

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

English 4

Date: April 2016

Course Length: One year

Proposed Grade Level(s): 12

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 625+; overall CAASPP Score of 3 or 4

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

COURSE DESCRIPTION:

English 12 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: Epic Heroes

Unit Driving Question: How do legends transform history?

Unit Overview: Where does history end and legend begin? Students will examine the question for themselves in this unit that explores epics and legends from the Anglo-Saxon period of England through today.

Featured Genres: fiction, poetry, informational

Key Reading Skills: story element, theme, media, informational text elements, textual elements, word meaning rhetoric

Key Writing Skills: organize narrative writing, introductions, narrative techniques and sequencing, descriptive details, precise language, conclusions, audience and purpose

Extended Writing Project: Stories give students the opportunity to experience lives outside of their own. In this unit, students will be able to imagine what the life of a hero or heroine might be like through the extended

writing project which will be to write a narrative. Students have specific writing skills modeled for their instruction and the chance to review them as they write their narrative. The writing process itself is broken down into steps and explained in short lessons that require student practice.

Unit 2: The Human Condition

Unit Driving Question: How do we express the complexities of being human?

Unit Overview: This unit explores the English Renaissance and Elizabethan period through poetry, drama, and satire. Students will explore the impact of the Elizabethan period on our modern language and culture, and how the English language continues to evolve.

Featured Genres: poetry, drama, fiction, nonfiction

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

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

Extended Writing Project: As readers explore poetry, drama, fiction, and essays in this unit, they will become aware of the many ways authors consider what it means to be human. By writing a literary analysis in the extended writing project, students will have an opportunity to deepen their understanding of the ways writers reveal and reflect upon aspects of the human condition in their work. Students have specific writing skills modeled for their instruction and the chance to review them as they write their analyses. The writing process is broken down into steps and explained in short lessons that require student practice as they build to the published work.

Unit 3: An Exchange of Ideas

Unit Driving Question: How did a diversity of views transform American society?

Unit Overview: The United States has come a long way since 1776, and many different factors created the path. Some views pushed the country forward; others push backwards or sideways. In this unit, students will explore this path. Throughout this unit, students will explore the ideas that built the country they inhabit today.

Featured Genres: poetry, biography, sermon, philosophy, foundational document, Supreme Court ruling, narrative nonfiction, satire

Key Reading Skills: informational text structure and elements, figurative language, connotation and denotation, tone, compare and contrast, rhetoric, argument and claim, reasons and evidence, media, central or main idea, author's purpose and point of view

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

Extended Writing Project: As students make their way through the unit, they will compile a number of opinions and ideas as to how the foundational documents in this unit relate to the ideals of the United States. The extended writing project for this unit helps students share those ideas through a well-constructed argumentative essay on which text best embodies an ideal of the United States. 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 the writing form.

Unit 4: Emotional Currents

Unit Driving Question: How have the literary movements of the last two centuries affected us?

Unit Overview: In this unit, students will explore literary movements from the past two centuries through poetry, short stories, novel excerpts, speeches and song; students will explore how literary movements are expressed in different genres and by a variety of authors.

Featured Genres: poetry, short story, novel, national anthem, speech

Key Reading Skills: tone, setting, irony, compare and contrast, character, theme, rhetoric, author's purpose and point of view, connotation and denotation,

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

Extended Writing Project: As students make their way through the unit, they will compile evidence as well as a number of opinions and ideas related to how the literary movements of the past two centuries affect us today. The extended writing project for this unit helps students synthesize those ideas through a well-constructed informative/explanatory research paper on one author from the unit and the literary movement with which he or she is associated. 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 the writing form.

TEXTBOOKS AND RESOURCE MATERIALS:

Text: StudySync Grade 12 BookheadEd Learning, LLC 2015

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading: Literature

1. Cite textual evidence (Units 2-4)
2. Determine theme or central idea (Units 1-2, 4)
3. Analyze how dialogue or incident propel plot (Units 1-2, 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 1-4)
7. Analyze the extent a media version stays faithful to a text (Units 1-2)
8. N/A
9. Analyze how modern fiction draws on past works (Units 3-4)
10. Read and comprehend literature independently and proficiently (Units 3-4)

Reading: Informational Text

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

Writing

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

9. Draw evidence from literary or informational text (Units 2-4)
10. Write routinely over both extended and shorter time frames (Units 3-4)

Speaking & Listening

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

Language

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