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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES**Course Title: English 3 (#0121) / Advanced English 3 (#0122)****TABLE OF CONTENTS**

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EDUCATIONAL SERVICES

Department: **English/Language Arts**

Course Title: **English 3 / Advanced English 3**

Course Number: **(#0121) / (#0122)**

Unit Title: **Defining and Redefining the "American Dream"**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RL #1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL #2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL #3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

RL #4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

RL #5: Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

RL#9: Demonstrate knowledge of 18th, 19th, and early 20th century foundational works of American literature.

RL# 10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

RI #1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI #2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI #3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI #4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI #7: Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

RI#10: Read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

WS#1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

B. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use specific rhetorical devices to support assertions

D. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the argument presented.

WS #4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

WS #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WS#9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

WS #10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

SL#1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL#6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LS #1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

B. Resolve issues of complex or contested usage, consulting references as needed.

LS #2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions

B. Spell correctly

LS #6: Acquire and use accurately general academic 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 considering a word or phrase important to comprehension or expression.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Chronologically: Age of Faith

Students will read a variety of texts, both fiction and nonfiction, reflecting on the foundation and initiation of the American Dream. Students might read travel logs/journals such as John Smith's "General History of Virginia" and/or Alvar Nunez Cabeza de Vaca's " from La Relacion"; sermons such as Jonathan Edwards' "Sinners in the Hands of an Angry God", William Bradford's "of Plymouth Plantation, and/or "John Winthrop's "City on a Hill"; relevant poetry including any work by Anne Bradstreet and/or Edward Taylor's "Huswifery"; Native American texts, and/or Arthur Miller's drama *The Crucible*.

Thematically:

Students will read a variety of texts, both fiction and nonfiction, reflecting differing perspectives and ideas on what the American Dream is. Students might read the above texts as well as F. Scott Fitzgerald's *The Great Gatsby*, Harlem Renaissance texts by authors including Langston Hughes, James Weldon Johnson, Countee Cullen and/or Zora Neale Hurston; Ralph Waldo Emerson's *Self Reliance*, Henry David Thoreau's "Civil Disobedience" and/or *Walden*, Walt Whitman's *Song of Myself*; and, various Native American documents.

Students will produce a document (timed write, blog, poster, essay, ect) where they assert a claim regarding the American Dream and support that claim using reasoning and evidence from their readings.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct instruction of basic rhetorical strategies including argumentation and persuasion.

Collaborative work/discussion

Analysis of texts utilizing and applying rhetorical strategies.

Review of final document for task/audience/purpose

Review of language appropriate to task

Group Discussion

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Class discussion (F)

Short Answer Responses (S & F)

Objective tests/Quizzes (S)

Group and/or Individual Presentations (S)

Final Writing product (S)

Product Revision (F)

Dialectical journals, journal writes, informal/formal writing (F)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Teachers and students may use the following strategies to help support learning:

Various web based programs/videos for additional help and/or clarification

Peer Revision

Peer Tutoring

One on one help with Teacher

Modified pacing for Special Ed

Scaffolding and/or differentiated instruction to provide additional support for struggling learners

Academic Recovery

EDUCATIONAL SERVICES

Department: **English/Language Arts**

Course Title: **English 3 / Advanced English 3**

Course Number: **(#0121) / (#0122)**

Unit Title: **Consuming and Communicationg Information Effectively**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RL#1, 3, 4, 9, 10

RI#1, 3, 4, 10

RI#5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI#6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI#8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

RI#9: Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

WS#1, 4, 5, 9, 10

WS #6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL#1, 6

SL #3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL #4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, an style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation.

LS: 1, 2

LS #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.

A. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LS#4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

A. use context as a clue to the meaning of a word or phrase

B. identify and correctly use patterns of word changes that indicate different meanings or parts of speech

C. consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

D. verify the preliminary determination of the meaning of a word or phrase

LS #5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech in context and analyze their role in the text

B. Analyze nuances in the meaning of words with similar denotations

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Chronologically: Age of Reason

Students will read a variety of American foundational documents such as *Declaration of Independence*, *Speech to the Virginia Convention*, and/or *Common Sense*.

Thematically: Persuasion

Students will read the above and/or other persuasive essays or speeches including presidential speeches, human rights speeches, or letters.

Students will be able to identify persuasive elements. Students will be able to extract those elements, explain the impact on the audience, and the purpose of the speaker.
Students will craft a persuasive document with a purpose, anticipating the impact upon the audience and applying a variety of persuasive elements.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct instruction of specific persuasive and argumentative elements including logos, pathos, ethos.
Collaborative work/discussion
Analysis of texts utilizing and applying rhetorical strategies.
Review of final document for task/audience/purpose
Review of language appropriate to task
Socratic Seminar
SOAPSTone Analysis
Graphic Organizers
Close Reading Activities
Jigsaw Activities
Cornell Note-taking or other
Student presentations of information

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Class discussion (F)
Short Answer Responses (S & F)
Objective tests/Quizzes (S)
Group and/or Individual Presentations (S)
Final Writing product (S)
Product Revision (F)
Dialectical journals, journal writes, informal/formal writing (F)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Teachers and students may use the following strategies to help support learning:
Various web based programs/videos for additional help and/or clarification
Peer Revision
Peer Tutoring
One on one help with Teacher
Modified pacing for Special Ed
Scaffolding and/or differentiated instruction to provide additional support for struggling learners
Academic Recovery

EDUCATIONAL SERVICES

Department: **English/Language Arts**

Course Title: **English 3 / Advanced English 3**

Course Number: **(#0121) / (#0122)**

Unit Title: **Anything Goes**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RL# 1, 2, 4, 5, 9, 10

WS #2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WS #3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

WS# 4, 5, 6, 10

SL# 1, 3, 6

LS# 1, 2, 3, 5

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Chronologically: Romanticism, Transcendentalism, Gothic Romanticism

Students will read a variety of texts reflecting the values and ideals present in Romanticism and

Transcendentalism, focusing on the emergence of the individual. Text selections might include those authored by Walt Whitman, Emily Dickinson, Henry Wadsworth Longfellow, Henry David Thoreau, Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe, and/or Washington Irving.

Thematically: Poetry, Language, Style, Tone

Students will read a variety of texts reflecting the stylistic differences across genres and authors. Students might read any texts by the above authors as well as other authors with a unique voice including, but not limited to, e.e. cummings, Mark Twain, John Steinbeck, Maya Angelou, Amy Tan, etc.

Students will borrow a stylistic element from an author they have read and create a unique piece that reflects that element and comments on a personal experience. (narrative writing)

Students will produce an expository essay explicating how the stylistic devices (tone, diction, syntax, language) define and reflect an individual voice. (expository)

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct instruction of stylistic choices, poetic devices, and figurative language.

Collaborative work/discussion

Analysis of texts utilizing and applying appropriate strategies.

Review of final document for task/audience/purpose

Review of language appropriate to task

Socratic Seminar

SOAPStone Analysis

Graphic Organizers

Close Reading Activities

Jigsaw Activities

Cornell Notetaking or other

Student presentations of information

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Poem Explication (F & S)

Class discussion (F)

Short Answer Responses (S & F)

Objective tests/Quizzes (S)

Group and/or Individual Presentations (S)

Final Writing product (S)

Product Revision (F)

Dialectical journals, journal writes, informal/formal writing (F)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Teachers and students may use the following strategies to help support learning:

Various web based programs/videos for additional help and/or clarification

Peer Revision

Peer Tutoring

One on one help with Teacher

Modified pacing for Special Ed

Scaffolding and/or differentiated instruction to provide additional support for struggling learners

Academic Recovery

EDUCATIONAL SERVICES

Department: **English/Language Arts**

Course Title: **English 3 / Advanced English 3**

Course Number: **(#0121) / (#0122)**

Unit Title: **Conflict and Conformity**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RL# 1, 2, 3, 9, 10

RL #6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text form what is really meant.

RL #7: Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.

RI#1, 2, 3, 5, 6, 9, 10

WS# 2, 4, 5, 6, 9, 10

WS #7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WS #8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

SL# 1, 4, 6

SL #2: Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL #5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LS# 1, 2, 6

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Chronologically: Realism, Naturalism

Students will read a variety of texts that reflect the struggles and strife of Americans due to expansion and war.

Students will again look at the shifting ideals in the changing American landscape. Students might read selections authored by Mark Twain, Bret Harte, Stephen Crane, Ambrose Bierce, Jack London, Frederick Douglas, and or Abraham Lincoln.

Thematically:

Students will read a variety of texts that reflect both conflict and conformity in various times in American society.

Students might read any of the above and also including but not limited to Native American texts, Harper Lee's *To Kill a Mockingbird*, Amy Tan's *Joy Luck Club*, Mark Twain's *Huckleberry Finn*, Arthur Miller's *The Crucible*, Abigail Adams' Letters, Tim O'Brien's "Ambush", various Civil Rights texts (such as Martin Luther King, Jr.'s speeches and writings), Women's Rights pieces (such as Charlotte Perkins Gilman's "Yellow Wallpaper"), ect.

Students will look at the various conflicts and struggles that occur or have occurred within American society. For instance: identifying how an author's/character's conflict often reflects a conflict within society OR how the power structure in the society leads to a conflict for/within the author/character. Students will analyze the impact of these conflicts upon the individual and society. Students will look at society and draw a parallel between an individual's struggles and a similar struggle in their culture. Students might also consider how the conflict(s) impact the American Dream.

Students will produce a document (perhaps a policy proposal) outlining a recommendation for social change as a direct result of an identified conflict. Students might work collaboratively to research a conflict and then work

together to create a proposed solution, potentially in the form of an informative document. Students might also present to their peers in another venue.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct instruction regarding themes and social constructs and historical context.
Collaborative work/discussion
Analysis of texts utilizing and applying rhetorical strategies
Review of final document for task/audience/purpose
Review of language appropriate to task
Socratic Seminar
SOAPStone Analysis
Graphic Organizers
Close Reading Activities
Jigsaw Activities
Cornell Notetaking or other
Student presentations of information
Source Evaluation
Letter to the Editor (Op-Ed)

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Class discussion (F)
Debate (S)
Short Answer Responses (S & F)
Objective tests/Quizzes (S)
Group and/or Individual Presentations (S)
Final Writing product (S)
Product Revision (F)
Dialectical journals, journal writes, informal/formal writing (F)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Teachers and students may use the following strategies to help support learning:
Various web based programs/videos for additional help and/or clarification
Peer Revision
Peer Tutoring
One on one help with Teacher
Modified pacing for Special Ed
Scaffolding and/or differentiated instruction to provide additional support for struggling learners
Academic Recovery

EDUCATIONAL SERVICES

Department: **English/Language Arts**

Course Title: **English 3 / Advanced English 3**

Course Number: **(#0121) / (#0122)**

Unit Title: **Opportunities that Affect Access (to the "American Dream")**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RL# 1, 2, 6, 10
 RI# 1, 2, 3, 5, 6, 10
 WS# 1, 2, 4, 5, 6, 7, 8, 9, 10
 SL# 1, 3, 4, 6
 LS# 1, 2, 6

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Chronologically: Modernism and Post-Modernism

Students will read a variety of texts that reflect the shifting values in American society as a result of continued conflict. These texts might reflect ideals that limit access to certain opportunities. Texts might include but not be limited to F. Scott Fitzgerald's *The Great Gatsby*, Harper Lee's *To Kill a Mockingbird*, Charlotte Perkins Gilman's "Yellow Wallpaper", Kate Chopin's "Story of an Hour", Harlem Renaissance pieces, Robert Frost's "Birches" or "Two Paths", Carl Sandburg's "Chicago", Edgar Lee Masters' "Lucinda Matlock" or "Petit, the Poet", Edward Arlington Robinson's "Richard Cory" and/or "Miniver Cheevy", and/or F. Scott Fitzgerald's "Winter Dreams".

Thematically:

Students will read a variety of texts that reflect the shifting values in American society. These texts might also reflect ideals that limit access to certain opportunities. In addition to the above texts, students might also read Civil Rights pieces, immigration selections, Native American selections, Women's Rights selections (such as *Title IX*), including, but not limited to, selections authored by Tim Wise, Ceasar Chavez.

Students might explore differing opportunities available to the disenfranchised or voiceless population in American society, focusing on their own communities. Students might consider these questions: What's affecting your access to the American Dream...What's affecting _____ access to the American Dream? Students might research, collaborate, address, and create a product that at minimum raises awareness.

Students may also write an expository essay where they explore the connection between history and literature as it relates to the opportunities and access to the American Dream.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct instruction regarding themes and social constructs and historical context.

Collaborative work/discussion

Analysis of texts utilizing and applying rhetorical strategies

Review of final document for task/audience/purpose

Review of language appropriate to task

Socratic Seminar

SOAPSTone Analysis

Graphic Organizers

Close Reading Activities

Jigsaw Activities

Cornell Note-taking or other

Student presentations of information

Source Evaluation

Letter to the Editor (Op-Ed)

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Class discussion (F)

Debate (S)

Short Answer Responses (S & F)

Objective tests/Quizzes (S)

Group and/or Individual Presentations (S)

Final Writing product (S)

Product Revision (F)

Dialectical journals, journal writes, informal/formal writing (F)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Teachers and students may use the following strategies to help support learning:

Various web based programs/videos for additional help and/or clarification

Peer Revision

Peer Tutoring

One on one help with Teacher

Modified pacing for Special Ed

Scaffolding and/or differentiated instruction to provide additional support for struggling learners

Academic Recovery

EDUCATIONAL SERVICES

Department: **English/Language Arts**

Course Title: **English 3 / Advanced English 3**

Course Number: **(#0121) / (#0122)**

Unit Title: **Research for Information**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RL# 1, 4, 5, 6, 10

RI# 1, 3, 7, 10

WS# 1, 2, 4, 5, 6, 7, 8, 9, 10

SL# 1, 2, 4, 5, 6

LS# 1, 2, 3, 4, 6

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

This unit can be completed at any time during the school year.

Students identify a topic, utilize a variety of sources, take notes, create a works consulted (bibliography) and works cited, organize information, synthesize ideas, craft an MLA formatted research-based document, and complete the writing process as directed.

At the teacher's direction, students may complete a research project on a controversial issue, a comparative analysis of an American author, or a cultural expression and its impact on American society.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction on tools: Noodletools, databases, Turnitin, source identification & evaluation

Graphic Organizers

Source Evaluation

Peer Editing

Writing Workshops

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Small Group Discussion (F)

Progress Checks for Research and Writing (F)

Document Revision (F)

Final Product (S)

Presentations (S)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Peer Revision

Peer Tutoring

One on one help with Teacher

Modified pacing for Special Ed

Scaffolding and/or differentiated instruction to provide additional support for struggling learners

Tutorials

Academic Recovery