Escondido Union High School District

Connections (Years 1& 2)

EUHSD Board Approval Date: 6/21/16
The EUHSD Connections curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

A. Course Description
B. Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
C. Instructional Materials References
D. Scope and Sequence Map with Essential Standards outlined by Unit
E. References to key essential design and implementation documents

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes to pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California Standards and the College and Career Readiness Standards.
Connections Course Description

The Connections course is a trimester long course that can be repeated for elective credit. The Connections class is intended to help students make the academic, career and college connections necessary to become successful in high school and post-secondary endeavors across interdisciplinary areas. The classroom and extended learning experiences will provide students with conceptual understanding and development in the following areas: goal setting, personal focus of responsibility, ownership of personal actions, decision making/problem solving, time management, organizational skills, critical thinking skills, communication skills, college/career readiness, financial literacy, computer skills, community service learning and development of a professional portfolio. Due to the developmental nature of the acquisition and mastery of all course components, this course is to be taught with fluidity which emphasizes skills in advancing levels of application which will include site adopted literacy routines aligned to both English Language Arts and College & Career Readiness Standards. Each unit of study is designed to foster student growth in content literacy (reading and writing). All units are broken down to facilitate student participation in a required reading/writing activity two days per week. All students at VHS will participate in the Connections course. Students may repeat the course each trimester during their enrollment at Valley High School. The curriculum is designed to address student enrollment over a two-year period of time.

Connections Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>1 trimester</th>
<th>Grade Level:</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatable for credit throughout student’s enrollment at VHS</td>
<td>UC/CSU Requirement:</td>
<td>No</td>
<td>Graduation Requirement:</td>
</tr>
<tr>
<td>Course Number:</td>
<td>8257</td>
<td>Transcript Abbreviation:</td>
<td>CONNECTIONS</td>
</tr>
<tr>
<td>Credits:</td>
<td>5 per trimester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Prerequisite/s:</td>
<td>N/A</td>
<td>Recommended Prerequisite/s:</td>
<td>N/A</td>
</tr>
<tr>
<td>Board Approval Date (Curriculum):</td>
<td>6/21/16</td>
<td>Board Approval Date (Materials):</td>
<td>N/A</td>
</tr>
<tr>
<td>Core Instructional Material/s:</td>
<td>There is no core instructional textbook accompanying this course.</td>
<td>Supplemental Instructional Material/s:</td>
<td>Teachers will utilize a variety of supplemental resources in meeting the objectives outlined within the Scope and Sequence guide within this document.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Various articles from Bridging Multiple Worlds</td>
</tr>
<tr>
<td>Technology Resource/s:</td>
<td>Chromebooks or computer lab for purpose of writing tasks or conducting research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment/s:</td>
<td>Each unit within the Scope and Sequence document outlines specific unit assessments ranging from writing tasks to completion of four-year academic plans. (See the Scope and Sequence guide within this document for specific unit performance assessments.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Connections Scope and Sequence Guide

The Scope and Sequence Guide is a California standards based document that delineates the standards based skills students are expected know and do in order to meet College and Career Readiness expectations outlined within the California standards. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. Teachers will meet annually to review the Scope and Sequence Guide.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range. (Reading Informational Text Standard 10)
- Students will write routinely over extending time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. (Writing Standard 10)
- “To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.” (Standards for ELA Anchor Standards for Speaking/Listening)
## Connections Scope and Sequence (Year 1)
### Unit 1
#### Length: 4 Weeks

**Unit Description:** In this unit, students will explore the idea of culture and how it plays into their identity. Students will then reflect on their role as a student and how this affects their academic success. Students will have the opportunity to reflect on their academic progress towards Graduation. Students will analyze their transcripts and develop a graduation plan/goals with teacher assistance.

**Student Portfolio Requirement:** Students will be required to complete a student portfolio upon graduation that will be worked on progressively throughout the school year. The student portfolio will be presented to a three panel member before the end of the year followed by an exit interview.

**Essential Question:** What is culture and how does culture play into your identity?

### Unit Standards:

**ELA Reading Standards:**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### Strategies for Meeting the Needs of English Learners:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdspublishtion14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspublishtion14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

### Learning Objectives:
- Students will be able to:
  - Identify their individual requirements for graduation and develop a plan to graduate in an appropriate timeframe.
  - Write and communicate their long-term, intermediate, and short-term personal and academic goals.
  - Take responsibility for personal actions in a variety of situations and develop skills for life-long personal, academic and social success.
  - Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for making a successful transition to postsecondary endeavors.

### Instructional Resources:
- Updated Transcripts
- Visual Grad Check/Planning Worksheets
- Trimester Goals Worksheet
- Articles from *Bridging Multiple Worlds*
- Goal Setting Worksheet

### Instructional Strategies:
- Direct Instruction
- Modeling
- Independent Practice
- Literacy Routines
- Brainstorming
- Multimedia Note Taking
- Quick Writes
- Group Collaboration
When planning instruction for ELs consider:
- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.
- Have an understanding of what culture is and how it impacts someone's identity.

<table>
<thead>
<tr>
<th>Key Unit Assignments:</th>
<th>Key Unit Assessments:</th>
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</thead>
<tbody>
<tr>
<td>Using the articles provided from Bridging Multiple Worlds students will preview, read and annotate text in order to examine different cultures and their characteristics.</td>
<td>Article preview statement and annotation</td>
</tr>
<tr>
<td>Using the provided supplies and knowledge from the previous lessons, students will create a cultural collage to demonstrate their understanding of what culture means to them. The collage will then be used as the cover for Student Portfolios binders.</td>
<td>Collage</td>
</tr>
<tr>
<td><strong>Student Portfolio:</strong> Using the provided resources (binder, dividers) students will create a student work portfolio in which they will organize their Student Portfolio requirements as well as their Academic Workshop assignments.</td>
<td><strong>Student Portfolio:</strong></td>
</tr>
<tr>
<td></td>
<td>Student Portfolio Check</td>
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<tr>
<td></td>
<td>Graduation Plan</td>
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<td></td>
<td>Personal and Academic Goals</td>
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</tbody>
</table>
and academic resources (ongoing throughout the course). The teacher may choose to utilize a digital portfolio.

- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
- Using the provided Goal Setting worksheet available on the Valley High School Website, students will create personal and academic goals. Students will then identify resources to create an action plan for successfully achieving goals within a feasible timeline (usually every trimester).
Connections Scope and Sequence
Unit 2
Length: 4 Weeks

Unit Description: In this unit the learning goals are to engage students as active readers by building critical thinking and academic discussion skills. This unit provides opportunities for teachers to set up their academic communities with the expectation of student ownership of learning. Students will set up academic notebooks in which they will record notes as students analyze their own learning integrating the Literacy Routines.

Literacy Routines: The literacy routines in this unit will progress from using text features, to building background knowledge, to interpretation, analysis and critique of credibility of texts/information presented. These skills will continue to be a focus throughout the units as students build toward meeting the College and Career Readiness Standards.

Essential Question: How do readers determine source credibility in informational texts?

Unit Standards:
ELA Reading Standards:
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*1
*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Strategies for Meeting the Needs of English Learners:
- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.

Learning Objectives:
Students will be able to:
- Determine text form and anticipate location of content using text features.
- Recognize differences and similarities in different types of texts.
- Understand the implications of text form knowledge for previewing text features and reading running text.
- Participate in conversations using academic language.
- Reflect on their learning and how they will apply their knowledge to other classes and reading.
- Interpret and analyze visual and written text.
- Critique credibility in text.
- Write preview statements, summaries, and complete

Instructional Resources:
The following resources are available via the WWW and will be used during class.
- http://nyti.ms/REB9Bw
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**
10. Read and comprehend complex literary and informational texts independently and proficiently.

**ELA Writing Standards:**
**Text Types and Purposes**
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**ELA Speaking/Listening Standards:**
**Presentation of Knowledge and Ideas**
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**ELA Language Standards:**
**Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<table>
<thead>
<tr>
<th>Key Unit Assignment:</th>
<th>Key Unit Assessment:</th>
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</thead>
<tbody>
<tr>
<td>Students will use a universal method of setting up and maintaining a Literacy Notebook. The notebook will be created either digitally (i.e. Chromebook) or hard copy which will be used throughout the Connections course. Teacher will provide students with specific rubric/instructions on all components of the literacy notebook. Students will set up Literacy Notebook.</td>
<td>Literacy Notebook Check</td>
</tr>
<tr>
<td>Under the teacher’s guidance, students will co-create literacy anchor charts as a class for how to write a preview statement and how to annotate text as part of the EUHSD literacy work.</td>
<td>Student Developed Preview Statement and Annotation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
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</thead>
<tbody>
<tr>
<td>Direct Instruction</td>
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<tr>
<td>Group Work</td>
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<tr>
<td>Independent Practice</td>
</tr>
<tr>
<td>Class Discussion</td>
</tr>
<tr>
<td>Multimedia Note Taking</td>
</tr>
<tr>
<td>Metacognitive Reflective Writing</td>
</tr>
<tr>
<td>Literacy Routines</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**
- Direct Instruction
- Group Work
- Independent Practice
- Class Discussion
- Multimedia Note Taking
- Metacognitive Reflective Writing
- Literacy Routines

**Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Reading in chunks or use of EUHSD literacy routines.**
- Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.
- Develop and apply metacognitive skills through use of reflective academic journal writing.
- Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for making a successful transition to postsecondary endeavors.

**Range of Reading and Level of Text Complexity**
10. Read and comprehend complex literary and informational texts independently and proficiently.
• Using the provided articles, students will preview, read, and annotate the text to demonstrate understanding of the Literacy Routines and to serve as a foundation for identifying text type, text preview, and summary statements of text.

**Student Portfolio:**

• Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.

• Using the project guidelines available on the Valley High School website, students will create their "All About Me" Project. This project is an autobiographical piece that students will create and have the option of presenting as part of their graduation requirement.
Connections Scope and Sequence
Unit 3
Length: 4 Weeks

Unit Description: In this unit students will learn about Service Learning. Students will write and submit a Service Learning proposal that will be reflective of community/school needs. Service learning teaches students the importance of citizenship and community involvement. In Service Learning, students develop the habits of becoming a proactive member in the community. This unit will encourage active reading by building critical thinking while promoting academic discussions about community needs.

Essential Question: What is Service Learning?

<table>
<thead>
<tr>
<th>Unit Standards:</th>
<th>Strategies for Meeting the Needs of English Learners:</th>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA Reading Standards:</strong></td>
<td>• Emphasis on developing Academic English vocabulary and language structures.</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td>• Accessing prior knowledge.</td>
<td>• Determine text form and anticipate location of content using text features.</td>
</tr>
<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>• Incorporating and valuing home culture of the student.</td>
<td>• Recognize differences and similarities in different types of texts, focus on speech as argument text.</td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>• Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
<td>• Understand the implications of text form knowledge for previewing text features and reading running text.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td>• Opportunities to work collaboratively (pairs, groups).</td>
<td>• Participate in conversations using academic language.</td>
</tr>
<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>• Sentence frames or starters for any speaking tasks.</td>
<td>• Write preview statements, and take notes on key ideas of texts and research.</td>
</tr>
<tr>
<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>• Outlines or guided notes for lectures.</td>
<td>• Develop and apply metacognitive skills through use of reflective academic journal writing.</td>
</tr>
<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
<td>• Step by step processes with considerations of pictures/images for multi-step tasks.</td>
<td>• Research community issues.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>• Rubrics and model/sample papers for tasks involving writing.</td>
<td>• Use template and example proposal to write their own Service-Learning proposal.</td>
</tr>
<tr>
<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
<td>• Reading in chunks or use of EUHSD literacy routines.</td>
<td></td>
</tr>
<tr>
<td>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
<td>• Contact EUHD Literacy Coach and/or EL Specialist for additional learning.</td>
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</tr>
</tbody>
</table>

Instructional Resources:
The following resources are available via the WWW and will be used during class.
- [http://www.escondido.org/state-of-the-city-address.aspx](http://www.escondido.org/state-of-the-city-address.aspx)
- [http://www.marylandpublicschools.org/MSDE/programs/servicelearning/project_ideas.htm](http://www.marylandpublicschools.org/MSDE/programs/servicelearning/project_ideas.htm)

Instructional Teacher Resources:
- “What is Service Learning” (Hardcopy)
- “What is Community” (Hardcopy)
- Proposal Template and Sample (Hardcopy)

Instructional Strategies:
- Independent Practice
- Direct Instruction
- Multimedia Note Taking
- Brainstorming
- Class Discussion
- Modeling
- Metacognitive Reflective Writing
- Literacy Routines
**ELA Writing Standards:**
Text Types and Purposes*1
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Production and Distribution of Writing**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

**ELA Writing Standards:**
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**ELA Speaking/Listening Standards:**
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building strategies and resources in meeting the needs of EL students.

- Demonstrate social and civic responsibility in service settings.
- Reflect on their learning and how they will apply their knowledge to other classes and reading.
- Demonstrate basic computer skills.
on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

ELA Language Standards:
Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
<table>
<thead>
<tr>
<th>Key Unit Assignments:</th>
<th>Key Unit Assessments:</th>
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</thead>
<tbody>
<tr>
<td>• Students will research Service Learning Projects that have been successfully implemented for high</td>
<td>• Student Research Notes</td>
</tr>
<tr>
<td>school in order to learn more about what Service Learning entails. They will annotate their findings</td>
<td>• Text Preview Statements and Notes</td>
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<tr>
<td>using APA or other citation methods and share their research notes with their teacher.</td>
<td>• Service Learning Proposal</td>
</tr>
<tr>
<td>• Students will receive a persuasive speech to analyze and synthesize in order to elicit discussion about</td>
<td></td>
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<tr>
<td>the importance of Service Learning. Students will utilize the literacy strategies of annotation and</td>
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<tr>
<td>summary in order to prepare for their discussion on the content of their persuasive speech.</td>
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<tr>
<td>• Students will be expected to write a proposal utilizing a template specifically outlining what Service</td>
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<td>Learning Project they would like to participate in. They will present the service learning project to</td>
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<td>their teacher and/or a group of students within the class and receive feedback. <strong>An extension of this</strong></td>
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<tr>
<td><strong>activity may be that the students write a reflective summary of this experience.</strong></td>
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<tr>
<td>Student Portfolio:</td>
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<tr>
<td>• Using the Graduation Plan available on the Valley High School Website, students will analyze their</td>
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<tr>
<td>updated transcripts and document it on their Graduation Plan in order for them to keep track of their</td>
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<td>progress and graduation requirements.</td>
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</table>
# Connections Scope and Sequence
## Unit 4
### Length: 4 Weeks

**Unit Description:** In this unit students will learn about the importance of digital citizenship. Students will accomplish this by utilizing multimedia sources (i.e. video, webpages, articles) while taking active notes. The topics of study include the value of digital responsibility such as netiquette, online community and digital policy. Instructions will include composing academic summaries, analyzing charts and tables, research and evaluating source credibility. Students will continue to build their reading, writing, and academic discussion skills with the focus on digital citizenship.

**Essential Question:** What does it mean to be a digital citizen?

<table>
<thead>
<tr>
<th>Strategies for Meeting the Needs of English Learners:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Emphasis on developing Academic English vocabulary and language structures.</td>
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<tr>
<td>- Accessing prior knowledge.</td>
</tr>
<tr>
<td>- Incorporating and valuing home culture of the student.</td>
</tr>
<tr>
<td>- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
</tr>
<tr>
<td>- Opportunities to work collaboratively (pairs, groups).</td>
</tr>
<tr>
<td>- Sentence frames or starters for any speaking tasks.</td>
</tr>
<tr>
<td>- Outlines or guided notes for lectures.</td>
</tr>
<tr>
<td>- Step by step processes with considerations of pictures/images for multi-step tasks.</td>
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<tr>
<td>- Rubrics and model/sample papers for tasks involving writing.</td>
</tr>
<tr>
<td>- Reading in chunks or use of EUHSD literacy routines.</td>
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</table>

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
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</thead>
<tbody>
<tr>
<td>Students will be able to:</td>
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<tr>
<td>- Read and take notes on informational text and video.</td>
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<tr>
<td>- Define digital citizenship.</td>
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<td>- Understand the rights and responsibilities of a digital citizen.</td>
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<tr>
<td>- Define the concept of privacy.</td>
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<tr>
<td>- Understand and critique privacy terms of webpages.</td>
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<tr>
<td>- Understand possible consequences to decisions teens make in regards to posting on-line, including cyberbullying, sexting, and posting inappropriate photos.</td>
</tr>
<tr>
<td>- Understand district internet use policy.</td>
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<tr>
<td>- Create a tip sheet and tag lines regarding internet safety.</td>
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<tr>
<td>- Write an academic summary.</td>
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<tr>
<td>- Locate and analyze credibility of internet sources.</td>
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<tr>
<td>- Demonstrate basic computer skills.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Resources:</th>
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<tbody>
<tr>
<td>- Digital Life Quiz on Teen Media Use (Hardcopy)</td>
</tr>
<tr>
<td>- <a href="http://www.pewinternet.org/fact-sheets/teens-factsheet/">http://www.pewinternet.org/fact-sheets/teens-factsheet/</a></td>
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<tr>
<td>- <a href="http://www.netsmartz.org/RealLifeStories/6DegreesOfInformation">http://www.netsmartz.org/RealLifeStories/6DegreesOfInformation</a></td>
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<tr>
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<td>- <a href="http://www.netsmartz.org/RealLifeStories/CantTakeItBack">http://www.netsmartz.org/RealLifeStories/CantTakeItBack</a></td>
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<td>- <a href="http://www.netsmartz.org/RealLifeStories/TwoKindsOfStupid">http://www.netsmartz.org/RealLifeStories/TwoKindsOfStupid</a></td>
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<tr>
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<tr>
<td>- &quot;Guide to Social Networking&quot; (Hardcopy)</td>
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<td>- &quot;Evaluating Internet Research Sources&quot; (Hardcopy)</td>
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**Unit Standards:**

**ELA Reading Standards:**

**Key Ideas and Details**
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Craft and Structure**
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Integration of Knowledge and Ideas**
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**ELA Writing Standards:**

**Text Types and Purposes**
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Production and Distribution of Writing**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

**Range of Writing**
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**ELA Speaking/Listening Standards:**

**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.
- Write and communicate their long-term, intermediate, and short-term personal and academic goals.
- Take responsibility for personal actions in a variety of situations and develop skills for life-long personal, academic and social success.
- Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for making a successful transition to postsecondary endeavors.

**Instructional Strategies:**
- Direct Instruction
- Class Discussion
- Independent Practice
- Group Work
- Multimedia Note Taking
- Four Corners Discussion
- Metacognitive Reflective Writing
- Pre-Quiz
- Co-constructing Vocabulary Definitions
- Literacy Routines
- Quickwrites

- "What Does the URL Tell You?" (Hardcopy)
- "Internet Source Evaluation Guide" (Hardcopy)
- Goal Setting Worksheet
### ELA Language Standards:
**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Key Unit Assignments:
- **Using the provided Teen Media Quiz** students will ascertain the average teen's social media usage in order to elicit discussion on what it means to be a digital citizen. Using the provided daily/weekly media use log, students will track their daily/weekly social media use in order for students to be aware of how much of an impact social media has on their daily lives. They will present their media use log to their teacher.
- **Using the articles provided,** students will preview, read and annotate the text and write an academic summary in order to learn how improper use of social media can have negative impacts on one's life (i.e. Cyber Bullying, sexting, etc.) They will prepare notes for their discussion. Using prior knowledge students will discuss the components of an academic summary and create an anchor chart to be displayed in the class as a future reference.

### Student Portfolio:
- **Using the Graduation Plan** available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
- **Using the provided Goal Setting worksheet** available on the Valley High School Website, students will create personal and academic goals in which students will identify resources and create an action plan for successfully achieving such goals within a timeline (usually per trimester).

### Key Unit Assessments:
- Students Developed Academic Summary
- Final Student Generated Tag Line/Posters on Digital Citizenship

### Student Portfolio:
- Graduation Plan
- Personal and Academic Goals
Connections Scope and Sequence
Unit 5
Length: 4 Weeks

**Unit Description:** In this unit students will continue to build independent reading skills as they focus on writing openings, thesis statement development and one strong body paragraph using information from texts read. In many ways this Connections Unit will serve as formative data on student writing skills. As teachers analyze student work they will identify student areas of growth as well as areas of strengths in order to plan specific writing lessons to meet student needs.

**Essential Question:** How do writers structure openings of argument essays on controversial topics?

<table>
<thead>
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<td><strong>ELA Speaking/Listening Standards:</strong></td>
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<td>Comprehension and Collaboration</td>
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<tr>
<td>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
</tr>
</tbody>
</table>

| **ELA Writing Standards:** |
| Text Types and Purposes |
| 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

**Production and Distribution of writing**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

**Strategies for Meeting the Needs of English Learners:**
- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Contact EUHD Literacy Coach and/or EL Specialist for additional support.

**Learning Objectives:**
Students will be able to:
- Read and take notes on informational text.
- Define cloning, genetic modification/selection.
- Build background on development of robotics.
- Write an interesting opening paragraph.
- Write a strong thesis statement.
- Work with a peer to strengthen writing.
- Demonstrate basic computer skills.

**Instructional Resources:**
- [https://www.lifenaut.com/bi-na48/](https://www.lifenaut.com/bi-na48/)
- [http://www.genome.gov/25020028](http://www.genome.gov/25020028)
- [http://www.huffingtonpost.com/2014/03/14/ethics-of-designer-babies_n_4966189.html](http://www.huffingtonpost.com/2014/03/14/ethics-of-designer-babies_n_4966189.html)
- "Writing Effective Introductions" (Hardcopy)
- "Structure of an Argument Essay" (Hardcopy)

**Instructional Strategies:**
- Class Discussion
- Guided Practice/Modeling
- Group Collaboration
strategies and resources in meeting
the needs of EL students.

**Key Unit Assignments:**
- The teacher will provide students with a variety of text types. Using the provided photographs on robotics, students will analyze the visual text in order to elicit discussion on the ethics of artificial intelligence and cloning. They will create notes for their discussion based upon their understanding of the provided texts. Using the provided articles on robotics and cloning, students will preview, read, and annotate the text in order to become knowledgeable on the ethics of such actions as preparation for writing an argumentative piece. Using the articles on robotics and cloning as evidence, student will write an introductory paragraph.

**Student Portfolio:**
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.

**Key Unit Assessments:**
- Visual Text Analysis Worksheet
- Preview Statement and Annotation on Informational Text
- Introductory Paragraph for Argumentative Essay

**Student Portfolio:**
- Graduation Plan
Connections Scope and Sequence  
Unit 6  
Length: 4 Weeks

**Unit Description:** This unit will focus on providing general test taking strategies, tips, content vocabulary, on demand writing tasks and rubric comprehension. Students will take practice exams in order to analyze their answers and customize their practice by focusing on skill building in needed areas of growth.

**Essential Question:** How can students prepare for standardized exams?

<table>
<thead>
<tr>
<th>Unit Standards:</th>
<th>ELA Reading Standards:</th>
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</table>
| **Reading** | 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **Integration of Knowledge and Ideas** | 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*  
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **Range of Reading and Level of Text Complexity** | 10. Read and comprehend complex literary and informational texts independently and proficiently. |

**Strategies for Meeting the Needs of English Learners:**
- Emphasis on developing Academic English vocabulary and language structures.  
- Accessing prior knowledge.  
- Incorporating and valuing home culture of the student.  
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).  
- Opportunities to work collaboratively (pairs, groups).  
- Sentence frames or starters for any speaking tasks.  
- Outlines or guided notes for lectures.  
- Step by step processes with considerations of pictures/images for multi-step tasks.  
- Rubrics and model/sample papers for tasks involving writing.  
- Reading in chunks or use of EUHSD literacy routines.  
- Contact EUHD Literacy Coach and/or EL Specialist for additional support.  

**Learning Objectives:**
- Students will be able to:  
  - Build general test taking strategies.  
  - Take practice exams and analyze their answers to a practice test in both math and English Language Arts.  
  - Identify and explain the thinking and strategies they employed to complete their assessment and convey their thoughts in written response.  
  - Analyze their assessment results to find errors and explain the reason for their errors on the assessment.  
  - Create goals for improvement on their assessments based on their assessment data.  
  - Write an essay that adheres prompt (on demand) in a timed setting.  
  - Score an essay using a rubric and provide feedback through a peer review process.  

**Instructional Resources:**
- Math practice test and key (Hardcopy)  
- ELA practice test and key (hardcopy)  
- Practice Writing Prompt (Hardcopy)  
- Student Workbooks from UC Davis:  
  - Literary Response Student Workbook.pdf  
  - Reading Comprehension Student Workbook.pdf  
  - RUSD UC Davis Writing Conventions Student Workbook 1.pdf  
  - Word Analysis Student Workbook.pdf  
  - Writing Strategies Student Workbook.pdf  
- State Department of Education  
  - http://www.cde.ca.gov/ta/tg/hs/resources.asp  

**Instructional Strategies:**
- Direct Instruction  
- Independent Practice  
- Class Discussion
<table>
<thead>
<tr>
<th>ELA Writing Standards: Text Types and Purposes</th>
<th>Production and Distribution of Writing</th>
<th>Key Unit Assessments:</th>
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<tbody>
<tr>
<td>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
<td>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>• Multimedia Note Taking</td>
<td>• Math Exam</td>
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<td>• Quickwrite</td>
<td>• ELA Exam</td>
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<td>• Literacy Routines</td>
<td>• Writing Assignment</td>
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<td>• Metacognitive Reflective Writing</td>
<td>• Reflections</td>
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<td></td>
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<td>• On Demand Writing</td>
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</table>

**Key Unit Assignments:**
- Using the provided PowerPoint presentation, students will take notes on successful test taking strategies. Students will practice taking math and ELA exams with the goal of identifying areas of strength and need while taking the provided practice exams.
- Students will produce an on demand writing assignment with the goal of practicing organizational skills and time management with a provided writing task.

**Student Portfolio:**
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
Connections Scope and Sequence
Unit 7
Length: 4 Weeks

**Unit Description:** In this unit, students will continue to develop and use literacy, research, and math skills as they build content knowledge in the area of financial literacy. Students will also explore cost of living, career options and budgeting. In addition, students will work on following directions/procedures as they fill out various financial documents while reading and recording data. Students will also develop an individualized budget plan based on their findings.

**Essential Questions:** How can you plan for financial security?

**Unit Standards:**

**ELA Reading Standards:**
- **Reading**
  - Key Ideas and Details
    1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
    2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
  - Craft and Structure
    4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
    5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**ELA Writing Standards:**
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Strategies for Meeting the Needs of English Learners:**
- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Contact EUHHD Literacy Coach and/or EL Specialist for additional help.

**Learning Objectives:**
- Students will be able to:
  - Develop and use literacy, research, and math skills as they build content knowledge in the area of financial literacy.
  - Develop the knowledge and skills necessary for basic economic survival and planning for a positive financial future.
  - Follow directions and procedures as they fill out various financial documents and practice reading and recording data.
  - Explore different career paths and identify the education and training requirements.
  - Demonstrate basic computer skills.
  - Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for

**Instructional Resources:**
- http://www.careerzone.org/budget/index
- http://money.usnews.com/money/careers/articles/2012/09/10/the-future-workforce?int=9a7e08
- "Needs and Wants" (Hardcopy)
- "The Secret to Budgeting Successfully" (Hardcopy)
- "Setting Financial Goals" (Hardcopy)
- "Budget Scenario" (Hardcopy)
- "Budget Template" (Hardcopy)
- Goal Setting Worksheet

**Instructional Strategies:**
- On-line Research
- Class Discussion
- Literacy Routines
- Small Group Discussion
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<th>Production and Distribution of Writing</th>
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<td>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
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<td>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
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<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
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<td>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the making a successful transition to postsecondary endeavors.</td>
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<td>• Write and communicate their long-term, intermediate, and short-term personal and academic goals.</td>
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organization, development, and style are appropriate to task, purpose, and audience.

**ELA Language Standards:**

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Key Unit Assignments:**

- Using the Career Zone website, students will complete the Reality Check activity and record their budget summary on the provided worksheet in order to become familiarized with the cost of living according to their chosen lifestyle.

- Using the provided technology, students will conduct research on multiple careers that would support their lifestyles and job requirements. Using the provided article on careers, students will preview, read and take notes on the text in order for them to identify projected employment opportunities. Using the provided scenarios, students will calculate and ascertain multiple budget projections in order to understand the requirements for varying lifestyles.

**Student Portfolio:**

- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.

- Using the provided Goal Setting worksheet available on the Valley High School Website, students will create personal and academic goals in which students will identify resources and create an action plan for successfully achieving such goals within a timeline.

- Using the provided Resume requirements and samples available of the Valley High School Website, students will create a Resume in order to demonstrate their ability to properly compose and format a resume for potential job/career endeavors.

**Key Unit Assessments:**

- Budget Summary
- Career PowerPoint Presentation
- Text Preview Statement, Annotation, Notes
- Reflections

**Student Portfolio:**

- Graduation Plan
- Personal and Academic Goals
- Resume
# Connections Scope and Sequence
## Unit 8
### Length: 4 Weeks

**Unit Description:**
This unit will continue to focus on financial literacy, specifically taxes, different types of bank accounts, FICO scores and credit cards. In addition, students will apply their research/information in order to properly budget and prepare tax documents.

**Essential Question:**
How can you build a strong credit score and why does it matter?

**Unit Standards:**

<table>
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<td>• Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
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<td>• Reading in chunks or use of EUHSD literacy routines.</td>
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<td>• Contact EUHHD Literacy Coach and/or EL Specialist for additional support.</td>
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<td>Students will be able to:</td>
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<td>• Develop the knowledge and skills necessary for basic economic survival and planning for a positive financial future.</td>
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<td>• Build knowledge and skills pertaining to financial literacy, specifically on: how to file taxes.</td>
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<td>• Understand the different types of bank accounts, FICO scores and credit cards.</td>
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<tr>
<td>• Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for making a successful transition to postsecondary endeavors.</td>
</tr>
<tr>
<td>• Demonstrate basic computer skills.</td>
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<table>
<thead>
<tr>
<th>Instructional Resources:</th>
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<tbody>
<tr>
<td>• &quot;Learning About Checking Accounts Packet&quot; (Handout)</td>
</tr>
<tr>
<td>• &quot;A Guide to Understanding Savings Accounts and Interest&quot; (Handout)</td>
</tr>
<tr>
<td>• &quot;Understanding Your FICO Score&quot; (Handout)</td>
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<tr>
<td>• <a href="http://www.aie.org/manage-your-money/understand-credit/your-interactive-guide-to-credit-reports.cfm">http://www.aie.org/manage-your-money/understand-credit/your-interactive-guide-to-credit-reports.cfm</a></td>
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<tr>
<td>• Crash Course in Credit (Hardcopy)</td>
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<tr>
<td>• Top Ten Tips (Hardcopy)</td>
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<tr>
<td>Research to Build and Present Knowledge</td>
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<td>----------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  
*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.  
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research. |

<table>
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<tr>
<th>Range of Writing</th>
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<tbody>
<tr>
<td>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA Speaking/Listening Standards: Comprehension and Collaboration</th>
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</thead>
</table>
| 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |

<table>
<thead>
<tr>
<th>ELA Language Standards: Vocabulary Acquisition and Use</th>
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<tbody>
<tr>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</td>
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<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
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</table>
| - Direct Instruction  
- Independent Practice  
- Class Discussion  
- Literacy Routines  
- Multimedia Note Taking  
- Metacognitive Reflective Writing |
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Key Unit Assignment:**
- Using the provided 1040EZ form, student will accurately complete the tax form to demonstrate understanding of tax procedures and requirements.
- Using the provided articles on finances, students will preview, read, and annotate the text in order to understand different banking options.
- Using the provided checking template, students will complete the checking account exercises in order to demonstrate ability to properly write a check and balance a checkbook.
- Using the provided online resource, students will read and take notes on different Credit Cards specifications in order to properly select the most beneficial option.
- Using provided Budget Analysis worksheet, students will review their actual spending against the estimated budget in order to evaluate whether or not they properly budgeted for their individual needs.

**Students Portfolio:**
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
- Using the provided Cover Letter requirements and sample (available on the VHS website) students will create a Cover Letter in order to demonstrate their ability to properly format and write a Cover Letter for potential job/career endeavors.

**Key Unit Assessment:**
- Completed 1040EZ Form
- Preview Statement and Annotation on Informational Text
- Completed Checking Account Assignment
- Credit Card Chart
- Reflections

**Student Portfolio:**
- Graduation Plan
- Cover Letter
The Year 2 curriculum is designed for those VHS students who are enrolled in Connections for a second year. The activities from year 2 build upon the skills acquired in year 1.

**Connections Scope and Sequence (Year 2)**

**Unit 1**

**Length:** 4 Weeks

**Unit Description:** In this unit, students will collaborate and research an assigned country and its culture based on each connections class. Students will then create an informational poster displaying the information. Students will participate in a school-wide "travel exploration" and collect information on other countries presented and record it in their passports.

**Essential Question:** What can we learn about other countries and cultures?

**Unit Standards:**

**ELA Reading Standards:**

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELA Speaking/Listening Standards:**

**Comprehension and Collaboration**

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Strategies for Meeting the Needs of English Learners:**

- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.

**Learning Objectives:**

Students will be able to:

- Write and communicate their long-term, intermediate, and short-term personal and academic goals.
- Take responsibility for personal actions in a variety of situations and develop skills for life-long personal, academic and social success.
- Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for making a successful transition to postsecondary endeavors.
- Demonstrate basic computer skills.

**Instructional Resources:**

- Project and Research Guidelines
- Goal Setting Worksheet

**Instructional Strategies:**

- Quickwrite
- Brainstorming
- Independent Practice
- Group Collaboration
- Literacy Routines
Key Unit Assignment:
- Using the provided article on culture, students will preview, read, and annotate the text in order to understand the different characteristic of a culture while practicing the Literacy Routines (previewing and annotating text).
- Using the provided technology and online resources, students will conduct research on an assigned country with an emphasis on one of the following areas: government, economy, geography, and culture. As students conduct online research they will practice the Literacy Routine of writing an academic summary. Using their research, students will produce informational pieces of writing that summarizes their research findings on the different characteristics of their assigned country. Using the provided supplies and student developed pieces of writing, as a class, students will produce a poster board on the assigned country with images and their informational pieces of writing to display the students’ knowledge of their assigned country.

Student Portfolio:
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
- Using the provided Goal Setting worksheet available on the Valley High School Website, students will create personal and academic goals in which students will identify resources and create an action plan for successfully achieving such goals within a timeline.

Key Unit Assessment:
- Article Preview Statement, Annotation, Academic Summary
- Informational Poster Project
- Reflection

Student Portfolio:
- Graduation Plan
- Personal and Academic Goals
Connections Scope and Sequence
Unit 2
Length: 4 Weeks

Unit Description: In this unit students will learn what it means to have a Growth Mindset and how it directly correlates to accomplishing goals. Questions students will consider include: What is a “growth mindset” and why is it important? How does a student's personal background and experience create an individual's perspective? How do factors such as socioeconomic status, race, gender, language, religion, etc. play a part in a student's attitude toward education? How might the information of growth mindset influence your educational future?

Essential Question: How can we change from a fixed mindset to a growth mindset?

Unit Standards:

ELA Reading Standards:
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

Strategies for Meeting the Needs of English Learners:
- Emphasis on developing Academic English vocabulary and language structures.
- Accessing prior knowledge.
- Incorporating and valuing home culture of the student.
- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
- Opportunities to work collaboratively (pairs, groups).
- Sentence frames or starters for any speaking tasks.
- Outlines or guided notes for lectures.
- Step by step processes with considerations of pictures/images for multi-step tasks.
- Rubrics and model/sample papers for tasks involving writing.
- Reading in chunks or use of EUHSD literacy routines.
- Contact EUHSD Literacy Coach and/or EL Specialist for additional learning.

Learning Objectives:
Students will be able to:
- Gather key ideas and take notes from videos.
- Identify and apply appropriate note taking strategies.
- Participate in conversations using academic language.
- Interpret and analyze written text.
- Write preview statements, summaries, and complete answers to constructed response questions.
- Develop and apply metacognitive skills through use of reflective academic journal writing.
- Apply their knowledge of text features to gather main idea information through a text preview.
- Write a clear, concise preview statement, using appropriate conventions and grammatical structures.

Instructional Resources:
- http://www.scholastic.com/browse/article.jsp?id=3756972
- https://www.youtube.com/watch?v=ikHyDwyqIRM
- https://alumni.stanford.edu/content/magazine/artfiles/dweck_2007_2.pdf
- http://theweek.com/articles/460769/12-things-know-about-how-brain-works
- https://www.youtube.com/watch?v=EiVUqv0v1EE
**ELA Writing Standards:**

**Text Types and Purposes**
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

**Range of Writing**
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**ELA Speaking/Listening Standards:**
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**ELA Language Standards:**

**Vocabulary Acquisition and Use**
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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strategies and resources in meeting the needs of EL students.

- Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for making a successful transition to postsecondary endeavors.

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**Instructional Strategies:**
- Multimedia Note Taking
- Direct Instruction
- Quickwrites
- Literacy Routines
- Independent Practice
- Analytical Writing
- Pre-Quiz

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**ELA Writing Standards:**
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Key Unit Assignment:**
- Using the various videos on mindset, students will practice taking video notes in order to become more familiar with different note taking methods.
- Using the provided infographic on fixed and growth mindset, students will preview, read and annotate the text and write an academic summary.
- Based on the previous lessons on mindsets students will demonstrate their knowledge through the creation of positive mindset taglines.

**Student Portfolio:**
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
- Using the available resources on the Valley High School Website (guidelines and samples) students will write a Personal Statement.

<table>
<thead>
<tr>
<th>Key Unit Assessment:</th>
<th>Student Portfolio:</th>
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<tbody>
<tr>
<td>- Article Preview Statement, Annotation, Academic Summary</td>
<td>- Graduation Plan</td>
</tr>
<tr>
<td>- Mindset Taglines</td>
<td>- Personal and Academic Goals</td>
</tr>
<tr>
<td></td>
<td>- Personal Statement</td>
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</tbody>
</table>
Connections Scope and Sequence  
Unit 3  
Length: 4 Weeks

**Unit Description:** In this unit students will learn about Service Learning as an extension* of Year 1, Unit 3. Service Learning teaches students the importance of citizenship and community involvement. In Service Learning, students develop the habits of acting effectively in the community. This unit will encourage active reading by building critical thinking while promoting academic discussions about community needs.

*This year students are expected to write an informational essay about the importance of service learning.

**Essential Question:** What is Service Learning and how does it promote community involvement?

<table>
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<tr>
<th><strong>Unit Standards:</strong></th>
<th><strong>Strategies for Meeting the Needs of English Learners:</strong></th>
<th><strong>Learning Objectives:</strong></th>
<th><strong>Instructional Resources:</strong></th>
</tr>
</thead>
</table>
| **ELA Reading Standards:** Key Ideas and Details  
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 
| • Emphasis on developing Academic English vocabulary and language structures. 
• Accessing prior knowledge. 
• Incorporating and valuing home culture of the student. 
• Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language). 
• Opportunities to work collaboratively (pairs, groups). 
• Sentence frames or starters for any speaking tasks. 
• Outlines or guided notes for lectures. 
• Step by step processes with considerations of pictures/images for multi-step tasks. 
• Rubrics and model/sample papers for tasks involving writing. 
• Reading in chunks or use of EUHSD literacy routines. | **Students will be able to:** 
• Research community issues. 
• Use template and example proposals to write their own Service-Learning proposal. 
• Demonstrate social and civic responsibility in service settings. 
• Determine text form and anticipate location of content using text features. 
• Participate in conversations using academic language. 
• Write preview statements, and take notes on key ideas of texts and research. 
• Develop and apply metacognitive skills through use of reflective academic journal writing. 
• Demonstrate basic computer skills. | **What is Service Learning?** (Hardcopy)  
**Seven Elements of High Quality Service-Learning** (Hardcopy)  
[http://www.marylandpublicschools.org/MSDE/programs/servicelearning/projectideash.htm](http://www.marylandpublicschools.org/MSDE/programs/servicelearning/projectideash.htm)  
Service Learning Proposal Template and Sample (Hardcopy) |
| **ELA Writing Standards:**  
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 
| **Production and Distribution of Writing**  
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 
| **Research to Build and Present Knowledge**  
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | **Instructional Strategies:**  
Brainstorming  
Literacy Routines  
Direct Instruction  
Independent Practice |
These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

**Range of Writing**
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**ELA Speaking/Listening Standards:**

**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Key Unit Assignment:**
- Based on the provided article on Service Learning students will preview, read, annotate, and take notes on the text provided in order to better understand the importance of Service Learning.
- Students will conduct research on various Service Learning projects and how they have been successfully implemented in order to understand the process of creating and implementing a Service Learning project.
- Based on their previous research students will write a persuasive essay on a specific service learning need within our community.

**Key Unit Assessment:**
- Article Preview Statement, Annotation, Note Taking
- Writing Assignment on the Importance of Service Learning

**Student Portfolio:**
- Graduation Plan

Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.
Student Portfolio:
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
# Connections Scope and Sequence

## Unit 4

### Length: 4 Weeks

**Unit Description:** In this Unit, students will explore various real life assessments and how employers may use them during the hiring process. Students are expected to take an online personality test to assess individual strengths, areas of growths as well as learn about real life scenarios that encourage problem solving.

**Essential Question:** What assessments do employers/community colleges use to make hiring/placement decisions?

<table>
<thead>
<tr>
<th>Unit Standards:</th>
<th>Strategies for Meeting the Needs of English Learners:</th>
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</thead>
</table>
| **ELA Reading Standards:** | • Emphasis on developing Academic English vocabulary and language structures.  
• Accessing prior knowledge.  
• Incorporating and valuing home culture of the student.  
• Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).  
• Opportunities to work collaboratively (pairs, groups).  
• Sentence frames or starters for any speaking tasks.  
• Outlines or guided notes for lectures.  
• Step by step processes with considerations of pictures/images for multi-step tasks.  
• Rubrics and model/sample papers for tasks involving writing.  
• Reading in chunks or use of EUHSD literacy routines.  
• Contact EUHD Literacy Coach and/or EL Specialist for additional support. |
| **Key Ideas and Details** | • Gain knowledge about pre-employment assessments and why employers use them.  
• Practice answering questions on personality, aptitude, and skills assessments.  
• Reflect on their answers and develop a preparation plan that meets their specific goals.  
• Determine test form and anticipate location of content using text features.  
• Participate in conversations using academic language.  
• Write preview statements, and take notes on key ideas of texts and research.  
• Develop and apply metacognitive skills through use of reflective academic journal writing and discussion.  
• Write and communicate their long-term, intermediate, and short-term personal and academic goals. |

### Learning Objectives:

- Students will be able to:
  - Gain knowledge about pre-employment assessments and why employers use them.
  - Practice answering questions on personality, aptitude, and skills assessments.
  - Reflect on their answers and develop a preparation plan that meets their specific goals.
  - Determine test form and anticipate location of content using text features.
  - Participate in conversations using academic language.
  - Write preview statements, and take notes on key ideas of texts and research.
  - Develop and apply metacognitive skills through use of reflective academic journal writing and discussion.
  - Write and communicate their long-term, intermediate, and short-term personal and academic goals.

### Instructional Resources:

- [http://www.best-job-interview.com/pre-employment-testing.html](http://www.best-job-interview.com/pre-employment-testing.html)
- Sample Home Depot Assessment
- Sample Home Depot Math Assessment
- San Diego Police Department
- Sample English Test
- SDPD Timed Test
- SDGE Assessment Booklet
- Goal Setting Worksheet

### Instructional Strategies:

- Quickwrites
- Multimedia Note Taking
- Class Discussion
- Guided Practice
- Independent Practice
strategies and resources in meeting the needs of EL students.

- Take responsibility for personal actions in a variety of situations and develop skills for life-long personal, academic and social success.
- Understand the decision-making process and problem solving strategies that will enable them to be productive students and citizens.
- Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for making a successful transition to postsecondary endeavors.
- Demonstrate basic computer skills.

**Key Unit Assignment:**
- Based on the provided article on pre-employment assessments students will preview, read and annotate the text in order to better understand how and why pre-employment assessments are used. Based on the provided article on drug testing, students will answer the text based questions in order to comprehend what the hiring process entails.
- Students will take the provided sample employment assessments (Personality, Math, English, etc.) in order to learn about various types of questions asked and to identify the areas.
- Students will research ASVAB or other Skill Identifying Assessments in order to provide students the opportunity to explore their individual skills and what careers they would best excel in.
- Using the knowledge learned during the previous lessons, students will successfully complete an online job application.

**Student Portfolio:**
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.

**Key Unit Assessments:**
- Text Preview Statement, Annotation
- Text Based Questions
- Test Prep Assessments
- Confirmation of Submitted Online Job Application

**Student Portfolio:**
- Graduation Plan
- Personal and Academic Goals
- Using the provided Goal Setting worksheet available on the Valley High School Website, students will create personal and academic goals in which students will identify resources and create an action plan for successfully achieving such goals within a timeline.
Connections Scope and Sequence
Unit 5
Length: 4 Weeks

Unit Description: In this unit students will learn about data representation and corresponding text features. In addition, students will learn how to analyze data in order to identify bias. Students will collaborate and present information based on topic researched.

Essential Question: How does one detect bias in data that is represented in charts and graphs?

Unit Standards:

ELA Reading Standards:
Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

ELA Writing Standards:
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

ELA Speaking/Listening Standards:
Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building

Strategies for Meeting the Needs of English Learners:
• Emphasis on developing Academic English vocabulary and language structures.
• Accessing prior knowledge.
• Incorporating and valuing home culture of the student.
• Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).
• Opportunities to work collaboratively (pairs, groups).
• Sentence frames or starters for any speaking tasks.
• Outlines or guided notes for lectures.
• Step by step processes with considerations of pictures/images for multi-step tasks.
• Rubrics and model/sample papers for tasks involving writing.
• Reading in chunks or use of EUHSD literacy routines.
• Contact EUHD Literacy Coach and/or EL Specialist for additional

Learning Objectives:
Students will be able to:
• Read and analyze information represented in graphs.
• Preview a graph using text features to identify what information a graph conveys.
• Respond to text dependent questions using information from a graph.
• Identify graph types.
• Annotate text to record their thinking as they read.
• Represent data on a graph to demonstrate their understanding of data.
• Create graphs to represent data based on a topic they have researched.
• Create a presentation to present their graphs using technology.
• Demonstrate basic computer skills.

Instructional Resources:
• Power Point in Unit Folder
• http://turnersgraphoftheweek.webs.com/apps/photos/photo?photoid=179173591marijuana use
• Graph also in Appendix of Unit
• Handout—Questions to Guide Graph Analysis
• Life Expectancy Reaches All-Time High (Also in Appendix)
• http://turnersgraphoftheweek.webs.com/apps/photos/photo?photoid=184775571
• Blood Alcohol Table (Also In Appendix)
• http://turnersgraphoftheweek.webs.com/apps/photos/photo?photoid=18508597
• Misleading Graphs (Hardcopy)
• Manipulating Data (Hardcopy)

Instructional Strategies:
• Multimedia Note Taking
• Small Group Discussion
on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

<table>
<thead>
<tr>
<th>Key Unit Assignments:</th>
<th>Key Unit Assessments:</th>
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<tbody>
<tr>
<td>Students will receive teacher generated materials, including a Powerpoint on utilizing charts and graphs as text types. Students will then review the PPNT and the provided texts and annotate them accordingly. Students will then write an academic summary of their document analysis. Students will apply the knowledge of various information text types such as charts and graphs, and they will develop their own graph representing a series of research.</td>
<td>Students will receive teacher generated materials, including a Powerpoint on utilizing charts and graphs as text types. Students will then review the PPNT and the provided texts and annotate them accordingly. Students will then write an academic summary of their document analysis. Students will apply the knowledge of various information text types such as charts and graphs, and they will develop their own graph representing a series of research.</td>
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</table>

**Student Portfolio:**
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.

**Student Portfolio:**
- Graduation Plan
Connections Scope and Sequence
Unit 6
Length: 4 Weeks

Unit Description: In this unit students will continue to build independent reading skills as they focus on writing openings and one strong body paragraph for an argumentative essay. The partial essay will serve as an informative assessment for thesis development and writing structure. As student work is analyzed, individual needs and areas of growth will be identified in order to customize support.

Essential Question: How do students properly write an introduction and body paragraph for an argumentative essay?

Unit Standards:

ELA Reading Standards:

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Strategies for Meeting the Needs of English Learners:

- Emphasis on developing Academic English vocabulary and language structures.

- Accessing prior knowledge.

- Incorporating and valuing home culture of the student.

- Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).

- Opportunities to work collaboratively (pairs, groups).

- Sentence frames or starters for any speaking tasks.

- Outlines or guided notes for lectures.

- Step by step processes with considerations of pictures/images for multi-step tasks.

- Rubrics and model/sample papers for tasks involving writing.

- Reading in chunks or use of EUHSD literacy routines.

- Contact EUHSD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.

Learning Objectives:

Students will be able to:

- Read and take notes on informal text.

- Write an introductory paragraph.

- Write a thesis statement.

- Write a body paragraph using evidence.

- Participate in the peer review process to revise their writing.

- Analyze and synthesize multiple informational text sources.

- Annotate texts to demonstrate their thinking as they read.

- Use multiple sources from a variety of media to construct and strengthen arguments.

- Cite sources in their writing adhering to source citing protocols.

Instructional Resources:


- http://townhall.com/political-cartoons/2015/12/26/137708

- http://www.gocomics.com/explorationeditorials

- http://www.procon.org/

- http://www.globalissues.org/

- http://newsela.com/

- http://www.kellygallagher.org/article-of-the-week/


- Writing Checklist and Rubric

- Handouts on Outline

- Handouts on Thesis Statements

- Hand out on Writing Leads

- Handouts on Paragraphs and Conclusion
Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

ELA Writing Standards:
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Instructional Strategies:
- Peer Review Checklist and Guiding Questions
- Visual Anticipatory Activity
- Quickwrites
- Brainstorming
- Literacy Routines
- Peer Editing
- Independent Practice
- Multimedia Note Taking
- Class Discussion
**ELA Speaking/Listening Standards:**
**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**ELA Language Standards:**
**Comprehension and Collaboration**
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

**Key Unit Assignments:**
- Using the provided articles on the topic of maturity, students will preview, read and annotate the text in order to better answer (through) classroom discussion whether or not we should lower the legal drinking age.
- Using the provided resources, students will develop an opening statement and thesis statement for an argumentative essay on the topic of whether or not the legal drinking age should be lowered.
- Using the provided resources, students will develop a body and concluding paragraphs for their argumentative essay.
- Using the provided resources on peer editing, students will read and peer edit a classmate’s argumentative essay.

**Student Portfolio:**
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.

**Key Unit Assessments:**
- Article Preview Statement, Annotation, Analysis
- Components of Argumentative Essay
- Peer Review Evaluations

**Student Portfolio:**
- Graduation Plan
## Connections Scope and Sequence
### Unit 7
#### Length: 4 Weeks

**Unit Description:** In this unit, students will build their knowledge of academic discussion through the medium of a Socratic Seminar. Students will utilize information from selected topics in order to properly prepare for a Socratic Seminar. Students will focus on using evidence from text in order to support their claims during discussion.

**Essential Question:** How do students engage in text and prepare for a Socratic Seminar?

<table>
<thead>
<tr>
<th>Unit Standards:</th>
<th>Strategies for Meeting the Needs of English Learners:</th>
<th>Learning Objectives:</th>
<th>Instructional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA Reading Standards:</strong></td>
<td>• Emphasis on developing Academic English vocabulary and language structures.</td>
<td><strong>Students will be able to:</strong></td>
<td>• <a href="http://www.chicagotribune.com/">www.chicagotribune.com/</a></td>
</tr>
<tr>
<td>Key Ideas and Details</td>
<td>• Accessing prior knowledge.</td>
<td>• Identify what makes something newsworthy.</td>
<td>• <a href="http://www.utsandiego.com/news/">http://www.utsandiego.com/news/</a></td>
</tr>
<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>• Incorporating and valuing home culture of the student.</td>
<td>• Research and summarize controversial issues.</td>
<td>• <a href="http://www.onlinenewspapers.com">www.onlinenewspapers.com</a></td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>• Several opportunities for students to practice all four EL domains (reading, writing, speaking/listening, language).</td>
<td>• Actively participate in a Socratic Seminar.</td>
<td>• <a href="http://kellygallagher.org/resources/articles.html">http://kellygallagher.org/resources/articles.html</a></td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td>• Opportunities to work collaboratively (pairs, groups).</td>
<td>• Be effective listeners and communicators.</td>
<td>• <a href="http://www.huffingtonpost.com/teen/">http://www.huffingtonpost.com/teen/</a></td>
</tr>
<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>• Sentence frames or starters for any speaking tasks.</td>
<td>• Write and communicate their long-term, intermediate, and short-term personal and academic goals.</td>
<td>• <a href="http://www.cnn.com/studentnews/">http://www.cnn.com/studentnews/</a></td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td>• Outlines or guided notes for lectures.</td>
<td>• Take responsibility for personal actions in a variety of situations and develop skills for life-long personal, academic and social success.</td>
<td>• <a href="http://www.studentnewsdaily.com/">http://www.studentnewsdaily.com/</a></td>
</tr>
<tr>
<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence</td>
<td>• Step by step processes with considerations of pictures/images for multi-step tasks.</td>
<td>• Develop a graduation portfolio that firmly connects students with knowledge, skills, materials and resources for making a successful transition to postsecondary endeavors.</td>
<td>• <a href="http://www.pbs.org/newshour/extra/">http://www.pbs.org/newshour/extra/</a></td>
</tr>
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<td><strong>ELA Speaking/Listening Standards:</strong></td>
<td>• Rubrics and model/sample papers for tasks involving writing.</td>
<td>• Demonstrate basic computer skills.</td>
<td>• <a href="http://www.theskimm.com/">http://www.theskimm.com/</a></td>
</tr>
<tr>
<td>Comprehension and Collaboration</td>
<td>• Reading in chunks or use of EUHSD literacy routines.</td>
<td><strong>Instructional Strategies:</strong></td>
<td>• Goal Setting Worksheet</td>
</tr>
<tr>
<td>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>• Contact EUHD Literacy Coach and/or EL Specialist for additional strategies and resources in meeting the needs of EL students.</td>
<td>• Quickwrite</td>
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<td>• Reflection</td>
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2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas**
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Key Unit Assignments:**
- Students will conduct research and write academic summaries on current controversial issues. Teacher will then guide class in selecting a topic of discussion for the Socratic Seminar.
- Using the provided articles on the agreed upon topic, students will preview, read, annotate and take notes on text according to essential question provided by the teacher.
- Students will learn about the Socratic Seminar purpose and process which includes review of the following roles: Inner Circle, Outer Circle, and Facilitator.
- Using the assigned articles and student developed notes, students will actively participate in a Socratic Seminar.
- Using the Fish Bowl Observation Feedback Form students will answer the reflection questions that focus on their participation.

**Student Portfolio:**
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
- Using the provided Goal Setting worksheet available on the Valley High School Website, students will create personal and academic goals in which students will identify resources and create an action plan for successfully achieving such goals within a timeline.

**Key Unit Assessments:**
- Controversial Research
- Article Preview Statement, Annotation, Note Taking, Analysis
- Student Participation During Socratic Seminar, Completion of Feedback form, and Self-Reflection

**Student Portfolio:**
- Graduation Plan
- Personal and Academic Goals
## Connections Scope and Sequence

### Unit 8

**Length:** 4 Weeks

**Unit Description:** In this unit, students will focus on their listening and public speaking skills as they develop and present demonstration (how-to) speeches. Students will also learn how to provide feedback as they evaluate and respond to other students.

**Essential Question:** How do I effectively construct, present and evaluate a demonstration speech?

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| **ELA Writing Standards:** |
| **Text Types and Purposes** |
| 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| **Speaking and Listening** |
| **Comprehension and Collaboration** |
| 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |

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<td>- Student Presentation</td>
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Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Key Unit Assignments:
- Using the provided text, students will preview, read and annotate the text in order to understand the purpose of a process speech and how to successfully deliver one.
- As a continuum of the previous lesson, students will reference the informational article about speech guidelines (provided in resources). Students will then create a draft outline of their two minute process speech and submit for teacher review.
- Students will present their 2 minute process speech while the rest of the class completes the student feedback form for the presenter.
- As the audience, students will complete student feedback forms to provide constructive feedback for the presenters which will then be used by student presenters to reflect on their areas of growth/need.

Student Portfolio:
- Using the Graduation Plan available on the Valley High School Website, students will analyze their updated transcripts and document it on their Graduation Plan in order for them to keep track of their progress and graduation requirements.
- Using the resources provided on the Valley High School Website (requirements, samples), students will write a "What I Learned at Valley" essay in which they will discuss how they have grown both academically and socially.

Key Unit Assessments:
- Text Preview Statement and Annotation
- Speech Outline
- Process Speech
- Student Feedback Forms

Student Portfolio:
- Graduation Plan
- "What I Learned at Valley" Essay