

Year: 2015-2016

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**Introduction:**

The purpose of this Scope and Sequence is to 1.) coordinate instruction within and across levels to ensure that all teachers are delivering a Massachusetts standards- based education and 2.) prepare students to pass the High School Equivalency test and leave the ACCESS program college and career “ready” so they have the tools to continue their education (both formally and informally).

This scope and sequence addresses level GLE 4-5 and leading into GLE 6-8 (CCRSAE Level C). Students will review some previous skills but are expected to be capable of working at this level with necessary differentiated instruction. Morning classes meet 3 times a week for a 9 hour total. Evening classes meet 2 times a week for a 6 hour total.

Assumptions for teachers are:

- Tier 2 vocabulary wordlists will be generated for each unit
- Grammar skills will be practiced in every unit
- Social Science will be integrated within several units
- Fiction will be integrated within several units (short stories or excerpts)
- The end-product will be completed for each unit
- Assessment products will be as authentic as possible
- The units will be revisited at the end of each year for improvement
- Lesson plans will be derived from a comprehensive unit plan

**EXCERPT from the  
ELA Scope & Sequence of  
Cape Cod Community College ACCESS  
for CCRSAE Level C**

The scope of this curriculum is focused on an authentic end-product that demonstrates a student’s skill acquisition. It is expected that the content knowledge will enable the student to become involved citizens who are able to understand the world around them. Proficiency in the College and Career Readiness Standards is one predictor of an increasingly more successful future for students.

There are 8 units included in the ACCESS Scope and Sequence: [ Unit 1] Goal Setting: College and Career Planning, [Unit 2] American History, [Unit 3] The Science Around Us, [Unit 4] The Poetry of Words, [Unit 5] Geography, [Unit 6] Life Science, [Unit 7] Current Events, [Unit 8] Controversial Issues.

Each unit sets a foundation for the more difficult reading and writing skills in the next unit. Expectations will increase as students build skills and knowledge. Students’ ability to express ideas, research evidence, develop an argument, and present information will be progressively challenged as the school year unfolds. For example: In Unit 2, students will research important people and events and demonstrate that knowledge by creating a simple timeline. Unit 4 involves integrating information they learn about the U.S. regions and creating a Powerpoint that highlights the uniqueness of each part of the country. Finally, students will be researching, citing evidence and writing an editorial essay in Unit 6 on a current event.

The ACCESS Director and teachers will develop several sub-categories for each unit that will be taught in subsequent years to prevent repetition for students who repeat a level. However, the same standards and expectations will be addressed in each unit.

	<b>Unit 2 – American History</b>	<b>Unit 6 – Life Science</b>	<b>Unit 8 – Controversial Issues</b>
<b>Title of the Unit</b>	Yr. 1--Revolutionary War Yr. 2--Bill of Rights>Voting	Yr. 1—Cell biology Yr. 2—Anatomy & Physiology	Yr. 1--Gun Control Yr. 2—Illegal Immigration
<b>Amount of Time</b>	4 weeks	4 weeks	4 weeks
<b>Purpose of the unit?</b>	Gain knowledge of events and important people that contributed to early American independence	Gain an understanding of cells, the building blocks of life	Read, listen and respond to opinions from both sides of a controversial issue in order to improve critical thinking and formulate their own argument
<b>Essential Question</b>	What challenges might a country face when striving for independence?	How are living things organized?	How can we reason and Identify, analyze & evaluate arguments so we can decide for ourselves? Why is it vital that our “voice” be heard?
<b>Unit Goals and Outcomes</b>	Students will read historical passages and short fictional accounts in order to gain knowledge of events and important people that contributed to early American independence.  Students will create a timeline depicting important events leading up to and including the Revolutionary War. The timeline will be enhanced by visual images. Students’ final timeline will be shared with at least one other class of students.	Students will view simulated animations on the computer in order to gain an understanding of a cell. Students will read several explanations/ definitions of the cell parts and their functions. Students will compare/contrast information about an animal cell and a plant cell using a graphic organizer.  Students will choose a specific type of cell to create an informational booklet (nonfiction resource) on the computer. The booklet will contain the following: type of cell, where it’s found, 2 illustrations/pictures and descriptions of all functional parts of that cell.	Students will investigate various controversial issues in society and choose one they feel passionate about. They will read and listen to opinions from both sides in order to improve critical thinking and formulate their own argument. They will research multiple sources from sufficient time span in order to present historical context.  Students will formulate a “talk” that supports their opinion, debate the case with the class, and appear in a video where student reads and presents the argument. Each student will view his/her video for feedback and critique.
<b>Priority CCRSAE Standards</b>	Anchor R1C, R3C, R5Ca Anchor W1Cb W7Ca Anchor L1 (a,b) L2 (a,b) Anchor SL1(c,d)	Anchor R3Ca, R10 Anchor L1 L3(a) L4(c) Anchor W4 , W7 Anchor SL3, SL4	R8Da, R10 W2Da-b, W6Da, W8Da, W9Da ** SL1Ca-d, SL4Ca, SL5Da L1Ci-l, L3Ca-e, L4Ca-c
<b>Assessment of Priority Standards</b>	Students will create a timeline depicting important events leading up to and including the Revolutionary War. The	Students will choose a specific type of cell to create an informational booklet (nonfiction resource) on the computer. The booklet will	Students will choose a controversial issue to argue. They will research multiple sources from sufficient time span in order to present

<b>and Key Content</b>	<p>timeline will be enhanced by visual images of important figures.</p> <p>Options for formative assessments:</p> <ul style="list-style-type: none"> <li>• Character Role Play</li> <li>• Fill in the blanks quiz</li> <li>• Reflection</li> <li>• Brainstorm – Traits of an important person; Issues of this war; British rule</li> </ul>	<p>contain the following: type of cell, where it's found, 2 illustrations/pictures and descriptions of all functional parts of that cell.</p> <p>Options for formative assessments:</p> <ul style="list-style-type: none"> <li>• Student creates a quiz to give to a classmate as review.</li> <li>• Paper plate cell</li> <li>• vocabulary "jeopardy"</li> <li>• act out the parts of the cell and their functions</li> </ul>	<p>historical context. Students will formulate a "talk" that supports their opinion, debate the case with the class, and appear in a video where student reads and presents the argument. Each student will view his/her video for feedback and critique.</p> <p>Options for formative assessment:</p> <ul style="list-style-type: none"> <li>• Graphic Organizer</li> <li>• Partner practice</li> <li>• Debate circle</li> <li>• Response to TED talk</li> </ul>
<b>Reading / writing / speaking &amp; listening skills and learning activities</b>	<ul style="list-style-type: none"> <li>• Read closely: refer to details and examples in text</li> <li>• Summarize the text – explain concepts in a historical text</li> <li>• Describe structure – chronology, cause + effect, compare + contrast</li> <li>• Participate in a range of conversations using inferential questions.</li> <li>• Chart data and information using graphic organizers in preparation for end product (timeline)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss (using scientific vocabulary) knowledge of the cell as an organism</li> <li>• Explain concepts in a scientific/technical text</li> <li>• Interpret information in charts, graphs, diagrams, animations and timelines</li> <li>• Recognize and identify the cell components</li> <li>• Read scientific articles about the cell as a building block for all life.</li> <li>• Observe cell growth/division via simulated/ animated, digital representation.</li> <li>• Distinguish between a plant and animal cell</li> </ul>	<ul style="list-style-type: none"> <li>• Moving from opinion to argument</li> <li>• Quote accurately from a text</li> <li>• Evaluate argument from texts</li> <li>• Formulate evidence to support argument - must cite source (... as stated in Forbes Report)</li> <li>• Integrate information without plagiarizing</li> <li>• Paraphrase + source citing</li> <li>• Relevant evidence + credible sources arranged in an organized, coherent presentation</li> </ul>
<b>Grammar skills/ Language Standards</b>	<ul style="list-style-type: none"> <li>• Conjunctions, prepositions, interjections</li> <li>• Relative pronouns and relative adverbs</li> <li>• Correct Capitalization</li> <li>• Commas &amp; quotation marks</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositional phrases;</li> <li>• Order adjectives, words and phrases to convey ideas concisely</li> <li>• Correctly use frequently confused words (e.g., to, too, two)</li> </ul>	<ul style="list-style-type: none"> <li>• Correlative conjunctions (either/or, neither/nor),</li> <li>• Run-ons and fragment sentences,</li> <li>• Frequently confused words (to, there)</li> </ul>
<b>Technology Integration</b>	<p>Basics – save URL / address bar Searching Keyboarding</p>	<p>Interactive diagrams Copy + paste Tables / charts View animations Printing in booklet format</p>	<p>In-depth research w/out assistance</p>

<b>Resources</b>	<p>Leveled Texts for Social Studies, Shell Education, Symbols, Monuments, and Documents, p.29  <a href="http://interactivesites.weebly.com/revolution-ary-war.html">http://interactivesites.weebly.com/revolution-ary-war.html</a>  <a href="http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/">http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/</a>  <a href="http://www.learner.org/workshops/primary_sources/revolution/introduction.html">http://www.learner.org/workshops/primary_sources/revolution/introduction.html</a>  <a href="http://www.let.rug.nl/usa/biographies/">http://www.let.rug.nl/usa/biographies/</a>  <a href="http://www.pbs.org/ktca/liberty/">http://www.pbs.org/ktca/liberty/</a></p>	<p><a href="http://www.cellsalive.com/gallery.html">http://www.cellsalive.com/gallery.html</a>  cell jeopardy: <a href="http://www.quia.com/cb/83507.html">http://www.quia.com/cb/83507.html</a>  crossword: <a href="http://go.hrw.com/resources/go_sc/bpe/HL_1RCELV.PDF">http://go.hrw.com/resources/go_sc/bpe/HL_1RCELV.PDF</a>  Leveled Text for Science, Shell Education, p. 45</p>	<p><a href="http://www.debate.org">http://www.debate.org</a> <a href="http://houlive.gov">http://houlive.gov</a>  <a href="http://www.procon.org">http://www.procon.org</a>  <a href="http://www.mesacc.edu/~paoih30491/ArgumentsOutline.html">http://www.mesacc.edu/~paoih30491/ArgumentsOutline.html</a></p>
<b>FICTION Integration</b>	<p><u>Johnny Tremain</u> by Esther Hoskins Forbes</p>	<p>NON-FICTION: <u>The Immortal Life of Henrietta Lacks</u> by Rebecca Skloot</p> <p><u>Fantastic Voyage</u> by Harry Kleiner</p>	<p><a href="http://www.thehighroad.org/archive/index.php/t-274681.html">http://www.thehighroad.org/archive/index.php/t-274681.html</a></p>