

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION**

Agenda Item 9.1j

**Meeting Date:** July 16, 2015

**Subject:** Course of Study Approval:

**Estimated Time of Presentation:** NA

**Submitted by:** Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction

**Approved by:** José Banda, Superintendent



## **COURSE OF STUDY**

**FOR**

### **Medical English Grade 12 1P, 2P** *EJS401, EJS402*

*(Public Health: Reading and Writing Your Way to a Healthier World)*

Segment	High School
Length of Course	One Year
Developed by	Michael Shaw
First Edition	Fall 2014

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

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BOARD OF EDUCATION APPROVED ON:

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- Students will create a variety of electronic presentations as well as a personal website.
- Students will be evaluated based upon their ability to analyze and synthesize their research in support of their programs and the cohesiveness of their community action plan.
- Students will be assessed on the craft, organization, validity, and feasibility of their interventions.

## **CALIFORNIA COMMON CORE ENGLISH STANDARDS FOR 11 - 12TH GRADE**

### **READING LITERATURE**

**CCR-Lit 1** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCR-Lit 2** – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**CCR- Lit 3** – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters/**archetypes** are introduced and developed).

**CCR- Lit 4** – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**CCR- Lit 5** – Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**CCR- Lit 6** – Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant. (e.g., satire, sarcasm, irony, or understatement)

**CCR- Lit 7** – Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**CCR- Lit 8** – Not applicable to literature

**CCR- Lit 9** – Demonstrate knowledge of 18<sup>th</sup>, 19<sup>th</sup>, and early 20<sup>th</sup> century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**CCR- Lit 10** – By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

### **READING INFORMATIONAL**

- a. Analyze the use of text features in functional workplace documents (e.g., graphics, headers, captions).

**CCR-Info 6** – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**CCR-Info 7** – Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCR-Info 8** – Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses.)

**CCR-Info 9** – Analyze 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**CCR-Info 10** – By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

## WRITING 11-12

**CCW 1** – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

**CCW 2** – Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCW 3** – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).



d.

**CCL – 6** – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **SPEAKING AND LISTENING 11-12**

**CCSL – 1** – Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives, synthesize comments and claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSL – 2** – Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSL – 3** – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.

**CCSL – 4** – Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

- a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes.
- b. Plan and present an argument that: supports a precise claim; provides a logical sequence for

- 5. 0 - Understand the ethical responsibilities and implications surrounding medical technology advancements, research, and applications.
- 6. 0 - Determine what aspects of health care are crucial to society
- 7. 0 - Be able to write and respond to various questions about the health and medical career field
- 8.0 - Be able to research various topics and discussions surrounding the health and medical career field.
- 9. 0 - Gather, analyze, and respond to incoming global medical information to effectively communicate with others in the health care industry
- 10. 0 - Consider and research careers in the health care industry

**HPHS PRIDE OUTCOMES FOR MEDICAL ENGLISH 12**

**INSTRUCTIONAL MATERIALS:**

*Holt Literature and Language Arts Sixth Course*

**SUPPLEMENTARY MATERIALS:**

(See individual units)

**SUGGESTED TIME FOR COVERING MAJOR UNITS**

**Unit I, Course Introduction:**

- APA Style and Research Review..... 5 Days
- Create a Code of Ethics..... 6 Days
- Analytical Essay/ Presentation: Risk Factors for Disease..... 10 Days
- Collaborative Project (with presentations)..... 10 Days

**Total** Time for unit..... 31 Days

**Unit II, Community Health Programs:**

- Informational Essay (with research lab work).....10 Days
- Multi-media Presentation.....10 Days
- Brochure.....7 Days
- Advocacy Campaign.....14 Days

**Total** Time for Unit.....41 Days

**Unit III, Gerontology:**

- Create a Website.....12 Days
- Argumentative Essay.....5 Days
- Compare / Contrast Essay.....7 Days
- Public Service Announcement.....10 Days

**Total** Time for Unit.....42 Days

**Unit IV, Environmental Health Hazard**

- Analytical Essay.....7 Days
- Online Research essays prep / practice for Mock Trial.....15 Days
- Argumentative Essay (Court case examination).....10 Days
- Mock Trial (Environmental Hazards Court only).....10 Days

**Total** Time for Unit.....42 Days

**Unit V, Disease**

- Cause and Effect Essay.....7 Days
- Close Read and Annotation of Case Studies.....5 Days
- Dialectical Journal.....3 Days
- Personal Health Journal (Running concurrently with unit).....2 Days

- Three page Fictional Case Study.....6 Days
  - 5-7 page Final Case Study (with research).....10 Days
  - Student Case Study Presentation .....7 Days
- Total** time for Unit.....40 Days

**TEACHER RESOURCES**

*Holt Literature and Language Sixth Course Instructor Edition*

**RECOMMENDED STUDENT RESOURCES**

*Holt Literature and Language Arts Sixth Course*

**SECTION TWO —**

Students research health determinism and risk factors for diseases in their community. Students will write a 3-5 page (double-spaced) analytical essay, not including title and reference page.

4. **Collaborative Project: Community Based Interventions**

Students work in collaborative teams, adhering to their ethical guidelines, to write an action plan for a community-based intervention. Action Plans are presented to the class and graded with a standard rubric.

**Suggested Assessment**

- Test on APA style guide and format of college-level research paper
- Peer Review and standardized essay scoring rubric for all essays and papers.

## UNIT II – Community Health Programs

In this unit, students evaluate public health policies and programs of the past and present to prepare them for developing a community advocacy plan that targets a specific community health need. By close reading of textbooks, public health journals and literary works, students will compare and contrast past social movements and current methods of public health education and disease control.

### Instructional Materials

- Holt Literature and Language Arts - Sixth Course. *A Modest Proposal*, by Jonathan Swift. *Top of The Food Chain*, by T. Coraghessan Boyle.
- *Inside The Outbreaks* by Mark Pendergrast
- Shelley, Mary *Frankenstein*

### Supplemental Materials

- *Health Disparities Based on Socioeconomic Inequities (On-line journal)*.
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

### Standards Addressed

CCSS Reading Standards: 1, 2, 6, 9, 10

CCSS Writing Standards: 1, 1a, b, 2a – f, 4, 5

CTE Standards: 2, 4, 6, 8

### Instructional Objectives:

Students will be able to:

- Use proper APA format in essays and research papers
- Students will write and informational
- Define specific medical terms which appear in the various texts and literary works (medical vocabulary)
- Create a Code of Proper Ethical Behavior
- Annotate various text and literary works
- Compare and contrast past social movements and current methods of public health education.
- Become advocates for change by analyzing community health needs

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- Present their findings for the Collaborative Project with an oral report before the class

### **Suggested Activities:**

1. **APA and Research Introduction:** Using information from the Purdue Online Writing Lab (OWL) as well as other instructional materials, students will analyze and construct a proper APA format research paper. This will include two rough drafts as well as the finished paper. Skills needed for proper research (citation, annotation, etc.) will also be covered.
2. **Informational Essay:** Compose a 4-6 page college-level research (Informational) paper in proper APA format. Paper will include in-text citations, as well a title page, reference pages and informational charts and graphs as needed.
3. **Multi-media presentation (Power Point):** Create a presentation on halting the spread of individual epidemics. Surveillance, prevention, intervention and planning will be examined in detail.
4. **Book Study:** Students read *Frankenstein* and write a 8-10 page paper examining the parameters of what determines ethical medical research: Individual rights or the good of the greater community?
5. **Brochure:** Students will construct brochures on their Community Action Plan. Students will then present the brochures before the class.
6. **Advocacy Campaign:** Students will construct a Public Health Awareness Proposal that uses *at least three rhetorical strategies* and which target a specific population and specific public need. Campaign will be presented in class for peer review and analysis.

### **Suggested Assessments:**

- APA Style Guide, and standardized rubrics (depending on type of paper or essay) will be used on all written assignments
- Campaign will be peer reviewed on in class using an Oral Presentation rubric
- Book Study will be graded using the “Short Form” book report as well as ethical analysis questions.
- Brochure presentation will be graded with HPHS standard Oral Presentation rubric.

### **UNIT III: Gerontology: The Life Continuum**

One social determinant that affects health care outcomes is age. This unit examines the physical, social, and psychological aspects of the elderly as students read, analyze and discuss diverse texts that examine personal and



## **Unit IV: Environmental Health Hazards**

In this unit, students evaluate the human health impact of the environmental factors of food quality through close reading and analysis of *The Jungle* by Upton Sinclair and other supplemental articles, as well as legislation and regulations which impact the all areas of the environment. They will use this analysis to write a 3-5 page essay. Students will evaluate the factors of water quality by reading excerpts from the book *A Civil Action* by Jonathan Harr and add a description of scientific issues and major events to the Multi Media

**1. Analytical Essay:**

Students read and analyze *The Jungle* by Upton Sinclair. Quote analysis and connections will be used as a formative assessment to determine depth of knowledge of food safety and its implications. Students submit a rough draft as well as a finished paper totaling 5-7 pages. Quote analysis will be used as the formative assessment.

**2. Argumentative Essay: Environmental Hazards that Cause Disease**

## **UNIT V DISEASE**

This unit will focus on holistic concepts of acute and chronic diseases and how individuals and public health institutions can work together to promote wellness and decrease disease. After examining public health strategies, health care disparities, demogr

- Students will present their fictional case study before the class.
- Students will create a final 5-7 page research paper.

### **Suggested Activities**

1. Students close read and annotate case studies on tuberculosis and diabetes using the information provided at the CDC website. Students compare and contrast risk factors that affect an infectious and a chronic disease.
2. Students write a 3-5 page properly cited cause and effect essay that identifies specific social determinants that affect these diseases and propose possible solutions.
3. Students will read excerpts from sections of fiction and nonfiction and create a dialectic journal in order to illustrate the themes of stigma, discrimination, and long term suffering of diseases.
4. Students will keep a personal health journal in which they identify one personal health goal. Journal is kept for three weeks and students reflect on their behavior change.
5. Using the information gathered, students will create their own case study as informative text citing evidence of identified risk factors, diagnosis and prognosis as well as prescription for prevention and change.

### **Suggested Assessments**

- Students will be graded on close reading / annotation skills by the use of an HPHS rubric (“Advanced” to “Emerging”).
- All papers or essays will be graded using proper APA format as well individual rubrics (depending upon type of paper or essay).
- Journals (both dialectic and personal) will be rubric graded.
- Final case study presentation will be graded using the HPHS Oral Presentation Rubric.