

STEP Curriculum

Scope and Sequence

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SAMPLE

STEP

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Scope



Overarching Aims

Broadly stated, the scope of this course is English literacy within the context of social science. In practice, literacy development at this level is fundamentally the development of advanced English skills, followed by analytical presentation, writing, and reading skills. Eight humanities topics are covered for the benefit of the student; they are both interesting and useful. Every skill taught fundamentally comes down to instruction in English.

Ultimately, the goal is that students are prepared to complete all six stages of Bloom's taxonomy: from knowledge to creation. The idea is that students learn about topics in English and feel empowered to present or write their own ideas. Bloom's taxonomy underpins much of the educational philosophy of modern pre-collegiate and collegiate institutions, and we have designed the curriculum with this philosophy in mind.

Course Goals

Though there are many skills students develop in the course, they are broadly related to the following eight goals in each of the major areas of learning. Literacy is naturally emphasized as the primary scope of the course.

When teaching at this level, we have found it best to combine speaking and listening lessons through modules such as socratic seminars, debates, and interviews. In developing our speaking standards, we have paid special attention to the WIDA goals for English speaking. It is hard to extricate these two skills for most learners; therefore, our program has twenty-four standards over the general areas of speaking, writing, and reading.

Language Goals

1. Develop syntactic and grammatical precision.
2. Successfully write or present an analytical essay based on acquired prior knowledge and original ideas.
3. Read at the United States Common Core Grade 8 level with the ability to comprehend complex information and vocabulary.
4. Delineate and analyze arguments.
5. Speak in informal settings fluently or with near-fluency.
6. Engage in academic conversation, interviews, seminars, and debates.

Humanities Goals

1. Understand complex aspects of the modern world.
2. Use creative and logical reasoning to address social issues.

In the table on the next page, we list the standards/course aims by the language area and section of the course (the letter G denotes Section One: General, while the letter A denotes Section Two: Analytical). We then elaborate on what exactly each standard entails in the subsequent sections. We also include rubrics on a 1 through 6 scale, so teachers can understand what successful completion of each standard looks like in concrete terms.

Complete List of Course Standards

	Writing (W)	Reading (R)	Speaking and Listening (S)
G	<p>Do not allow grammar mistakes to hinder the message.</p> <p>Consistently vary sentences (structure, beginning, and length).</p> <p>Consistently implement advanced, relevant vocabulary.</p> <p>Organize writing fluently; use transitions.</p>	<p>Comprehend information presented in a passage.</p> <p>Summarize information presented.</p> <p>Discern the definitions of complex vocabulary through contextual usage.</p> <p>Delineate the structure of an article.</p>	<p>Organize presentation content by talking points, remaining focused while presenting.</p> <p>Speak with good elocution and clear enunciation.</p> <p>Demonstrate engaging body language (eye contact, hand gestures, posture).</p> <p>Provide relevant and insightful responses to interview questions.</p>
A	<p>Organize given information by common themes.</p> <p>Use given information to create a relevant, specific, and arguable thesis.</p> <p>Support a thesis with relevant evidence; stay focused.</p> <p>Write insightfully; make connections.</p>	<p>Differentiate between concrete facts and authorial claims.</p> <p>Understand and recognize bias.</p> <p>Understand the implications of authorial intent.</p> <p>Compare and contrast two authors' differing viewpoints on a nuanced topic.</p>	<p>Defend one's position with coherent, organized arguments.</p> <p>Appeal to logos and pathos to deliver a persuasive speech.</p> <p>Develop and present specific counterarguments.</p> <p>Consistently maintain a professional, confident tone while speaking.</p>

Language Areas

When it comes to learning a new language, there are three areas in which students must develop skills: grammar, vocabulary, and language skills. The focus of this curriculum is on language skills, as the Sequence and language standards are built around a framework that emphasizes proficiency in speaking and listening, writing, and reading. That being said, we have made conscious efforts to include all three language areas in the curriculum.

Grammar

When teaching this program, we recommend employing a direct-natural or communicative methodology. What this means in practice is that few lessons emphasize formal structures or grammar rules; instead, the focus is on acquiring language to be successful communicators.

Still, we have included many grammatical concepts throughout the program. The grammatical skills we have chosen are those that we believe are the most useful to learn when it comes to producing spoken or written language. This means that we emphasize syntax and parts of speech, for example, but we do not expect you to review all the tenses or all categories of verbs, for example.

All of the grammar skills we expect students to learn are included in the language standards for writing. If your students master all of these, then they will not be immune to grammatical errors; however, their writing and speaking will be comprehensible and clear. You as the teacher should feel free to teach additional grammar concepts through review lessons or mini-lectures in which you cover the relevant grammatical concept. Thus, we recommend two types of grammar lessons when using our course Sequence:

- Grammar lessons relating to the language standards as outlined in the Sequence;
- Specific lessons (or review lessons) targeting student weaknesses as the course progresses (these are *not* outline the Sequence).

Vocabulary

At this point, students will already have a vocabulary base with which they are comfortable (500 to 1000 words). This means they have likely been exposed to common words in the English language and are already familiar with many determiners, prepositions, exclamations, and pronouns. Your job is to help them build this vocabulary toolkit by introducing them to more complex nouns, verbs, adverbs, and adjectives, etc.

Our approach to vocabulary is topic-focused. For each “unit” in the Sequence, we present a topic with specific language standards and vocabulary bank. These words are meant to be starting points for students when it comes to learning the language (a glossary with easy-to-understand definitions is included as part of the general section Textbook).

Again, these vocabulary terms are just a starting point. You as the teacher may feel the need to teach other words and/or to review past vocabulary (though the spiralling nature of the Sequence ensures students are being re-exposed to important words). Do not be afraid to deviate from the Sequence when necessary.

Language Skills

The language skills are the heart of the curriculum as the language standards. There are six categories: general speaking and listening, writing, and reading, and analytical speaking and listening, writing, and reading. Every topic in the Sequence is built around a specific set of sub-standards that help learners progressively produce language at higher levels.

Additional Content

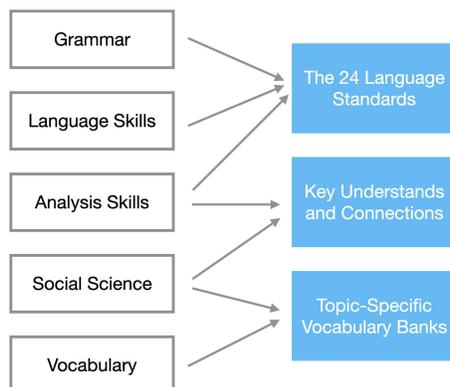
Beyond the three language areas, we provide instruction in analysis. Analysis is a skill with implications for both receptive and productive English, but it is not majorly emphasized in Indian curricula (though recent changes as of 2020 reflect a shift in Indian pedagogy towards these skills). Following a Western framework, we teach students how to delineate speeches and text, analyze such materials for bias and validity, and then how to produce convincing arguments in written and spoken form. This is not a skill typically taught to students in Indian contexts, so it is the basis for the second part of the course.

Finally, the curriculum does teach students many important humanities topics that are not included in the standard government curricula (CBSE, NCERT, etc.). We include these topics to form a vocabulary base and to make the classes more relevant and engaging for students.

Organization

The Sequence is organized into four components (more information is provided in the Sequence itself). Language standards are sub-standards that work towards one of the twenty-four main language learning standards for the course. Key understandings are important ideas from social science (humanities) topics that provide content to discuss in English. Alongside the key understandings are connections, which are specific examples of any given humanities ideas in an Indian context. Key understandings and connections are not for students to memorize or regurgitate on exams; rather, they are provided to give you a template for the topic of each course. Finally, there is a vocabulary section for each unit in the Sequence. The vocabulary is related to the social science concept and, where relevant, the language standards for any given topic.

In the diagram below, we explain how each component of language-learning is integrated into our program.



STEP Curriculum Sequence



Part One, General Skills

Topic 1: The Arts in Our World

Recommended Teaching Hours: Fourteen (14) hours

Strand: Socio-Cultural Exploration

Introduction to Topic 1

Topic 1 introduces students to three forms of art (music, visual art, and theater), discussing the diversity of art forms developed by various cultures across the world, and the role of the arts in shaping society. Beyond learning about the features of each art form, students are also being introduced to the concepts of subjectivity and diversity as they relate to the development of the arts. This topic also draws the students' attention to the often implicit function of the arts in society — establishing social control through propaganda and censorship, and calling for social reform through innovative art movements.

Sequencing

- 1.1 Defining the Arts
- 1.2 Music
- 1.3 Visual Art
- 1.4 Theater
- 1.5 Subjectivity and Diversity in Art
- 1.6 Art in Society

Language Standards

New language standards introduced in Topic 1:

- **WG 1:** Do not allow grammar mistakes to hinder the message;
- **RG 1:** Comprehend information presented in a passage;
- **SG 1:** Organize presentation content by talking points, remaining focused while presenting.

1.1	RG 1	While reading an informational text, annotate to enhance comprehension by underlining key phrases and new vocabulary and noting down questions about the text's content.
		Describe three new learnings after reading an informational text.
1.2	RG 1	Reflect on what has just been read by paraphrasing.
		Practice skimming and scanning.
1.3	WG 1	Review the parts of a sentence: nouns, pronouns, adjectives, verbs, and adverbs.

1.4	WG 1	Recognize the main components of a sentence: subject, verbs, and object.
		Review the importance of subject-verb agreement.
		Understand sentences as containing distinct subjects, verbs, and objects.
1.5	WG 2	Understand the meaning of the terms “clause” and “phrase.”
		Compose simple sentences that include only independent clauses.
		Know what is meant by the term “dependent” clause.
		Recognize that sentences are a combination of phrases, dependent clauses, and independent clauses.
		Recognize when a sentence is either a run-on or a fragment.
1.5	WG 4	Learn the basic structure of a paragraph (begin with a topic sentence, add 2-3 supporting sentences, and end with a concluding sentence).
		Write a reflection in the form of a paragraph, making connections between the content of an informational text and one’s personal life.
1.6	SG 1	Outline a speech as a series of talking points, where each point represents a distinct idea.
		Develop each talking point fully with relevant supporting statements, either facts from informational texts and/or personal reflections and experiences.
		Present each talking point and its supporting statements separately, not mixing points and/or statements during a speech.

Key Understandings

1.1	A	Created using imagination and technical skill, the arts are creative expressions of human beliefs, emotions, and experiences.
	B	Works of art are meant to be experienced through the senses and to evoke thoughts and feelings in the audience.
	C	There are many forms of art in the world, including music (experienced through hearing), visual art (experienced through sight), and theater (experienced through multiple senses, often including hearing, sight, and smell).
	D	Each art form changes over time as a result of different art movements and changes in society.
1.2	A	Works of music are created by using vocal and/or instrumental sounds to develop rhythm and melody.

	B	Creating vocal and instrumental sounds is a complex process, requiring musicians to master the various intricacies of sound.
	C	Across the world, in both Western countries and India, works of music fall under one of two styles: classical or modern.
	D	There are three types of conventional musical instruments: percussion, bow-stringed, and wind (brass).
	E	The music industry includes various kinds of music: some works are created to enhance other art forms such as theater, film, and dance, while others are stand-alone pieces.
1.3	A	Visual artworks are created using the elements of art (including line, shape, and color) and principles of design (including balance, repetition, and contrast).
	B	To create works of visual art, artists manipulate different two-dimensional, three-dimensional, and digital media; this results in many fields such as painting, sculpture, and photography.
	C	Revolutionary artists have continually transformed their fields, developing new techniques to use their media and introducing new subject matter and ideas into their artworks.
	D	Visual art serves many functions in society which include uniting communities, creating beauty, evoking emotions, and prompting philosophical reflection.
	E	Aesthetics, a branch of philosophy focused on studying the principles of beauty, is furthered through advancements in visual art.
1.4	A	Works of theater, or plays, are performed by actors, who convey real or imaginary events to their audience.
	B	Actors use a variety of theatrical elements including speech and gesture, to portray their characters' roles; stagecraft, including lighting, sounds, scenery, costumes, and props, enhances their performance.
	C	Ancient cultures developed different styles of theater, such as Sanskrit drama in India and tragedies and comedies in Ancient Greece, which continue to influence plays today.
	D	Different forms of theater serve a variety of functions in our society, including criticizing social problems, providing moral guidance, and exploring human actions and emotions.
	E	Theater has been transformed by the rise of movie industries such as Bollywood and Hollywood, making it one of the most competitive fields in the modern world.
1.5	A	Artworks are subjective for two reasons: they represent the personal experiences,

		ideas, and knowledge of the artist, and they are understood and experienced differently by each individual based on their personal background.
	B	Artists' personal experiences, ideas, and knowledge are shaped by their culture's systems of belief and way of life; thus, culture influences their artworks.
	C	Each culture around the world has its own art styles, evolving with the works of art created by artists within the culture, that reflect its shared values and beliefs.
	D	Because there are a diversity of cultures in the world—each with their own beliefs and values—there is also a diversity of art styles in music, visual art, theater, and other art forms.
1.6	A	We each experience the arts in our daily lives, whether while listening to songs, looking at posters and drawings, or watching movies and television programs.
	B	The arts can shape how we think and feel, providing us entertainment, making us reflect on our own experiences, or causing us to believe in the artist's ideas and experience their emotions.
	C	Because of its pervasiveness in our lives, art has been used to influence society by both criticizing ruling governments through demands for social reforms and defending the ruling government's power through propaganda and censorship.

Connections

1.1	Examining the evolution of Indian songs from classical traditions to more recent film music, influenced by the rise of Bollywood and the movie industry, as an example of changes in Indian society causing the evolution of an Indian art form
1.2	Studying the Indian tradition of the Ram Leela as an example of music being used to enhance another art form (in this case, theater) to convey the events of the <i>Ramayana</i>
1.3	Discussing the annual <i>crepissage</i> festival, or re-plastering of the Great Mosque of Djenné in Mali, as an example of art (in this case, architecture) uniting a community of people
1.4	Comparing the principles of Ancient Indian theater found in the <i>Natyashastra</i> by Bharata Muni and of Classical Greek theater found in <i>Poetics</i> by Aristotle to examine the different theatrical traditions developed in India and the West
1.5	Comparing the features of two religious sculptures to reflect on the role of culture in shaping art styles: the <i>Nataraja</i> sculpture (representing Hindu culture) and the <i>Jowo Rinpoche</i> (representing Buddhist culture)
1.6	Studying the use of censorship of artists and propaganda art to create social conformity and shape the beliefs of citizens in Nazi Germany between 1932 and 1945

Vocabulary

1.1	Imagination, Technical Skill, Creative, Expression, Physical Senses, Beliefs, Impact, Society, Evolve
1.2	Composition, Vocal, Instrumental, Rhythm, Melody, Posture, Tone, Percussion Instruments, String Instruments, Wind Instruments, Orchestra, Electrical Instruments, Classical, Modern, Industry
1.3	Elements, Principles, Design, Balance, Repetition, Two-Dimensional, Three-Dimensional, Digital, Medium(s), Techniques, Philosophy, Aesthetics
1.4	Performed, Imaginary, Convey, Gesture, Stagecraft, Special Effects, Tragedies, Comedies, Competitive, Moral, Satire
1.5	Subjective, Culture, Way of Life, Diversity
1.6	Entertainment, Pervasive, Influence, Criticize, Reforms, Propaganda, Censorship