

## **Folsom Cordova Unified School District**

### **GPS ENGLISH 1**

**Date: January 2016**

**Proposed Grade Level(s): 9**

**Grading: A-F**

**Prerequisite: Enrollment in Global Perspective Studies program**

**Intent to Pursue "A-G" College Prep Status: Yes**

**Course Length: One year**

**Subject Area: English**

**Credits: 5 per Semester**

#### **COURSE DESCRIPTION:**

GPS English 1 is the first year required course for the Global Perspective Studies pathway. This course relates to the development of oral and written communication skills. A specific emphasis is placed on building global awareness through literature, developing reading, writing, listening and speaking skills through the critical interpretation of literature. Students will read and analyze literature based on global issues, gain and refine a more complicated voice in their essay writing, and develop the speaking and listening skills needed in discussion. Students will also engage in project-based learning rooted in the Design Thinking model and will participate in a wide variety of discussion-based activities, including the Socratic Seminar model.

GPS English 1 addresses the same Common Core Standards as English 1, but with a more focused emphasis on the topics of Interdependence/Globalization and Identity/Cultural Diversity. Students will travel through space and time via the literature we read and the topics we discuss. Curriculum delivery will be differentiated to meet the needs of learners of various abilities and learning styles.

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

**GPS English I will focus on four essential questions:**

1. How do environment, cultural diversity, and experiences shape one's identity?
2. How do identity and experiences influence the choices humans make?
3. What are the individual and global consequences of those choices?
4. What does it mean to be part of an interdependent global community?

#### **CCSS READING COMPONENT:**

This includes reading literature that focuses on the motif of journeys, moral dilemmas in times of crisis, and researching global examples of genocides and ethnic cleansing. Selected novels, informational texts, and primary source documents will be used.

Key Ideas and Details 1, 2, 3

Craft and Structure 4, 5, 6

Integration of Knowledge and Ideas 7, 8, 9

### **CCSS WRITING COMPONENT:**

Informational/explanatory, argumentative, and narrative writing will be addressed through the topics of universal themes, moral choices and their consequences, literary analysis, character analyses and journeys.

Text Types and Purposes 1, 2, 3

Production and Distribution of Writing 4, 5, 6

Research to Build and Present Knowledge 7, 8, 9

Range of Writing 10

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

The speaking and listening standards will be addressed through whole group discussions, small group discussions, individual/group oral presentations, and dramatic performances.

Comprehension and Collaboration 1, 2, 3

Presentation of Knowledge and Ideas 4, 5, 6

### **CTE INDUSTRY SECTOR/PATHWAY/STANDARDS:**

Not applicable

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

Both semesters will focus on the overarching topics of Interdependence & Globalization and Identity & Cultural Diversity

#### **Semester 1:**

*1<sup>st</sup> quarter: Students will focus on these two essential questions:*

*How do environment, cultural diversity, and experiences shape one's identity?*

*To what extent are all humans part of an interdependent global community?*

Students will engage in lessons based on Greek, as well as global mythology, *The Odyssey*, and *The Alchemist*, a text which encompasses the motif of the journey, as well as elements of myth. Students will research universal global myths, e.g.: creation, epic journeys, cosmic battles, monsters and dragons, apocalypse, natural phenomena, fate, etc., and compose informative /explanatory writing assignments focusing on universal themes addressed in these myths. Students will also engage in small-group discussions, whole-class discussions, and individual/group oral presentations.

*2<sup>nd</sup> quarter: Students will focus on these two essential questions:*

*How do identity and experiences influence the choices humans make?*

*What are the individual and global consequences of those choices?*

Students will engage in lessons based on, *To Kill a Mockingbird*, as well as current and historical informational text and primary source documents relevant to the novel. Students will research and present

their findings about the historical background and societal context of *To Kill a Mockingbird*, as well as write literary analyses focusing on themes in *To Kill a Mockingbird*, and a personal narrative addressing moral journeys. They will also engage in small-group and whole-class discussions, as well as Socratic Seminars.

First semester grammar instruction will focus on Parts of Speech and Parts of the Sentence. Vocabulary will focus on Word within the Word Lessons 1-5.

## **Semester 2:**

***3<sup>rd</sup> and 4<sup>th</sup> quarters: Students will focus on all four essential questions:***

*How do environment, cultural diversity, and experiences shape one's identity?*

*To what extent are all humans part of an interdependent global community?*

*How do identity and experiences influence the choices humans make?*

*What are the individual and global consequences of those choices?*

The first unit of study will focus on issues surrounding the Holocaust, as well as moral dilemmas individuals face in times of crisis. Texts will include *Night*, *Unbroken (proposed)*, and a wide variety of current and historical informational texts and primary source documents. Students will research and present their findings about global examples of genocides and ethnic cleansing. Argument writing will focus on moral choices made by individuals and the consequences on individuals and society.

The second unit of study will incorporate lessons based on *Fahrenheit 451* and *I Am Malala (proposed)*. Students will discuss the importance of literacy and education and the impact on both in individuals and society. They will research and present their findings on an individual who has made a positive contribution to the world and compose argument writing focusing on the impact of that individual. Using the Design Thinking model, they will also work in teams to identify a problem and develop a solution to a global problem related to education.

Students will end the year with a unit based on Shakespeare's *Romeo and Juliet*, engaging in a variety of lessons about the play, not only as an example of Shakespearean and dramatic literature, but also through the lens of the essential questions of the course. Students will write character analyses focusing on choices and consequences in *Romeo and Juliet*. They will also engage in text-based dramatic activities designed to lead to deeper understanding of the play.

Second-semester units will incorporate small-group and whole-class discussions, Socratic Seminars, and oral presentations.

Second semester grammar instruction will focus on phrases and clauses. Vocabulary instruction will focus on Word within the Word Lessons 6-10.

## **TEXTBOOKS AND RESOURCE MATERIALS:**

District-approved 9th grade literature/writing anthology

Various articles and online resources

Primary source documents

Various multimedia resources

Novels/literature selections: *The Odyssey*, *The Alchemist*, *To Kill a Mockingbird*, *Night*, *\*Unbroken*, *\*I Am Malala*, *Fahrenheit 451*, *Romeo and Juliet*

(\*Proposed new adoptions)

*Facing History and Ourselves: Teaching Mockingbird*

*Facing History and Ourselves: Holocaust and Human Behavior*

Facing History and Ourselves website/Educator Resources

*Word within the Word* vocabulary curriculum

District approved grammar curriculum

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

### **READING:**

Quarter 1: 1, 2, 3, 5, 7, 10

Quarter 2: 1, 2, 3, 4, 6, 8, 9, 10

Semester 2: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

#### ***Key Ideas and Details:***

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

#### ***Craft and Structure:***

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.6

Assess how point of view or purpose shapes the content and style of a text.

#### ***Integration of Knowledge and Ideas:***

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.1

CCSS.ELA-LITERACY.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar to compare the approaches the authors take.

#### ***Range of Reading and Level of Text Complexity:***

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

## **WRITING:**

Quarter 1: 1, 2, 4, 5, 6, 7, 8, 9, 10

Quarter 2: 1, 3, 4, 5, 6, 9, 10

Semester 2: 1, 2,3,4,5,6,7,8, 9, 10

### ***Text Types and Purposes 1:***

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.2

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

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.

### ***Production and Distribution of Writing:***

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.6

Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.

### ***Research to Build and Present Knowledge:***

CCSS.ELA-LITERACY.CCRA.W.7

Conduct short, as well as more sustained research projects based on focused questions, demonstrating an understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

### ***Range of Writing:***

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time 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.

## **SPEAKING & LISTENING**

Quarter 1: 1, 2, 3, 4, and 5

Quarter 2: 1, 2, 3, 4, and 6

Semester 2: 1, 2, 3, 4, 5, 6

### ***Comprehension and Collaboration:***

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.2

Integrate and evaluate information presented in diverse media and formats, including visually,

quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

***Presentation of Knowledge and Ideas:***

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.

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.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**LANGUAGE**

Quarter 1: 1, 2, 3, 4, 5, and 6

Quarter 2: 1, 2, 3, 4, 5, and 6

Semester 2: 1, 2, 3, 4, 5, 6

***Conventions of Standard English:***

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.

***Knowledge of Language:***

CCSS.ELA-LITERACY.CCRA.L.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.

***Vocabulary Acquisition and Use:***

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.

**DISTRICT ESLRs to be ADDRESSED:**

**Students will be**

- **Self-directed Learners:** as they conduct a variety of research-based activities focusing on the essential questions.
- **Effective Communicators:** as they present their findings in a wide variety of oral and written

activities, for a range of audiences.

- **Quality Producers and Performers:** as they create a range of text-based and media products to present their research and text-based findings.
- **Constructive Thinkers:** as they synthesize information from a range of literary texts, as well as current global issues.
- **Collaborative Workers:** as they engage in class projects and discussions.
- **Responsible Citizens:** as they focus on global and cultural issues with a wide variety of populations.

## Year at a Glance:

### Interdependence & Globalization / Identity & Cultural Diversity

	Quarter 1	Quarter 2	Quarters 3 and 4
<b>Essential Questions Addressed</b>	How do environment, cultural diversity, and experiences shape one's identity? To what extent are all humans part of an interdependent global community?	How do identity and experiences influence the choices humans make? What are the individual and global consequences of those choices?	How do environment, cultural diversity, and experiences shape one's identity? How do identity and experiences influence the choices humans make? What are the individual and global consequences of those choices? To what extent are all humans part of an interdependent global community?
<b>Reading</b>	Global Myths <i>The Odyssey</i> <i>The Alchemist</i>	<i>To Kill a Mockingbird</i> Historical documents Primary source documents	<i>Night</i> <i>Unbroken</i> Historical documents Primary source documents <i>I Am Malala</i> <i>Fahrenheit 451</i> <i>Romeo and Juliet</i>
<b>Writing</b>	Research universal global myths, e.g. creation, epic journeys, cosmic battles, monsters and dragons, apocalypse, natural phenomena, fate, etc.  Informative /explanatory writing focusing on universal themes	Research historical background and societal context of <i>To Kill a Mockingbird</i> .  Literary analysis focusing on themes in <i>TKAM</i> .  Personal narrative addressing moral journey	Research global examples of genocides and ethnic cleansing.  Argument writing focusing on moral choices made by individuals and the consequences on individuals and society.  Research an individual who made a positive contribution to the world.  Argument writing focusing on the impact of that individual.  Identify a problem and develop a solution to a global problem related to education.  Character analyses focusing on choices and consequences in <i>Romeo and Juliet</i> .
<b>Speaking &amp; Listening</b>	Small-group discussions Whole-class discussions Oral Presentations	Small-group discussions Whole-class discussions Socratic Seminar	Small-group discussions Whole-class discussions Activities Socratic Seminar  Oral Presentation Dramatic
<b>Language</b>	Parts of Speech Parts of Sentence	Parts of Speech Parts of Sentence	Phrases and Clauses <i>Word Within the Word</i>



	<i>Word Within the Word</i> Vocabulary Lessons 1-5	<i>Word Within the Word</i> Vocabulary Lessons 1-5	Vocabulary Lessons 6-10
<b>Standards Addressed</b>	R: 1, 2, 3, 5, 7, 10 W: 1, 2, 4, 5, 6, 7, 8, 9, 10 S&L: 1, 2, 3, 4, 5 L: 1, 2, 3, 4, 5, 6	R: 1, 2, 3, 4, 6, 8, 9, 10 W: 1, 3, 4, 5, 6, 9, 10 S&L: 1, 2, 3, 4, 6 L: 1, 2, 3, 4, 5, 6	R: 1,2,3,4,5,6,7,8,9,10 W: 1, 4, 5, 6, 7, 8, 9, 10 S&L: 1, 2, 3, 4, 5, 6 L: 1, 2, 3, 4, 5, 6

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