li> <li>How to form the future tense and how to use it in Italian.</li> <li>Special use of the future to express probability in the present</li> <li>Learn how to use the pronouns NE and CI</li> <li>How to form and use the Pluperfect tense in Italian</li> </ul>
Skills	<ul style="list-style-type: none"> <li>Read Latin Alphabet</li> <li>Ability to repeat sounds heard</li> <li>Understanding of what cognates are</li> <li>Review strategies for memorizing vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Compare English pronouns to Italian</li> <li>Compare English past tenses to Italian</li> <li>Strategies for recalling information learned last year</li> <li>Reading comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of possessive adjectives</li> <li>Know how to use a double-bubble map to compare Italian and English tenses</li> <li>Know how to do research on the computer.</li> <li>Continue practice reading comprehension skills</li> </ul>	<ul style="list-style-type: none"> <li>Continuing use of double bubble map</li> <li>How to follow explicit direction</li> <li>How to complete a rough draft of a simple descriptive paragraph</li> <li>How to read a rubric</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concept of regular and irregular verbs</li> <li>Understand the difference between a dialect and an accent</li> <li>Work in a group</li> <li>Divide work to complete project</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Survey –pre-assess first essential question</li> <li>Daily Homework</li> <li>Listen to students dialogue</li> <li>Dictation</li> <li>Written quizzes</li> <li>Play word games</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Oral quiz on dialogue</li> <li>Dictation</li> <li>Written quizzes</li> <li>Word games</li> <li>Pair share information</li> </ul>	<ul style="list-style-type: none"> <li>Daily homework</li> <li>Listen to student dialogues</li> <li>Treasure Hunt quiz</li> <li>Written quizzes</li> <li>Jeopardy</li> <li>Midterm</li> </ul>	<ul style="list-style-type: none"> <li>Rough draft and final draft of descriptive paragraph</li> <li>Daily homework</li> <li>written quizzes</li> </ul>	<ul style="list-style-type: none"> <li>Group Project</li> <li>Presentation</li> <li>Gallery Walk</li> <li>Students report on what they learned from others projects</li> <li>Final Exam</li> </ul>

**Curriculum Map Department of World Languages – San Pedro HS – Spanish 3AB**

	September	October	November	December	January
Essential Question	Do students know present tense conjugation	Can students understand short novels?	Can students communicate in language other than English?	Do students know the health habits in the Hispanic community ?	Can students resolve conflicts?
Content	Regular & Irregular verbs in the preterite	Ser and estar Verbs with different meaning imperfect and preterite	Future Tense & Present Perfect.	Affirmative and negative commands. Direct and indirect objects. Por and para	Commands Nosotros
Skills	Narrate a special experience in the past	Differentiate between preterite action and imperfect	Discuss life in the future	Describe and narrate an opinion.	Role play to resolve a conflict.
Assessments	Narrate community issues. Communicative activities vocab & verb application	Exam view tests Situation cards Chapter tests	Rubrics comprehension and vocab tests.	<u>Use language other than English</u>	Rubrics
	February	March	April	May	June
Essential Question	Are students volunteering?	Will students be prepared for the future?	Do students know any legends or myths?	Can students talk about fusion of different cultures in the Americas?	Can students Identify social concerns affecting the environment?
Content	How to help in our community. Present Perfect Subjunctive	Future tense. Advances in technology and its effects in the world.	Communicate and explore contribution of ancient civilizations.	Moorish conquest. Trade. Missions.  Conditional	Pollution  Environment Protection  Subjunctive Tense
Skills	Use knowledge of text structure to understand topics related to the external environment	Create a future plan. Interpret written language.	Talk about Mayan and Aztec culture. Describe how similar and different target culture is to their own.	Culture Interactions.	Discuss environmental issues.
Assessments	Text tests Chapter test	Understand community events. Chapter tests	Application of vocab. Internet self tests	Chapter tests	CHAPTER TESTS

Department of World Languages – San Pedro HS – AP Spanish Language

Fall

	September	October	November	December	January
Essential Question	Do students have requisite skills to be successful in a college-level course? Are students aware and prepared for the significantly increased work-load and extra time required? Are students able to communicate effectively in Spanish, both orally and in writing?	Have students achieved academic fluency with regard to vocabulary and syntax in Spanish?  Are students able to communicate effectively in Spanish, both orally and in writing?	Have students achieved academic fluency with regard to vocabulary and syntax in Spanish?  Have students developed insights into the nature of language and culture?	Are students able to speak extemporaneously on a given topic for at least two minutes?  Do students participate in multilingual communities?	Are students able to speak extemporaneously on a given topic for at least two minutes?  Do students connect with other disciplines and acquire information?
Content	Overview of AP Spanish Language course, requirements, exam format. Verbs- Indicative Mood Adjectives & Nouns- Placement & Agreement  <b>Vocabulary</b> <b>Writing</b> <b>Listening</b> <b>Comprehension</b>	<b>Verbs- Subjunctive</b> <b>Mood</b> <b>Adjectives</b> <b>Pronouns</b>  Vocabulary Writing <b>Listening</b> <b>Comprehension</b> <b>Speaking</b> <b>Reading</b>	Verbs- SER vs. ESTAR <b>Pronouns</b> Vocabulary  Writing  <b>Listening</b> <b>Comprehension</b> Reading Comprehension	Verbs- common & idiomatic uses of HABER, SOLER & HACER Prepositions & Conjunctions Pronouns Vocabulary Speaking	Latin Influence on Spanish Language <b>Negation</b> <b>Interrogatives</b> Vocabulary Writing <b>Speaking</b> Reading Comprehension

		Comprehension			
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Skills	<p>Use all tenses of Indicative Mood appropriately.</p> <p>Demonstrate mastery of nouns and adjectives with regard to placement &amp; agreement.</p> <p>Review and present new vocabulary with the following themes: <i>Animales Domésticos y Salvajes, árboles, Armas</i>.</p> <p>Write sentences, passages, letters and essays- timed-writes.</p> <p>Student listens to dialogues, narratives &amp; lectures and responds to them orally and in writing.</p>	<p>Use all tenses of Subjunctive Mood appropriately.</p> <p>Correctly use possessive and demonstrative adjectives, as well as adjectives formed from nouns.</p> <p>Review placement of direct &amp; indirect object pronouns.</p> <p>Review and present new vocabulary with the following themes: <i>Aves, Bebidas, La Casa</i>.</p> <p>Write sentences, passages, letters and essays- timed-writes.</p> <p>Student listens to dialogues, narratives &amp; lectures and responds to them orally and in writing.</p> <p>Students speak extemporaneously on a topic based on AP exam format.</p> <p>Use reading and cloze activities to increase vocabulary and reading comprehension.</p> <p>Respond orally and in writing to weekly newspaper / media articles.</p>	<p>Compare and contrast the uses of SER and ESTAR.</p> <p>Review prepositional &amp; neuter pronouns.</p> <p>Review and present new vocabulary with the following themes: <i>Características Personales, Cereales, Cuerpo Humano</i>.</p> <p>Write sentences, passages, letters and essays- timed-writes.</p> <p>Student listens to dialogues, narratives &amp; lectures and responds to them orally and in writing.</p> <p>Use reading and cloze activities to increase vocabulary and reading comprehension.</p>	<p>Compare and contrast forms and common &amp; idiomatic uses of HABER, SOLER &amp; HACER in all tenses &amp; moods.</p> <p>Review Prepositions &amp; Conjunctions and their uses.</p> <p>Review demonstrative, reflexive &amp; relative pronouns.</p> <p>Review and present new vocabulary with the following themes: <i>La Escuela, Familia, Flores</i>.</p> <p>Students speak extemporaneously on a topic based on AP exam format.</p> <p>Respond orally and in writing to weekly newspaper / media articles.</p>	<p>Review of Latin prefixes and bases, such as: <i>amo, scri, lingu, loqui</i>.</p> <p>Review of negative words</p> <p>Review Interrogative words</p> <p>Review and present new vocabulary with the following themes: <i>Frutos, Hortalizas y Legumbres, Insectos, Arácnidos y Anélidos</i>.</p> <p>Write sentences, passages, letters and essays- timed-writes.</p> <p>Students speak extemporaneously on a based on AP exam format.</p> <p>Use reading and cloze activities to increase vocabulary and reading comprehension.</p> <p>Respond orally and in writing to weekly newspaper / media articles.</p>
Assessments	<p><b>Placement Examination</b></p> <p><b>Verb Charts</b></p> <p>Grammar Quizzes</p> <p>Vocabulary Quizzes</p> <p>Written Paragraphs,</p>	<p><b>Verb Charts</b></p> <p>Grammar Quizzes</p> <p>Vocabulary Quizzes</p> <p>Written Paragraphs,</p> <p>Compositions, Letters, Essays</p> <p>Oral Reports / Presentations</p> <p>Written Journals</p>	<p><b>Verb Charts</b></p> <p>Grammar Quizzes</p> <p>Vocabulary Quizzes</p> <p>Written Paragraphs,</p> <p>Compositions, Letters, Essays</p> <p>Oral Reports / Presentations</p>	<p><b>Verb Charts</b></p> <p>Grammar Quizzes</p> <p>Vocabulary Quizzes</p> <p>Written Paragraphs,</p> <p>Compositions, Letters, Essays</p> <p>Oral Reports / Presentations</p>	<p>Grammar Quizzes</p> <p>Vocabulary Quizzes</p> <p>Written Paragraphs,</p> <p>Compositions, Letters, Essays</p> <p>Written Journals</p>

	Compositions, Letters, Essays Written Journals			Written Journals	
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## Department of World Languages – San Pedro HS –AP Spanish Language

## Spring

	February	March	April	May	June
Essential Question	Are students familiar with the AP Spanish Language Examination format? Are students able to speak extemporaneously on a given topic for at least two minutes?	Are students able to speak extemporaneously on a given topic for at least two minutes?  Are students able to speak extemporaneously on a given topic for at least two minutes?	Are students familiar with the AP Spanish Language Examination format?  Have students acquired the skills necessary to be successful on the AP Spanish Language Examination?	Have students acquired the skills necessary to be successful on the AP Spanish Language Examination?	How have the cultures and customs of the Spanish-speaking world influenced the life of students in Southern California? Have students developed insights into the nature of language and culture? Do students participate in multilingual communities?
Content	<b>Idiomatic Expressions</b> Comparatives & Superlatives Vocabulary - Speaking Reading Comprehension	<b>Vocabulary</b> <b>Writing</b> <b>Listening</b> <b>Comprehension</b> <b>Speaking</b> Reading Comprehension	<b>Vocabulary</b> <b>Writing</b> <b>Listening</b> <b>Comprehension</b> <b>Speaking</b> Reading Comprehension	<b>Vocabulary</b> <b>Speaking</b> Reading Comprehension	Civilization and Culture of the Spanish-Speaking World
Skills	Review common idiomatic expressions. Review cognates and false cognates. Review comparative and superlative constructions. Review and present new	Review and present new vocabulary with the following themes: <i>Peces y Moluscos, Profesiones y Oficios, El Restaurante.</i>	Review and present new vocabulary with the following themes: <i>Ropa y Artículos Personales, El Tiempo, Tiendas.</i>	Review and present new vocabulary with the following themes: <i>Transportes y Viajes; Siniestros.</i>	Spain: Language, Geography, History, Literature, Fine Arts & Sciences, Life & Customs.

	<p>vocabulary with the following themes: <i>Materiales, Metales y Minerales, Muebles</i>. Students speak extemporaneously on a topic based on AP exam format. Use reading and cloze activities to increase vocabulary and reading comprehension. Respond orally and in writing to weekly newspaper / media articles.</p>	<p>Write sentences, passages, letters and essays- timed-writes.</p> <p>Student listens to dialogues, narratives &amp; lectures and responds to them orally and in writing. Students speak extemporaneously on a topic based on AP exam format. Use reading and cloze activities to increase vocabulary and reading comprehension. Respond orally and in writing to weekly newspaper / media articles.</p>	<p>Write sentences, passages, letters and essays- timed-writes. Student listens to dialogues, narratives &amp; lectures and responds to them orally and in writing. Students speak extemporaneously on a topic based on AP exam format. Use reading and cloze activities to increase vocabulary and reading comprehension. Respond orally and in writing to weekly newspaper / media articles.</p>	<p>Students speak extemporaneously on a topic based on AP exam format. Use reading and cloze activities to increase vocabulary and reading comprehension. Respond orally and in writing to weekly newspaper / media articles.</p>	<p style="text-align: right;">page 170</p> <p>Latin America: Geography, Language differences, History, Literature, Music &amp; Art, Life &amp; Customs</p> <p>Respond orally and in writing to weekly newspaper / media articles.</p> <p>Discuss literature of noted Spanish and Latin American authors.</p>
Assessments	<p>Mock AP Spanish Language Exam - Final Exam- Semester 11 -Oral Reports / Presentations -Written Journals – Expository Writing –Persuasive Writing</p>	<p><b>Verb Charts</b></p> <p>Grammar Quizzes Vocabulary Quizzes Written Essays Oral Reports / Presentations Written Journals Expos. &amp; Persuasive Writing</p>	<p>Mock AP Spanish Language Exam</p> <p>Grammar Quizzes, Vocabulary Quizzes, Written Essays</p> <p>Oral Reports, Presentations and Written Journals</p>	<p>AP Spanish Language Exam</p> <p>Oral Reports / Presentations Written Journals</p>	<p>Final Exam- Semester 2</p> <p>Oral Reports / Presentations Course Evaluation</p>

### Department of World Languages — Spanish for Spanish Speakers 1A Fall

	September	October	November	December	January
Essential Question	What are some elements of literature?	What are some reading and writing strategies?	What are some other elements of literature?	What are some other reading strategies?	What are some other elements of literature?

	What are some reading strategies		What are some other reading strategies?		
Content	<b>Autobiographies</b> Mis Primeros Versos  Biographical sketch Primero de Secundaria  Essay Un Cuentecillo Triste  Cultura - Nicaragua	-Primero de Secundaria -Un cuentecillo triste -Culture: The Mexican Americans -Vocabulary in context -the letter "H" -accents: written and spoken	Setting La Guerra de la Yacares  Characterization Platero y Yo  Culture: Uruguay Vocab. In context  Grammar - Writing	Point of view Me Llamo Rigoberta Menchu  Culture: Guatemala	Myths: Mayan book "Popul Vuh"  Legends: La Puerta del Infierno Gueso y Pellejo  Culture: Argentina
Skills	<b>-Expressing your feelings</b> -Talking about cause and effect -Talking about events in the Past	-decoding prefixes and suffixes -comparing definite and indefinite articles in Spanish and English	Cognates Words with common roots Verbs Present tense Preterite tense Imperfect tense	<b>Comparing Past tenses in Spanish and English</b>  Syllable division in Spanish Written and spoken accents Letters "b" and "v"	-Understanding vocabulary in context -synonyms and antonyms -Understand and use "Mood" (subjunctive and indicative tenses)
Assessments	-activities in workbook -quizzes and exams on short stories for comprehension and context vocabulary -test on Nicaragua	-activities in workbook -quizzes and exams on related material -quizzes on grammar -video on Maya history and culture -supplemental workbook exercises	<b>Test on short story</b> Test on Present tense Test on Preterite tense Test on Imperfect tense Test on Uruguay	<b>Exams on:</b> Preterite/Imperfect Dividing words into syllables Written accent marks Letters "b" and "v"	<b>Exams and quizzes on:</b> La Puerta del Infierno  Synonyms  Present Subjunctive

	February	March	April	May	June
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Essential Question	What are some other elements of literature?	What are other elements of literature?	What are other elements of literature? Other reading strategies?	What are other elements of literature?	What are other elements of literature?
Content	<p>-popular short stories Posada de las tres Cuerdas</p> <p>-fables Greek fables</p> <p>Culture: El Salvador</p>	<p><b>Drama</b> Manana de Sol</p> <p>Poems De Versos Sencillos Verde Luz</p> <p>Culture: Spain</p>	<p><b>Poetry</b> Hay un Naranjo Ahi La Tortuga</p> <p>Short Story El Forastero Gentil</p> <p>Making evaluations Culture: Mexico</p>	<p>Poetry De Coplas por la Muerte de su Padre</p> <p>Soledades y Campos de Castilla</p>	<p>-Novel de Aydin</p> <p>-Vocabulary in context</p> <p>-Grammar Review: gerunds infinitives prepositions</p>
Skills	<p><b>-Listening</b> Story on CD</p> <p>-Understand vocabulary in context</p> <p>-Use present Subjunctive in nominal and adverbial clauses</p> <p>-The /s/ sound</p> <p>-Stressed syllables</p>	<p>-Understand vocabulary in context</p> <p>-Grammar: understand and use: imperfect subjunctive conditional tense future tense</p> <p>-Sound of /k/ - "llana" words</p>	<p><b>-Listening for comprehension</b> "Hay un Naranjo Ahi"</p> <p>-Learn specialized vocabulary</p> <p>-Grammar: Understand and use Present Perfect (indicative and subjunctive)</p>	<p>-The sound of /x/ -Written accent marks over Esdrújula and Sobresesdrújula words</p> <p>-Understand and use Pluscuamperfecto tense in the indicative and subjunctive tenses</p>	<p>Understand and use; compare and contrast: Gerunds, infinitives, prepositions in Spanish and English</p> <p>Sound of /r/ and /rr/ Know and identify a diphthong</p>
Assessments	<p>-Workbook practice for related topics and supplemental worksheet</p> <p>-Quizzes and exams on short story, history and culture of El Salvador and grammar</p>	<p>Quizzes and exams on readings, vocabulary and grammar</p>	<p>Corresponding workbook pages for additional practice</p> <p>Quizzes and exams on poem, short story and grammar</p>	<p>Corresponding workbook pages for additional practice</p> <p>Quizzes and exams on readings, vocabulary and grammar tenses</p>	<p>-Workbook pages for practice and mastery</p> <p>-Quizzes and exams on material taught. Final course exam</p>

### Industrial Arts Curriculum Map – Wood Shop - Fall

	September	October	November	December	January
Essential Question	<p>What is Woodshop/Machine ops and what are the goals and objectives of the class?</p> <p>What are the important safety practices that must be observed in a woodshop environment?</p>	<p>What are the names of the hand tools and woodworking clamps and how do you maintain them in proper working order?</p> <p>What is the correct ways to design projects and draw them in a 3D format?</p> <p>What is a jewelry box and by designing and building it what insights will it give the student into cabinet making?</p>	<p>What kind of sandpaper is used to finish a project?</p> <p>What is involved in the safe use, clean up and disposal of finishing products?</p> <p>What is the correct way to read a ruler?</p> <p>How does the student design and draw the four sided view of the 2<sup>nd</sup> project a night-stand?</p>	<p>What is involved in the safe use of air powered tools?</p> <p>What is the correct and safe ways to use floor and hand power?</p> <p>What are the names and styles of the drawer slides and cabinet hinges used in the trades today?</p>	<p>This month is a continuation of the same question, content, skills and assessments as December. The students need the time to finish off all the steps that go into the project. The students who finish first must go back and help the others. The week before finials will be a review of all things covered in the class and what will be on the test.</p>
Content	<p>Students will be introduced to wood working production from the historical perspective of the 20<sup>th</sup> and 21<sup>st</sup> century design. Students will develop safety practices in the use of floor power tools.</p>	<p>Students will be shown the safe and correct use of the hand tool and clamps as they build their jewelry box. They will focus on the correct terminology used in a w dshop.</p>	<p>The student will see a demonstration on how to use sandpaper to smooth their project for finish., to use water based finsish, the correct way to clean brushes and store the finish away properly. -How to read a ruler down to a 64<sup>th</sup> of an inch -reintroduced to how to draw a 3D format.</p>	<p>Understand the step by step process that go into the building of a floor cabinet from wood to finish product. The students we be shown these steps in groups one at a time.</p>	

<b>Skills</b>	Students will be shown how to use the floor and hand power properly and maintain good safety practices in the shop setting.	Use vocabulary regularly when they communicate with other wood working students.	Apply skills in finishing a box. Use knowledge of how to read a ruler to set and cut wood to size for second project. The sizes will be on a parts list on the back of the 4 view 3D drawing.	Students will apply their knowledge and skill of the cabinet trade by building their own floor cabinet. They will use all the floor and power hand tools, air tools, hand tools, and clamps	
<b>Assessment</b>	Students will demonstrate their understanding of the goals and objectives for woodshop through individual and group building of assigned projects. Students will meet the safety standard by passing the written safety exam before beginning work on the machines. They will also be asked verbally about the safety rules during the building of projects.	Evaluate a student understanding through a written exam, oral questions and visual usage of the items as they build the project.	Grade the box for proper finish work. Correct written test on how to read a ruler. Check wood parts to see if they were cut to the right size.	They will be graded on the finish project, teach steps to other students and can verbally tell the teacher the tools they used at each step.	

### Industrial Arts Curriculum Map – Wood Shop – Spring

	February	March	April	May	June
<b>Essential Question</b>	What is a lathe and how does the student safely use it? New students check in at the start of 2 <sup>nd</sup> semester. They will follow the map from September to January. What is free form outdoor furniture?	How do I build the outdoor furniture? How do I turn a item on the lathe?	How do I redesign my kitchen? How do I draw the kitchen out in a 3D view? How do I find out the cost of the many different items that go into the remodel?	How do I find a job and put my new skills to work? How do I fill out a job application? How do I prepare for a job interview?	What are some of the connections between woodworking and how it can be used in our everyday lives? What will the students need to review to pass the final?
<b>Content</b>	Understand the different tools that are use to make projects on the lathe. The safety involved on the machine will be shown through a demonstration and DVD on the subject. The other students waiting to use the lathe will be shown how to make free form outdoor furniture.	The students will follow up from the lectures in February and put them to work.	The focus will be on the student awareness on how to plan and bid on a kitchen remodel job? How to use math to figure out the board footage of the job, allow for waste, and time lost.	The focus will be on getting the student ready for the job market. Understand how to be the one that stand out above all others.	Reflect on the past year's woodshop experience and effectiveness of their introduction to the world of woodworking
<b>Skills</b>	Development of problem solving skills as student use math to create many sided bowls. They students making the free form furniture will also use math as they create ovals, arch and different angels.	The student will follow up on the skills shown in February and put them into work.	The student will use their drawing skills, math, and on-line skill to find the best prices.	The students will have the opportunity to interview each other as if they are the boss. They must write down the questions they will ask. The students will also fill out a job application.	The student will help finish the last of the projects. Help clean and stage for the next year and have group review for the final.



Assessment	How well was the finished project done Was it planned, built, and finished in a proper manor.	The student will be graded on their projects outcome. Did they follow the safety rules and can they teach them to others.	Their grade will be based on the overall plan ,drawing, and bid.	They will be graded on their overall performance on both sides of the table.	The student will receive a grade for helping in the shop and exam grade for the final.
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