

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE English 4: Contemporary Literature			
DISTRICT COURSE NUMBER #0133		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2133	
Rationale:		This course will provide students with a rich variety of choices in contemporary literature while they master common core standards in language arts.	
Course Description that will be in the Course Directory:		Contemporary Literature will focus on exposing students to literature from the 21 st century. The intention of this course is to expand the role that literature and writing play in the life of students of English and as participants of life. The reading selections will allow students to focus on how we understand ourselves through understanding others. The material will also act as a platform to confront how the world around us shapes our lives. The reading selections and activities are intended to deepen students' interactions with the text and the issues embedded within the text so as to create critical thinkers who are able to contribute in a productive and positive way to their communities.	
How Does this Course align with or meet State and District content standards?		All reading selections and activities are based on the common core standards. All units also reflect the common core standards.	
NCLB Core Subjects:		<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Civics and Government <input type="checkbox"/> Not Core Subject <input type="checkbox"/> Economics <input type="checkbox"/> History <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Foreign Language <input checked="" type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Geography <input type="checkbox"/> Science	
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)		CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) <input type="checkbox"/> Tech Prep & ROP (33) <input type="checkbox"/> ROP <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input checked="" type="checkbox"/> N/A
		INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A	
Length of Course:		<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester	
Grade Level(s):		<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Credit:		<input checked="" type="checkbox"/> Number of units: 10 <input checked="" type="checkbox"/> Meets graduation requirements (subject: English) <input type="checkbox"/> Request for UC "a-g" requirements	<input checked="" type="checkbox"/> College Prep
Prerequisites:		Successful completion of English 1, 2, and 3	
Department(s):		English	
District Sites:		EDHS, ORHS, PHS, UMHS, IHS, Virtual Academy	
Board of Trustees COS Adoption Date:		5/14/2013	
Textbooks / Instructional Materials:		Novels	

Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	NA

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.

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Course Title: English 4: Contemporary Literature #0133

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EDUCATIONAL SERVICES

Department: **English / Language Arts**

Course Title: **Contemporary Literature**

Course Number: **#0133**

Unit Title: **Unit 1: Framing Moments: Personal Narrative/College App/Scholarship Essay**

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

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

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.

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.

Students will read different pieces focusing on reflection and narration such as poems, articles, sample reflective/narrative essays. Students will write a personal narrative and/or college or scholarship application essay depending upon their need.

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 narrative/reflection techniques

Collaborative Group work

Analysis of other reflection/narration/autobiographical pieces

Review of writing for task/audience/purpose

Review of language appropriate to task/audience/purpose

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

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

Class Discussion (F)

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

Unit Essay: Narrative Essay (with the purpose of utilizing it outside of the classroom) (S)

Essay Revision (F)

Short Answer Responses (S & F)

Objective Tests/Quizzes (S)

Group and/or Individual presentations (S)

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: **Contemporary Literature**

Course Number: **#0133**

Unit Title: **Unit 2: Coming of Age—the Bildungsroman**

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

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

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 #4

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.

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.

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.

Students will learn the characteristics of coming of age/rite of passage/bildungsroman novels and stories. Students will read novels such as *Life of Pi* or *The Bean Trees* to analyze how the author has utilized those characteristics. Students will pay close attention to changes in the protagonist. Students will be able to use evidence from the story to justify it as a coming of age story.

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 the characteristics of a coming of age novel/story

Collaborative group work

Jigsaw activities

Socratic Seminars

Graphic Organizers

Close Reading activities

SOAPSTone activities

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

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

Class Discussion (F)

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

Unit Essay: Informative/Expository Essay (S)

Essay Revision (F)

Short Answer Responses (S & F)

Objective Tests/Quizzes (S)

Group and/or Individual presentations (S)

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: **Contemporary Literature**

Course Number: **#0133**

Unit Title: **Unit #3: How to tell a Story**

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

RL #1, 2, 3, 4, 5, 6

RI #5,6

WS #2: A-F

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 #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 #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 #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 #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.

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.

Students will read a variety of novels and short stories throughout the year. As each novel/story is started, special attention should be placed to the author's choice of how to tell the story. As students gain knowledge in different storytelling types (i.e. Frame narrative, epistolary, memoir/autobiography, shifts in narrator, POV, etc.) they will be able to analyze the author's choice of details, characterization, point of view, pacing of plot, thematic implications, etc. and the effectiveness of those choices on the author's story. (For example: Students may read novels such as *Life of Pi* and analyze how the story functions as a frame narrative, paying special attention to how each Part (1, 2, 3) impacts the story as a whole and how Part 1 informs Part 2 and Part 2 informs Part 3.)

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 in storytelling methods (frame narrative, epistolary, ect)
Collaborative assignments
Jigsaw activities
SOAPSTone analysis
Close Reading activities
Socratic Seminars
Graphic Organizers

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

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

Class Discussion (F)
Dialectical journals, journal writes, students presentation, informal/formal writing (F)
Unit Essay: Informational/Expository (S)
Essay Revision (F)
Short Answer Responses (S & F)
Objective Tests/Quizzes (S)
Group and/or Individual presentations (S)

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: **Contemporary Literature**Course Number: **#0133**Unit Title: **Unit #4: The Non-Fiction Picture****Content Area Standards** (Please identify the source): List content standards students will master in this unit.

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 #4-6

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, 5

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.

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.

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

- A. Apply grades 11-12 reading standards to literature.

SL #1, 3

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 #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.

- B. Plan and present an argument that supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions; uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.

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, 3, 5, 6

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. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific

- and mathematical terminology.
- 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.

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.

During the study of a novel, teachers might introduce some topic relevant to a big idea in that novel and offer some articles or critiques or supplementary texts (short stories, essays, ect) on that idea. Students will read several articles or critiques and synthesize some ideas from multiple sources in order to come to a personal understanding on the topic. Students may do extended research on that topic or on a related topic as well in order to deepen knowledge. Students will participate in discussions like Socratic seminars in order to share ideas and then will write an essay in which they set forth and support a specific argument based on their research, utilizing multiple sources. Students may then present their ideas in a more formal presentation.

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.

Students will utilize Noodlebib or some other works cited/note taking site to keep track of research and ideas and also to communicate with instructor or group members.

Close Reading
Jigsaw Activities
Socratic Seminars
Graphic Organizers
Peer Editing
Writing Workshops

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

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

Class Discussion (F)
Dialectical journals, journal writes, students presentation, informal/formal writing (F)
Unit Essay: Research based; argumentation (S)
Essay Revision (F)
Short Answer Responses (S & F)
Objective Tests/Quizzes (S)
Group and/or Individual presentations (S)

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: **Contemporary Literature**

Course Number: **#0133**

Unit Title: **Unit #5: Hero or Anti-Hero? That is the Question...**

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

RL #1-7, 10
 RI #4, 7
 WS #1 a-f
 WS #4, 5, 7, 8, 10
 SL #1 a-d, 2, 4b, 5, 6
 LS #1, 4, 5, 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.

After reviewing the classic hero's journey and the more modern anti-hero's journey, students will discuss the protagonists of various novels (such as Into Thin Air, Into the Wild, or The Kite Runner) and determine if they are heroes or anti-heroes. Teachers might consider dividing students into groups and having them, as a group, make a case for the opposite viewpoint and then presenting their case to the rest of the class.

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.

Dialectical Journals on hero/anti-hero traits
 Socratic Seminars
 Literature circles
 Close Reading
 Class Discussion
 Graphic Organizers
 Archetype discussion/instruction

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

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

Class Discussion (F)
 Dialectical journals, journal writes, students presentation, informal/formal writing (F)
 Unit Essay: Persuasive/Argumentation—possibly make a case for the hero/anti-hero (S)
 Essay Revision (F)
 Short Answer Responses (S & F)
 Objective Tests/Quizzes (S)
 Group and/or Individual presentations (S)

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: **Contemporary Literature**

Course Number: **#0133**

Unit Title: **Unit 6: Power Struggles**

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

RL #1-7, 10
RI #4, 7
WS #1 a-f
WS #4, 5, 7, 8, 10
SL #1 a-d, 2, 4b, 5, 6
LS #1, 4, 5, 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.

Students will look at the various kinds of conflict and struggles that occur within various novels. For instance: identifying how a character's inner conflict often results in a conflict with society OR how the power structure a character is part of becomes the source of or leads to conflict. Students will analyze the impact of these various power struggles upon the protagonist and the novel and perhaps the novel's impact upon our culture as a result of the power struggle. Students will then look at society and draw a parallel between a character's struggle and a similar struggle in our culture.

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.

Close Reading
Classroom Instruction
Direct instruction in themes and other pertinent info
Graphic organizers
Dialectical Journals
Socratic Seminars
Literature Circles

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

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

Class Discussion (F)
Dialectical journals, journal writes, students presentation, informal/formal writing (F)
Unit Essay: Argumentation (S)
Essay Revision (F)
Short Answer Responses (S & F)
Objective Tests/Quizzes (S)
Group and/or Individual presentations (S)

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: **Contemporary Literature**

Course Number: **#0133**

Unit Title: **Unit 7: Popular Fiction/Literature Circles**

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

RL #1-7, 10
RI #4, 7
WS #1A-F OR #2A-F
WS #4, 5, 10
LS# 1a

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.

Students will have the opportunity to evaluate a popular fiction (or nonfiction) novel that has a high interest level. Students will compare the writing of their novel to other books they have read in their high school career for the purpose of making a judgment as to what is pop fiction and what is literature. Students will compare and analyze the writing styles of such authors as Hawthorne, Fitzgerald, and Emerson to their own "pop" author. At the end of the unit, students should have an understanding as to the characteristics and purposes that define literature and those that define pop fiction.

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 style, rhetoric, purpose, etc.
Collaborative group work
Jigsaw activities
Close Reading Activities
Dialectical Journals
SOAPSTone activities
Socratic Seminar

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

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

Class Discussion (F)
Dialectical journals, journal writes, students presentation, informal/formal writing (F)
Unit Essay: Informational/Expository OR Argumentation (S)
Essay Revision (F)
Short Answer Responses (S & F)
Objective Tests/Quizzes (S)
Group and/or Individual presentations (S)

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: **Contemporary Literature**

Course Number: **#0133**

Unit Title: **Optional Extension Activity for Popular Fiction OR Hero/Anti-Hero OR Non-Fiction Picture Units**

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

RL #1-7, 10
 RI #1-7, 10
 WS #1a-f (group)
 WS #4-10
 SS #1a-d, 2-3, 4b, 5, 6
 LS #1-3, 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.

Students will conduct extensive analysis and research on their chosen author/book and a related topic or theme. (Ideally, three or four students would have the same author/book so that this becomes a collaborative project) Analysis and research should be relevant and connect both the book/author and the related topic or theme—there should be direct correlation. Students will synthesize research, working on making connections between book, author, time period, topic, theme. As a Group, students will write a short research paper, utilizing the proper method for citing and documenting. Additionally, students will utilize technology to create a persuasive video, focusing on logos, ethos, pathos, for a presentation of their findings to the class

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
 SOAPStone activities
 Technology activities and instruction
 Noodlebib/Noodletools
 Class Discussion

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

Teachers may use the following assessments to assess student achievement throughout instruction to identify student learning needs and guide ongoing adjustments in instruction to maximize student learning:

Class Discussion (F)
 Dialectical journals, journal writes, students presentation, informal/formal writing (F)
 Unit Essay: Research Based—Argumentation (S)
 Essay Revision (F)
 Short Answer Responses (S & F)
 Objective Tests/Quizzes (S)
 Group and/or Individual presentations (S)
 Informal Progress Checks—Technology, research, project progression (F)

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

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Progress Checks