

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## English 4

<b>Board Approval Date:</b> April 15, 2021	<b>Course Length:</b> 2 Semesters
<b>Grading:</b> A-F	<b>Credits:</b> 5 Credits per Semester
<b>Proposed Grade Level(s):</b> 12	<b>Subject Area:</b> English <b>Elective Area (if applicable):</b>
<b>Prerequisite(s):</b> Diagnostic scale score of 625+	<b>Corequisite(s):</b> N/A
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue ‘A-G’ College Prep Status:</b> Yes	
<b>A-G Course Identifier:</b> (b) English	
<b>Graduation Requirement:</b> Yes	
<b>Course Intent: District Course Program (if applicable):</b>	
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### **COURSE DESCRIPTION: (Online Course)**

The English 12 course asks students to closely analyze world literature and consider how we humans define and interact with the unknown, the monstrous, and the heroic. In the epic poems *The Odyssey*, *Beowulf*, and *The Inferno*, in Shakespeare’s *Tempest*, in the satire of Swift, and in the rhetoric of World War II, students examine how the ideas of “heroic” and “monstrous” have been defined across cultures and time periods and how the treatment of the “other” can make monsters or heroes of us all. Reading *Frankenstein* and works from those who experienced the imperialism of the British Empire, students explore the notion of inner monstrosity and consider how the dominant culture can be seen as monstrous in its ostensibly heroic goal of enlightening the world.

Throughout this course, students analyze a wide range of literature, both fiction and nonfiction. They build writing skills by composing analytical essays, persuasive essays, personal narratives, and research papers. In order to develop speaking and listening skills, students participate in discussions and prepare speeches. Overall, students gain an understanding of the way world literature represents the array of voices that contribute to our global identity.

**DETAILED UNITS OF INSTRUCTION:**

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<b>1. Monsters and Heroes</b>	How do the stories passed down through generations often shed light on the fears and values of the people living in that time and place?	*Quiz: Understand the Heroic and Monstrous *Quiz: A Book of The Odyssey	*Test: Monsters and Heroes
<b>2. Sins and Crimes</b>	How did people in the 14th century criticize or share information about the influences that shaped their world?	*Quiz: Analyze Themes in Literature *Write: Prepare an Introduction to a Work of Literature	*Test: Sins and Crimes
<b>3. The Tempest</b>	How do Shakespeare’s works, that were influenced by what was happening in the 14th and 15th centuries, also address themes that ring true to us today, hundreds of years later?	*Quiz: Understand Writing in the Age of Discovery *Write: Prepare Annotations for a Play, Part I	*Test: The Tempest
<b>4. Swift and Defoe</b>	How do Shakespeare’s works, that were influenced by what was happening in the 14th and 15th centuries, also address themes that ring true to us today, hundreds of years later?	*Quiz: Understand Writing in the Age of Discovery *Write: Prepare Annotations for a Play, Part I	*Test: The Tempest
<b>5. Frankenstein</b>	What is the impact of literary and cultural trends on a text?	*Study: Analyze the Impact of an Author's Choices *Write: Prepare Predictions	*Test: Frankenstein

	What is the impact of an author's choices?		
<b>6. World War 2</b>	What is the purpose and effectiveness of a speech? How do I evaluate a speaker's point of view, reasons, and evidence?	*Read: Historical Context in World War II: Part I *Study: Analyze Wartime Rhetoric	*Test: World War 2
<b>7. The Colonizers and the Colonized</b>	How do I draw inferences from what is stated explicitly in a text?	*Study: Understand the Impact of Word Choice *Read: From Heart of Darkness *Write: Prepare a Presentation	*Test: The Colonizers and the Colonized
<b>8. The Modern and The Media</b>	How can a reader analyze the structure and elements of British drama across literary periods?	*Read: British Drama from Shakespeare to Today *Study: Analyze Endgame *Write: Prepare an Outline	*Test: The Modern and the Media

APEX Units 5&10: Review and Exams

**ESSENTIAL STANDARDS:**

RL 12. 1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI 12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

W 12.1

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

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create

cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). CA

## W 12.7

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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.
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.
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.
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.

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.
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.

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.

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.
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.

**RELEVANT STANDARDS AND FRAMEWORKS. CONTENT/PROGRAM SPECIFIC STANDARDS:**

**Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

**Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

**Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

**Link to Program Content Area Standards (if applicable):**

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
Yes		<i>APEX: English 12</i>		APEX Online Courses		2019

## **Other Resource Materials**

## **Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):