

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

English 1

Date: March 2016

Course Length: One year

Proposed Grade Level(s): 9

Subject Area: ELA

Grading: A-F

Credits: 5 per semester

CTE Sector/Pathway: NA

Articulation Units: N/A

Prerequisite(s): Placement recommendations include the following: *i-Ready* Scale Score of 594+; overall CAASPP Score of 3 or 4

Intent to Pursue ‘A-G’ College Prep Status: Yes

COURSE DESCRIPTION:

English 9 is a grade-level course designed to provide a comprehensive curriculum in English language arts with integration of the CA ELD Standards that were adopted by the SBE November 2012 (CDE 2014).

This course calls for students to engage in a range of tasks (analyze, interpret, assess, integrate and evaluate, collaborate, adapt, apply) that require the critical thinking, problem solving and collaboration demanded of 21st century living and learning, with emphasis on meaning making, effective expression, content knowledge, and language development.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students develop the readiness for college, careers, and civic life.
- Students attain the capacities of literate individuals.
- Students become broadly literate.
- Students acquire the skills for living and learning in the 21st century.

COMMON CORE STATE STANDARD READING COMPONENT:

Reading Anchor Standards (K-12)

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning, or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing Anchor Standards (K-12)

Text Types & Purposes

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

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

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

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

Speaking and Listening Anchor Standards (K-12)

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

COMMON CORE STATE STANDARD LANGUAGE COMPONENTS:

Language Anchor Standards (K-12)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 an unknown term important to comprehension or expression.

CTE INDUSTRY SECTOR / PATHWAY / STANDARDS:

N/A

DETAILED UNITS OF INSTRUCTION:

Unit 1: Empathy

Unit Driving Question: How do we develop compassion for others?

Unit Overview: Students will analyze classic works of literature and powerful informational texts in which a wide variety of human experiences demonstrate the importance of developing compassion for others. Using their reading and further research, students will write an essay arguing for the best ways people can elicit compassion from others, bring about social justice, and ultimately change the world for the better.

Featured Genres: fiction, poetry, drama, informational

Key Reading Skills: character, textual evidence, theme, tone, figures of speech, argument and claim, author's purpose and point of view, informational text elements, central or main idea, media, cultural context, story structure, figures of speech,

Key Writing Skills: organize argumentative writing, audience and purpose, reasons and relevant evidence, sources and citations, introductions, style, conclusions, cohesion and clarification

Extended Writing Project: The extended writing project for this unit helps students showcase their knowledge through a well-constructed argumentative essay. Drawing from the readings in this unit and any further research, students will make a claim about who in the unit best evoked compassion or empathy in an audience to inspire action or change, while bringing about a greater understanding of the world, citing reasons and evidence in support of their position. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing/steps of the writing process, building to the complete essay, while skill lessons offer modeling and instruction on criteria within each step specific to the writing form.

Unit 2: Leadership

Unit Driving Question: What are the responsibilities of power?

Unit Overview: Students will research a variety of sources, including scientific studies, biographies, and reflective essays, related to appropriate and inappropriate uses of power.

Featured Genres: short story, poetry, proclamation, letter, novel, nonfiction, speech

Key Reading Skills: story structure, theme, tone, central or main idea, rhetoric, compare and contrast, point of view, figurative language, cultural context, informational text elements, character, plot, argument and claim, reasons and evidence, informational text structure

Key Writing Skills: thesis statement, audience and purpose, organize argumentative writing, supporting details, introductions, body paragraphs and transitions, conclusions, style, sources and citations

Extended Writing Project: Students have read texts by and about rulers who have very different ideas about what it means to hold power. Students will select two texts from this unit and analyze what the authors argue the responsibilities of power should be, answering the following questions: Do the authors agree about the role and responsibilities of a leader? How does each author present and support his or her argument? Do they effectively support their statements about power with strong evidence? Which author's argument about power is more compelling? Students will use textual evidence from each piece to support their analysis.

Unit 3: Dreams and Aspirations

Unit Driving Question: What makes a dream worth pursuing?

Unit Overview: Throughout this unit, students will explore the various dreams and aspirations of fictional and historical figures, including those whose fulfillment of their dreams made a lasting impact on others.

Featured Genres: short story, poetry, autobiography, letter, novel, memoir, biography, speech, historical document

Key Reading Skills: theme, textual evidence, character, text elements, informational text elements and structure, author's purpose and point of view, arguments and claims, compare and contrast

Key Writing Skills: audience, purpose, and style, research and note-taking, thesis statement, organize informative/explanatory writing, supporting details, introductions and conclusions, transitions, sources and citations

Extended Writing Project: Students have read texts about fictional and historical figures in pursuit of a dream. Students will select two texts from this unit and analyze the worth and impact of pursuing a dream, answering the following questions: How can dreams and aspirations positively and/or negatively affect peoples' lives and relationships? What qualities make a dream worth pursuing? How do people decide when a dream is unrealistic, out of reach, or even harmful? Students will use textual evidence and outside research from at least three credible print and digital sources to support their ideas.

Unit 4: All for Love

Unit Driving Question: How can love inspire both folly and wisdom?

Unit Overview: This unit prompts students to explore the driving question and consider the complexities of love. How are we moved to act and create by romantic love? Non-fiction pieces argue about the importance of

romantic love and inform students about the chemical and hormonal basis of love. Students will explore the transformative and destructive powers of love.

Featured Genres: drama, novel, poetry, short story, argument, informational text, memoir, obituary, transcript

Key Reading Skills: argument and claim, character, compare and contrast, connotation and denotation, informational text elements and structure, main or central idea, media, poetic structure, theme, tone

Key Writing Skills: organizing narrative writing, narrative techniques and sequencing, writing dialogue, audience, purpose, and style, introductions and conclusions, transitions

Extended Writing Project: This unit includes a variety of texts and materials that deepen students' knowledge about demonstrations of love as they are expressed in different literary genres. For this unit's extended writing project, students will be writing a narrative love story or narrative poem about real or imagined events. This lesson provides students with a definition of narrative writing and its major features, as well as a portion of a sample student response. Small, manageable tasks lead students through the prewriting, planning, drafting, revising, and editing/proofreading/publishing steps of the writing process, while skill lessons offer modeling and instruction on criteria within each step specific to narrative writing.

TEXTBOOKS AND RESOURCE MATERIALS:

Text: StudySync Grade 9 BookheadEd Learning, LLC 2015

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading: Literature

1. Cite textual evidence (Units 1-4)
2. Determine theme or central idea (Units 1-4)
3. Analyze how dialogue or incident propel plot (Units 1-4)
4. Determine the meaning of words and phrases in text (Units 1-4)
5. Compare and contrast text structures (Units 1-2, 4)
6. Analyze how differences in point-of-view creates effects (Units 1-2, 4)
7. Analyze the extent a media version stays faithful to a text (Units 1-4)
8. N/A
9. Analyze how modern fiction draws on past works (Unit 2)
10. Read and comprehend literature independently and proficiently (Units 1-2, 4)

Reading: Informational Text

1. Cite textual evidence (Units 1-4)
2. Determine theme or central idea (Units 1-4)
3. Analyze connections and distinctions between texts (Units 1-4)
4. Determine the meaning of words and phrases in text (Units 1-4)
5. Analyze paragraph structure (Units 1-4)
6. Determine and analyze author's point of view (Units 1-4)
7. Evaluate advantages and disadvantages of different mediums (Units 1,4)
8. Delineate and evaluate claims and arguments (Units 1-4)
9. Analyze texts with conflicting opinions (Unit 2)
10. Read and comprehend literary nonfiction independently and proficiently (Units 1-2,4)

Writing

1. Write arguments to support claims (Units 1-2,4)
2. Write informative/explanatory texts (Units 1-4)
3. Write narratives on real or imagined events (Units 1, 4)
4. Produce clear and coherent writing (Units 1-2, 4)

5. Develop and strengthen writing (Units 1-2, 4)
6. Use technology to produce and publish writing (Units 1-4)
7. Conduct short research projects (Units 1-2, 4)
8. Gather relevant information from multiple sources (Units 1-2, 4)
9. Draw evidence from literary or informational text (Units 1-4)
10. Write routinely over both extended and shorter time frames (Units 1-4)

Speaking & Listening

1. Engage in a range of collaborative discussions (Units 1-4)
2. Analyze information presented in diverse media (Units 1-2, 4)
3. Delineate a speaker's argument and claims (Units 1-4)
4. Present claims and findings (Units 1-4)
5. Integrate multimedia and visual displays into presentations (Units 1-2, 4)
6. Adapt speech to contexts and tasks (Units 1, 3-4)

Language

1. Demonstrate command of standard English grammar and usage (Units 2, 4)
2. Demonstrate command of standard English capitalization, punctuation, and spelling (Units 1-2)
3. Use knowledge of language when writing, speaking, reading, or listening (Units 1-2, 4)
4. Determine meaning of unknown words (Units 1-4)
5. Demonstrate understanding of figurative language (Units 1-4)
6. Acquire and use grade-appropriate vocabulary (Units 2-4)

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a life-long tool for success in the classroom and beyond.
- **Effective Communicators:** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers:** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics that are raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group and work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers:** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers:** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens:** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor, and integrity that is essential to become a functioning member of our society.

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