

Worthington Schools



Global Language - Spanish Graded Course of Study 2016

***Trent Bowers, Ph.D., Superintendent
Jennifer E. Wene, Chief Academic Officer***

200 East Wilson Bridge Road, Worthington, Ohio 43085 614-450-6000

Table of Contents:

Mission Statement - page 2

Philosophy - page 3-4

Spanish 1 - Pages 6-7

Spanish 2 - pages 8-9

Spanish 3 - pages 10-11

Spanish 4 - pages 12-13

Spanish 5 - pages 14-15

AP Spanish - pages 16-18

WORTHINGTON SCHOOLS MISSION STATEMENT AND BELIEFS

Mission

The Worthington Schools Inspires Learning for All.

Vision

We develop life-long learning through visionary leadership, effective teaching and learning practices, wise resource management, and information-based accountability in a safe, positive, and supportive environment.

Beliefs

- Provide a culture of safety and respect for each member of the school community.
- Enhance learning and self-worth by meeting individual needs
- Effectively utilize human, technological, and financial resources.
- Recruit, select, and retain quality staff.
- Expect personal and professional growth of each member of the school community.
- Involve community through engagement, partnership, and collaboration.

PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

Instructional Philosophy and Goals

A. Generally

The state and the nation need a well-educated and competent citizenry capable of fulfilling the American ideals of opportunity and achievement. It is the responsibility of the Board of Education to articulate the wishes of the community so that the children under its jurisdiction mature to become knowledgeable, active, and concerned citizens capable of dealing with the challenges of a changing technological world.

The Board of Education of the Worthington Schools believes that the instructional program of the district is its first priority and that every effort be made to carefully plan, organize, implement, evaluate, and communicate this program to the community.

Furthermore, the Board believes the general public should be given ample opportunity to participate in the setting of goals for the instructional program and its evaluation. The professional staff is responsible for the implementation of the goals and the Board has the responsibility of seeking from the community the resources necessary to accomplish the mutually agreed upon goals.

B. Philosophical Bases for Instructional Program

The Board believes that the instructional program is an essential ingredient of the school system and, therefore, matters relating to instruction should be carefully planned, organized, evaluated, and communicated to the community. In its role as the representative policy-making body for the school district, the Board establishes the philosophical bases upon which the school district's programs are built.

They are as follows:

- The instructional program will emphasize the development of fundamental skills and a command of basic knowledge while preparing young persons for the rapidly changing and highly technical world in which they live.
- Students will learn how to make critical judgments and to use their inherent creativity to become effective problem solvers.
- Students will learn self-directed study skills which will serve them during and beyond their years of formal schooling.
- The instructional program will foster positive student attitudes toward change and develop in students the capacities necessary for dealing successfully with a changing world.

PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

- Students will be given varied opportunities to develop their appreciation for the aesthetic aspects of human existence and to develop their talents for artistic self-expression.
- The instructional program will provide varied educational experiences in recognition of the diversity of student abilities, talents and interests.
- The instructional program will provide for the physical and emotional well-being of students.
- Students will be made aware of the interdependence of all peoples and will be encouraged to accept their responsibilities as members of the human family for the survival and welfare of all.
- The instructional program will foster a sense of self-worth and a sense of worth in others along with a sense of responsibility for one's personal development.
- The instructional program will recognize the need for lifelong learning and provide educational opportunities for citizens of all ages.

C. Personnel

The Board recognizes that the successful implementation of the instructional program requires the employment of quality personnel. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

D. Evaluation

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.

Introduction

Spanish provides learners the cultural knowledge and communicative skills to become globally competent and engage with the Spanish-speaking world. By developing competence in another language learners are able to explore communities beyond their own, interact with people from different cultures, and engage in common educational, career-oriented, and leisure activities with native speakers. These Spanish courses prepare learners to use the language of study in interpersonal, interpretive and presentational communicative modes in authentic cultural contexts at the beginning through advanced levels of proficiency. Although, the focus of these courses is on communication and intercultural competence, the language of study will also be used to support cross-curricular content, including, but not limited to the arts, health and practical living, science, and social studies.

Spanish Writing Team:

Kenzie Bruck

Caitlin Christel

Troy Combs

Erica Duffin

Craig Duplain

Carmelita Elder

Adrienne Eldridge

Dana Fellows

Melissa Fisher-Rogers

Rosey Gerhardt

Valerie Haslett

Kathi Kahoun

Jessica Karam

Melissa Kentner

Carmen Knott

Amanda Miller

Keri Newcomb

Kristin Scott

Rebecca Stratis

Becky Watson

Melanie Wilson

Ann Zevallos

Spanish 1 Curriculum At A Glance

<p>Theme: <i>The overarching themes of this course align to the ODE Model Curriculum Framework for the teaching of Global Language. The themes that we will address will be Global Challenges, Beauty and Aesthetics, Science and Technology, Families and Communities and Contemporary Life.</i></p>	
<p>Strand: <i>The themes of this course are designed in order to help students gain more proficiency in discussing such everyday topics as describing people and family members, shopping, food and going to a restaurant, likes/dislikes, school, comparing clothing, greetings and exchanges, numbers. Throughout the units, students will be exposed to authentic resources that will allow students to understand these concepts from an intercultural perspective.</i></p>	
<p>Topic: <i>Students will learn about the daily life of their peers in latin american countries and how they differ from their own regarding family relationships, money and tipping, where and how time is spent, time and calendars, shopping and other nuances of daily life.</i></p>	<p>Pacing: <i>Each of the eight units roughly corresponds to the eight grading periods over 2 school years. The 1AB course covers two of the eight units each grading period.</i></p>
<p>Content Statement / Learning Targets: <i>Students will be able to communicate in the present tense in order to describe themselves and the world around them. Students will be able to derive meaning from messages and texts using listening, reading and viewing strategies. Students will be able to draw conclusions between their own lives and several locations within the Spanish-speaking world.</i></p>	<p>Content Elaborations: <i>Students will be introduced to conjugating verbs in the present tense understanding how to communicate in the present tense, will be able to describe themselves, their family, and what they like to do. Students will also be able to communicate appropriately while shopping and/or eating at a restaurant.</i></p>
<p>Content Vocabulary: <i>Students will learn the vocabulary necessary to describe themselves, what students like to do in their free time, life at school, describing their family, eating at a restaurant, and going shopping.</i></p>	<p>Academic Vocabulary: <i>Students will learn technical terms related to greeting people and saying good-bye, how to answer questions appropriately about themselves and other people in their family, asking and answering questions in a restaurant or a store.</i></p>

<p>Formative Assessments: <i>Formative assessments will be used to assess students' ability to use speaking, reading, writing and listening skills as well as to assess their progress toward mastery of needed content vocabulary and grammatical structures.</i></p>	<p>Summative Assessments: <i>Integrated Performance Assessments have been created and shared with all district Spanish teachers for the Semester Exams. Otherwise, teachers will use a variety of assessment formats to test student communicative skills and linguistic functions through listening, speaking, reading and writing.</i></p>
<p>Resources: <i>Teachers will have access to common vocabulary lists, activities and assessments through Google Drive and will use the internet to find authentic materials in order to provide students with opportunities to interact with authentic resources.</i></p>	<p>Enrichment Strategies: <i>Teachers can enrich the course for advanced students by adding vocabulary, adjusting oral and written assessments and using more challenging questions for discrete point assessments or IPAs.</i></p>
<p>Integrations: <i>We continue to support Language Arts by teaching students to use techniques like word association and using context clues to derive meaning. Furthermore, this course focuses on excellent strategies for Writing Across the Curriculum in order to improve students' ability to express ideas in their written and oral communications. Our IPA's support assessments that students will be given in Common Core courses.</i></p>	<p>Intervention Strategies: <i>There are many strategies that can be used for students who benefit from intervention. Vocabulary lists can be modified as can the tasks associated with the IPAs and discrete point assessments.</i></p>

Spanish 2 Curriculum At A Glance

<p>Theme: <i>The overarching themes of this course align to the ODE Model Curriculum Framework for the teaching of Global Language. The themes that we will address will be Global Challenges, Beauty and Aesthetics, Science and Technology, Families and Communities and Contemporary Life.</i></p>	
<p>Strand: <i>The themes of this course are designed in order to help students gain more proficiency in discussing such everyday topics as describing people and animals, describing our daily routine, navigating city life and describing our childhood. Throughout the units, students will be exposed to authentic resources that will allow students to understand these concepts from an intercultural perspective.</i></p>	
<p>Topic: <i>Students will learn about animal conservation in Ecuador, how culture impacts our perception of beauty, how various city layouts impact daily life, and how our childhoods shape our identity.</i></p>	<p>Pacing: <i>Each of the four units roughly correspond to the four grading periods.</i></p>
<p>Content Statement / Learning Targets: <i>Students will be able to communicate in the present and past tenses in order to describe the world around them. Students will be able to derive meaning from messages and texts using listening, reading and viewing strategies. Students will be able to draw conclusions between their own lives and several locations within the Spanish-speaking world.</i></p>	<p>Content Elaborations: <i>Students will deepen their understanding of how to communicate in the present tense, will be able to describe what is going on right now, and will be able to describe their daily routines. Students will also be able to indicate actions that have happened in the past and describe people and places from the past.</i></p>
<p>Content Vocabulary: <i>Students will learn the vocabulary necessary to describe animals and their habitat, verbs to describe what people and animals do, body parts and items used to care for our bodies, verbs to describe actions we use to care for ourselves, places in the city and childhood activities.</i></p>	<p>Academic Vocabulary: <i>Students will learn technical terms to identify, understand, and use past tense structures in order to produce the language through interpersonal communication.</i></p>

<p>Formative Assessments: <i>Formative assessments will be used to assess students' ability to use speaking, reading, writing and listening skills as well as to assess their progress toward mastery of needed content vocabulary and grammatical structures.</i></p>	<p>Summative Assessments: <i>Integrated Performance Assessments have been created and shared with all district Spanish teachers for the Semester Exams. Otherwise, teachers will use a variety of assessment formats to test student communicative skills and linguistic functions through listening, speaking, reading and writing.</i></p>
<p>Resources: <i>Teachers will have access to common vocabulary lists, activities and assessments through Google Drive and will use the internet to find authentic materials in order to provide students with opportunities to interact with authentic resources.</i></p>	<p>Enrichment Strategies: <i>Teachers can enrich the course for advanced students by adding vocabulary, adjusting oral and written assessments and using more challenging questions for discrete point assessments or IPAs.</i></p>
<p>Integrations: <i>We will link to material studied in Science courses when we study animal conservation. We will also connect with Social Studies when we discuss the relationship between Cuba and the United States. We continue to support Language Arts by teaching students to use techniques like word association and using context clues to derive meaning. Our IPA's support assessments that students will be given in Common Core courses.</i></p>	<p>Intervention Strategies: <i>There are many strategies that can be used for students who benefit from intervention. Vocabulary lists can be modified as can the tasks associated with the IPAs and discrete point assessments.</i></p>

Spanish 3 Curriculum At A Glance

<p>Theme: <i>The overarching themes of this course align to the ODE Model Curriculum Framework for the teaching of Global Language. The themes of this course will address: Contemporary Life, Beauty and Aesthetics, Global Issues and Challenges, and Communication and Media.</i></p>	
<p>Strand: <i>The themes of this course are designed in order to help students gain more proficiency in discussing such everyday topics as airport and travel, vacations, food, health and health-care and what technology we utilize in our daily life. Throughout the units, students will be exposed to authentic resources that will allow students to understand these concepts from an intercultural perspective.</i></p>	
<p>Topic: <i>Students will learn about how to access various modes of transportation particularly airport travel, how to select travel destinations and access lodging, how food preparation varies according to culture, how people maintain good health across cultures and what technology people use.</i></p>	<p>Pacing: <i>Units one and two should be completed during the first semester of instruction. Units three, four and five will be studied second semester.</i></p>
<p>Content Statement / Learning Targets: <i>Students will be able to communicate in Spanish regarding travel, food, illnesses and injuries, and the technology that we use. Students will be able to derive meaning from messages and texts using listening, reading and viewing strategies. Students will be able to draw conclusions between their own lives and how travel, food, health-care and technology are accessed within the Spanish-speaking world.</i></p>	<p>Content Elaborations: <i>Students will be able to describe their personal experiences in the present, past, present perfect, future and conditional tenses. Students will additionally use the subjunctive mood to comment upon actions and ideas.</i></p>
<p>Content Vocabulary: <i>Students will learn vocabulary necessary to discuss navigating the airport, choosing a travel destination and securing lodging accommodations, how to prepare healthy food, how to discuss illnesses and injuries to a</i></p>	<p>Academic Vocabulary: <i>Students will learn technical terms for structures used to give advice, share feelings, discuss past events, and connect discourse.</i></p>

<p><i>medical professional and the types of technology that surrounds us.</i></p>	
<p>Formative Assessments:<i>Formative assessments will be used to assess students’ ability to use speaking, reading, writing and listening skills as well as to assess their progress toward mastery of needed content vocabulary and grammatical structures.</i></p>	<p>Summative Assessments:<i>Integrated Performance Assessments have been created and shared with all district Spanish teachers for the Semester Exams. Otherwise, teachers will use a variety of assessment formats to test student communicative skills and linguistic functions through listening, speaking, reading and writing.</i></p>
<p>Resources:<i>Teachers will have access to common vocabulary lists, activities and assessments through Google Drive and will use the internet to find authentic materials in order to provide students with opportunities to interact with authentic resources.</i></p>	<p>Enrichment Strategies:<i>Teachers can enrich the course for advanced students by adding vocabulary, adjusting oral and written assessments and using more challenging questions for discrete point assessments or IPAs.</i></p>
<p>Integrations:<i>This curriculum links to Social Studies courses by instructing students on the processes for international travel. This also links to Science and Health courses by discussing the relationship between food and health and the new technologies that exist today.</i></p>	<p>Intervention Strategies:<i>There are many strategies that can be used for students who benefit from intervention. Vocabulary lists can be modified as can the tasks associated with the IPAs and discrete point assessments.</i></p>

Spanish 4 Curriculum At A Glance

<p>Theme: <i>The overarching themes of this course align to the ODE Model Curriculum Framework for the teaching of Global Language. The themes of this course will address: Contemporary Life, Beauty and Aesthetics, Global Issues and Challenges, and Communication and Media.</i></p>	
<p>Strand: <i>The themes of this course are designed in order to help students gain more proficiency in discussing Personal Relationships, Immigration, Society and Media, Global Health and Cultural Diversity. Throughout the units, students will be exposed to authentic resources that will allow students to understand these concepts from an intercultural perspective.</i></p>	
<p>Topic: <i>Students will learn about how our relationships help us understand our sense of self and our place in the world, why people emigrate and how it impacts global demographics, the impact of social media on society and how culture is defined and is understood according to cultural norms. These topics will all be discussed within a cross-cultural context.</i></p>	<p>Pacing: <i>Units one, two and three should be completed during the first semester of instruction. Units four and five will be studied second semester. Unit 3 may be split across the semesters depending on the needs of the students.</i></p>
<p>Content Statement / Learning Targets: <i>Students will be able to communicate in Spanish regarding Personal Relationships, Immigration, Society and Media, Global Health and Cultural Diversity. Students will be able to derive meaning from messages and texts using listening, reading and viewing strategies. Students will be able to draw conclusions between their own lives and how family values, demographics, social media, health habits and cultural diversity play a role in the formation of individual and collective identities.</i></p>	<p>Content Elaborations: <i>Students will be able to describe their personal experiences in the present, past, present perfect, commands, future and conditional tenses as well as basic present subjunctive. Students will additionally be able to distinguish between the subjunctive and indicative moods, will be able to use all perfect tenses, and use the subjunctive mood to comment upon actions that have occurred in the past and may occur in the future. Additionally, students will be able to express hypothetical situations and actions that may be contrary to fact.</i></p>

<p>Content Vocabulary: <i>Students will learn vocabulary necessary to discuss how our relationships define us, how immigration impacts global demographics, how people communicate within society, issues that impact health on a global scale and the benefits of including a variety of cultures and sub-cultures within society.</i></p>	<p>Academic Vocabulary: <i>Students will learn technical terms for expressing profound ideas, reacting to authentic texts, formulating responses to prompts related to the course themes, completing academic essays and presentations, and using sophisticated transitional elements in order to improve the complexity and cohesiveness of their presentational language production.</i></p>
<p>Formative Assessments: <i>Formative assessments will be used to assess students' ability to use speaking, reading, writing and listening skills as well as to assess their progress toward mastery of needed content vocabulary and grammatical structures.</i></p>	<p>Summative Assessments: <i>Integrated Performance Assessments have been created and shared with all district Spanish teachers. Otherwise, teachers will use a variety of assessment formats to test student communicative skills and linguistic functions through listening, speaking, reading and writing.</i></p>
<p>Resources: <i>Teachers will have access to common vocabulary lists, activities and assessments through Google Drive and will use the internet to find authentic materials in order to provide students with opportunities to interact with authentic resources.</i></p>	<p>Enrichment Strategies: <i>Teachers can enrich the course for advanced students by adding vocabulary, adjusting oral and written assessments and using more challenging questions for discrete point assessments or IPAs.</i></p>
<p>Integrations: <i>This curriculum links to Social Studies courses by instructing students on the global immigration trends and how they impact demographics as well as how various cultural and ethnic backgrounds enrich the culture of various countries of the world. Additionally, this course supports Health and Wellness courses and district initiatives by exposing students to information regarding global health trends and various ways of maintaining good health. Furthermore, this course focuses on excellent strategies for Writing Across the Curriculum in order to improve students' ability to express ideas in their written and oral communications.</i></p>	<p>Intervention Strategies: <i>There are many strategies that can be used for students who benefit from intervention. Vocabulary lists can be modified as can the tasks associated with the IPAs and discrete point assessments.</i></p>

Spanish 5 Curriculum At A Glance

<p>Theme: <i>This course is designed to give students a multitude of opportunities to improve the linguistic accuracy and cultural appropriateness of the Spanish language that they can produce.</i></p>	
<p>Strand: <i>Students will be exposed to a variety of authentic materials chosen specifically in order to help them deepen their understanding of the culture and perspectives of various countries of the Spanish-speaking world. Additionally, students will interact with materials and people in a way that encourages them to continue their own language learning in an independent way.</i></p>	
<p>Topic: <i>Topics may include but are not limited to: Family and Social Relationships, Celebrations and Traditions, Immigration, Politics, Environment, etc.</i></p>	<p>Pacing: <i>Pacing can be individualized to the needs of the students and topic.</i></p>
<p>Content Statement / Learning Targets: <i>Students will be able to interpret, analyze, summarize and synthesize information gleaned from authentic printed and audio sources. Students will be able to compare their own culture with the target culture across the three modes of communication: Presentational, Interpretive and Interpersonal.</i></p>	<p>Content Elaborations: <i>Content will be elaborated upon based on the needs and interest of the students as well as pertinent current events.</i></p>
<p>Content Vocabulary: <i>Content vocabulary will be taught as needed in order to enable students to understand the authentic materials related to the topic of study and to be able to express their thoughts about the topic.</i></p>	<p>Academic Vocabulary: <i>Students will learn all vocabulary needed in order to enable them to make cultural comparisons and interpret art, music, literature, film and informational articles.</i></p>

<p>Formative Assessments: <i>Formative Assessments will be used throughout all phases of the instructional process in order to ensure that all students are increasing their ability to communicate in Spanish with linguistic accuracy and cultural appropriateness. Basic class conversations, short writings and a variety of other formative assessments will verify student progress.</i></p>	<p>Summative Assessments: <i>Students will complete projects, presentations, unit assessments and essays to demonstrate their progress.</i></p>
<p>Resources: <i>Teachers will utilize the internet to find articles, infographics, songs, works of art, films, short stories and other resources in order to expose students to authentic materials that prepare students to draw cultural comparisons based upon the topics of study.</i></p>	<p>Enrichment Strategies: <i>Students who are capable of working at a high level will be challenged and enriched by being encouraged to utilize higher level thinking strategies in the production of their ideas and in their reactions to the texts studied in class.</i></p>
<p>Integrations: <i>This course will support other disciplines such as Social Studies and Language Arts as students will work on using organizational devices in order to write cohesive essays related to the interculturality of the topics studied in class.</i></p>	<p>Intervention Strategies: <i>Students will work in groups in class to help each other interpret and analyze texts and in order to create various types of texts in response to the materials studied in class. Peer and teacher editing of written work will also help students improve their skills. A great deal of practice will be done in class in order to help students build confidence and ability in regards to their ability to independently use their language skills.</i></p>

AP Spanish Language and Culture

Theme: *This course is designed to prepare students for the AP Spanish Language and Culture Examination. The course of study will focus on student mastery of skills needed in order to interpret, analyze, summarize and synthesize information based on the six themes of the course. The themes are: Global Challenges, Contemporary Life, Families and Communities, Science and Technology, Beauty and Aesthetics, and Personal and Public Identities. Students will increase the linguistic accuracy and cultural appropriateness of their written and oral skills across the Presentational, Interpretive and Interpersonal modes of communication.*

Strand: *The themes are: Global Challenges, Contemporary Life, Families and Communities, Science and Technology, Beauty and Aesthetics, and Personal and Public Identities.*

Global challenges may include topics such as but not limited to: demographic change, environmental concerns, economics, human rights, availability of all resources, religion and philosophy, etc.

Contemporary Life may include topics such as but not limited to: education, entertainment, travel, personal relationships, traditions and values

Families and Communities may include topics such as but not limited to: education, social media, human geography, traditions and values, family structure

Science and Technology may include topics such as but not limited to: use of technology in society, health and medicine, ethical science, natural phenomena, access to technology, technological innovations

Beauty and Aesthetics may include topics such as but not limited to: definition of beauty, fashion and design, language and literature, visual arts, architecture, definition of creativity

Personal and Public Identities may include topics such as assimilation, self-esteem, national identity, personal interests, personal beliefs, national heroes and characters

Topic: *Topics studied in the course will align to the themes of study suggested by the College Board. Specific topics will be chosen at teacher discretion based upon the use of authentic materials in order to best expose students to current events and changing political climates within the Spanish-speaking world.*

Pacing: *Each individual teacher must plan their instruction in order to study in depth at least one aspect of each of the six themes. It is encouraged to teach the course in a way that helps students understand the connections between the themes and the interculturality that exists between the target culture and the student's own culture.*

<p>Content Statement / Learning Targets: <i>Students will be able to interpret written and audio texts and respond to discrete point questions in response to the texts. Students will be able to produce a formally structured email in response to a prompt. Students will be able to utilize information learned from written and audio sources as evidence to support their own ideas in order to compose a persuasive essay. Students will be able to demonstrate their ability to carry on a conversation related to one of the course themes. Students will be able to orally present a comparison between the target culture and students' own culture in regards to the themes of the course.</i></p>	<p>Content Elaborations: <i>The manner in which content will be elaborated upon will depend upon the interests of the students and teacher, the availability of resources, prominent current events and connections to other courses in which students are enrolled. The individual aspects of each theme that are discussed in detail are subject to change from year to year and may vary among teachers.</i></p>
<p>Content Vocabulary: <i>Content vocabulary will be based upon the authentic materials that will be used in order to profoundly explore the themes of study.</i></p>	<p>Academic Vocabulary: <i>Students will learn the vocabulary that is needed to interpret and analyze information presented across a variety of text types including fiction, non-fiction, infographics, graphs and charts. Furthermore, students will learn the vocabulary that is necessary for writing an effective persuasive essay.</i></p>
<p>Formative Assessments: <i>Formative Assessments will be used throughout all phases of instructions in order to verify that students are progressing in their ability to communicate in linguistically accurate and culturally appropriate ways.</i></p>	<p>Summative Assessments: <i>Summative Assessments will be formatted after the assessment activities that appear on the AP Spanish Language and Culture Examination based on the AP Rubric. Unit tests may also be given in order to assess student mastery of the cultural and linguistic topics of each unit.</i></p>
<p>Resources: <i>In addition to the textbook and the AP Prep Book, teachers will use internet sources in order to provide students with access to relevant information of current events as they relate to the six themes.</i></p>	<p>Enrichment Strategies: <i>All themes will allow for students to use higher level thinking. Students with personal experience or that are native speakers will be encouraged to share experiences with the class.</i></p>
<p>Integrations: <i>The themes of study naturally lend themselves well to connections with Social Studies courses ranging from Global History Courses to</i></p>	<p>Intervention Strategies: <i>Provide supplemental materials for students who need help. Encourage students to self-advocate when they need help. Set individual</i></p>

Thoughts in Political Radicalism. The writing skills that students polish in this course support their ability to write essays across all disciplines. The analysis and interpretation of charts and graphs support student understanding of how statistics can be communicated which will support their learning in Mathematics and Science courses.

expectations for students who may be at a different level than other higher-achieving students. Students produce language at different levels based on skill level, which will be taken into consideration by the teacher.