

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
Course Outline

SDC English 11-12

Date: March 2006

Subject Area: Special Education

Proposed Grade Level(s): 11-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: Students placement in accordance with current IEP

COURSE DESCRIPTION:

SDC English 11/12 is a first-second year course for high school curriculum relating to the development of reading and writing. A specific emphasis is placed on enhancing reading, writing, and listening skills through the critical interpretation of literature. Students will read and analyze literature, and gain and refine a more complicated voice in their essay writing. A Board-approved literature list constitutes the basis of student instruction in literature. Approved by the FCUSD Board of Education in February 2002, the list sets forth all literature from which teachers will draw their literary curriculum.

GENERAL GOALS/PURPOSES:

Emphasis is centered on helping students become stronger readers that are able to analyze informational discourse, complete more complex writing assignments, and develop comprehension strategies. The following goals have been adopted by FCUSD and are listed under the State Content Standards in the Reading/Language Arts Framework for California Public Schools.

STUDENT READING COMPONENT:

Students will read classic and contemporary literature, magazines, newspapers, speeches, essays, poetry, and consumer and workplace documents. Students are assessed yearly on fluency and decoding skills to improve reading strategies.

Word Analysis, Fluency, and Systematic Vocabulary Development

Students will:

- * Identify and use literal and figurative meanings of words
- * Distinguish between denotative and connotative meanings and interpret the power of words
- * Review vocabulary cumulatively throughout the year

Reading Comprehension

Students will:

- * Learn the story elements
- * Generate relevant questions about reading material
- * 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

Literary Response and Analysis

Students will:

- *Analyze characters and interactions among characters
- *Recognize and understand the significance of literary elements (figurative language, allegory, symbolism)

STUDENT WRITING COMPONENT:

Students will write biographical or autobiographical narratives or short stories; descriptive pieces; responses to literature; expository compositions including analytical essays and research reports; and persuasive compositions.

Writing Strategies

Students will:

- * Establish a coherent, controlling theme in writing
- * Develop clear, appropriate research questions

Writing Applications:

Students will:

- * Produce increasingly longer and more sophisticated papers
- * Write biographical or autobiographical narratives, responses to literature, expository compositions, and persuasive compositions

Written and Oral English Language Conventions:

Students will:

- * Produce legible work that reflects accurate spelling and correct use of conventions
- * Understand parts of speech
- * Use correct punctuation

STUDENT ORAL COMPONENT:

- * Students will be able to interact with other students, as well as instructors by participating in class discussions.

DETAILED UNITS OF INSTRUCTION:

1st Semester: Holt Literature Fifth Course

Chapter 1 - Informational Materials and Public Documents: Native American Literature and poetry (The Sky Tree; The Earth Only: Coyote Finishes His Work: Autobiographical sketches; The Interesting Narrative of the Life of Olaudah Equiano; The Autobiography (Ben Franklin) and Poor Richard's Almanac.

Chapter 2 - American Romanticism-Washington Irving pg. 150-164. Ralph Waldo Emerson pg.179-188
Nathaniel Hawthorne and Edgar Allen Poe pgs. 222-280

Chapters 3 & 4 - Whitman and Dickinson - Shakespearian Sonnet Study- Memorization, recitation, paraphrasing, and analyzing. Novels: Romeo and Juliet—Scene summaries and study questions; The Catcher in the Rye- summaries, discussion and study questions. Holt Handbook of in English-Language Conventions; Ch.1 Parts of Speech. Ch2 Parts of a Sentence. Ch 3 & Ch.4 The Phrase and the Clause Ch 8 Using Verbs Correctly Ch.12 and 13: Capitalization and Punctuation.

Writing Workshop Holt Literature: Writing and Editorial pg. 116-181; Presenting and Evaluating Speeches pgs. 122-125 Book Report Writing project- MLA format, visual and oral presentation.

2nd Semester: Holt Literature Fifth Course

Chapters 5 & 6 - Modern American Fiction and Contemporary Nonfiction T.S. Elliot pgs.581-590; Tim O'Brien pgs.864-875; Gabriel Garcia pgs.911-918

Holt Handbook Fifth Course: Mastering the Standards in English-Language Conventions.

Chapter5 Agreement

Ch. 6 Using Pronouns Correctly

Ch. 7 Clear Reference

Ch. 9 Using Modifiers Correctly

Ch. 17 Writing Clear Sentences

Ch 18 Combining Sentences

Novels: "Frankenstein" by Mary Shelley. Ch. Summaries, Study questions. Video: Compare 2004 version with original novel. "Heroes, "Gods and Monsters of the Greek Myths" by Bernard Evslin- Dramatization, Writing Workshop Holt Literature: Writing – analyzing a novel; analyzing nonfiction

Learning Material in the Classroom:

- * Basic English Composition
- * Elements of Literature Fifth Course
- * Assorted fictional short stories
- * Assorted non-fictional short stories
- * Abridged versions of literary classics
- * Dictionaries

Technology in the Classroom:

- * Computers

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

In Writing, Reading, and Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- * Goals set for each individual student by the I.E.P. team
- * Benchmark goal
- * Annual goal

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.

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.

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.

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.

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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