

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## English 3

**Date:** April 2016

**Course Length:** One year

**Proposed Grade Level(s):** 11

**Subject Area:** ELA

**Grading:** A-F

**Credits:** 5 per semester

**CTE Sector/Pathway:** NA

**Articulation Units:** NA

**Prerequisite(s):** Placement recommendations include the following: i-Ready Scale Score 605+; overall CAASPP Score of 3 or 4

**Intent to Pursue 'A-G' College Prep Status:** Yes

### **COURSE DESCRIPTION:**

English 11 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 21<sup>st</sup> 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: We the People

Unit Driving Question: What shaped America's early identity?

Unit Overview: This unit offers students a chance to explore a diverse range of perspectives that lead up to the founding of a new nation, the United States of America.

Featured Genres: fiction, drama, poetry, autobiography, letters, historical chronicle, historical documents

Key Reading Skills: arguments and claims, author's purpose and point of view, central idea, compare and contrast, connotation and denotation, drama elements, figurative language, informational text elements and structure, rhetoric, story elements

Key Writing Skills: audience and purpose, relevant information, organize informative writing, sources and citations, introduction, body paragraphs and transitions, style, conclusion

Extended Writing Project: Informative/explanatory writing can present a challenge, especially when students are analyzing issues of identity in a historical yet distant and perhaps unfamiliar period of time. The extended writing project for this unit helps students develop a quality informative/explanatory essay by breaking the writing process down into small, manageable tasks that build up to the complete essay. Skill lessons also

precede each step of the writing process in this unit, offering modeling and instruction that propels students forward into their own writing tasks.

## Unit 2: The Individual

Unit Driving Question: How does one person find his or her place in society?

Unit Overview: This unit offers students an opportunity to witness how a rising tide of individual voices began to challenge, shape, and refine the endangered experiment in democracy that was the United States of America.

Featured Genres: poem, novel, short story, nonfiction

Key Reading Skills: theme, informational text elements and structure, central or main idea, story elements and structure, compare and contrast, connotation and denotation, irony, character, rhetoric, textual evidence, author's purpose and point of view, tone

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

Extended Writing Project: As a form of argumentative writing, literary analysis can engage students more deeply with the major themes and elements of a text and inspire them to make more meaningful and substantive connections between the texts and the world. The extended writing project for this unit helps students develop an effective literary analysis essay that explores the way in which at least three texts address individualism and the relationship between the individual and society by breaking the writing process down into small, manageable tasks. Skill lessons relate to many of the steps of the writing process in this unit, offering modeling and instruction that guides students toward success in their own writing tasks.

## Unit 3: Modern Times

Unit Driving Question: How was being American redefined in the 20<sup>th</sup> century?

Unit Overview: This unit offers students multiple ways to learn about, understand, and appreciate different influences on American life throughout the 20<sup>th</sup> century, many of which continue to shape who we are as a nation today.

Featured Genres: novel, poem, nonfiction, court ruling, essay, memoir

Key Reading Skills: character, textual evidence, compare and contrast, rhetoric, argument, media, story elements, syntax, informational text elements, central or main idea, tone

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

Extended Writing Project: The extended writing project for this unit helps students develop a quality argumentative essay by breaking the writing process down into small, manageable skills lessons and practice activities that build toward the completed essay. Students will explore the unit's essential question in greater depth and detail and undertake research to further support and develop their claims and ideas. In this way, they will form a central argument that considers the major themes of individual reading selections in a broader and more meaningful context.

## Unit 4: Seeking Romance

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

Unit Overview: This unit encourages students to understand and appreciate how a broad topic such as love can continue to provoke and inspire discussion in a number of areas, from the most subjective expression of the human heart to clinical reports from scientific laboratories.

Featured Genres: poems, drama, nonfiction

Key Reading Skills: figurative language, tone, story elements and structure, dramatic elements, irony, informational text elements and structure

Key Writing Skills: audience, purpose, and style, organize narrative writing, narrative sequence, narrative techniques, introductions, conclusions, descriptive detail, precise language

Extended Writing Project: The extended writing project for this unit helps students create and develop a quality narrative by breaking the writing process down into small, manageable skills lessons and practice activities that

build toward the final draft. Students will explore the unit's essential question and themes in greater depth and detail as they look to the reading selections for ideas and inspiration. In this way, they will explore ways of addressing the topic of love in a more contemporary context.

### **TEXTBOOKS AND RESOURCE MATERIALS:**

**Text:** StudySync Grade 11 BookheadEd Learning, LLC 2015

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

#### Reading: Literature

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

#### Reading: Informational Text

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

#### Writing

1. Write arguments to support claims (Unit 2)
2. Write informative/explanatory texts (Unit 1)
3. Write narratives on real or imagined events (Units 3-4)
4. Produce clear and coherent writing (Units 1-4)
5. Develop and strengthen writing (Units 1-4)
6. Use technology to produce and publish writing (Units 1-4)
7. Conduct short research projects (Units 1-4)
8. Gather relevant information from multiple sources (Units 1-4)
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 1-4)
3. Delineate a speaker's argument and claims (Units 1-4)

4. Present claims and findings (Units 1-2)
5. Integrate multimedia and visual displays into presentations (Units 1-2)
6. Adapt speech to contexts and tasks (Units 1-4)

#### Language

1. Demonstrate command of standard English grammar and usage (Units 1-2, 4)
2. Demonstrate command of standard English capitalization, punctuation, and spelling (Units 1-2, 4)
3. Use knowledge of language when writing, speaking, reading, or listening (Units 1-4)
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 1-4)

#### **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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