

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

High School Designated English

Date: June 2018
Proposed Grade Level(s): 9-12
Grading: A-F

Course Length: 2 Semesters / 1 Term
Subject Area: English
Credits: 5 per semester

Corequisite(s): Grade-level English

Recommendation for placement: ELL students not reclassified, ELL students recently reclassified who need additional support, ELL and EO students transitioning from Strategic Intervention classes to General English in grades 9-12, and, finally, Special Ed students who are struggling in General Ed.

COURSE DESCRIPTION:

Designated English is an English elective course that is designed to help students become fluent in language, vocabulary, reading, writing and comprehension by engaging students in thoughtful exercises that will extend across content areas, particularly for students who need designated English language support or additional scaffolding due to reading deficiencies. Because the course is designed to integrate thinking, reading, and writing, students will engage in a range of tasks: Meaning Making, Effective Expression, Foundational Skills, Content Knowledge, and Language Development. This course will include English Learner strategies, SDAIE strategies and Best Practices so all students may attain the goal of readiness for college, career and civic life.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Goals:

- “Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” California Department of Education ELD Framework (2014)
Provide scaffolding and tier 2 intervention for the grade-level English curriculum and standards
Provide designated English language support for Expanding and Bridging English Language Learners
Provide engaging and relevant activities that allow students to master the California Reading and Writing Common Core FCUSD guaranteed and viable standards
Provide English language acquisition and language Skills using content examples using the CA ELD Standards which will amplify the CA CCSS for ELA/Literacy

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

California English Language Development Standards with Corresponding CA Common Core State Standards for Language Arts and Literacy

Table with 2 columns: Part I: Interacting in Meaningful Ways Grades 9-10 and Corresponding CA CCSS for ELA/Literacy. Row 1: A. Collaborative (1. Exchanging information and ideas with others through oral collaborative discussions... 2. Interacting with others in written English in various communicative forms...) and corresponding standards (SL.9-10.1, 6; L.9-10.3, 6; W.9-10.6; WHST.9-10.6; SL.9-10.2; L.9-10.3, 6; W.9-10.1; WHST.9-10.1; SL.9-10.1, 4, 6; L.9-10.3, 6; W.9-10.4-5; WHST. 9-10.4-5; SL.9-10.6).

<p>and multimedia)</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	L.9–10.1, 3, 6
<p>B. Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>	<ul style="list-style-type: none"> ▪ SL.9–10.1, 3, 6; L.9–10.1, 3, 6 ▪ RL.9–10.1–7, 9–10; RI.9–10.1–10; RH.9–10.1–10; RST.9–10.1–10; SL.9–10.2; L.9–10.1, 3, 6 ▪ RL.9–10.4–5; RI.9–10.4, 6, 8; RH.9–10.4–6, 8; RST.9–10.4–6, 8; SL.9–10.3; L.9–10.3, 5–6 ▪ RL.9–10.4–5; RI.9–10.4–5; RH.9–10.4–5; RST.9–10.4–5; SL.9–10.3; L.9–10.3, 5–6
<p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and evaluating others’ arguments in writing</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	<ul style="list-style-type: none"> ▪ SL.9–10.4–6; L.9–10.1, 3 ▪ W.9–10.1–10; WHST.9–10.1–2, 4–10; L.9–10.1–6 ▪ W.9–10.1, 8–9; WHST.9–10.1, 8–9; L.9–10.1–3, 6 ▪ W.9–10.4–5; WHST.9–10.4–5; SL.9–10.4, 6; L.9–10.1, 3, 5–6
Part II: Learning About How English Works	
Corresponding CA CCSS for ELA/Literacy	
<p>A. Structuring Cohesive Texts</p> <p>1. Understanding text structure</p> <p>2. Understanding cohesion</p>	<ul style="list-style-type: none"> ▪ RL.9–10.5; RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1–2, 4–5, 10; SL.9–10.4 ▪ RI.9–10.5; RH.9–10.5; RST.9–10.5; W.9–10.1–5, 10; WHST.9–10.1–2, 4–5, 10; L.9–10.1, 3–6
<p>B. Expanding and Enriching Ideas</p> <p>3. Using verbs and verb phrases</p> <p>4. Using nouns and noun phrases</p> <p>5. Modifying to add details</p>	<ul style="list-style-type: none"> ▪ W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6 ▪ W.9–10.5; WHST.9–10.5; SL.9–10.6; L.9–10.1, 3–6 ▪ W.9–10.4–5; WHST.9–10.4–5; SL.9–10.6; L.9–10.1, 3–6
<p>C. Connecting and Condensing Ideas</p> <p>6. Connecting ideas</p> <p>7. Condensing ideas</p>	<ul style="list-style-type: none"> ▪ W.9–10.1–5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6 ▪ W.9–10.1–5; WHST.9–10.1–2, 4–5; SL.9–10.4, 6; L.9–10.1, 3–6
Part III: Using Foundational Literacy Skills	
RF.K–1.1–4; RF.2–5.3–4 (as appropriate)	

Part I: Interacting in Meaningful Ways Grades 11-12	
Corresponding CA CCSS for ELA/Literacy	
<p>A. Collaborative</p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p>	<ul style="list-style-type: none"> ▪ SL.11–12.1, 6; L.11–12.3, 6 ▪ W.11–12.6; WHST.11–12.6; SL.11–12.2; L.11–12.3, 6 ▪ W.11–12.1; WHST.11–12.1; SL.11–12.1, 4, 6; L.11–12.3, 6 ▪ W.11–12.4–5; WHST.11–12.4–5; SL.11–12.6; L.11–12.1, 3, 6

<p>B. Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area</p>	<ul style="list-style-type: none"> ▪ SL.11–12.1, 3, 6 ▪ L.11–12.1, 3, 6; RL.11–12.1–7, 9–10; RI.11–12.110;–RH.11–12.1–10; RST.11–12.1–10; SL.11–12.2; L.11–12.1, 3, 6 ▪ RL.11–12.4–5; RI.11–12.4, 6, 8; RH.11–12.4–6, 8; RST.11–12.4–6, 8; SL.11–12.3; L.11–12.3, 5–6 ▪ RL.11–12.4–5; RI.11–12.4–5; RH.11–12.4–5; RST.11–12.4–5; SL.11–12.3; L.11–12.3, 5–6
<p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and evaluating others’ arguments in writing</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas</p>	<ul style="list-style-type: none"> ▪ SL.11–12.4–6; L.11–12.1, 3 ▪ W.11–12.1–10; WHST.11–12.1–2, 4–10; L.11–12.1–6 ▪ W.11–12.1, 8–9; WHST.11–12.1, 8–9;L.11–12.1–3, 6 ▪ W.11–12.4–5; WHST.11–12.4–5; SL.11–12.4, 6; L.11–12.1, 3, 5–6
<p>Part II: Learning About How English Works</p>	<p>Corresponding CA CCSS for ELA/Literacy</p>
<p>A. Structuring Cohesive Texts</p> <p>1. Understanding text structure</p> <p>2. Understanding cohesion</p>	<ul style="list-style-type: none"> ▪ RL.11–12.5; RI.11–12.5; RH.11–12.5; RST.11–12.5; W.11–12.1–5, 10; WHST.11–12.1–2, 4–5, 10;SL.11–12.4 ▪ RI.11–12.5; RH.11–12.5; RST.11–12.5; W.11–12.1–5, 10; WHST.11–12.1–2, 4–5, 10; L.11–12.1, 3–6
<p>B. Expanding and Enriching Ideas</p> <p>3. Using verbs and verb phrases</p> <p>4. Using nouns and noun phrases</p> <p>5. Modifying to add details</p>	<ul style="list-style-type: none"> ▪ W.11–12.5; WHST.11–12.5; SL.11–12.6; L.11–12.1, 3–6 ▪ W.11–12.5; WHST.11–12.5; SL.11–12.6; L.11–12.1, 3–6 ▪ W.11–12.4–5; WHST.11–12.4–5; SL.11–12.6; L.11–12.1, 3–6
<p>C. Connecting and Condensing Ideas</p> <p>6. Connecting ideas</p> <p>7. Condensing ideas</p>	<ul style="list-style-type: none"> ▪ W.11–12.1–5; WHST.11–12.1–2, 4–5; SL.11–12.4, 6; L.11–12.1, 3–6 ▪ W.11–12.1–5; WHST.11–12.1–2, 4–5; SL.11–12.4, 6; L.11–12.1, 3–6
<p>Part III: Using Foundational Literacy Skills</p>	<p>RF.K–1.1–4; RF.2–5.3–4 (as appropriate)</p>

CCSS: English Language Standards: College and Career Readiness Anchor Standards for Reading (K-12):

Key Ideas & Details: CCSS.ELA-Literacy.CCRA.R.1-R.3

- R.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.
- R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R.3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure: CCSS.ELA-Literacy.CCRA.R.4-R.6

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

Integration of Knowledge & Ideas: CCSS.ELA-Literacy.CCRA.R.7-R.9

- R.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R.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.
- R.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: CCSS.ELA-Literacy.CCRA.R.10

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

CCSS: English Language Standards: College and Career Readiness Anchor Standards for Writing (K-12):**Text Types & Purposes: CCSS.ELA-Literacy.CCRA.W.1-W.3**

- W.1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- W.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.
- W.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: CCSS.ELA-Literacy.CCRA.W.4-W.6

- W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge: CCSS.ELA-Literacy.CCRA.W.7-W.9

- W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- W.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.
- W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing: CCSS.ELA-Literacy.CCRA.W.10

- W.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.

CCSS: English Language Standards: College and Career Readiness Anchor Standards for Speaking and Listening (K-12):**Comprehension & Collaboration: CCSS.ELA-Literacy.CCRA.SL.1-SL.3.**

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

Presentation of Knowledge & Ideas: CCSS.ELA-Literacy.CCRA.SL.4-SL.6.

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

CCSS: English Language Standards: College and Career Readiness Anchor Standards for Language (K-12):

Conventions of Language: CCSS.ELA-Literacy.CCRA.L.1-L.2.

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

Knowledge of Language: CCSS.ELA-Literacy.CCRA.L.3.

- L.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: CCSS.ELA-Literacy.CCRA.L.4-L.6.

- L.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.
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.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 vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Being Collaborative and Interpretive

	Freshman	Sophomore	Junior	Senior
Unit Description	The Grade 9 Units take students through literature and informational texts to gain an understanding of the importance of feeling empathy for others, of assuming the responsibilities of leadership, of pursuing dreams, and of feeling the power of love.	The Grade 10 Units explore various themes in literature and informational texts, representing a wide variety of writers and world cultures.	The Grade 11 Units explore American literature from early America to the 21st century.	The Grade 12 Units explore connections between British and American literature, spanning different time periods and literary movements.
Essential Question	Empathy: How does human compassion inform our understanding of the world?	Destiny: How much of what happens in our lives do we control?	We the People: What shaped America’s early identity?	Epic Heroes: Where does history end and legend begin?
Texts	“The Best Thanksgiving Ever”; Harper Lee’s <i>To Kill a Mockingbird</i> ; Robert Kennedy’s “Statement on the Assassination of Martin Luther King, Jr.”; “The Kiss”; Kevin Starr’s excerpt from <i>Endangered Dreams: The Great Depression in California</i>	David Epstein’s <i>The Sports Gene</i> ; “The Importance of Mindset”; Malcolm Gladwell’s <i>Outliers: The Story of Success</i> ; “The Game Ritual”; William Shakespeare’s <i>Macbeth</i> (Act I, Scene III)	William Bradford’s “Of Plymouth Plantation”; “At the Foot of the Gallows”; Nathaniel Hawthorne’s <i>The Scarlet Letter</i> ; “The Ribbons”; Benjamin Franklin’s “The Whistle”	“The Legend of Caraman”; Anglo-Saxon <i>Tradition’s Beowulf</i> ; Sir Thomas Malory’s “Le Morte d’ Arthur”; “Searching for Robin Hood”; Paul Aron’s “Unsolved Mysteries of History”

Reading Skill	Textual Evidence; Arguments and Claims; Author's Purpose and Author's Point of View; Informational Text Structure; Media	Central or Main Idea; Figurative Language; Textual Evidence; Theme; Dramatic Elements	Textual Evidence; Author's Purpose and Author's Point of View; Story Elements; Story Elements; Informational Text Structure	Story Elements; Figurative Language; Word Meaning; Figurative Language; Point of View; Arguments and Claims; Textual Evidence
Writing Skill	Transitional Phrases; Summarizing; Language Choices; Supporting Ideas and Opinions	Connecting Ideas; Summarizing; Connecting Words	Expressing Opinions; Referring Words; Language Choices	Referring Words; Summarizing; Supporting Ideas and Opinions
Grammar	Adverbs; Verbs and Verb Phrases	Adverbs; Verbs and Verbs Phrases	Nouns and Noun Phrases; Verbs and Verb Phrases	Verbs and Verb Phrases
Oral Project	Argumentative formal debate by promoting students to plan and participate in a class debate with an emphasis on argumentative forms.	Argumentative formal debate by promoting students to plan and participate in a class debate with an emphasis on argumentative forms.	Informational presentation by prompting students to plan and deliver an informational speech specifically designed for research with special attention to proficiency with language use.	Narrative Dramatic Monologue promoting the students to plan and deliver a monologue that tells a story from the point of view of an epic hero while increasing their proficiency with language use.

Unit 2: Being Productive and Structuring Cohesive Texts

	Freshman	Sophomore	Junior	Senior
Unit title and Essential Question	Leadership: What are the responsibilities of power?	Taking a Stand: When is it appropriate to challenge the rules?	The Individual: How does one person find his or her place in society?	The Human Condition: How do we express the complexities of being human?
Texts	"A Golden Coin"; Percy Shelley's <i>Ozymandias</i> ; "Two Notable Chinese Leaders"; "Pomeroy"; Burstein, Donlan, and Roberts' <i>Ancient Greece: A Political, Social and Cultural History</i> ; Gareth Hinds' <i>The Odyssey (A Graphic Novel)</i>	"The Peasant Revolt"; Orlando Figes' "The Whisperers: Private Life of Stalin's Russia"; "The Dinner of the Lion"; George Orwell's <i>Animal Farm</i> ; Margaret Chase Smith's "Remarks to the Senate in Support of a Declaration of Conscience"	Walt Whitman's "Song of Myself"; "A New Beginning"; Mark Twain's <i>The Adventures of Huckleberry Finn</i> ; "The Quest for Woman Suffrage"; James McPherson's "What They Fought For"	William Shakespeare's Sonnet 29; "Emilia's Lament"; William Shakespeare's <i>Hamlet</i> ; "Shakespeare: More Than a Playwright"; "Shakespeare: The World as a Stage"
Reading Skill	Theme; Alliteration, Consonance, and Assonance; Informational Text Elements; Informational Text Structure; Media	Central or Main Idea; Theme; Reasons and Evidence; Author's Purpose and Author's Point of View	Theme; Story Elements; Compare and Contrast; Author's Purpose and Author's Point of View	Poetic Structure; Figurative Language; Tone; Character; Connotation and Denotation: Central or Main Idea
Writing Skill	Referring Words; Condensing Ideas; Summarizing; Persuasive Language	Expressing Opinions; Condensing Ideas; Supporting Ideas and Opinions; Language Choices; Transitional Words and Phrases;	Summarizing; Connecting Ideas; Referring Words	Condensing Ideas; Connecting Ideas; Referring Words

		Sentence Combining; Connecting Words		
Grammar	Nouns and Noun Phrases; Adverbs and Adverbial Phrases	Nouns and Noun Phrases	Nouns and Noun Phrases; Adverbs	Adverbs and Adverb Phrases; Nouns and Noun Phrases
Oral Project	Literary response form by prompting students to analyze and relate to an excerpt through argumentative forms specifically connecting ideas and selecting language for sentence variety and interest.	Literary response form by prompting students to analyze and relate to an excerpt through argumentative forms specifically condensing ideas for clarity.	Literary response form by prompting students to analyze and relate to poetry that they can relate their own life to today’s world while specifically focusing on the use of language.	Literary response form by prompting students to analyze and relate to poetry that speaks about the human condition and the world around them in in comparison to their own lives.

Unit 3: Expanding, Enriching, Connecting and Condensing Ideas

	Freshman	Sophomore	Junior	Senior
Essential Question	Dreams and Aspirations: What makes a dream worth pursuing?	Technical Difficulties: What responsibilities do we have for what we create?	Modern Times: How was being American redefined in the 20th century	An Exchange of Ideas: How did a diversity of views transform American society?
Texts	John Steinbeck’s <i>Of Mice and Men</i> ; “My Dad’s Dream”; Amy Tan’s <i>The Joy Luck Club</i> ; “A First in Space”; Russell Freedman’s “The Voice that Challenged a Nation”	“Fate or Foolish”; Mary Shelley’s <i>Frankenstein</i> ; Rachel Carson’s <i>Silent Spring</i> ; “The Science of Genetically Altering Foods: Should We Do It?”; “De-Extinction: The Science and Ethics of Bringing Lost Species Back to Life”	“The Empress of the Blues”; F. Scott Fitzgerald’s <i>The Great Gatsby</i> ; “The Reunion”; Maxine Hong Kingston’s <i>The Woman Warrior</i> ; Judith Ortiz Cofer’s <i>The Latin Deli</i>	Eve LaPlante’s “American Jezebel”; “Repeal the Stamp Act!”; Thomas Jefferson’s “Declaration of Independence”; “Long Live King Chazz”; Jonathan Swift’s <i>Gulliver’s Travel</i>
Reading Skill	Textual Evidence; Character; Connotation and Denotation; Informational Text Elements; Informational Text Structure	Mood; Allusion; Media; Informational Text Structure; Central or Main Idea	Character; Story Structure; Story Elements; Informational Text Elements, Tone	Informational Text Elements; Cultural Context; Arguments and Claims; Rhetoric; Irony; Point of View
Writing Skill	Referring Words; Connecting Ideas; Language Choices	Summarizing; Referring Words; Supporting Ideas and Opinions; Word Choice for Effect	Connecting Ideas; Expressing Opinions	Summarizing; Condensing Ideas; Referring Words
Grammar	Nouns and Noun Phrases; Verbs and Phrases	Verbs and Verb Phrases; Noun Phrases	Nouns and Noun Phrases; Adverbs and Adverb Phrases; Verbs and Verb Phrases	Nouns and Noun Phrases
Oral Project	Informational presentation by prompting students to present information gathered from a personal interview focusing on selecting language for a specific purpose.	Informational presentation by prompting students to plan and deliver an informational speech specifically designed for research through compare and contrast components.	Argumentative formal debate by promoting students to plan and participate in a class debate with an emphasis on argumentative forms.	Argumentative formal debate by promoting students to plan and participate in a class debate with an emphasis on argumentative forms.

Unit 4: Using Foundational Literacy Skills

	Freshman	Sophomore	Junior	Senior
Essential Question	All for Love: How are we affected by the power of love?	The Human Condition: How do your interactions define us?	Seeking Romance: How can love inspire both folly and wisdom?	Emotional Currents: How have the literary movements of the last two centuries affected us?
Texts	“Love at First Sight”; William Shakespeare’s <i>Romeo and Juliet</i> ; “Food: Love or Addition”; Helen Fisher’s “Why We Love: The Nature and Chemistry of Romantic Love”; “Romantic Love: Reality or Myth?”	Markus Zusak’s <i>The Book Thief</i> ; “The Christmas Truce of 1914”; Elie Wiesel’s <i>Night</i> ; “When Everything Changed”; Robert Hayden’s “Those Winter Sundays”	“Twisted Texting”; William Shakespeare’s <i>A Midsummer Night’s Dream</i> ; “Fear of Missing Out”; Helen Fisher’s “Dumped!”; “The Guardian What is Love?”	“After the Ball”; Jane Austen’s <i>Pride and Prejudice</i> ; Tennessee Williams’ <i>The Glass Menagerie</i> ; “Roosevelts on the Radio”; “Franklin D. Roosevelt’s D-Day Prayer”
Reading Skill	Character; Figurative Language; Informational Text Structure; Technical Language; Arguments and Claims	Story Structure; Connotation and Denotation; Tone; Word Meaning	Story Elements; Dramatic Elements; Poetic Structure; Informational Text Elements; Greek and Latin Affixes and Roots; Compare and Contrast	Character; Story Structure; Media; Central or Main Idea; Connotation and Denotation
Writing Skill	Expressing Opinions; Referring Words	Condensing Ideas; Referring Words; Summarizing; Language Choices	Connecting Ideas; Supporting Ideas and Opinions; Summarizing; Selecting Words	Condensing Ideas; Referring Words
Grammar	Verbs and Verb Phrases, Adverbs and Adverbial Phrases, Nouns and Noun Phrases	Adverbs, Verbs and Verb Phrases, Clauses	N/A	Adverbs; Nouns and Noun Phrases; Verbs and Verb Phrases
Oral Project	Narrative response form by prompting students to craft a monologue or soliloquy from the point of view of a character in a love story focusing on figurative language to enrich a story and using language resources to smoothly link ideas.	Narrative response form by prompting students to write and deliver a dialogue between two characters which gives students experience in developing their own creative writing and presenting skills.	Narrative response form by prompting students to plan and perform a dramatic scene focusing on fluency and presenting forms.	Informational presentation by prompting students to plan and deliver an informational speech specifically designed for research through compare and contrast components.

TEXTBOOKS AND RESOURCE MATERIALS:

StudySync Grades 9, 10, 11 and 12 (with Designated Supports as stated) Bookhead Ed Learning, LLC ©2015

DISTRICT ESLRS TO BE ADDRESSED: give an example for each bulleted item

Students will be:

- **Self-Directed Learners:** who will be able to comprehend reading and share their learning through the written word
- **Constructive Thinkers:** who will be able to use writing to organize their ideas
- **Effective Communicators:** who will be able to use learning to convey their thoughts and needs
- **Collaborative Workers:** who will be able to express their thoughts in writing and understand those of others

- **Quality Producers/Performers:** who will be able to use effective English grammar and spelling in an organized way
- **Responsible Citizens:** who will be able to use the written word to collaborate in self-governance

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**