

FAME Public Charter School

Scope and Sequence: Grade Kindergarten

Subject/Unit Title: Early America Beginnings - 1800			
Estimated Time Frame (#of Days): 25			
Unit 1: Early America Beginnings - 1800			
Chapter Title	Objectives	CA State Standards	Assessments
Comparing Literature: The Sky Tree AND How the Leopard Got His Claws AND Prayer to the Pacific	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	Reading 3.2 Reading 3.5	Students will research and write a reflection on the development of American literature from the colonial period forward
Upon the Burning of Our House AND To My Dear and Loving Husband	Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.	Reading 2.5	Students will analyze the author’s philosophical beliefs and write out their analyses

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Time: How They Chose These Words	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.	Reading 2.2	Students will write two papers on the same topic and use various methods of organization to contrast the various styles used
Letter to John Adams	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.	Reading 1.2 Reading 2.2	Students will write a reflection where they will use specific wording that will impact the meaning of the overall paper
Writing Workshop	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.	Writing Strategies 1.3 Writing Strategies 1.4	Students will write out a well thought out argument that is structured, sophisticated, precise, and relevant

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Subject/Unit Title: American Romanticism 1800 - 1860			
Estimated Time Frame (#of Days): 20			
Unit 2: American Romanticism 1800 - 1860			
Chapter Title	Objectives	CA State Standards	Assessments
Comparing Literature: from Civil Disobedience AND On the Eve of Historic Dandi March AND from Long Walk to Freedom	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion) Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)	Reading 2.1 Reading 2.6 Reading 3.9	Students will evaluate various public documents and critique them in terms of their power, validity, and truthfulness
The Pit and the Pendulum	Trace the etymology of significant terms used in political science and history. Analyze the ways in which irony, tone, mood, the author's style, and	Reading 1.1 Reading 3.3	Students will analyze the impact of various literary devices on the passage

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	the “sound” of language achieve specific rhetorical or aesthetic purposes or both.		
Writing Workshop	<p>Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments</p> <p>Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</p> <p>Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p> <p>Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>Writing Strategies 1.1</p> <p>Writing Strategies 1.2</p> <p>Writing Strategies 1.5</p> <p>Writing Strategies 1.9</p> <p>Written and Oral English Language Conventions 1.2.</p>	<p>Students will write an expository paper that demonstrates an understanding of discourse, point of view, and characterization</p>

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Subject/Unit Title: The Civil War Era 1850 - 1880			
Estimated Time Frame (#of Days): 30			
Unit 3: The Civil War Era 1850 - 1880			
Chapter Title	Objectives	CA State Standards	Assessments
Comparing Literature: from My Bondage and My Freedom AND Frederick Douglass AND IN Texas Grass	Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)	Reading 3.2 Reading 3.8	Students will analyze and reflect upon the common themes and political assumptions in the passages
And Ain’t I a Women	Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments	Reading 2.1 Reading 2.4 Reading 2.6	Students will answer comprehension questions in relation to the passage from the literature anthology

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	anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).		
from Mary Chestnut's Civil War	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.	Reading 2.5 Speaking 2.1	Students will reflect upon the author's philosophical assumptions on the subject matter on hand and have a group discussion on the matter.
I Hear America Singing AND When I Heard the Learn'd Astronomer	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text	Reading 2.2	Students will analyze the methods of organization and structures used in the passages and assess their effectiveness
If you were coming in the Fall AND My	Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve	Reading 3.3	Students will assess the effectiveness of various literary devices used in the passages

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Life closed twice AND The Soul selects	specific rhetorical or aesthetic purposes or both.		
Writing Workshop	Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. Produce legible work that shows accurate spelling and correct punctuation and capitalization.	Writing Strategies 1.7 Written and Oral English Language Conventions 1.1 Written and Oral English Language Conventions 1.2	Students will write a reflection where they will demonstrate their personal strategies of organizing and recording information

Subject/Unit Title: Regionalism and Realism 1880 - 1910			
Estimated Time Frame (#of Days): 20			
Unit 4: Regionalism and Realism 1880 - 1910			
Chapter Title	Objectives	CA State Standards	Assessments
The Celebrated Jumping Frog of Calaveras County	Trace the etymology of significant terms used in political science and history Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. Analyze recognized works of	Reading 1.1 Reading 3.3 Reading 3.5	Students will write a paper where they will have to use various literary devices as they contrast major periods, themes, and styles of American literature

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	<p>American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p>		
<p>A Wagner Matinee</p>	<p>Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots,</p>	<p>Reading 1.3 Reading 3.5</p>	<p>Students will answer comprehension questions about the passages from the literature anthology</p>

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	and settings.		
Douglass AND We Wear the Masks	Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.	Reading 3.3	Students will write a reflection about the impact of their author’s tone and mood on the passage
Writing Workshop	Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. Produce legible work that shows accurate spelling and correct punctuation and capitalization.	Writing Strategies 1.1 Writing Strategies 1.3 Written and Oral English Language Conventions 1.1 Written and Oral English Language Conventions 1.2	Students will write a descriptive writing assignment using vivid language that effuses control of grammar, diction, and structure

Subject/Unit Title: Beginnings of the Modern Age 1910 - 19302			
Estimated Time Frame (#of Days): 20			
Unit 5: Beginnings of the Modern Age 1910 - 19302			
Chapter Title	Objectives	CA State Standards	Assessments
The Love Song	Analyze the ways in which irony,	Reading 3.3	Students will evaluate and reflect

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<p>of J. Alfred Prufrock</p>	<p>tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy <i>Macbeth</i>).</p>	<p>Reading 3.5 Reading 3.6</p>	<p>upon the author’s use of archetypes in the passages</p>
<p>The Jilting of Granny Weatherall</p>	<p>Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in</p>	<p>Reading 2.2</p>	<p>Students will write a brief reflection on the patterns of organization in the passage</p>

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	the text.		
When the Negro Was in Vogue	Analyze recognized works of American literature representing a variety of genres and traditions: a. Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings	Reading 3.5	Students will evaluate the political and social influences of the historical period on the passage

Subject/Unit Title: From Depression to Cold War			
Estimated Time Frame (#of Days): 20			
Unit 6: From Depression to Cold War			
Chapter Title	Objectives	CA State Standards	Assessments
The Rockpile	Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.	Reading 2.2	Students will answer comprehension questions from the literature anthology in regards to the passage
The Crucible, Act 1	Analyze recognized works of American literature representing a variety of genres and traditions: a.	Reading 3.5	Students will analyze and reflect upon political and religious influences on the historical

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	Trace the development of American literature from the colonial period forward. b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.		period
Vocabulary Workshop	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.	Reading 1.2	Students will apply knowledge of various roots and affixes in a brief reflection on any passage read in the unit

Subject/Unit Title: Into the 21st Century			
Estimated Time Frame (#of Days): 20			
Unit 7: Into the 21st Century			
Chapter Title	Objectives	CA State Standards	Assessments
Comparing Literature: Ambush AND The Gift in Wartime AND from Stay Alive, My Son	Trace the etymology of significant terms used in political science and history. Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. Analyze ways in	Reading 1.1 Reading 3.3 Reading 3.4 Reading 3.8	Students will use the political approach and evaluate the clarity and consistency of any political assumptions in the selection

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	<p>which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.</p> <p>Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)</p>		
Snow	<p>Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p>	Reading 2.3	Students will verify and clarify facts presented in the passage
Salvador Late or Early	<p>Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.</p>	Reading 3.3 Reading 3.4	Students will write a poem using various literary devices to elucidate a message of choice
Thoughts on the African-American Novel	<p>Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</p>	Reading 3.1	Student will create their own short story using a subgenre of choice as a means of deliverance