

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE:	ENGLISH/LANGUAGE ARTS III, GRADE 11
COURSE NUMBER:	0130
DEPARTMENT:	English
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL (S):	11
REQUIRED OR ELECTIVE:	Required
PREREQUISITES:	English II
BOARD OF EDUCATION ADOPTION:	June 20, 2000

COURSE DESCRIPTION

~~English III is a one-year required junior class. This course will enable students to continue developing their abilities in the skills of English. Works of literature with an emphasis on American authors will be studied; composition work will emphasize developing ability in a variety of written modes. Skills and concepts are taught in an integrated way to be mutually reinforcing. (This course is aligned with the MDUSD adopted Language Arts Content Standards.)~~

COURSE OVERVIEW

English III is a required one-year junior course designed to help students continue development in the language arts. This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way to be mutually reinforcing and to align with the state and district adopted standards. There is an emphasis on critical thinking, increasingly complex texts, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes canonical authors, as well as writers from diverse backgrounds.

COURSE OUTLINE

~~1.~~ **MAJOR GOALS** (CCSS for ELA/Literacy Standards)

~~1.1 To develop permanent habits of critical and appreciative reading~~

~~1.2 To develop the ability to listen critically and effectively~~

~~1.3 To speak clearly, fluently and thoughtfully~~

~~1.4 To compose in an effective, well-organized fashion, free from gross errors in mechanics and structure~~

~~1.5 To understand how language works and how it develops~~

Students ready for college, careers, and civic life demonstrate the following capabilities as literate individuals. They

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand the perspectives of others.

COURSE OBJECTIVES *(ELA Framework)*

The five KEY THEMES of ELA/Literacy instruction are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA/Literacy Standards

- Meaning Making
 - Students engage in increasingly sophisticated levels of analysis and interpretation in their reading, listening, speaking, and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives, and points of view, themes and ideas, and interpretations as they read, write, speak, and listen.
- Language Development
 - Students come to understand and analyze how the structure and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks.
- Effective Expression
 - Students become increasingly effective at expressing themselves through

different genres of writing using specific rhetorical devices to support assertions. They synthesize multiple sources in their writing and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions. Students develop and deliver increasingly sophisticated presentations on complex and varied topics. They use words, phrases, clauses, and varied syntax to link major sections of text.

- **Content Knowledge**

- Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students wield appropriate literacy tools in all the disciplines they study. They engage with literary and informational text participating in cross disciplinary exploration and research projects. Wide reading supports their acquisition of knowledge in ELA and other disciplines. Participating in an organized independent reading program contributes to their knowledge.

- **Foundation Skills**

- Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

2. PERFORMANCE OBJECTIVES

READING

2.1 Word analysis, fluency, and systematic vocabulary development

Vocabulary and Concept Development:

2.1.1 Discern the meaning of analogies

- analyze specific comparisons
- analyze relationships and inferences

2.1.2 Reinforce skills taught in 10th grade, specifically:

- context clues
- denotation and connotation

2.2 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2.1 Analyze the ways in which clarity of meaning is affected by patterns of organization including:

- diction
- repetition of main ideas

- dialogue
- sentence structure
- narration

2.2.2 Make reasonable assertions about the author's arguments by referring to and/or citing lines of the text to defend and clarify interpretations

2.2.3 Identify examples of slant, bias, and propaganda

2.2.4 Identify and evaluate social, ethical, and cultural issues raised in works of fiction and nonfiction

2.2.5 Infer ideas from texts

2.3 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate text:

2.3.1 Analyze the way in which the themes of a selection represent a view or comment on life, using textual evidence to support the claim

2.3.2 Analyze how the author's style achieves specific rhetorical and aesthetic purposes, by identifying certain elements such as the following:

- irony
- tone
- mood
- "sound" of language
- figurative language

2.3.3 Analyze ways in which poets evoke readers' understandings and emotions by using figurative language such as:

- imagery
- personification
- metaphor and simile
- sounds

2.3.4 Analyze works of American literature representing a variety of genres and traditions/ historic periods

- trace the development of American literature from the Colonial period forward
- evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, settings, and themes
- contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period (e.g., contrast Native American prayers with Puritan sermons)

2.3.5 Read a variety of literature based on personal choice

COURSE CONTENT

READING: LITERATURE	
<p><i>To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS-ELA)</i></p>	
Content Standards	Suggested Practices
<p>RL 11-12.1. 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.</p>	<ul style="list-style-type: none"> ● Write sophisticated analytical paragraphs correctly quoting and citing examples from text ● Choose apt evidence that shows both breadth and depth of understanding. ● Annotate for multiple purposes: writing, discussion, and presentations. ● Use quotations from the text to support multiple substantial and supportable interpretations.
<p>RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● Make claims (verbal or written) regarding multiple main or significant themes within a text, and choose apt quotations to support those claims in writing, discussions, and presentations. ● Articulate how themes are revealed, verbally and in written form. .
<p>RL. 11-12.3 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p>	<ul style="list-style-type: none"> ● Identify main events in a text and how they are related to one another. ● Defend (verbally and in writing) why certain events are important and how the author controls the reader's experience by manipulating the order of events and interactions between characters. ● Examples include plot mapping, timelines, flow charts, reordering or rewording of scenes, or reevaluating text as plot unfolds.

<p>RL.11–12.4 . Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<ul style="list-style-type: none"> ● Close-read and annotate text to analyze how diction, figurative language, and other literary or dramatic elements affect meaning and tone. ● Close-read and annotate text with reference to multiple connotative and denotative meanings of words and phrases.
<p>RL. 11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<ul style="list-style-type: none"> ● Identify main events in a text and how they are related to one another. ● Defend (verbally and in writing) why certain events are important and how the author controls the reader’s experience through structures.
<p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<ul style="list-style-type: none"> ● Identify the vocabulary of elements of fiction, poetry, and drama to inform discussions and writing (for example, terms like “irony,” “sarcasm,” or “satire”). ● ● Identify denotative and connotative meanings of words and phrases. ● Make inferences based on word choice.
<p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<ul style="list-style-type: none"> ● Watch, read, or listen to multiple interpretations of a piece of work and describe how different versions interpret the work in meaningful ways.
<p>RL.11-12.8 (Not applicable to literature)</p>	
<p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<ul style="list-style-type: none"> ● Compare and contrast different works from the same and different historical periods (verbally and in writing).
<p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with</p>	<ul style="list-style-type: none"> ● Read literature and other materials appropriate to student maturity and skill.

scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> • (See “Course Materials” for lists of grade level readings).
<p>Sample Unit Assignment</p> <p>Students reading in this unit will focus on a wide variety of reading comprehension strategies. Students will then create a visual analysis of a character's mind and connect it to color psychology and evidence from the text in which the character comes from. Students will also complete a timed writing assignment that is a full multi-paragraph piece that focuses on analyzing symbolism within a novel and how the author uses symbols to convey themes.</p> <p>Core Texts may include <i>The Catcher in the Rye</i> by JD Salinger, Abigail Adams’ Last Act of Defiance, Phillis Wheatley’s “On Being Brought from Africa to America”, Patrick Henry: Voice of Liberty, “Growing up Asian in America” by Kesaya E. Noda, “Against Nature” by Joyce Carol Oates + Poetry by Emily Dickinson, Walt Whitman, Sylvia Plath, ee Cummings and modern poets.</p>	

READING: INFORMATIONAL TEXTS	
Content Standards	Suggested Practices
RI11-12.1 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.	<ul style="list-style-type: none"> • Write analytical papers, quoting text or citing examples and citing examples • Annotate for multiple purposes: writings, discussions, and presentations. • Use quotations from the text to support multiple substantial and supportable interpretations. • Choose apt evidence that shows both breadth and depth of understanding.
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text	<ul style="list-style-type: none"> • Make claims (verbal or written) regarding multiple main or significant themes within a text, and choose apt quotations to support those claims during writings, discussions, and presentations. • Develop the use of structural elements within the the body of the essay
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<ul style="list-style-type: none"> • Articulate how and why the author constructs an argument • Synthesize main idea(s), knowing how to paraphrase and quote sources properly.
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author	<ul style="list-style-type: none"> • Identify and assess the usage of academic language within the text in order to assess literal meaning, as well as connotative and denotative meanings.

<p>uses and refines the meaning of a key term or terms over the course of a text</p>	
<p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</p>	<ul style="list-style-type: none"> • Annotate texts with focus on structural elements, and their effectiveness on a clear and understandable argument • Investigate reliability of text features
<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<ul style="list-style-type: none"> • Consider historical and biographical context. • Annotate text to identify literary and rhetorical devices such as repeated words or phrases, allusions, loaded words, figurative language, or imagery in order to affect the audience.
<p>RI.11-12.8 (Not applicable to Informational Text)</p>	
<p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<ul style="list-style-type: none"> • Compare and contrast two works noting similarities and differences in theme, style, tone, and context.
<p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • Read literature, literary nonfiction and other textual materials that are appropriate to student maturity and skill.
<p>Sample Unit Assignment</p> <p>Students will spend time reading, researching, and analyzing information to support an argument essay on the topic of the American dream. Students will carefully craft an argument that defends or denies the existence of the American dream and its meaning for American citizens at large. They will synthesize information from the texts read during this unity to qualify their claims. Students will locate and “cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text” (CCSS.ELA-RL.1). Students will also make sure textual evidence is correctly cited, ensuring that they “write and edit work so that it conforms to the guidelines in a style manual (e.g. Purdue Online Writing Lab) appropriate for the discipline and writing type.”</p>	

ASSESSMENT OPTIONS:

- Claim-based writing
- Summaries
- Response journals
- Tests and quizzes on reading
- Class discussions
- Socratic Seminars
- Student presentations
- Extension activities requiring research and real-world connections

WRITING

Writing Strategies:

~~2.4 Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process:~~

Organization and Focus:

~~2.4.1 Demonstrate an understanding of the elements of discourse~~

- purpose
- speaker/point of view
- audience
- mode/form

~~2.4.2 Structure ideas and arguments in a sustained, persuasive way and support them with precise and relevant examples~~

~~2.4.3 Use language in natural and vivid ways to establish specific tone~~

Research and Technology:

~~2.4.4 Develop presentations by using clear research questions and methods, including:~~

- electronics media
- interviews

- observation

2.4.5 Review strategies to organize and record information when appropriate:

- parenthetical citations
- footnotes or end-of-paper notes
- bibliographies/works cited

Evaluation and Revision:

2.4.6 Revise text to improve:

- individual voice
- sentence variety and style
- clarity of diction
- distinction of tone
- clarity/purpose/or audience
- logical coherence

2.5 Writing Applications

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of substantial length. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0

2.5.1 Write responses to literature that:

- demonstrate a comprehensive understanding of the significant ideas in works or passage
- analyze the use of imagery, language, universal themes, and unique aspects of text
- support important ideas and viewpoints through accurate and detailed references to the text and to other works
- demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created
- identify and assess the impact of perceived ambiguities, nuances, and complexities within the text

2.5.2 Compose in several different modes of writing, which may include but are not limited to:

- compare-contrast
- persuasive
- analytical
- reflective

WRITING

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be

college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within an argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. (CCSS-ELA)

Content Standards	Suggested Practices
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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), counter claims, reasons, and evidence.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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).</p>	<ul style="list-style-type: none"> ● Write an analytical essay making a sophisticated claim supported with relevant textual evidence, employing a structure appropriate to successful support of the argument. ● Synthesize, analyze, and organize a variety of texts in writing. Create a claim which establishes an original and unified perspective using evidence from all texts. ● Utilize academic and engaging style and syntax while maintaining formal diction, effective transitions, and sentence variety.

Sample Unit Assignment

Drawing upon current controversial issues that are of high interest to students, students write an argumentative essay using rhetorical techniques to convince and/or persuade the reader of their point of view. Students consider alternate perspectives and address counter claims. Students may submit their writing to be published in the school newspaper as an editorial.

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

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings) graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulation implications or the significance of the topic).

- Create short and extended informative/expository assignments, such as: research reports, speeches, rhetorical compositions, definition essays, letters, instructions and manuals, and interviews.

Sample Unit Assignment

Students will use the writing process to compose a research-based informative/explanatory paper in response to student-generated prompts related to the texts studied. Essays will demonstrate understanding of the genre, incorporating evidence from varied reliable sources, using elaborative techniques, tailoring structure, tone, and style to fit audience and purpose.

<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and /or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. . Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> ● Write to convey personal experiences, either real (nonfiction – autobiography, biography or memoir) or imaginary (fiction) that entertains, instructs and/or informs. Types of narrative include journals, learning logs, personal narrative (college/ reflective essays), autobiographical incidents, monologues, and proposals. ● Use a variety of appropriate narrative techniques, such as varied point of view, setting, character, dialogue, and description with sensory language to convey a vivid impression. ● Smaller formative assessments may include: original short stories, character emulation (e.g. writing in the voice of a character), and/or writing scenes from literature from different characters’ perspectives.
<p>Sample Unit Assignment</p> <p>Students will develop one of their creative writing pieces into a full-process narrative exploring a theme related to those studied in the unit. Their writing will demonstrate their understanding of narrative structure, use of details, dialogue, sequencing and pacing, and use of characters, plot and setting to convey their theme(s). Students will have the option to submit their writing to the school’s zine and discuss their work at the publication event.</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Write pieces demonstrating appropriate awareness of: Subject, Occasion, Audience, Purpose, Speaker, Tone (“SOAPSTone”).
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of and implementation of the writing process, including prewriting, drafting, and editing. Assignments might include: Peer editing, editing for brevity, and , self-editing multiple drafts, including evaluating word choice, eliminating

	<p>deadwood, and adding/streamlining transitional words and phrases.</p>
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>	<ul style="list-style-type: none"> ● Create collaborative editing groups through Google Docs or Turnitin.com ● Employ various publishing tools such as Google tools, EasyBib, Noodle Tools, and spell check to refine documents.
<p>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</p>	<ul style="list-style-type: none"> ● Develop a research question on a topic, find multiple sources, synthesize, and write about a subject in short or longer pieces. Create presentations on background or other topics in relation to other fiction or non-fiction texts, or history, in order to provide understanding of the context of a work or theme.
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standards format for citations including footnotes and endnotes.</p>	<ul style="list-style-type: none"> ● Independently utilize library, librarian, and other resources to research and find relevant sources, and create a piece of writing that integrates those sources, using a properly formatted document and Works Cited page (e.g., MLA).
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g. “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g. “delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority of opinions and dissent(s) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential address)</p>	<ul style="list-style-type: none"> ● Write a piece relating one text to another text, making competent and credible arguments about the way in which allusions or sources affect the other text.
<p>10. Write routinely over extended time</p>	<ul style="list-style-type: none"> ● Write pieces of diverse lengths and for

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.	different purposes. Examples include journals, quick-writes, text in project slides, personal narratives, in-class essays, mini-essays, extended essays, term papers, and large research projects.
<p>Sample Unit Assignment</p> <p>Students will select an issue that directly impacts them and their community and conduct an in-depth research project that explores the issues from a wide range of perspectives. Using academic texts, news articles and interviews with community members, students will become experts on their chosen topic by synthesizing various sources of information into a coherent research paper. Students will focus on online research, including searches in public library databases and news sites and employ oral history techniques like interviews, transcriptions and oral history narratives.</p>	
<p>Assessment Options:</p> <ul style="list-style-type: none"> ● Analytical / Literary essays ● Argumentative / Persuasive essays ● Positions papers ● Compare / Contrast papers ● Reflective essays ● Synthesis essays ● Narrative writing ● Biographical writing ● Editorials ● Blogs ● Short responses ● Journal responses 	

WRITTEN AND ORAL LANGUAGE ARTS CONVENTIONS

2.6 Written and Oral Language Conventions

Manuscript Form:

By 11th grade, students are expected to demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage; produce legible work that shows accurate spelling and correct punctuation and capitalization; and reflects appropriate manuscript requirements in writing such as title page, pagination, spacing and margins, appropriate citations, and bibliography.

2.6.1 Focus on and refine ability to:

- write complex sentences with appropriate use of subordination and coordination
- use transition devices within paragraphs and to connect paragraphs
- use active and passive voices correctly and appropriately

2.6.2 Develop the habit of proofreading

2.6.3 Demonstrate editing and revision skills (with or without computer assistance)

LANGUAGE CONVENTIONS	
<p><i>To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words— words, for example, that have similar denotations but different connotations. The inclusion of Language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. (CCSS-ELA)</i></p>	
Content Standards	Suggested Practices
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>	<ul style="list-style-type: none"> ● Use language appropriately when writing and speaking ● Use appropriate resources for mastery of language complexity
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly</p>	<ul style="list-style-type: none"> ● Mastery of appropriate punctuation for complex/compound sentences
<p>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.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding</p>	<ul style="list-style-type: none"> ● Mastery of syntax as a technique for communication ● Understanding language appropriateness in all levels of communication (speaking/listening, writing, reading)

<p>of syntax to the study of complex texts when reading</p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<ul style="list-style-type: none"> ● Identify context clues in order to discern meaning of words ● Identify how and why words can have multiple meanings focusing on origins and meanings of scientific and mathematical terminology.
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> ● Master annotation text to identify and interpret figurative language, figures of speech and other literary devices; focus on rhetorical elements (e.g., hyperbole and paradox)
<p>6. Acquire and use accurate 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 considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> ● Demonstrate the mastery of sophisticated vocabulary ● Assess multiple words/phrases for appropriate usage (e.g., rhetorical shift, idiom, euphemism)
<p>Sample Unit Assignment</p>	

Students will keep a language and reflection journal in which they explore, reflect, and write about key terms used in class discussion and readings. Students will use their vocabulary journal for, highlighting context usage, using context clues, studying word roots.

Assessment Options:

- Formal writing
- Class discussion
- Tests or Quizzes
- Visual displays
- Presentations
- Annotated Essays

LISTENING AND SPEAKING

2.7 Listening and Speaking Strategies

Organization and Delivery of Oral Communications

~~2.7.1 Participate in class discussion exhibiting the ability to respond to the reactions or contributions of others by initiating questions or calling for clarification~~

~~2.7.2 Take notes on oral presentations about American culture, and use these notes as a basis of written or oral activities~~

~~2.7.3 Identify points made by other speakers in class discussion, adding specific information to substantiate points and/or qualify points made~~

Analysis and Evaluation of Oral and Media Communication:

~~2.7.4 As part of the audience, critique speaker referring to elements of discourse such as diction, syntax, and organization~~

2.8 Speaking Applications (Genres and Their Characteristics)

~~2.8.1 Deliver oral responses to literature~~

SPEAKING and LISTENING

To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built

around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to changes.

Content Standards	Suggested Practices
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> ● Examples include informally pair-sharing ideas in order to transition into formal whole class discussions and paraphrasing in order to respond thoughtfully, pre-writing / journaling to generate ideas for discussion, small-group reading of a literary work to prepare for larger-group discussion ● Read and annotate texts in order to determine author's main idea, purpose and style and/or build claims and questions to initiate classroom discussion
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve</p>	<ul style="list-style-type: none"> ● Identify and analyze different characteristics of sources to evaluate the credibility and accuracy of the information in the sources.

<p>problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</p>	<ul style="list-style-type: none"> ● Evaluate point-of-view in order to determine subjectivity versus objectivity. ● Close-read passages in order to draw conclusions and make assertions about point-of-view.
<p>4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.</p>	<ul style="list-style-type: none"> ● Present speeches, participate in Socratic Seminars, and deliver informal/formal presentations or recitations with appropriate delivery using effective public speaking techniques. ● Consider purpose, audience, and occasion when preparing for speaking assignments and opportunities.
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> ● Use electronic devices to enhance informal and formal presentations. For example: adding videos, images, or other multimedia to projects.
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ● Participate in formal class discussions, Socratic Seminars, speeches, dramatic performances and presentations.

	<ul style="list-style-type: none"> ● Adapt vernacular to context (formal or informal)
<p>Key Unit Assignment Selecting a key assignment from their language and reflection journal, students will create a presentation of their key unit assignment and share with the class in a formal manner (speaking). Format and mode of delivery will be negotiated with the teacher upon students topic/key assignment selection.</p>	
<p>Assessment Options:</p> <ul style="list-style-type: none"> ● Speeches ● Socratic Seminar ● Fishbowl ● Pair-Share ● Small group discussion ● Formal presentation (individual, partner, or small group) ● Debate (formal/informal) ● Timed discussions 	

3. CONTENT OUTLINE

In general, courses are presented with either literature, vocabulary, grammar, usage and/or composition as the organizing factors. Typical units of study use as the title and the unifying element the following: a literary concept such as genre, theme, historical period, author or title with skill development areas such as grammar, usage, composition, or vocabulary. Representative units for English are as follows:

3.1 Reading

3.1.1 Analysis, interpretation, and critical thinking of:

- organization
- viewpoints
- purpose
- audience
- style

3.1.2 Literary Themes (this list is not exhaustive and can appear in various genres)

- Individual and his/her place in Society

Arthur Miller *Death of a Salesman*

J. D. Salinger *Catcher in the Rye*

John Steinbeck *Grapes of Wrath*

- American dream

T. S. Eliot “*The Lovesong of J. Alfred Prufrock*”

F. Scott Fitzgerald *The Great Gatsby*

Lorraine Hansberry *Raisin in the Sun*
E. Arlington Robinson "*Richard Cory*"

- American hero

Mark Twain *Adventures of Huckleberry Finn*
Martin Luther King *Letter from Birmingham Jail*

- Cultural identity

Rudolph Anaya *Bless Me Ultima*
Langston Hughes *Poetry*
Amy Tan *The Joy Luck Club*

3.1.3 Literary Periods (this list is not exhaustive; examples represent various genres)

- Native American Traditions

~~mythology—Coyote Stories~~

- Colonial

~~Anne Bradstreet
Jonathan Edwards~~

- Revolutionary

~~Benjamin Franklin
Thomas Jefferson~~

- Romantic and Transcendental

~~Emily Dickinson
Ralph Waldo Emerson
Nathaniel Hawthorne
Edgar Allen Poe~~

- Civil War

~~Ambrose Bierce
Frederick Douglass~~

- Modernism

~~F. Scott Fitzgerald
Langston Hughes
Zora Neale Hurston
John Steinbeck~~

- Contemporary

~~Timothy O'Brien
J. D. Salinger
Amy Tan~~

3.2 Writing

3.2.1 Writing process including pre-writing, multiple drafts, and revision

- ~~3.2.2 Expository compositions which may include but are not limited to:~~
 - ~~compare/contrast~~
 - ~~• persuasive~~
 - ~~• analytical~~
 - ~~• reflective~~

~~3.3 Skill Development~~

~~3.3.1 Vocabulary~~

~~3.3.2 Grammar (e.g., clauses, phrases, punctuation, syntax)~~

~~3.3.3 Analysis, interpretation, and critical thinking~~

~~3.3.4 Organizational structure~~

- ~~• introduction, body, conclusion~~
- ~~• paragraph~~
- ~~• sentence~~

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~~3.4 Listening and Speaking~~

~~3.4.1 Discussion strategies (response to literature)~~

~~3.4.2 Presentation skills~~

~~3.4.3 Audience interaction (including evaluation)~~

~~4. TIME ESTIMATES~~

~~4.1 Most literature units last from three to six weeks~~

~~4.2 Skill units may be intensive, lasting a week or two, or may be reviewed over a semester or a year~~

- Most units last from three to five weeks
- Units may be intensive, lasting a week or two, or may be taught periodically over a semester or a year

~~5. INSTRUCTIONAL MATERIALS~~

~~5.1 District-adopted texts~~

5.2 Supplementary materials

5.3 Multi-media technology and materials related to district curriculum

COURSE MATERIALS

Title	Publisher	Date
Language of Literature	McDougal Littell	2002
ELA/ELD Framework	California Department of Education	2016
ELA Content Standards/CCSS	California Department of Education	2000

- Supplemental Online Curriculum (eg; Apex)
- Teacher support resources can also be found in the [Educational Services Website](#).
- Master List of MDUSD High School Core and Extended Core List [HERE](#)- (Last revised 2/10/10)
 - **NOTE:** This list shall be revised and brought before the Board of Education for approval in the 2021-22 school year.

6. EVALUATION OF STUDENT PROGRESS

6.1 Classwork/homework

6.2 Quizzes

6.3 Tests

6.4 Class discussions

6.5 Compositions

6.6 Projects (individual/collaborative)

~~6.7 Oral presentations~~

~~6.8 Rubrics~~

~~6.9 Peer evaluations~~

~~6.10 Self evaluation~~

~~6.11 Portfolios~~

Assessment Methods:

- Formative Assessment
Summative Assessment

- **Reading Literature / Informational Text**
 - Claim-based writing
 - Summaries
 - Response journals
 - Tests and quizzes
 - Class discussions
 - Socratic Seminars
 - Philosophical Chairs
 - Student presentations
 - Extension activities requiring research and real-world connections

- **Writing**
 - Quickwrites
 - Analytical / Literary essays
 - Argumentative / Persuasive essays
 - Positions papers
 - Compare / Contrast papers
 - Reflective essays
 - Synthesis essays
 - Narrative writing
 - Informative writing
 - Biographical writing
 - Portfolio
 - Editorials
 - Blogs
 - Journal responses

- **Language**
 - Formal writing
 - Class discussion
 - Tests or Quizzes
 - Presentations
 - Annotated Essays

- **Speaking and Listening**
 - Speeches
 - Socratic Seminar
 - Fishbowl
 - Pair-Share
 - Small group discussion
 - Dramatic recitations of texts
 - Formal presentation (individual, partner, or small group)
 - Debate (formal/informal)

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