

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Pre-AP English 6

DATE: January 2012

SUBJECT AREA: English

PROPOSED GRADE LEVEL(S): 6th

COURSE LENGTH: One Year

GRADING: A-F

NUMBER OF CREDITS: NA

PREREQUISITES: None

BRIEF COURSE DESCRIPTION:

The curriculum for this course correlates to the California English Language Arts Content Standards for 6th grade, as well as the Common Core State Standards for English Language Arts. It includes instruction in reading literary texts and informational texts, writing, communication, and language.

GENERAL GOALS/PURPOSES:

This course was designed for the advanced learner, to prepare them for AP and college readiness. The course uses *Springboard*, the official Pre-AP curriculum from College Board. According to the College Board website, *Springboard* infuses rigor, sets high expectations, and expands access and opportunity for all students. The *SpringBoard* curriculum materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success in college level work as well as in the workplace
- Incorporating appropriate rigor that challenges students by requiring them not only to apply concepts and skills, but also to explain the thinking behind their applications of knowledge
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating learning strategies that help students “learn how to learn”
- Integrating content that addresses key strengths found in current state standards; the rigor of the curriculum fully meets and often exceeds the expectations of key state standards
(www.collegeboard.org)

STUDENT READING COMPONENT:

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The strength of the SpringBoard program continues to be the development of critical thinking and close reading skills through scaffolded instruction in preparation for reading and responding to the kind of literary and informational texts students will encounter in AP Literature and Composition as well as AP Language and Composition exams.

The CCSS explicitly emphasize the examination of key reading concepts (e.g. paired passages, examining part-to-whole relationships within larger body of texts, integration of knowledge and ideas across subjects, etc.) within a particular grade level.

SpringBoard activities provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and an author’s development of style.

STUDENT WRITING COMPONENT:

SpringBoard contains a vertically articulated writing program that prepares students to exceed the writing performance expectations outlined in the writing strand of the CCSS. Together, SpringBoard activities and Writing Workshops deepen students' knowledge of writing process, types, and purposes so that students can produce clear and coherent writing ready for publication.

The Embedded Assessments and Writing Workshops provide a comprehensive writing curriculum to foster effective teaching and learning to ensure that all students are prepared for the writing demands of high-stakes state assessments, Advanced Placement courses and exams, and college.

STUDENT COMMUNICATION COMPONENT:

The communication Strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21st century. SpringBoard contains a sophisticated progression of oral literacy and multimedia skills designed to develop students' ability to speak, listen, and collaborate with others as they make meaning from, create, and present texts in a variety of media.

STUDENT LANGUAGE COMPONENT:

SpringBoard is aligned with the CCSS for grammar and conventions and vocabulary acquisition and use. SpringBoard's instructional approach to language development is to present all new information within the context of an activity that students are to do. This approach ensures that students' grammar and vocabulary use are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks.

DETAILED UNITS OF INSTRUCTION:

This course is taught using *SpringBoard* curriculum from CollegeBoard, 2011.

See Appendix A: *SpringBoard English Textual Power, Level 1: Changes, Level at a Glance*

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Springboard is fully aligned to both the CA State Standards (1997) and the CA Common Core State Standards (2010) for grade six.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE and/or CSTs:

Reading, Writing, and Language Arts

LAB FEE, IF REQUIRED:

None

DISTRICT ESLR's TO BE ADDRESSED:

Students will be:

- **Self-directed Learners** who will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators** who can explain mathematical concepts to others and use mathematics to organize and explain data.
- **Quality Producers** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem.

- **Constructive Thinkers** who are able to attack problems with organization, logic, and mathematical skills they've developed in a systematic fashion.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

Appendix A

SpringBoard® English Textual Power™

Level 1: Changes					
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Unit Goals	Writing Workshop Connection
Unit 1 Changes in Me <i>Independent Reading</i>	What is the relationship between change and growth? How do writers use different types of writing to express their ideas?	Fluency Characterization Narrative Point of View Expository Writing Cause/Effect	EA 1: Writing a Personal Narrative About an Incident That Changed Me EA 2: Writing an Expository Essay About a Change in Me	<ul style="list-style-type: none"> To define change and identify the types of change adolescents encounter To make thematic connections among texts and between texts and your own life To use descriptive language in writing both narrative and expository text To understand and explain the relationship between cause and effect 	Writing Workshop 1: The Writing Process Writing Workshop 4: Personal Narrative Writing Workshop 6: Expository Writing
Unit 2 Changes in My World <i>Independent Reading</i>	How are people influenced by changes in their worlds? How does a writer effectively craft a story?	Short Story Figurative Language	EA 1: Creating a Short Story EA 2: Producing a TV News Story	<ul style="list-style-type: none"> To explore the craft of storytelling and write a short story To recognize essential elements of plot, point of view, characterization and setting To build oral reading fluency To craft grammatically correct sentences and write using precise adjectives and adverbs 	Writing Workshop 2: Short Story Writing Workshop 8: Persuasive Writing
Unit 3 Changes in Self-Perception <i>Holes</i>	How do internal and external factors influence one's self-perception? How does voice relate to audience and purpose?	Internal/External Diction Voice Literary Analysis Personal Letter Setting Subplot	EA 1: Writing Letters in the Voices of Characters EA 2: Writing a Character Analysis Essay	<ul style="list-style-type: none"> To explore the concept of voice through both reading and writing To read challenging texts, both fiction and nonfiction, with fluency and comprehension To identify elements of legends and myths present in a contemporary work of fiction To identify how a character is presented and how he or she changes throughout a novel To develop writing skills through various stages of the writing process 	Writing Workshop 7: Procedural Texts: Informal Letters Writing Workshop 9: Response to Literary or Expository Texts
Unit 4 Measuring Changes in Me	Why is it important to reflect on personal change and growth? Why does successful writing require global revision?	Local/Global Revision Reflection	EA 1: Revising, Reflecting, and Publishing	<ul style="list-style-type: none"> To recognize personal and academic change and growth over time To practice thoughtful reflection To build global revision skills To set goals for future reading and writing 	Writing Workshop 8: Persuasive Writing
Unit 5 Changing Times and Places <i>Independent Reading</i>	Why do objects change over time, and how does this change affect society? How does setting affect characterization and plot?	Research Tone Presentation Drama	EA 1: Researching and Presenting an Item That Has Changed Over Time EA 2: Transforming and Performing a Scene from a Play	<ul style="list-style-type: none"> To research, gather, and organize content to achieve purpose for a presentation To relate setting to action, characterization, and plot To define, identify, and analyze various elements of drama To rehearse and present an engaging performance 	Writing Workshop 5: Script Writing Writing Workshop 10: Research

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