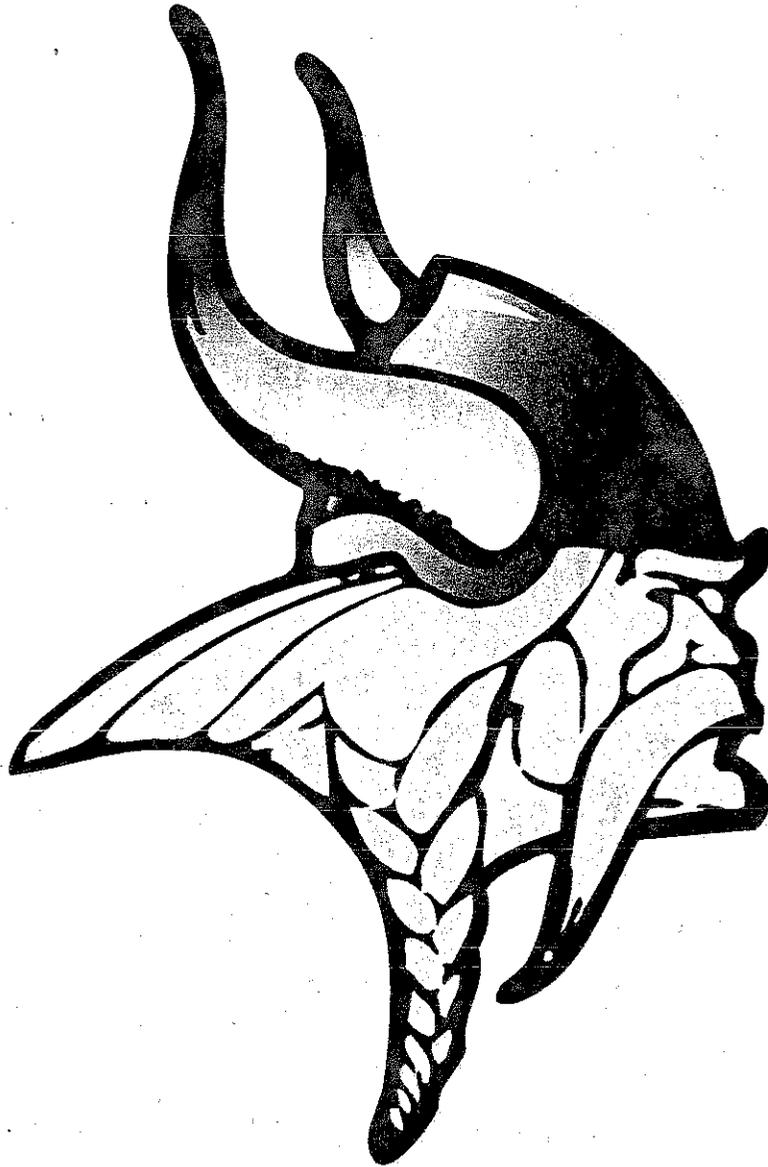


STANDARDS-BASED EDUCATION



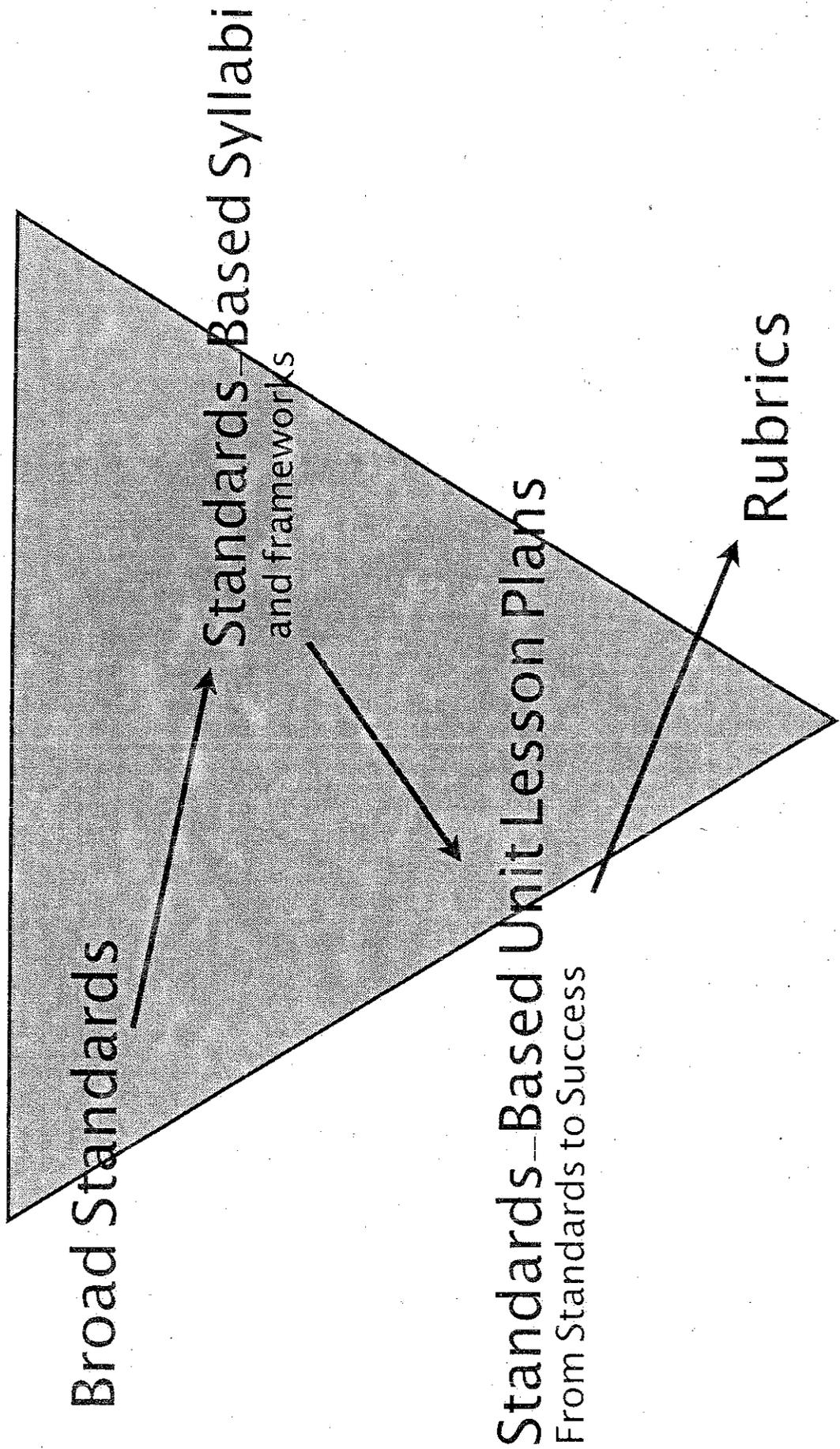
Searsport District High School

24 Mortland Road

Searsport, Maine 04975

Principal, Gregg Palmer (gpalmer@msad56.org)

Bringing Standards to Students



**Core English I
Course Framework
Ms. Bradstreet
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Core English I is a year long course to help prepare you for your high school career. In this course you will practice the four areas of communication; reading, writing, speaking, and listening, every day. All units focus on the individual and are presented through inquiry. The following are the English/Language Arts standards that units will cover in Core English I.

Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction and nonfiction books, print and non print media, and speakers.

- Students will read novels, newspapers, magazines, poetry, websites, plays, children's books, speeches and videos. Reading will be completed independently and as a group. By the end of Core English I students will identify theme, characters, setting, and conflict in literature.
- Students will participate in silent reading.
- Students will utilize a variety of strategies including QAR, SQ3R, Concept Map, Venn Diagram, Dialogue Journals, Symbolic Story Representation, Role Play, KWL (know, want to know, learn), Note Taking, and Outlining to increase reading comprehension.

Students will read a wide variety of literature from many periods and genres to build an understanding of the dimensions of human experience.

- Reading selections may include The House on Mango Street, That was Then, This is Now, To Kill A Mockingbird, The Pigman, Heroes, Carver: A Life in Poems, Here in Harlem: Poems in Many Voices, and various biographies. With each selection students will frame and answer a specific question on such topics as friendship, heroism, and childhood.
- Students will understand purpose and point of view of author by conducting author research prior to each literary selection.

Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes.

- Students will learn and use strategies to write a mini research paper, descriptive essay, persuasive essay, narrative essay, poetry, vignettes, news article, definition book, and letters.
- Students will learn and use strategies for basic presentations, feedback/tuning protocol, large and small group discussions, and role play.

Core English I Friendship Unit

What are the qualities of a good friend? How do you choose your friends? How do you keep friends? What do friends do for each other? How necessary are friends? By reading the novel, *That Was Then, This Is Now*, along with short stories and essays on friendship, students will reflect on the above questions and come to their own conclusions about the importance of friendship and the characteristics of a good friend.

I. English Language Arts Standards to be met in this unit:

- Students will be critical readers, listeners, and viewers of a variety of sources and texts, including fiction, nonfiction (9.01)*
- Students will employ a variety of strategies as they write and speak, to communicate with different audiences for a variety of purposes (9.03)*
- Students understand and consistently use the conventions of standard English when writing and speaking (9.04)*
- Students will consistently participate as knowledgeable, reflective, creative and critical members of literacy communities (9.05)*

II. Goals and Objectives

- Students will become familiar with various reading strategies, apply them to unit readings, and teach them to others
- Students will practice communication skills through participation in discussion groups and journaling
- Students will reflect on the importance of friendship in their own lives and the lives of the characters they read about
- Students will write paragraphs and essays with correct English conventions

III. Activities

- Read short stories, novel, and personal essays on friendship using a variety of reading strategies (QAR, Dialogue Journal, Free Response, Reflective Role Play, Venn Diagram)
- Complete activity on lingo of the 1970's
- Journal on reading selections
- Develop questions for, and discuss, in small and large groups, all reading selections

IV. Materials

- *That Was Then, This Is Now* novel
- Short story and personal essay handouts
- Laptop
- Three ring binder for notes, handouts and vocabulary

V. Assessments

- Short Story Quiz
- Reading Strategies Reflection Presentation*
- *That Was Then, This Is Now* Test
- Friendship Definition Project*

**separate rubric will be given with assignment*

United States History II

Unit Title: The Civil Rights Movement

Unit Description:

This unit will be a study of the struggle of African Americans from the end of the Civil War through Civil Rights Acts of the 1950s and 60s. Students will gain an understanding of how difficult this struggle really was and the lengths to which people must go to obtain social change. Students will also consider the impact of these actions and events on life in America today.

I. MSAD 56 Social Studies Standards to be met by this unit:

1. Students will have an understanding of how the people and events of the past affect our lives today.
5. Students will know how to live justly in an unjust world.
9. Students will understand the role of hope, change and improvements in the human condition.
10. Student will understand how they can make a difference.

II. Goals and Objectives

- *Students will demonstrate an understanding of how events in the Civil Rights Movement have affected our lives in America today.
- *Students will understand that there are options as to how to live life in the face of adversity, as illustrated through the differing actions and reactions of individuals in the Civil Rights Movement.
- * Students will identify actions of groups and individuals that caused change in the treatment of African Americans in America.

III. Current Activities

- Read chapters in text on Reconstruction and the Civil Rights Movement and complete reading assignments.
- Complete Civil Rights Timeline Project.
- Watch video "A Time For Justice" and complete activity.
- Complete writing assignment on how life today has been affected by the Civil Rights Movement.
- Students will answer a variety of journal questions on the topic of Civil Rights.

IV. Materials

- *Text, American Journey, Variety of classroom texts, internet resources, art materials for timeline, video.

V. Assessments:

- Quizzes on reading assignments
- *Timeline Project
- *Unit test on Civil Rights Movement

Social Studies 9
Syllabus 2006-2007
Mr. Tupper
stupper@msad56.org

This course will present an examination of American geography and history of American geography and history from the Age of Exploration through the period of Reconstruction. Students will study the development of social institutions, domestic expansion, foreign policies and military involvements. We will also explore the formation, structure and functions of the American federal system of government. Maine history and government will be scheduled as it relates to United States history and government as well. There will be an extensive study of Maine, New England and other United States geography throughout the course. This course is the first of two sequential courses in American studies. It is scheduled to be the first social studies course of School I.

Students will have an understanding of how the people and events of the past affect our lives today.

The learner will gain knowledge concerning influential people and events in American history through participation in discussions, readings, note taking and a variety of classroom activities. The learner will better understand how the various people and events of the past have influenced our world today.

Students will understand their relationship to the people, places, regions and environments of the world.

The learner will be able to explain factors which have shaped regions over time. The learner will be able to use maps to answer questions concerning geographic and environmental problems.

Students will understand political relationships between countries and different political systems influencing the world today.

The learner will assess the reasons why and how participation of a knowledgeable and competent citizenry is important to a constitutional democracy using examples from history. The learner will be able to compare and contrast the purpose and structure of the United States government with other governments of the world on an historical basis.

Students will understand how to live justly in an unjust world.

The learner will be able to evaluate, defend, and oppose positions concerning current issues regarding individual rights and responsibilities in a constitutional democracy.

Students will have knowledge of the rights and responsibilities of an involved citizen.

The learner will be able to evaluate the effectiveness of the Constitution as a vehicle for change. The learner will be able to explain the historical foundations of the Constitutional government in the United States.

Students will have knowledge of current and relevant geography.

The learner will be able to appraise the ways in which mapping reflects economic, social and political decision making.

Students will understand the role of hope, change, and improvements in the human condition.

The learner will be able to demonstrate an understanding of the lives of selected individuals who have had a major influence on United States history. The learner will demonstrate an understanding of the meaning and importance of traditional democratic assumptions.

Students will understand how they can make a difference through responsibilities of participation and citizenship.

The learner will understand and analyze the relationship among people and their physical environment. The learner will be able to describe historical examples when civil disobedience may have been justified.

Social Studies 9 Units

- United States Regional Geography
- World Geography
- Colonial America
- American Revolution
- Formation of American Government
- Westward Expansion

Sectionalism and the Civil War

Grading

The following scale will be used to score all work that carries a rubric for assessment. Students will be expected to meet the standard on all work assessed by a rubric. Students having difficulty meeting the standards will receive extra assistance during the school day in LAB 9 and in Academy.

N/E	2.0 or 2.5	3.0 or 3.5	4.0 (4.5 Honors Option)
Not Engaged	Partially Meets the Standard	Meets the Standard	Exceeds the Standard

(Please sign and return only this portion)

I have read the syllabus for Social Studies 9 and discussed it with my family.

(Student Signature)

I have read the syllabus for Social Studies 9 and discussed it with my child.

(Parent/Guardian Signature)