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This is a resubmission for the course English 9/10: World Connections

Teacher Contact

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* **Course Title:** English 9/10: World Connections

* **Transcript Title /Abbreviation:** English 9/10 **Transcript Title /Abbreviation: Course Code** 2101

* **Seeking "Honors" Distinction:** No

* **Subject Area:** English

* **Category:** English

* **Grade Level for which this course has been designed:** 9 10 11 12

* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

* **Is this course, or any separate section of this course, taught in an online learning environment:**

No

*** Is this course classified as a Career Technical Education:** No

*** Brief Course Description**

This course recognizes the new Common Core literacy standards by combining the content areas of English and Social Studies. The course is organized chronologically, exploring the development of the modern world from the Renaissance and Reformation to current struggles for democracy.

Students will read, write, speak, listen, think and use language effectively as they immerse themselves in the past events of the world through primary sources, narrative fiction and non-fiction, and informational text, both print and Internet based. They will work independently and cooperatively to gather information and communicate original thought.

Pre-Requisites

Co-Requisites

a-g World History - Required

**Context for Course
(optional)**

**History of Course Development
(optional)**

Textbooks

TEXTBOOK 1

*** Title:** Modern World History: Patterns of Interaction

*** Edition:** 2006

Publication Date:** 2006

Publisher:** McDougal Littell

Author(s):** Roger Beck, Linda Black, Larry Krieger Phillip Naylor and Dahia Shabaka

**URL
Resource:**

* **Usage:** Supplementary or Secondary Text

Excerpts, approximate number of pages: 300

TEXTBOOK 2

* **Title:** Animal Farm

* **Edition:** 1996

*
**Publication
Date:** 1996

*
Publisher: Penguin

*
Author(s): Orwell

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 3

* **Title:** Night

* **Edition:** first edition of this translation

*
**Publication
Date:** 2006

*
Publisher: Hill and Wang- a division of Farrar, Straus, and Giroux

*
Author(s): Elie Wiesel

**URL
Resource:**

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 4

* **Title:** The Wave

* **Edition:** 1981

*
Publication Date: 1981

*
Publisher: Dell Publishing Co.

*
Author(s): Todd Strasser

URL Resource:

* **Usage:** Primary Text

Read in entirety or near entirety

TEXTBOOK 5

* **Title:** The Adventures of Don Quixote

* **Edition:** 1912

*
Publication Date: 1912

*
Publisher: Thomson Nelson and Sons

*
Author(s): W.M. Thackeray

URL Resource: archive.org/details/adventuresofdonq00cerv

* **Usage:** Primary Text

Read in entirety or near entirety

Supplemental Instructional Materials: may include but is not limited to the following

The Center for Learning Curriculum Guide: *Animal Farm, Don Quixote, and Night*

The Declaration of Independence- excerpts

The Constitution of the United States- excerpts

Utopia by Thomas More- excerpts

Assorted sonnets by Petrarch

"The Base Stealer" by Robert Francis

"Fog" by Carl Sandburg

"In Flanders Fields" by John McRae

"The Soldier" by Rupert Brooke

"Anthem for Doomed Youth" by Wilfred Owen

Letter from Qian-Long to King George III- excerpts

The English Bill of Rights- excerpts

Japanese *Act of Seclusion* 1636- by Tokugawa Iemitsu

The French Constitution of 1793

The Tale of Two Cities by Charles Dickens- chapter 1

The Social Contract by Jean Jacques Rousseau- excerpts

The Communist Manifesto by Karl Marx and Friedrich Engels-
excerpts

The Conditions of the Working Class in England in 1844 by
Friederich Engel- excerpts

Political cartoons by Theodore Seuss
Giesel <http://www.brainpickings.org/index.php/2012/08/10/dr-seuss-wartime-propaganda-cartoons/>

Brainpop.com- assorted videos, quizzes, and activities

YouTube: All the Great Books Abridged: Don Quixote. Part
1 <http://www.youtube.com/watch?v=Gf4GQUB8swU> and part
2 <http://www.youtube.com/watch?v=6en70dADSVc>

Cartoons Go to War: Animation During World War
II. <http://www.youtube.com/watch?v=BZ8OyjKmGwI>

Education for Death Disney WW2 Propaganda
Cartoon. <http://www.youtube.com/watch?v=W00--M31xkE>

Propaganda: Your Job in Germany. <http://www.youtube.com/watch?v=1v5QCGqDYGo>

WWII Propaganda Disney Pluto Bacon Grease.
<http://www.youtube.com/watch?v=Z4497GEGOOg>

Disney The Thrifty Pig (1941). <http://www.youtube.com/watch?v=Z4497GEGOOg>

Kahn Academy: French Revolution (parts 1-
4) <https://www.khanacademy.org/humanities/history/1600s-1800s/french-revolution-tutorial/v/french-revolution>

* **Course Purpose**

Goals

The goal of this 9/10 English course is to prepare students for the rigors of university coursework while exploring world history. The course aligns with the seven goals defined in the ICAS Academic Literacy Statement of Competencies and the Common Core State Standards for English Language Arts and Literacy, guiding students to become thoughtful and creative readers, writers, listeners, and thinkers as they use and develop critical thinking skills. They will pose questions, analyze complex texts of varying genre, generate hypotheses based on factual evidence, and respond individually, in small groups and whole class, both orally, in writing, and through presentations. Students will learn to use technology and digital media to enhance their understanding and to create thought provoking presentations. They will learn to vary their responses with attention to audience, task, and purpose, adapting their communication as appropriate. Students will be engaged in discussions that evoke controversial conversations while showing respect and understanding of varying view points. Students will demonstrate a depth of analysis and synthesis of studied concepts through essays, research reports and presentations, addressing both assigned topics and others chosen independently by students.

* Course Outline

Students will move chronologically through America's past, reading samples of many writers and researching their lives and the historical contexts in which they lived to make important historical and cultural connections. Analysis of primary resources and group work will be ongoing in all modules. Students will read at least 4 full-length works of literature and multiple excerpts from key historical documents. They will research historical events, utilizing textbooks, the Internet, and other non-fiction sources as appropriate to the unit of study. During all classes, students will participate in discussions, both small group and whole class. A daily bell-ringer activity will include an activity to combine or edit sentences.

Module 1— A Developing World

Note taking and summarizing: Students will read chapters 1-3 of Modern World History: Patterns of Interaction, taking notes or creating graphic organizers. Direct instruction on reading strategies and note taking will help students develop skills needed to read informational text. In small groups, they will use these notes to create a 15th century news magazine. Each student will have the primary responsibility for writing one article and editing at least two others. Each article will be a minimum of 400 words. Topics might include Gutenberg's printing press, key artists such as Leonardo da Vinci and Michelangelo, the Ottomans conquest of Constantinople, key explorers such as Vasco da Gama and Columbus, and the Portugal Treaty of Tordesillas.

Research activity: Students will research three key Muslim rulers: Suleiman I, Shah Abbas, and Akbar, using their history text and the Internet. They will summarize the lives of each ruler in an obituary of at least 200 words, including accomplishments, goals, ambitions, and any other intriguing or unique detail discovered during research.

Technology: Students will learn to use online tools to create a cover and table of content for their news magazine. They will add appropriate graphics to both the cover and news magazine articles.

Reading of primary sources: In small groups and whole class, students will read, analyze and discuss how democracy developed over time by tracing key concepts from one source to the next. Source documents will include but not be limited to The Magna Carta, The English Bill of Rights, the Mayflower Compact, the Declaration of the Rights of Man, and the American Bill of Rights. Students will be learning to make statements and express personal opinions, supported with facts. They will be expected to listen respectfully and discuss with other students who might have differing opinions.

Writing: In class, students will write a short essay based on a provided prompt in preparation for the CAHSEE exam. The goal will be a five paragraph essay that includes an introduction and thesis statement, body, and conclusion. It is assumed that this first essay may be difficult for some students and is therefore only one of many opportunities they will have to master this skill. Direct instruction on planning and writing to a prompt will be given repetitively throughout the year.

Writing Conventions: Students will combine 2-4 sentences each class without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. During Module 1, students will combine sentences using appositives and coordinating conjunctions. They will edit sentences for capitalization, apostrophe, abbreviations, and commas in a series.

Speaking and listening: In small groups, students will create and present a Public Service Announcement about basic human rights related to their reading of primary sources. All members of the group will participate in their presentation to the class, utilizing skills learned related to voice, posture, eye contact, etc. The PSA will be only 90-120 seconds in length, requiring the students to use precise language.

Module 2— Perspectives

Literature analysis: Students will read chapter 1 of *Tale of Two Cities* and make predictions on what life was like during pre-revolution France. This will occur as a full-class discussion.

Response to reading of primary source: In small groups, students will read, analyze and discuss the letter to King George II from China's emperor, Quianlong, in which he declares the self-sufficiency of China. Each student will then draft a reply for King George II to the letter, attempting to convince the emperor to open China to the world by explaining the benefits of economic and cultural interaction. Students will be instructed on persuasive writing and business letter format prior to completing this assignment.

Note taking: Students will read and take notes on chapter five of their history text. Notes should clearly detail the reign and overthrow of the absolute monarchs in Europe between 1500 and 1800. They will view the Khan Academy tutorials, part 1-4, on the French Revolution and take notes focusing on the three estates.

Poetry: Students will read, analyze, and discuss a number of ballads with a focus on structure. They will then write an original ballad of at least 24 lines, adhering to the structure and style examined. Each student's ballad will tell the story of one

monarchy and its ensuing overthrow, using notes from their history text reading. Possible monarchs include Suleiman I, Ivan the Terrible, Louis XIV, William of Orange, Peter the Great, Maria Theresa, Frederick the Great, and Catherine the Great.

Interviews: In small groups, students will write an interview based on notes from the Khan Academy tutorial. Students will develop questions and responses that will clearly demonstrate the feelings and perspectives of each estate towards the French Revolution. These interviews will be presented by each group to the class as a newscast of at least 5 minutes.

Writing: In class, students will write a second short essay based on a provided prompt. The goal will again be a five paragraph essay that includes an introduction and thesis statement, body, and conclusion. Students are expected to have improved in the planning and implementation of this activity since module 2.

Writing Conventions: Students will combine 2-4 sentences each class without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. During Module 2, students will combine increasingly complex sentences using appositives, coordinating conjunctions, and adjectives and adverbs. They will edit sentences for colons, semi-colons, hyphens, and comma use with introductory phrases.

Module 3: Fiction

Literature analysis: Students will read *The Adventures of Don Quixote*. Activities will be used to help students focus their reading, including vocabulary worksheets and comprehension questions. They will use essential questions to make connections and explore metaphors, characterization, and setting.

Vocabulary: Students will be given a vocabulary list for each chapter and will use context clues to guess the meaning of unfamiliar words before using dictionary.com. Direct instruction will be provided to help students use context clues to determine which definition is correct when multiple exist.

Essential Questions: Students will discuss essential questions in their small groups, followed by a sharing with the whole class. Questions: What were the historical events that influenced the writing of Don Quixote? How is metaphor used? How does the code of chivalry apply to us today? What was Don Quixote's impossible dream? How did Don Quixote deal with the injustice he encountered?

Writing: Students will read Robert Francis's "The Base Stealer" and Carl Sandburg's "Fog" to further explore the use of metaphor. They will then be guided

to write brief metaphoric descriptions of everyday objects.

Writing Conventions: Students will combine 2-4 sentences each class without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. During Module 3, students will combine sentences to create complex and compound sentences while maintaining parallel structure. They will edit sentences for quotation marks, and contractions.

Module 4— Upheaval

Note taking: Students will read and take notes on chapters 8-9 in *Modern World History*. These notes will be geared toward preparation for upcoming assignments in this module: creating a "live" newscast and writing a letter to the editor.

Newscast: In small groups, students will write a script and present to the class a "live" newscast of an incident during a revolution during the years 1789-1900. Students will role play the parts of on-site news reporters and news anchors. The newscast should be at least 5 minutes in length and include background information as well as the "current event".

Letter to the editor: Students will write a letter to the editor from the perspective of someone observing child labor practices during industrialization of Europe. Letters must include a detailed description of current conditions and possible solutions. Students are expected to use business letter format as learned in Module 2. Letter should be a minimum of 1 page.

Research/MLA format: Students will identify a topic of interest to them and develop a guiding question for an extended research report. Possible topics include but are not limited to imperialism, cause and effect of WWI and WWII, Hitler's agenda, the impact of industrialization, the Cold War, and the fall of the Berlin Wall. Students will begin to gather resources and will create MLA citations for at least 3 resources. Students will be given direct instruction on creating a works cited page using the proper format. They will view the Brainpop video: Online Sources, to guide them in using appropriate sites.

Writing: In class, students will write another short essay based on a provided prompt. The goal will again be a five paragraph essay that includes an introduction and thesis statement, body, and conclusion. Students are expected to have improved in the planning and implementation of this activity.

Writing Conventions: Each class, students will continue to combine 2-4 sentences and edit others without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity

conventions used and why. When students are unable to complete this activity, direct instruction will occur. The sentences and structures will become increasingly difficult as the year progresses. Students will be expected to apply these skills in their writing.

Module 5— Heroes and Antiheroes

Note taking: Students will briefly research and take notes on the meaning of communism and democracy, and the pros and cons of each in preparation for creating a Power Point in this module.

Students will read and take notes on chapters 13-15 in *Modern World History*, focusing on communism, socialism, and fascism. They will identify key players in WWI.

Technology: In small groups, students will use their notes to create a Power Point illustrating the meaning, and pros and cons of communism and democracy. Each group will present their PP to the class. This Power Point should be a minimum of 10 slides and should be written in a consistent format throughout. Students will receive direct instruction on what makes a good Power Point presentation. Small groups will have at least two members who are already familiar with Power Point. Those members will assist others in the group. Each member must create at least two slides.

Propaganda: Students will receive direct instruction on the types of propaganda. They will analyze YouTube cartoons from WWI and WWII, identifying how propaganda was used. In small groups, they will then create a poster or flyer that uses propaganda related to the Great Wars. These must include text and graphics.

Continued research: Students will continue to gather information for their research paper. They will adjust their guiding question as appropriate. By the end of the module, students will develop a formal outline for their paper and have created MLA citations for all resources. They will have at least 3 pages of notes. They will receive direct instruction on outlining, some of which will come from the Brainpop video: Outlines.

Direct and indirect quotes: Students will be given direct instruction on how to use direct quotes and paraphrasing in their research papers. Brainpop videos will assist in this instruction: paraphrasing.

Writing: In class, students will write another short essay based on a provided prompt. The goal will again be a five paragraph essay that includes an introduction and thesis statement, body, and conclusion. Students are expected to have improved in the planning and implementation of this activity.

Writing Conventions: Each class, students will continue to combine 2-4 sentences and edit others without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. The sentences and structures will become increasingly difficult as the year progresses. Students will be expected to apply these skills in their writing.

Module 6: Fiction

Literature analysis: Students will read *Animal Farm*. Activities will be used to help students focus their reading, including vocabulary worksheets and comprehension questions. They will use essential questions to make connections and explore allegory and character analysis.

Vocabulary: Students will be given a vocabulary list for each chapter and will use context clues to guess the meaning of unfamiliar words before using dictionary.com. Direct instruction will be provided to help students use context clues to determine which definition is correct when multiple exist.

Essential Questions: What is the historical context of *Animal Farm*? How does the book relate to utopian and dystopian societies? How does power impact characters? What are the qualities of a good leader? How does the following statement relate to *Animal Farm*: Power tends to corrupt, and absolute power corrupts absolutely? How is allegory used in *Animal Farm*?

Listening and speaking: Students will discuss essential questions in small groups and full class, practicing responding to divergent views. Students will read excerpts from *Utopia* by Thomas More and will relate his view of a utopian world to *Animal Farm*.

Writing: Students will write at least 3 pages proving that a character from *Animal Farm* is symbolic of a key historical figure. Essays will include direct quotes from the book as well as factual details found in personal research. All quotes and paraphrased information will be credited using MLA format. This has been thoroughly taught by this time, and students are expected to be able to correctly cite sources. Reading and research from Module 5 will directly relate to this assignment.

Writing Conventions: Each class, students will continue to combine 2-4 sentences and edit others without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. The sentences and structures will become increasingly difficult as the year progresses. Students will be expected to apply these skills in

their writing.

Module 7— The World at War

Literary analysis and vocabulary: Students will read and analyze a number of poems by Petrarch, making connections to history and using context clues to understand unfamiliar vocabulary. Concepts introduced will include the structure of a poem and poetic devices.

Students will also read war poems: "In Flanders Fields" by John McRae, "The Soldier" by Rupert Brooke, and "Anthem for Doomed Youth" by Wilfred Owen. As a class, students will be guided to an understanding of the language. They will then discuss the tone and the imagery of each. Students will be guided to discover additional poetic devices not found in Petrarch's sonnets.

Research paper: Students will complete their research papers using MLA format. They will do more than present facts, as they must include original thought related to their topic. These papers must be a minimum of 6 pages in length.

Writing: Students will write a persuasive essay related to the use of the atomic bomb. Before begin to write, they will discuss their perspective within their small groups, respectfully listening to divergent views. Their essays should state their own opinion while recognizing the perspectives of others. Mimimum length of this essay is three pages.

Discussion and debate: Following the completion of persuasive essays, students will discuss and debate perspectives as a whole class. Students will practice taking turns and respectfully listening, while stating their own thoughts.

Writing: In class, students will write another short essay based on a provided prompt. This will be the last in-class prompt prior to the CAHSEE. Students should therefor be able to analyze the prompt, and plan and execute their response in at least five well organized paragraphs using appropriate writing conventions, spelling, and grammar.

Writing Conventions: Each class, students will continue to combine 2-4 sentences and edit others without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. The sentences and structures will become increasingly difficult as the year progresses. Students will be expected to apply these skills in their writing.

Module 8— Nonfiction

Literary analysis: Students will read, analyze and respond to *Night*. Activities will be used to help students focus their reading, including vocabulary worksheets and comprehension questions. They will use essential questions and worksheets to make connections and explore the concepts of theme and conflict through analysis of characters. They will find examples of figures of speech within the novel, such as irony, metaphor, and personification. Direct instruction will be given on any forms not previously learned.

Vocabulary: Students will be given a vocabulary list for each chapter and will use context clues to guess the meaning of unfamiliar words before using dictionary.com. Students should be able to independently identify the correct word meaning at this point, having done this exercise for two other books.

Essential Questions: Do forms of mass genocide exist today? How do people survive great atrocities? Is it possible to stop being human? What makes us human vs. animal? How does silence perpetuate violence? What is the importance of remembering the Holocaust?

Listening and speaking: Students will discuss essential questions in small groups and full class, practicing responding to divergent views with respect. They will also discuss the themes of human rights, dehumanization, anti-semitism, social awareness, and genocide drawing from their reading. Direct instruction will be given on how to identify a theme by noting repeated ideas and patterns, and the things characters say and do related to these ideas.

Writing: Students will write a persuasive essay of 2-3 pages in length, attempting to convince Elie Wiesel's family to make a different decision than the one they made. Students must write in the first person as Elie and must include at least three reasons with details.

Writing technical documents: Students will learn how to write technical documents that are clear and concise. Special attention will be given to vocabulary. They will do this by learning and playing a new game in their small groups, then working together to create written directions that will be tested by another class.

Writing Conventions: Each class, students will continue to combine 2-4 sentences and edit others without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. The sentences and structures will become increasingly difficult as the year progresses. Students will be expected to apply these skills in their writing.

Module 9- Nonfiction

Literary analysis: Students will read, analyze and respond to *The Wave*. Activities will be used to help students focus their reading, including vocabulary worksheets and comprehension questions. They will use essential questions to make connections and explore stereotype.

Vocabulary: Students will be given a vocabulary list for each chapter and will use context clues to guess the meaning of unfamiliar words before using dictionary.com.

Essential Questions: Why does this experiment work? How does this relate to peer pressure in your own life? What stereotypes developed and what impact did they have? How was this experiment similar to Hitler? Has your opinion changed from earlier in the year as to if a Holocaust could occur today in the U.S.?

Listening and speaking: Students will discuss essential questions in small groups and full class, practicing responding to divergent views.

Writing: Students will maintain a personal response journal as they read *The Wave*. Each entry must be descriptive and contain enough detail to make it clear they understand the book. It should also include their thoughts and feelings, and make connections to personal experiences. Three entries of at least one page must be completed weekly.

Technology: Students will create "Fakebook" pages for characters in *The Wave*. They will post ongoing status as they read the book, as well as posting comments on the pages of other characters. Students will post a minimum of 3 times each week. Through this interactive approach, they will deepen their understanding of the book.

Writing Conventions: Each class, students will continue to combine 2-4 sentences and edit others without changing meaning. They will explain the conventions used and why. When students are unable to complete this activity, direct instruction will occur. The sentences and structures will become increasingly difficult as the year progresses. Students will be expected to apply these skills in their writing.

* Key Assignments

Note taking: Students will read text, and watch videos and Kahn Academy tutorials, taking notes

as indicated. These notes will then be used to complete related assignments. For example, during Module 1, reading about Muslim leaders will lead to writing obituaries for Suleiman I, Shah Abbas, and Akbar. Readings related to events of the 15th century will be used to write an article for a 15th century news magazine. In Module 2, students will write newscast interviews of people from each of the three estates of the French Revolution. During Module 4, students will use notes to create a newscast and write a letter to the editor. In Module 5, students will take notes on communism, socialism, and fascism in preparation for creating a Power Point. As they progress through the year, it is expected that their ability to identify key points and take notes in a usable fashion will improve. Note taking will help students comprehend and evaluate complex texts, independently discerning key points and asking relevant questions. (Please note that some of the assignments mentioned here are further described below as they also relate to writing and presentation skills.)

15th century news magazine article: When students complete reading about the 15th century, they will each write a 400-word article for a 15th century news magazine. Topics will be preapproved but might include Gutenberg's printing press, key artists of the period, key explorers and leaders of the century, and the Portugal Treaty of Tordesillas. In addition to writing an article, students will edit at least two others, attempting to identify problems before "going to press." Students will then work in small groups to create a cover and table of content for their 15th century news magazine. They will use graphics and text to make a visually appealing and informative product. Students will be given a grading rubric before completing this assignment. This assignment will help students make the connections between ELA and history in an authentic and relevant way. They will use technology strategically and capably.

Three obituaries: After reading about early Muslim rulers and taking notes, students will write obituaries for Suleiman I, Shah Abbas, and Akbar that will include why they were important, how they died, and who they are succeeded by. Each obituary will include a "donations may be given to" statement that requires students to identify what cause would have been important to each ruler. This offers the student a chance to be a bit creative; naming a fictional organization that might have existed to meet some need and holding some importance to the ruler. Each obituary must be a minimum of 200 words in length. As with all written and presentation assignments, students will receive a grading rubric. This assignment will help students make the connections between ELA and history in an authentic and relevant way.

Power Point: In order to compete in the world, students must have strong technological skills. Therefore, in small groups, students will create a Power Point to illustrate the meaning, and pros and cons of communism and democracy. Power Points must be a minimum of 10 slides, each student creating at least two. The format is expected to be consistent throughout. For example, one slide cannot use bullets and phrases with the next using sentences. Students will be allowed to use a small amount of the PP "bells and whistles" but must be mindful of the goal to produce a presentation that is not distracting to its content. Direct instruction will be given on what makes a good PP, but students will also be grouped with others who are already familiar with this program. In this way, students will be able to learn from one another. Upon completion, each group will present their PP, giving them an opportunity to practice speaking in front of a larger group. Students will use technology strategically and will work together to build on each other's ideas and skills.

Research: Students will be instructed on the process of writing a formal MLA research paper. Steps in this assignment will include identifying a topic, developing a guiding question, finding resources, taking notes, organizing notes into a cohesive paper using summarization and direct quotes,

crediting sources, using the writing process to edit and revise writing, and culminating in a final paper of at least 6 pages in length. Topics will be approved by instructor but might include imperialism, the cause and effect of WWI and WWII, Hitler's agenda, the impact of industrialization, the Cold War, and the fall of the Berlin Wall. Students will be given a rubric to evaluate their own writing before turning in the final product. Taking notes for the research paper will extend the skill they develop through note taking from their history text and videos, furthering their ability to read, annotate, and analyze informational text. This assignment will be ongoing through Modules 2, 3, and 4 with instruction and support for each step. Through this assignment, students will learn to use technology strategically as they tailor online searches to acquire useful information, taking that information and presenting it in an original way.

Listening and Speaking: Students will participate in class discussions and activities with instructor and peers. They will present ideas and opinions supported by information learned in readings. They will maintain an attitude of respect while listening and presenting. In addition to ongoing discussions, students will have the opportunity to present to the class. The focus of these more formal speaking opportunities will be posture, volume, clarity, pronunciation, and preparation. Students will be given rubrics to guide them in preparing. These formal presentations will be small group presentations of their PP on communism and democracy, a Public Service Announcement about basic human rights, a newscast interview of people from the three estates of the French Revolution, and a "live" newscast of an event during the revolution between 1789-1900. Students will have daily opportunity to communicate, collaborate, and think critically. They will learn to build on each other's ideas while articulating and supporting their own. See below for additional information about this assignment.

Public Service Announcement: In small groups, students will create and present a Public Service Announcement about basic human rights related to their reading assignment. This will be the first presentation of the year and so direct instruction will be given on presentation skills such as voice clarity and volume, posture, eye contact, and preparation, and will be given a rubric to help them evaluate their performance. Students will have the opportunity to do their PSA once for feedback before their final presentation. The PSA will be written as a script and presented. It must be 90-120 seconds in length. The students will undoubtedly think this an easy assignment at first, as it is such a short segment. However, they will have to work hard to use precise language to get adequate content into the short time. Students will be able to determine how they wish to approach the human rights issues. They could trace the history of specific rights and make a statement related to today. Another possibility is to address one right, such as gun control, and teach about gun safety. Students may tape their PSA or perform it live. They may also include background flashes of pictures or extremely short video clips. A number of Public Service Announcements will be watched and analyzed prior to starting this assignment. This assignment will encourage students to attend to their purpose, using language warranted to the task.

Two "TV" newscasts: In these assignments, students will work in their small groups to write newscast scripts related to significant revolutions. The first will follow the study of the French Revolution and will be a script in which one or two group members will act as moderators while the other members represent the three estates involved. The scripts must clearly demonstrate the feelings and perspectives of each estate towards the French Revolution. The narrator/s will be expected to present background information for the "TV viewer". The scripts must be multiple pages in length as it must take a minimum of five minutes to present. Each student must have a significant role spread out over the course of the newscast. It is expected that there will be a back and forth type action similar to a real newscast, so students will not be allowed to each present for one minute and be done. Real newscasts will be viewed and students will receive a rubric prior to

beginning this assignment.

The second newscast will be a “blow-by-blow” account of an incident during a revolution in the years 1789-1900. Each small group will be assigned a different revolution. Students will role play the parts of on-site news reporters, news anchors, and people involved in the event. Commentary will be ongoing as the event unfolds. Students will be encouraged to be creative in writing about the events. As in the first newscast, the news anchor/s must present background information for the TV viewer. Students might choose to add a 60 second commercial between segments of their report. This newscast must be at least five minutes in length and must meet the requirements set forth in the first newscast assignment.

Each of these will further the student's skills in speaking to an audience. It will also offer them the opportunity to practice adjusting their writing with the purpose and audience in mind.

Letter to the editor: Following the reading and note taking for chapters 8-9 of their history text, students will write letter to the editor from the perspective of someone observing child labor practices during industrialization of Europe. Letters must include a detailed description of current conditions and possible solutions. Students are expected to use business letter format as learned in Module 2. Letters must be a minimum of one page. Students will again write with their purpose and audience in mind.

In class writing to prompts: Students will be given a writing prompt once monthly and will be expected to complete a written response during a 60-minute class period. These will include narrative, expository, persuasive, and response prompts. Students will be expected to write a cohesive five-paragraph essay. As they progress through the semester, the expectations will increase. Direct instruction on writing a five-paragraph essay will occur prior to the first attempt. Teaching to the process will occur repetitively after that with a focus on areas of student struggle. By February, students should be able to analyze a prompt, and plan and implement an essay in preparation for the CAHSEE exam.

Persuasive essay: Students will write a three-page essay related to the use of the atomic bomb. Before beginning to write, they will discuss their perspectives within their small groups, respectfully listening to divergent views. Their essays must express their own opinion while recognizing the perspectives of others. They will further develop the ability to engage in civil discourses and effective argumentative writing.

Persuasive essay: Students will write a persuasive essay of 2-3 pages in length following the completion of reading and discussing *Night*. Four times in the novel, Elie Wiesel wrote about times they might have made different decisions and been saved. First, Moshe the Beadle tried to convince the Jews of Singhet to flee from the coming persecution, but no one listened to him. Then, Elie tried to convince his father to sell the business and emigrate to Palestine. Later, the Wiesel family refused the safe refuge offered by their former servant, Martha. The last was when Elie and his father were given the choice to stay at the camp hospital or be evacuated with the other prisoners, and they chose to stay with the others. The assignment is to choose one of these opportunities and convince the Wiesel family to make the opposite decision from the one they made. This assignment will further the development of their argumentative writing skills.

Technical document writing: Writing technical documents requires attention to detail. Such documents must say what needs to be said as concisely and clearly as possible. Writing in this way is a skill separate from essay writing. In this assignment, students will master this concise and clear writing. A game unfamiliar to them will be demonstrated and briefly explained. The basic rules will be provided orally. Students will then be allowed to play the game a number of times, familiarizing themselves with how it is played. The challenge will be to create a directions page for this game as it might be done for packaging the game for sale. Prior to starting, direct instruction will be given on content required in game instructions, such as materials, set up, how to start, how to win, etc. Students will need to think deeply to find all possible scenarios, being sure they are adequately explained. However, brevity remains important. When groups believe they have a finished document, the rules will be given to another class to follow. That class will critique the rules based on their ability to play the game. Groups will be able to revise directions one time before turning in their final product.

Writing conventions: Each time students enter the class, they will complete a bell ringer activity to reinforce or learn writing conventions. Students will combine 2-4 sentences each class without changing meaning, explaining the conventions used and why. When students are unable to complete this activity, direct instruction will occur. They will also edit a sentence for capitalization, punctuation and spelling. As the year progresses, the sentences will become more complex.

The first day's bell ringer might be:

*Combine the following sentences as concisely as possible without changing meaning.

Some believe that Cleopatra may have committed suicide.

She allowed an asp to bite her.

An asp is a poisonous snake.

The proper combining of this sentence recognized the relationship between events. Some believe she may have committed suicide *because* she allowed an asp, a poisonous snake, to bite her. This also uses an appositive.

*Correctly capitalize and punctuate the following sentence.

havent you seen J K rowling in an interview

Reading of Source Documents: Students are expected to read and understand informational text

as much of what they will encounter later in life will be such. Therefore, students will be put in small groups to read and discuss primary source documents from history including but not limited to The Magna Carta, The English Bill of Rights, the Mayflower Compact, the Declaration of the Rights of Man, and the American Bill of Rights. They will identify key human rights and concepts and how they pass from one document to the next. For example, the Magna Carta limited the power of the King, giving more power to the people. The students will find similar limitations in the other source documents. A graphic organizer will be provided to them for recording their findings. As this class focuses a great deal on discussion, it is hoped that students will use this opportunity to discuss personal opinions. They will develop the ability to listen with an open mind while remaining discerning listeners. Gun control is an important issue today and would be a nice addition to this discussion. Students will be expected to maintain an attitude of respect throughout this process.

Letter to Emperor Quianlong: Students will read, analyze and discuss the letter written by Emperor Quianlong to King George II about China's self-sufficiency. They will each write a one-page letter of response from King George, urging China to open its economic and cultural barriers to the rest of the world. Students will be instructed on the format of a business letter before beginning this assignment.

Poetry analysis: Poetry will be incorporated into a number of different modules to further student understanding of history. Poetic devices will be explored, reviewed and built upon as we progress through the year. The first assignment related to poetry will be a study of ballads. Students will read and analyze two ballads with a focus on understanding of content and structure.

During Module 3, students will study metaphors using poems, "The Base Stealer" by Robert Francis and "Fog" by Carl Sandburg. This understanding of metaphors will then be applied to the reading of *Don Quixote*, a book filled with metaphors. They will then be guided to write brief metaphoric descriptions of everyday objects.

In Module 7, students will read a number of poems by Petrarch, making connections to history and using context clues to understand unfamiliar vocabulary. Students will be guided to discover the structure of sonnets and to identify additional poetic devices not yet identified in previous poems. They will also read a number of war poems: "In Flanders Fields" by John McRae, "The Soldier" by Rupert Brooke, and "Anthem for Doomed Youth" by Wilfred Owen. These last three poems will be used to study tone and imagery. Students will be asked to discuss and share out how these poems are similar or different. All poetic devices studied to this point will be reviewed as students identify their use in these.

Ballad writing: Following the analysis of two ballads, students will use notes from history to write an original ballad, tracing the life of one monarch. This ballad must be at least 24 lines and adhere to the structure and style of analyzed ballads. Possible monarchs include Suleiman I, Ivan the Terrible, Louis XIV, William of Orange, Peter the Great, Maria Theresa, Frederick the Great, and Catherine the Great. They will be given a grading rubric before they begin writing.

Literary analysis: The study of literature is one of the corner stones of English. This year, students will read four complete works, two fiction and two non-fiction. They will complete vocabulary worksheets for each and will answer comprehension questions, both in writing and orally in small groups. They will practice strategies for reading that will help them understand with more

in small groups. They will practice strategies for reading that will help them understand with more depth and breadth than reading for pleasure. They will learn to read, annotate and analyze narrative text in addition to the informational text described above.

Vocabulary: As indicated in literary analysis assignments above, students will develop vocabulary throughout the year, utilizing poetry and novels readings. They will attempt to infer the meaning of unfamiliar vocabulary before looking it up in a dictionary. It is imperative that they learn to use context clues. Furthermore, the dictionary often provides multiple definitions for a single word. Without paying attention to context, students cannot determine which definition is correct. An excerpt from a vocabulary worksheet might be:

* Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean on the lines provided. Then look up the word in a dictionary and find what it does mean. Be sure you find the correct meaning when multiple are given. Write that definition on the second line.

Free from all social **constraint**, young people gave way openly to instinct, taking advantage of the darkness to flirt in our midst. . .

Students also might be asked to fill in the blanks on sentences using a provided word list or complete a matching activity.

Comprehension questions: Students will complete comprehension worksheets as they read each of the four full-length novels. Comprehension questions will be designed to test a student's understanding at more than a factual level. To complete the higher order questions, students must use critical thinking skills and make inferences. Through this assignment, students will increase their awareness and deepen their level of understanding and knowledge. Sample questions:

What names does Don Quixote call the monks as demands that they release the princess? (factual)

Why did the mule drivers pull out pieces of Sancho's beard and kick him severely? (a bit more thinking needed)

If you had just met Don Quixote and Sancho and were describing them to another friend, what would you say about them? How are they similar? How are they different? (requires deep thinking)

Setting: Chapter 1 of *A Tale of Two Cities* will be utilized to teach setting. Students will read this chapter aloud in small groups and identify the setting. They will make predictions of what life in France was like during this time. Groups will then share out to the whole class and further

France was like during this time. Groups will then share out to the whole class and further discussion will occur. This assignment will be a precursor to the study of the French Revolution.

The Adventures of Don Quixote: metaphor, characterization and setting. Students will read *The Adventures of Don Quixote* in its entirety. They will then be guided to explore the metaphors of this novel following the study of two poems that strongly utilize metaphors. See poetry assignments above for additional information. They will also explore the character of Don Quixote. Is he sane? Who exactly is he and what does he believe in? Students will work in small groups to find details from the text to support statements they make about the character. They will record passages from the novel and their interpretation of the character as it relates to each passage. Students will be guided to make connections to history as they examine the setting of the novel. Further study will include vocabulary and discussions of essential questions. Students will make connections to history as they discuss the reading.

Animal Farm: Utopia, characterization, symbolism, and historical connection: Students will read excerpts from *Utopia* by Thomas More and discuss his view of a utopian world. They will then read *Animal Farm* in its entirety and will discuss how this “dystopian” world relates to the utopia described by More. This first piece will be done in a whole class discussion. Students will then use past knowledge of character analysis to study the characters of *Animal Farm*. They will use their knowledge of historical figures before WWII to identify who each character represents. Students will write at least three pages proving that a character from the novel is symbolic of a key historical figure. Essays will include direct quotes from the novel as well as factual details from history found during personal research. All quotes and paraphrased information will be credited using MLA format. This skill has been studied for writing their research papers, so students should be able to complete this with little assistance. Students will study vocabulary and discuss essential questions, deepening their understanding of the novel.

Night: figures of speech, humanity, historical connections: Students will read *Night* in its entirety and complete vocabulary and comprehension worksheets. This non-fiction novel is an important memorial to history. Through guided discussions utilizing the essential questions, students will develop a deeper understanding of the Holocaust: how it happened, could it happen again, how does one survive such an atrocity? Students will use context clues and the dictionary to understand unfamiliar vocabulary and will search for examples of figures of speech within the novel, such as personification, irony, metaphor, and simile. These should have been covered previously but will be reviewed again for this activity. The culminating assignment will be to write a persuasive essay. Please see second persuasive essay assignment above for details.

The Wave: Students will read this novel in its entirety and will complete vocabulary and comprehension question worksheets. When half way through the book, students will create a “Facebook” page for one of the characters. This page will include all information commonly found on a Facebook page. When information is not explicitly available to the student through the novel, they will be encouraged to use clues about the character to embellish the page. These embellishments must make sense to what is known about the character. Students will then post on their page and the pages of other students. They must post at least three times weekly, making appropriate comments and status posts as they move through the remainder of the book. Though brief comments are allowed, a student can only earn an A if their comments and status posts demonstrate an understanding of their reading, including how their character is feeling. Through this interactive approach, students will deepen their understanding of the book. They will also bring more to the table for class discussions, having already explored their responses through their posts.

Response journal: Students will maintain a personal response journal as they read *The Wave*. Each entry must be descriptive and contain enough detail to make it clear they understand the book. It should also include their thoughts and feelings, and make connections to personal experiences. Three entries of at least one page must be completed weekly. This assignment will guide students in analyzing and understanding this narrative text.

Propaganda: Propaganda inundates the world today in the form of commercials, billboards, and even within books and movies. It is important that students are able to identify propaganda to mediate its impact upon them, giving them more control of the life choices they make. They must be discerning readers and listeners. Therefore, students will receive direct instruction on the types of propaganda before viewing a number of YouTube video cartoons from WWI and WWII. These cartoons were highly propagandized to encourage patriotism and support of the war. Following the viewing and discussion of the many cartoons, students will work in small groups to create a poster or flyer that uses propaganda related to the Great Wars. These must include text and graphics. They will use the technology skills first introduced in Module 1 when they created the cover for their 15th century news magazine. This assignment, given in Module 5, will help students practice and extend these skills.

* **Instructional Methods and/or Strategies**

Students will be engaged in a variety of activities that will support them in acquiring content knowledge and building academic skills. Methods and strategies will scaffold and increase in complexity as students begin to demonstrate proficiency and become more familiar with the content of each unit. Concepts will be introduced using lecture, video, group discussion, individual and group presentations, and reading. Methods of instruction will include, but are not limited to:

- Independent and small group reading: Students will read all required reading, both primary and supplementary. Multiple genres will be introduced and will include full literature and primary source document excerpts.
- Direct and explicit instruction: Note taking, creating graphic organizers, principles of grammar, and writing strategies will be modeled for the students.
- Discussions: Discussions will be whole class and small group and will focus on analysis and response to central topics in readings.
- Writing: Students will use their writing skills and critical thinking strategies as they respond to literature and discussion topics. Activities vary from short answer to extended essay and will be graded according to rubrics detailing expected content and writing conventions.
- Oral presentation: Students will present information both formally and informally. Presentations will include speeches, news reports, interviews,

Power Point, and discussions.

- Technology: Students will use the Internet to gather and disseminate information through research and development of presentation materials. Students will research topics relevant to the reading assignments and give written and oral reports of their findings.
- Structured questions: Student learning will be guided through questions that facilitate deep thought and analysis related to all readings.
- Literary blogs: Students will communicate their responses to reading assignments through literary blogs and "Fakebook" pages.

* **Assessment Methods and/or Tools**

Exams, quizzes, homework assignments, discussions, oral presentations, and writing assignments will be used to assess student progress. Exams for each unit will consist of multiple choice, matching, and short answer questions. Essays will emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. The research paper will follow a step by step process: asking a question, developing a thesis, gathering information from reliable sources, drafting the paper, editing and revising, and formatting according to MLA guidelines. Writing assignments will be graded with a rubric that assesses clarity, conciseness, coverage, and conventions. Independent reading will be assessed by quizzes, written and oral responses, and annotations. Students will evaluate themselves and their peers for active participation in small group work. These evaluations will be averaged each module to determine a grade. The course instructor maintains the right to adjust grades based on observations.

The course instructor will correct all work, and teacher feedback will be provided with student revision and rewrite completed when appropriate.

Methods and/or Tools:

- unit tests and quizzes
- attendance
- class participation
- structured questions
- written assignments, evaluated according to rubrics as described above
- presentation assignments such as Power Point, evaluated according to provided rubrics

- written and oral presentation of reading passage analysis
- self and peer evaluations

* Reading

Students will read a wide variety of written material with a focus on nonfiction. They will be guided to make historical and cultural connections as they analyze readings. Teachers may substitute grade level college preparatory literature when applicable to the key assignments of a unit.

1. Read history text: *Modern World History: Patterns of Interaction*.
2. Read *The Adventures of Don Quixote*.
3. Read *Animal Farm*.
4. Read *Night*.
5. Read *The Wave*.
6. Read and analyze excerpts of primary historical documents, including but not limited to supplementary source list.
7. Read assorted poetry, including but not limited to those listed in supplementary source list.
8. Complete curriculum guide activities related to central topics for each literature unit: *The Adventures of Don Quixote*, *Animal Farm*, *The Hiding Place*, and *The Wave*.
9. Answer comprehension and analysis questions for each literature unit: *The Adventures of Don Quixote*, *Animal Farm*, *The Hiding Place*, and *The Wave*.
10. Complete vocabulary development activities for primary historical documents and each literature unit: *The Adventures of Don Quixote*, *Animal Farm*, *Night*, and *The Wave*.
11. Participate in higher order discussions related to essential questions.

* Writing

Students will use their writing skills and critical thinking strategies as they respond to a variety of written genre. Activities will vary from short answer to extended essay and will be graded according to rubrics detailing expected content, and grammar and punctuation conventions. While completing writing assignments, students will receive instruction in grammar, usage, and composition, including the steps of the writing process. Writing assignments will include but not be limited to:

1. Write a Public Service Announcement on human rights.

- minimum requirement: 90 seconds

2. Create a 15th century news magazine.

- minimum requirement: 1 article of at least 200 words.
- edit two other articles written by peers.

3. Write 3 obituaries: Suleiman I, Shah Abbas, and Akbar.

- minimum requirement: 200 words each

4. Write a business letter as King George III to China's emperor

- minimum requirement: 1 page, business letter format

5. Write a ballad

- minimum requirement: at least 24 lines, structure and style of a ballad.

6. Write a research report in MLA format

- minimum requirement: 6 pages, including direct quotes and works cited.

7. Write a persuasive essay, persuading the Wiesel family to make a different choice and ensure survival.

- minimum requirement: 3 pages

8. Persuasive essay: the appropriateness or inappropriateness of using the atomic bomb.

9. Write scripts for two "newscasts": each at least five minutes in length when presented.

10. Create a group Power Point, each student to complete two slides independently.

11. Write technical instructions for a new game- game demonstrated by instructor.

11. Respond in writing to at least six in-class prompts.

*** Listening and Speaking**

Students will actively participate in discussions, sharing the roles of facilitator and recorder. They will be tested on information presented by their peers as well as by the class instructor. They will also be presenting information to others, both individually and in small groups. Students will be encouraged to discuss concepts with depth, guided by essential questions. During discussions, they will be open-minded but discerning listeners and articulate speakers. They will work collaboratively, use critical thinking skills, and ask relevant questions.

Assignments include:

1. Participate in group discussions, small group and whole class.

2. In small groups, present an interview related to the three estates in France.

- minimum requirement: 5 minutes

3. In small groups, present "live" news report related to a revolution.

- minimum requirement: 5 minutes

4. In small groups, present Power Point of at least 10 slides.

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