



## HOMEWOOD-FLOSSMOOR HIGH SCHOOL COURSE SCOPE & SEQUENCE

Semester 1 '11 – '12      Department: Special Education      Course: Peer Leadership      Instructor(s): Dore and Valery  
 This course is aligned to:      **College Readiness Standards and/or College Board Standards**      Other:

*The Homewood-Flossmoor High School Course Scope & Sequence provides parents and students with a semester-long overview of each class that we offer. **An instructor may alter a course's scope & sequence as needed.** Students are responsible for keeping track of due dates and other pertinent course information in their H-F Student Planners. Parents, please contact your child's teacher by telephone or e-mail to clarify any questions you may have about the scope & sequence of a particular course.*

WEEK	COLLEGE READINESS AND/OR COLLEGE BOARD CONTENT STANDARDS	INSTRUCTIONAL CONTENT	ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS	MAJOR ASSESSMENTS	OTHER
WEEK #1 8/15 – 8/19 First day for students: 8/17	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Course Syllabus Expectations Person First Language	Students will read an article on what Person First Language is and why it is important <i>People First Language</i> by Kathie Snow	Daily Points One-page reflection on the use of Person First Language.	All papers are expected to be written using person first language.
WEEK #2 8/22 – 8/26	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1,	Daily support. What is a disability versus a handicap?	Students will research the difference between a disability and a handicap.	Daily Points Students will write a paper on the difference between a disability and a handicap.	



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	ICC5S7, ICC7K1, ICC7K2				
WEEK #3 8/29 – 9/2 PLC day: 9/2	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Daily classroom support: Partial Participation	Students will read an article on the principle of partial participation. Learning the difference between doing something for someone and helping someone do something.	Daily Points Weekly Reflection Case Study examples on partial participation.	
WEEK #4 9/5 – 9/9 No school: 9/5	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Daily support in the classroom.	Weekly reflection.	Daily points Weekly Reflection.	
WEEK #5 9/12 – 9/16 Pep Assembly: 9/16	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1,	Inclusion: What is inclusion and why is it important?	Students will read an article about inclusion and what it is. See FSU article.	Daily Points Weekly Reflection One page paper on Inclusion.	



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	ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1,				
WEEK #6 9/19 – 9/23 PLC day: 9/23	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Multiple Intelligences: Students will learn a brief overview on what multiple intelligences are and how they impact teaching.	Students will read an article on multiple intelligences. Students will take an online quiz on multiple intelligences.	Daily Points Weekly Reflection. Students will write about what type of learner they are.	
WEEK #7 9/26 – 9/30	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Multiple Intelligences: Students will learn about visual learners and what this looks like in classroom.	Students will read an article on visual learners. Students will create a list of five strategies on how to teach addition to a visual learner.	Daily Points Weekly Reflection List of five strategies on how to teach addition to a visual learner.	
WEEK #8 10/3 – 10/7 PLC day: 10/7	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1,	Multiple Intelligences: Students will learn about auditory learners and what this looks like in classroom.	Students will read an article on visual learners. Students will create a list of five strategies on how to teach paragraph writing to an auditory learner.	Daily Points Weekly Reflection List of five strategies on how to teach paragraph writing to an auditory learner.	



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	ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2				
WEEK #9 10/10–10/14 No school: 10/10 All School Testing: 10/12	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Multiple Intelligences: Students will learn about tactile/kinesthetic learners and what this looks like in class.	Students will read an article on visual learners. Students will create a list of five strategies on to teach about the Civil War to a tactile/kinesthetic learner.	Daily Points Weekly Reflection List of five strategies on how to teach about the Civil War to a tactile/kinesthetic learner.	
WEEK #10 10/17 –10/21 End of Quarter: 10/21	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Multiple Intelligences: Combining and making sure you are addressing multiple learning styles.	Students will write a lesson that has activities for each type of learner.	Daily Points Weekly Reflection Lesson to address multiple intelligences.	
<b>WEEK</b>	<b>COLLEGE READINESS AND/OR COLLEGE BOARD CONTENT STANDARDS</b>	<b>INSTRUCTIONAL CONTENT</b>	<b>ACTIVITIES, READINGS, LABS, AND/OR ASSIGNMENTS</b>	<b>MAJOR ASSESSMENTS</b>	<b>OTHER</b>
WEEK #11	College Board: W1.1	What is a Mini-Lesson?	Reading on a mini-lesson	Daily Work	



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10/24–10/28 PLC day: 10/28	W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Students will learn what a mini-lesson.	and why they are important.	Reflection Students will identify a minimum of 5 mini- lessons the teacher taught throughout the week.	
WEEK #12 10/31 – 11/4 Soph. Plan Test; Parent/ teacher conferences: 11/3 No school: 11/4	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Mini-Lesson: How to write a mini lesson.	The students will write and teach a mini lesson.	Daily Work Reflection Writing a mini lesson.	
WEEK #13 11/7 –11/11 No school: 11/11	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1,	The Madeline Hunter Lesson Plan	Reading on the Madeline Hunter Lesson Plan model.	Daily Work Reflection Students will use the internet to research and define the different parts of the Madeline Hunter Lesson Plan Model.	
WEEK #14 11/14 –11/18 PLC day:	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5	Madeline Hunter Lesson Plan Model Cont.	Cont.	Students will develop a lesson plan template that	



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11/18	CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5, DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2			contains all of the key components from the Madeline Hunter Lesson Plan.	
WEEK #15 11/21 – 11/25 No school: 11/24 & 11/25	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2, R4.3, R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5, DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Madeline Hunter Lesson Plan: Students will write three lesson plans using the Madeline Hunter Lesson Plan model.	Write 3 lesson plans using the Madeline Hunter Lesson Plan model.	Daily Points Weekly Reflection 3 Lessons	
WEEK #16 11/29 – 12/2	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2, R4.3, R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5, DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Madeline Hunter Lesson Plan: Students will write three lesson plans using the Madeline Hunter Lesson Plan model.	Write 3 lesson plans using the Madeline Hunter Lesson Plan model.	Daily Points Weekly Reflection <b>3 Lessons Due</b>	
WEEK #17 12/5 – 12/9 PLC day: 12/9	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2, R4.3, R4.5 CEC: ICC1K8,	How to plan for a 50 minute lesson.	Students will write a 50 minute lesson for the class using the Madeline Hunter Lesson Plan Format	Daily Points Weekly Reflection 50 Minute Lesson Plan	



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	ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2				
WEEK #18 12/12 –12/16	College Board: W1.1 W2.1, W2.2, R1.1, R4.1, R4.2,R4.3,R4.5 CEC: ICC1K8, ICC1K9, ICC1S1, ICC2K1, ICC2K5,DDA4.S1, ICC5K1, ICC5S1, ICC5S7, ICC7K1, ICC7K2	Teaching	The student will teach a 50 minute lesson plan.	Daily Points Weekly Reflection 50 Minute Lesson	
WEEK #19 12/19 – 12/23 Winter Break Begins 12/21		Daily support in the classroom.	Weekly reflection.	Daily points Weekly Reflection.	
WEEK #20 1/2– 1/6 Classes Resume 1/4		Review	Review	Review	
WEEK #21 1/9 – 1/13 Finals: 1/9 – 1/11 Marking Day: 1/12 Institute Day: 1/13		Finals Week	Finals Week	Finals Week	