

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ENGLISH 4

DATE: March 2009

CATEGORY: English/Language Arts

PROPOSED GRADE LEVEL(S): 12th

COURSE LENGTH: 1 Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

PREREQUISITES: English 11 (3A and 3B)

SUBJECT AREA CREDIT: English

COURSE DESCRIPTION:

This standard senior level English course consists of two divergent terms with differing focuses. The focus for first term is to prepare students for college and workplace writing skills with an extensive review of all modes of essay and professional writing culminating in a multimedia career research presentation.

Second term concentrates on the study of literature offering a variety of genre study electives from which students can choose a specific type of literature that they enjoy. Students will meet 12th grade English/Language Arts reading content standards through their chosen literary genre.

GENERAL GOALS/PURPOSES:

English 12 is designed to provide intensive writing instruction for students who wish to pursue post-secondary academics, as well for those students who will pursue other goals. Students are provided an opportunity to expand their reading experiences and to improve their ability to analyze literature, non-fiction, and work-related documents. The reflective writing domain is emphasized. Reflective writing means that students reflect on the issues authors propose in their writing, form an opinion about this issue, and communicate this opinion in writing supporting their position with appropriate evidence.

Student reading will focus on improving comprehension, summarizing, understanding, and following both oral and written communication, and increasing the ability to infer and synthesize information. Vocabulary acquisition will be through literature and/or vocabulary-building curriculum.

STUDENT READING COMPONENT:

The reading for first semester focuses upon non-fiction issue-based articles from CSU Expository Reading and Writing units intent upon teaching students the reading skills needed to succeed in college course work. The CSU units teach students to read analytically and form an opinion about what they read.

Students will read and analyze one full length literary selection first semester and at least three plus excerpts from district approved literary selections second semester as part of their chosen genre study. The purpose of this is to teach literary analysis.

STUDENT WRITING COMPONENT:

First semester, students will produce an autobiographical (college application) essay, reflective essay, and a career/college multimedia presentation. The emphasis in first semester is the CSU Expository Reading and Writing units where students are required to form an opinion and support their position about an issue they have read about in a non-fiction excerpt. Second semester, students will produce various response to literature writings.

STUDENT ORAL COMPONENT:

First semester will culminate in a career/college multimedia presentation. Second semester students will produce various oral presentations on literary analysis.

DETAILED UNITS OF INSTRUCTION:

FCUSD English Language Arts 12th Grade Curriculum Guide

Semester One Expository Writing

Semester One Expository Writing		
Course Description	This standard senior level English course consists of two divergent terms with differing focuses. The focus for first term is to prepare students for college and workplace writing skills with an extensive review of all modes of essay and professional writing culminating in a multimedia career research presentation.	
District ESLRs	This course meets the following district ESLRs: Self-Directed Learners Constructive Thinkers Effective Communicators Collaborative Workers Quality Producers/Performers Responsible Citizens	
Literature/Reading	Choose one literary selection from the approved 12 th grade core list to teach literary analysis.	Reading Standards: 2.2, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9
Informational Materials	Suggested Titles: Non fictional pieces tied to CSU ERWC to teach the reflective essay.	Reading Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.8, 3.9
Writing	Topics: (Teach all of the following) Response to Literature 2.2 Autobiographical (College App.) essay 2.1 Reflective Essay (CSU ERWC) 2.3 Career/College Multimedia Presentation 2.5, 2.6	Writing Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, Listening/Speaking Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 2.1, 2.4
Language Conventions	Taught and applied within writing assignments	Conventions Standards 1.1, 1.2, 1.3
Word Analysis	TBD	Reading Standards 1.1, 1.2, 1.3
Listening/Speaking	Career/College Multimedia Presentation	Listening/Speaking Standards 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 1.13, 2.4

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Reading Comprehension:

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Literary Response and Analysis:

- 3.1 Analyze characteristics of sub genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays and other basic genres.
- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or a comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mode, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy Macbeth).
- 3.7 Analyze recognized works of world literature from a variety of authors: a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Written and Oral English-Language Conventions Standards:

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization
- 1.3 Reflect appropriate manuscript requirements in writing.

Writing Strategies

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

- 1.6 Develop presentations by using clear research questions and creative and critical research questions (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated biographies).
- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.
- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

Writing Applications

- 2.1 Write fictional, autobiographical, or biographical narratives:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- 2.5 Write job applications and resumes:
 - a. Provide a clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., resume', memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- 2.6 Deliver multimedia presentations:
 - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

Listening and Speaking Standards

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
 - a. Inductive and deductive reasoning
 - b. Syllogisms and analogies

- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
 - a. Informal expressions for effect
 - b. Standard American English for clarity
 - c. Technical language for specificity
- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- 1.11 Critique a speaker's diction and syntax in relation to the person of an oral communication and the impact the words may have on an audience.
- 1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false casualty, red herring, overgeneralization, bandwagon effect).
- 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

Speaking Applications

2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force and aesthetic effect and to demonstrate an understanding of meaning. ("To Be or Not to Be")

THIS COURSE WILL PREPARE STUDENTS FOR CAHSEE AND/OR CSTs:

CAHSEE

LAB FEE:

None

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

Self-Directed Learners: who take responsibility for their own learning. They will be guided toward independent learning as a valuable lifelong tool for success in the classroom and beyond.

Effective Communicators: who are able to relate clearly and logically in all writing assignments. Students will be able to critically analyze all forms of communication and apply prior knowledge to their current reading and writing. Student writing will be free from errors in convention. Essays will reveal a central idea, will be adequately supported, and will be organized in a clear essay format.

Constructive Thinkers: who are able to demonstrate cogent and meaningful thought. Logic and support will be used in all written and oral assignments.

Collaborative Workers: who are capable of working in both small- or large-group settings to produce cogent and well-organized products, whether they be multimedia presentations for senior projects or analysis of a classic piece of literature.

Quality Producers/Performers: who take pride in all assignments and realize the value of an error-free product that is both original in substance and a reflection of his/her beliefs, values, and outlooks.

Responsible Citizens: who will live lives of integrity, honor, and personal responsibility. Since the study of language arts encompasses all form of written and oral expression, students will gain an appreciation of the value of building bridges within their community through both word and deed, for by so doing they will acquire the tools necessary for a life of quality.