

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Sheltered English - English 11 (3A/3B)**

Date: May 2007

Subject Area: English/Language Arts

Grade Level: 11/12

Course Length: 1 Year/Two Period Course

Grading: A - F

Number of credits: 10 per Semester

Prerequisites: Intermediate or Early Advanced CELDT Score

COURSE DESCRIPTION:

English 11 is the third year required course for high school curriculum relating to the development of oral and written communication skills. Emphasis is placed on higher levels of student performance with more complex assignments and materials. Students will read and analyze literature of higher levels of difficulty in terms of language use and thematic content, use more precise language, develop research skills, develop the speaking skills needed in discussions, and write essays of greater complexity. Through their study of literature, students will also develop knowledge of and an appreciation for American literary traditions.

GENERAL GOALS/PURPOSES:

Most of the standards and goals for language arts at the eleventh grade level focus on sophisticated extensions of the knowledge and skills previously targeted in the early grades. The goals highlight the relationships between the domains of reading, writing, written and oral language conventions, speaking and listening, and are listed under the State Content Standards in the Reading/Language Arts Framework for California Public Schools.

STUDENT READING COMPONENT:

Students will read American literature, magazines, newspapers, online information, speeches, editorials, essays, and poetry.

Word Analysis, Fluency and Systematic Vocabulary Development

Students will:

- Apply etymological and morphological knowledge to understand terms that may be taught in their political science, social science, science, and mathematics courses.
- Discern the meanings of analogies, analyzing specific comparisons, relationships, and inferences.

Reading Comprehension

Students will:

- Analyze public documents—policy statements, speeches, debates—and the way authors use rhetorical devices and strategies.
- Determine how the structural elements of a work create meaning by looking at word choice, organization, and syntax.

- Make warranted and reasonable assertions about the author’s arguments.
- Analyze an author’s explicit and implicit philosophical assumptions and beliefs about a topic.
- Critique the power, validity and truthfulness set forth in public documents to determine appeal to the audience.
- Relate standards in reading to the standards in writing, as students read an example of a particular domain (e.g. persuasion) and employ those elements in their own writing (e.g. a persuasive essay).

Literary Response and Analysis

Students will:

- Compare the literary forms of the major literary periods in American history—colonial period forward.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life.
- Use textual evidence to support claims.
- Analyze the ways in which irony, tone, style achieve rhetorical purposes.
- Analyze the philosophical, political, religious, ethical, and social influences that have shaped the text.
- Analyze clarity and consistency of political assumptions in a selection of literary works or essays.
- Analyze philosophical arguments presented in literary works.

STUDENT WRITING COMPONENT:

Students will write narrative compositions; responses to literature; expository compositions including analytical essays and research reports that convey ideas logically; persuasive compositions.

Writing Strategies

Students will:

- Demonstrate understanding of the elements of discourse.
- Use point of view, characterization, and stylistic choices for specific purposes.
- Enhance meaning by utilizing rhetorical devices.
- Employ a variety of research strategies and organize information in systematic ways.
- Revise writing for voice, improved sentence variety and style, and enhanced subtlety of meaning and tone.

Writing Applications

Students will:

- Write reports of historical investigation, synthesizing information from a wide range of materials.
- Write narratives, paying close attention to detail, and using effective descriptions of appearance and concrete images.
- Write responses to literature that analyze imagery and language, universal themes, and unique aspects of a text.

Written and Oral English Language Conventions

Students will:

- Write and speak with a command standard English conventions.
- Demonstrate control of grammar, paragraph and sentence structure, and diction
- Edit for standard conventions in spelling, capitalization, and punctuation.
- Reflect appropriate manuscript style and format (e.g. Modern Language Association.)

STUDENT ORAL COMPONENT:

Students will speak both formally and informally to provide expository presentations, oral reports on historical investigations, responses to literature, multimedia presentations, and selections from speeches.

Listening and Speaking Strategies

Students will:

- Analyze media presentations of various types—advertisements, speeches, film, news—to recognize strategies used to persuade, inform, or entertain.
- Apply literary elements to their own speeches: rhetorical questions, parallelism, and concrete images.
- Apply elements required of oral presentations: gesture, movement, vocalization and rehearsal strategies.
- Use standard English for clarity but recognize when informal or technical speech is appropriate.
- Critique oral presentations and recognize common logical fallacies.

Speaking Applications

Students will:

- Deliver formal and/or informal presentations of the following types: narrative (autobiographical or fictional); expository (research); oral responses to literature; and argument or persuasion.

DETAILED UNITS OF INSTRUCTION:

See Appendix: English 11 Pacing Guides

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, and Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

See Appendix: Curriculum and Standards Plan

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and synthesize information from a variety of sources, realizing that independent learning is a lifelong tool for success in the classroom and beyond.
- **Effective Communicators** who are able to relate polished formal and extemporaneous presentations with appropriate public speaking techniques and strategies.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as speeches or analysis of literature. Group work will be a reflection of the effort contributed by each member of the group.

- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students engage in higher level thinking activities such as analysis of characters, evaluation and peer editing of essays, and synthesis of a number of resources into a final written product.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating an error-free product that is original in substance.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their interpretation of literature, students gain an understanding of the responsibility, honor and integrity that is essential to become a functioning member of our society.

11th Grade Pacing Guide Topics to be Covered 1st Semester (Page 1)

<i>Holt Literature & Language Arts</i> <i>California Standards Topics</i>	Encounters and Foundations to 1800 Holt Chapter 1 (Five Weeks)	American Romanticism, 1800-1860 Holt Chapter 2 (Four Weeks)
Literature/ Reading <i>Holt Literature & Language Arts</i>	<p>Read at least the following titles:</p> <p>“The Interesting Narrative of the Life of Olaudah Equiano” p. 51 “The Autobiography: The Declaration of Independence” p. 66</p> <p>Standards: 2.1, 2.2, 2.4, 2.5, 2.6</p>	<p>Read at least the following titles:</p> <p>“The Devil and Tom Walker” p. 151 “Nature” p. 181 “Self-Reliance” p. 184 “The Minister’s Black Veil” p. 238</p> <p>Standards: 2.4, 2.5, 3.1, 3.3, 3.5, 3.6</p>
	<p>Novels: To reassess mastery of covered reading standards, choose two of the following core literature per semester: <i>The Crucible, The Adventures of Huckleberry Finn, Black Boy, The Great Gatsby</i></p> <p>Independent Reading: Have students read at least one personal novel per semester.</p>	
Informational Materials and Public Documents *Standards same as above	Time Line, Milestones, Introductory Information, and at least the following titles:	Time Line, Milestones, Introductory Information, and at least the following titles:
	<p>“Sinners in the Hands of an Angry God” p. 45</p>	<p>“Return to Gitche Gumee” p. 175 “Heaven Is Under Our Feet” p. 205 “On Nonviolent Resistance” p. 219 “Letter from Birmingham City Jail” p. 221</p>
Writing <i>Holt Literature & Language Arts</i>	<p>Writing an Editorial, p. 114</p> <p>Standards: 1.1, 1.3, 1.4, 1.9</p>	<p>Writing a Short Story, p. 284</p> <p>Standards: 1.1, 1.2, 1.5, 1.8, 1.9, 2.1a-e</p>
Language Conventions (Grammar) <i>Holt Handbook</i>	<p>Parts of Speech Overview (Chapter 1, p. 1-29)</p> <p>The Parts of a Sentence (Chapter 2, p. 30-51)</p>	<p>The Phrase (Chapter 3, p. 52-73)</p> <p>The Clause (Chapter 4, p. 74-93)</p>
Word Analysis (Vocabulary) <i>Holt Vocabulary Workshop 5th Course</i>	<p><i>Holt Vocabulary Workshop Fifth Course</i> lessons 1-10 Teacher-generated, Core Literature-based Vocabulary</p> <p>Reading Standards 1.1, 1.2, 1.3</p>	
Listening/Speaking <i>Holt Literature & Language Arts</i>	<p>Presenting and Evaluating Speeches, p. 122</p> <p>Standards: 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 2.5</p>	None

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Topics to be Covered 1st Semester (Page 2)

<p><i>Holt Literature & Language Arts</i> California Standards Topics</p>	<p>American Masters, Whitman and Dickinson Holt Chapter 3 (Three Weeks)</p>	<p>The Rise of realism, The Civil War to 1914 Holt Chapter 4 (Six Weeks)</p>
<p>Literature/ Reading <i>Holt Literature & Language Arts</i></p>	<p><i>Read the following poems:</i> "I Hear America Singing" p. 310 "The Soul selects her own Society" p. 337 "If you were coming in the Fall" p. 338 Standards: 3.1, 3.2, 3.3, 3.4</p>	<p><i>Read at least the following titles:</i> "Narrative of the Life of Frederick Douglass" p. 398 "An Occurrence at Owl Creek Bridge" p. 423 "The Lowest Animal" p. 468 Standards: 2.4, 2.5, 3.1, 3.4, 3.8, 3.9</p>
	<p>Novels: To reassess mastery of covered reading standards, choose two of the following core literature per semester: <i>The Crucible, The Adventures of Huckleberry Finn, Black Boy, The Great Gatsby</i> Independent Reading: Have students read at least one personal novel per semester.</p>	
<p>Informational Materials and Public Documents *Standards same as above</p>	<p><i>Time Line, Milestones, Introductory Information, and at least the following titles:</i> None</p>	<p><i>Time Line, Milestones, Introductory Information, and at least the following titles:</i> "My Bondage and My Freedom" p. 412 "The Most Remarkable Woman of This Age" p. 417</p>
<p>Writing <i>Holt Literature & Language Arts</i></p>	<p>Writing a Reflective Essay, p. 360 Standards: 1.9, 2.3a-c</p>	<p>Reporting Historical Research, p. 528 Comparing Media Genres, p. ??? Standards: 1.4, 1.6, 1.7, 1.8, 1.9, 2.4a-e</p>
<p>Language Conventions (Grammar) <i>Holt Handbook</i></p>	<p>None</p>	<p>Manuscript Form, (p. 506-516)</p>
<p>Word Analysis (Vocabulary) <i>Holt Vocabulary Workshop Fifth Course</i></p>	<p>Continuation of <i>Holt Vocabulary Workshop Fifth Course</i>, Lessons 1-10 Teacher-generated, Core Literature-based Vocabulary Reading Standards 1.1, 1.2, 1.3</p>	
<p>Listening/Speaking <i>Holt Literature & Language Arts</i></p>	<p>Presenting a Reflection, p. 368 Standards: 1.4, 1.7, 1.8, 1.10, 2.1a-c</p>	<p>Presenting Historical Research, p. 548 Standards: 1.8, 1.8b, 2.2a-d</p>

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Topics to be Covered 2nd Semester (Page 1)

<p>Holt Literature & Language Arts <i>California Standards Topics</i></p>	<p style="text-align: center;">The Moderns, 1914-1939 Holt Chapter 5 (Nine Weeks)</p>
<p style="text-align: center;">Literature/ Reading</p> <p>Holt Literature & Language Arts</p>	<p style="text-align: center;">Read at least the following selections:</p> <p>“The Love Song of J. Alfred Prufrock” p. 583 “A Rose for Emily” p. 645 “The Death of the Hired Man” p. 731 “The Negro Speaks of Rivers” p. 759 Standards: 3.1, 3.3, 3.4, 3.5</p> <hr/> <p>Novels: To reassess mastery of covered reading standards, choose two of the following core literature per semester: <i>To Kill a Mockingbird, The Great Gatsby, The Glass Menagerie, A Raisin in the Sun, Inherit the Wind, The Crucible, The Joy Luck Club</i></p> <p>Independent Reading: Have students read at least one personal novel per semester.</p>
<p>Informational Materials and Public Documents</p> <p>*Standards same as above</p>	<p style="text-align: center;">Time Line, Milestones, Introductory Information, and at least the following titles:</p> <p>“A Few Don’ts by an Imagiste” p. 579 “The Oddest Love” p. 588 “So Much Depends” p. 593 “This Is Just to Say” p. 595 “Miracles are to come” p. 603 “Nobel Prize Acceptance Speech” (2) p. 618 and 654 “Is Phoenix Jackson’s Grandson Really Dead?” p. 692 “I must have the pulse beat of rhythm” p. 736 “Heyday in Harlem” p. 756</p>
<p>Writing</p> <p>Holt Literature & Language Arts</p>	<p>Descriptive Essay, p. 605 Analyzing Literature, p. 665 Writing a Biographical Narrative, p. 739 Analyzing a Novel, p. 774 Standards: 1.1, 1.2, 1.5, 1.7, 1.9, 2.1a-e, 2.2a-e</p>
<p>Language Conventions (Grammar)</p> <p>Holt Handbook</p>	<p>About the Glossary/Glossary, The Double Negative, Nonsexist Language (Chapter 11, p. 240-267) Using Capital Letters Correctly, Abbreviations (Chapter 12, p. 268-291) End Marks, Abbreviations, Commas (Chapter 13, p. 292-319)</p>
<p>Word Analysis (Vocabulary)</p> <p>Holt Vocabulary Workshop 5th Course</p>	<p><i>Holt Vocabulary Workshop Fifth Course</i> lessons 11-20 Teacher-generated, Core Literature-based Vocabulary</p> <p>Reading Standards 1.1, 1.2, 1.3</p>
<p>Listening/Speaking</p> <p>Holt Literature & Language Arts</p>	<p>Presenting a Literary Analysis, p. 782</p> <p>Standards: 1.7, 1.9, 2.3a-e, 2.5</p>

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Topics to be Covered 2nd Semester (Page 2)

<p><i>Holt Literature & Language Arts</i> California Standards Topics</p>	<p style="text-align: center;">Contemporary Literature, 1939 to Present Holt Chapter 6 (Nine Weeks)</p>
<p>Literature/ Reading</p> <p><i>Holt Literature & Language Arts</i></p>	<p style="text-align: center;">Read at least the following selections:</p> <p>“The Handsomest Drowned Man in the World” p. 912 “Black Boy” p. 968 “Straw into Gold” p. 1024 “Elsewhere” p. 1066 “Testimonial” p. 1082 Standards: 2.5, 2.6, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8</p>
	<p>Novels: To reassess mastery of covered reading standards, choose two of the following core literature per semester: <i>To Kill a Mockingbird, The Great Gatsby, The Glass Menagerie, A Raisin in the Sun, Inherit the Wind, The Crucible, The Joy Luck Club</i></p> <p>Independent Reading: Have students read at least one personal novel per semester.</p>
<p>Informational Materials and Public Documents</p> <p>*Standards same as above</p>	<p style="text-align: center;">Time Line, Milestones, Introductory Information, and at least the following titles:</p> <p>“The Ball Turret” p. 815 “The Arrogance and Cruelty of Power” p. 845 “A Still, Small Voice” p. 893 “The Ravaged People of East Pakistan” p. 947</p>
<p>Writing</p> <p><i>Holt Literature & Language Arts</i></p>	<p>Writing an Autobiographical Narrative, p. 964 Analyzing Nonfiction, p. 1031</p> <p>Standards: 1.1, 1.3, 2.1a-e, 2.6a-d</p>
<p>Language Conventions (Grammar)</p> <p><i>Holt Handbook</i></p>	<p>Semicolons, colons, Parentheses, Dashes, Brackets, Italics, Quotation Marks, Ellipsis Points, Apostrophes, Hyphens (Chapter 14, p. 320-359) Good Spelling Habits, Spelling Rules (Chapter 15, p. 360-391)</p>
<p>Word Analysis (Vocabulary)</p> <p><i>Holt Vocabulary Workshop Fifth Course</i></p>	<p><i>Holt Vocabulary Workshop Fifth Course</i> lessons 11-20 Teacher-generated, Core Literature-based Vocabulary</p> <p>Reading Standards 1.1, 1.2, 1.3</p>
<p>Listening/Speaking</p> <p><i>Holt Literature & Language Arts</i></p>	<p>Presenting Historical Research, p. 548 Analyzing and Using Media, p. 1102</p> <p>Standards: 1.1, 1.2, 1.3, 1.4, 1.7,1.9, 1.10, 1.14, 2.4a-d, 2.5</p>