

# **FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**

## **Course Outline**

### **English 100 & 200 (1A/1B, 2A/2B)**

**Date: June 2014**

**Subject Area: English/SPED**

**Proposed Grade Level(s): 9<sup>th</sup> & 10<sup>th</sup> with IEP**

**Course Length: 1 Year**

**Grading: A-F**

**Number of Credits: 5/semester**

**Prerequisites:** Placement by IEP determination based on individual performance levels and disability(ies).

### **COURSE DESCRIPTION**

English 1 & 2 100 (1A/1B, 2A/2B) is the first year, required course for high school curriculum relating to the development of oral and written communication skills and designed for students with IEPs. This course is created to facilitate the SDC learner needing more accommodations and modifications made to the program to access the general education curriculum. A specific emphasis is placed on enhancing reading, writing, listening, and speaking skills through the critical interpretation of literature. Students will read and analyze literature, gain and refine a more complicated voice in their essay writing, and develop the speaking and listening skills needed in discussion.

A Board-approved literature list constitutes the basis of student instruction in literature. Approved by the FCUSD Board of Education, the list sets forth all literature from which teachers will draw their literary curriculum.

### **GENERAL GOALS/ESSENTIAL QUESTIONS:**

Emphasis is centered on analyzing literature in greater depth, analyzing informational discourse, completing more complex writing assignments and giving more extensive oral presentations. The following goals have been adopted by FCUSD and are listed under the California Common Core State Standards in the Reading/Language Arts Framework for California Public Schools.

### **CCSS READING COMPONENT:**

At a modified pace and level, students will be required to:

- read the required works as set forth in the district-approved literature list. These pieces are drawn from the drama, novel, short story, and biography/autobiographical genres.
- focus on vocabulary and concept development, learning to identify and use literal and figurative word meanings; understand word derivations; be able to distinguish between denotative and connotative word meanings; study Greek and Roman word origins to identify and understand new word variations.

- read classic and contemporary literature, magazines, newspapers, online information, speeches, essays, poetry, and consumer and workplace documents. Students are assessed yearly on fluency, decoding, and comprehension skills to improve reading strategies.
- review vocabulary cumulatively throughout the year.
- generate relevant questions about reading on issues
- synthesize the content and ideas from several sources focused on a single issue.
- produce evidence of comprehension by paraphrasing ideas and connecting them to other sources.
- extend ideas presented in primary or secondary sources through original evaluation, analysis and elaboration.
- produce bibliographies using accepted formats (Modern Language Association.)
- analyze characters and interactions among characters; time and sequence.
- compare universal themes across genres.
- recognize and understand the significance of literary elements (figurative language, allegory, symbolism).
- evaluate and interpret ambiguities, contradictions, and ironies in text.
- explain how voice and point of view affect the tone plot and credibility of a text.

### **CCSS WRITING COMPONENT:**

At a modified pace and level, students will be required to:

- analyze, compare/contrast and research multiple sources to find evidence to support writing reflections, responses and essays. Emphasis will be made in the areas of grammar, writing conventions and mechanics.
- write biographical or autobiographical narratives or short stories; descriptive pieces; responses to literature; expository compositions including analytical essays and research reports; and persuasive compositions.
- establish a coherent, controlling theme in writing.
- develop clear, appropriate research questions.
- synthesize information from multiple sources and identifying complexities in researched information.
- use advanced publishing software to create final documents.
- revise writing to improve the logic and coherence of the organization, perspective, tone by taking into consideration audience, purpose and formality.
- apply the general strategies for organization and focus, revision, and research methodology to specific genres and text structures.
- write biographical or autobiographical narratives, responses to literature, expository compositions, and persuasive compositions.
- produce legible work that reflects accurate spelling and correct use of conventions.
- understand parts of speech.
- use correct punctuation, including semicolons, colons, ellipses, hyphens.
- demonstrate knowledge of manuscript requirements

### **CCSS SPEAKING AND LISTENING COMPONENTS:**

At a modified pace and level, students will be required to:

- deliver formal and/or informal presentations of the following types: narrative (autobiographical or fictional); descriptive; expository (research); oral responses to literature; and argument or persuasion.
- analyze oral and media presentations by comparing significant historical speeches, assessing rhetorical elements, and evaluating orally presented arguments.
- formulate judgments about ideas under discussion and support judgments with convincing evidence.

- choose appropriate techniques for developing an introduction and conclusion.
- present and advance a clear thesis statement and choose appropriate types of proof.
- use various visual aids, graphs and electronic media to enhance the appeal of presentations.
- deliver oral communications by applying elements of expressive discourse and devices of oral rhetoric (intonation, gestures, eye contact.)

### **DETAILED UNITS OF INSTRUCTION:**

- See Appendix: Curriculum Pacing Guide
- Given the broad spectrum of learning needs and disabilities throughout the District curriculum varies from site to site. The following are examples of curriculum being taught, but not limited, in each classroom.

### **TEXTBOOKS AND RESOURCES MATERIALS:**

Holt Literature Language Arts, Holt Handbook, Holt Vocabulary Workshop, Word Within a Word Vocabulary, Pebble Creek, Practice Island, Grammar Island, District-approved literature.

### **COMMON CORE STANDARDS TO BE ADDRESSED:**

#### **CCSS Reading**

- CCSS.ELA-Literacy.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.CCRA.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.
- CCSS.ELA-Literacy.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.CCRA.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.
- CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- CCSS.ELA-Literacy.CCRA.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.
- CCSS.ELA-Literacy.CCRA.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.
- CCSS.ELA-Literacy.CCRA.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.

## CCSS Writing

- CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- CCSS.ELA-Literacy.W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-Literacy.W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-Literacy.W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - Individually or in groups students will sequence events to produce a coherent
- CCSS.ELA-Literacy.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-Literacy.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-Literacy.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## CCSS Speaking and Listening

- CCSS.ELA-Literacy.CCRA.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.
- CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

## 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 take responsibility for their own learning. They will be guided toward independent learning as a lifelong tool for success in the classroom and beyond.
- **Effective Communicators** who are able to relate clear and logical thought, both orally and in writing. Students will analyze appropriate levels of formality in speech and writing and hone active listening skills.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating an error-free product that is original in substance and a reflection of his or her integrity, beliefs, and values.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students will be engaged 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.
- **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.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their interpretation of literature, students will gain an understanding of the responsibility, honor and integrity that is essential to become a functioning member of our society.

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