

FAME Public Charter School

Scope and Sequence: Grade Kindergarten

Subject/Unit Title: The Anglo-Saxon Period and the Middle Ages			
Estimated Time Frame (#of Days): 30			
Unit 1: The Anglo-Saxon Period and the Middle Ages			
Chapter Title	Objectives	CA State Standards	Assessments
From Beowulf	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>).	Reading 3.6	Analyze excerpts from the passage and decipher how archetypes from various means are used. Analyze the passages and answer comprehension questions
from The Pardoner’s Tale	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	Analyze the use of tone and mood and the affect of such techniques
from Sir Gawain and the Green Knight	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>).	Reading 3.6	Write a thorough reflection on the impact of archetypes used in the passages read
Writing	Use point of view,	Writing Strategies 1.2	Students will have to write

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Workshop	<p>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>Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>1Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>Writing Strategies 1.5</p> <p>Written and Oral English Language Conventions 1.1</p> <p>Written and Oral English Language Conventions 1.2</p>	<p>vibrant passages that show their writing skills and English conventions</p>
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Subject/Unit Title: The English Renaissance			
Estimated Time Frame (#of Days): 25			
Unit 2: The English Renaissance			
Chapter Title	Objectives	CA State Standards	Assessments
<p>On Monsieur’s Departure AND Speech to the Troops at Tilbury</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 the text.</p> <p>Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve</p>	<p>Reading 2.2</p> <p>Reading 3.3</p>	<p>Students will answer comprehension questions provided in the anthology</p>

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	specific rhetorical or aesthetic purposes or both.		
The Passionate Shepherd to Love	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. 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.	Reading 3.1 Reading 3.3 Reading 3.4	Students will analyze the characteristics of the subgenres from the passages and write a reflection on their impact on the literary piece
Sonnet 73 AND Sonnet 29	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. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.	Reading 3.1 Reading 3.4	Students will analyze the affect of literary devices used in the passage
From The Tragedy of Macbeth	Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic	Reading 3.3	Students will write a narrative piece that uses tone, mood, and sound of language

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	purposes or both.		
Eve’s Apology	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 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 3.2 Reading 3.9	Students will analyze the theme of the passage and see how it relates a view on life
Meditation 17	Analyze the way in which the theme or meaning of a selection	Reading 3.2	Students will write their own meditation that will include a theme that represents a view on life

Subject/Unit Title: From Puritanism to the Enlightenment			
Estimated Time Frame (#of Days): 20			
Unit 3: From Puritanism to the Enlightenment			
Chapter Title	Objectives	CA State Standards	Assessments

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<p>from The Diary of Samuel Pepys</p>	<p>Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject. Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral)</p>	<p>Reading 1.3 Reading 2.5 Reading 3.1</p>	<p>Students will answer comprehension questions listed in the anthology</p>
<p>A Modest Proposal</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 the text. Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral)</p>	<p>Reading 2.2 Reading 3.1</p>	<p>Students will write a reflection that uses a specific organizational technique</p>
<p>Letter to Her Daughter</p>	<p>Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations. 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)</p>	<p>Reading 2.4 Reading 3.9</p>	<p>Students will analyze philosophical points of view to determine whether the author’s positions have contributed to the quality of the work</p>

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<p>Writing Workshop</p>	<p>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. 1.4 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. 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>Writing Strategies 1.1 Writing Strategies 1.3 Writing Strategies 1.4 Writing Strategies 1.9</p>	<p>Students will write vivid passages that demonstrate mastery of various writing techniques</p>
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<p>Subject/Unit Title: The Triumph of Romanticism</p>			
<p>Estimated Time Frame (#of Days): 30</p>			
<p>Unit 4: The Triumph of Romanticism</p>			
<p>Chapter Title</p>	<p>Objectives</p>	<p>CA State Standards</p>	<p>Assessments</p>

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Elegy in a Country Churchyard	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.	Reading 3.4	Students will answer comprehension questions listed in the anthology
From A Vindication of the Rights of Woman	Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. 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).	Reading 2.5 Reading 2.6	Students will critique the arguments set forth in the passage
Lines Composed a Few Miles Above Tintern Abbey	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.	Reading 3.4	Students will analyze various literary tools used in the passage
From The Journals of Dorothy	Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in	Reading 3.1 Reading 3.3	Students will write a literary piece that uses subgenres and various literary techniques

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Wordsworth	poetry, prose, plays, novels, short stories, essays, and other basic genres. 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.		
Ode on a Grecian Urn	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.	Reading 3.1	Students will answer questions found in the literature anthology

Subject/Unit Title: The Victorian Age			
Estimated Time Frame (#of Days): 20			
Unit 5: The Victorian Age			
Chapter Title	Objectives	CA State Standards	Assessments
Time: What is Love	Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.	Reading 2.4	Students will evaluate the arguments made in the passage
Jabberwocky	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke	Reading 3.4	Students will write a reflection using various literary techniques

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	readers' emotions.		
Dover Beach	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.	Reading 3.4	Students will answer questions found in the literature anthology
To an Athlete Dying Young	Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	Reading 1.3	Students will reflect upon the analogies made in the passage
Vocabulary Workshop	Trace the etymology of significant terms used in political science and history.	Reading 1.1	Students will be given questions that will evaluate the lessons learned

Subject/Unit Title: The Modern Age			
Estimated Time Frame (#of Days): 20			
Unit 6: The Modern Age			
Chapter Title	Objectives	CA State Standards	Assessments
Sailing to Byzantium AND Second Coming	Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.	Reading 3.4	Students will write poetry that uses imagery, personification, and figures of speech

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Preludes	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.	Reading 3.3 Reading 3.4	Students will analyze the impact of literary devices on specific topics
From A Room of One’s Own	Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations. 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 2.4 Reading 3.3	Students will answer question from the literature anthology
Be Ye Men of Valor	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	Reading 2.1 Reading 2.6	Students will write their own public documents using various rhetorical devices

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	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).		
Vocabulary	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 be assessed on their knowledge of various roots from different languages

Subject/Unit Title: An International Literature			
Estimated Time Frame (#of Days): 15			
Unit 7: An International Literature			
Chapter Title	Objectives	CA State Standards	Assessments
A Mild Attack of Locusts	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 world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary	Reading 3.2 Reading 3.7	Students will analyze themes and meanings of passage in relation to various views on life

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	<p>periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern) b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.</p>		
Two Sheep	<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	<p>Students will answer questions from the anthology about the passage</p>
<p>Comparing Literature: Shall We Choose Death AND The Tribe with ITS Eyes on the Sky AND Political Science</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>	Reading 3.8	<p>Students will analyze the various political assumptions in the passages</p>