

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

COURSE TITLE Career Reading and Composition			
DISTRICT COURSE NUMBER #0143		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2113	
Rationale:	Students need ample practice reading and writing the types of expository prose they will encounter in community college, vocational, and technical schools. In addition, students must become proficient in language skills needed to be career-ready, productive citizens.		
Course Description that will be in the Course Directory:	This year-long course of English 12 is designed to strengthen students' critical thinking, writing, reading, speaking, and listening skills through differential and varied instruction. Students will work at developing skills in grammar, syntax, and literary analysis to heighten their emerging writing and critical thinking skills. This course will engage students through diverse instruction and engaging literature and informational text. Students will compose various mediums of writing throughout the year (e.g. informative, expository, argumentative, research, personal narrative, poetry, multimedia presentations, and a professional portfolio documents). Some of the skills that we will be developing are composition, writing arguments to logically support claims in an analysis of a text or topic, vocabulary building, word usage, and cause and effect. Students will work individually and in different configurations throughout the semester, such as small to large groups.		
How Does this Course align with or meet State and District content standards?	All literature and lessons are aligned with the Common Core State 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) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <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 type="checkbox"/> Voc Subject _____ <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 credits: 5 Units per semester <input checked="" type="checkbox"/> Meets graduation requirements (subject English) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____		<input type="checkbox"/> College Prep
Prerequisites:	English 1, 2, and 3		
Department(s):	English		

District Sites:	Ponderosa
Board of Trustees COS Adoption Date:	June 9, 2015
Textbooks / Instructional Materials:	Business English, Guffey & Seefer, 2014-11 th Edition, Cengage Learning, 978-1-133-62750-0
Funding Source:	District General Fund
Board of Trustees Textbook Adoption Date:	June 9, 2015

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: Career Reading and Composition (#0143)

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EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES

Writing and Speaking/Listening Standards

NOTE TO TEACHERS:

Listed below are the California-adopted Common Core State Standards in writing, language, and listening and speaking that students are to master during their twelfth grade year. It is expected that these standards are routinely taught within the EDUHSD English IV curriculum. By the end of the twelfth grade year, students are expected to demonstrate increasing proficiency in each skill set listed below.

Teachers may select appropriate writing assignments for each unit, with the intention of covering all of the standards listed below with as much frequency as possible. Writing should include full process and on demand prompts.

Required writing for 12th grade:

- Narratives (real or imagined)
- Argument (claim and counterclaim)
- Informative/Explanatory (including literary analysis)
- Research/Project Writing that includes citations, works cited, and/or bibliographies

Suggested writing assignments for each semester are as follows:

First Semester

- 3 extended time (process essays)
- 3 shorter timed (in class essay, timed writing, benchmark essays)
- Resume (academic or career-oriented)

Second Semester

- 3 extended time (process essays)
- 2 shorter timed (in class essay, timed writing, benchmark essays)
- 1 research paper

Required speaking and listening assignments for 12th grade:

At least one individual presentation/speech that includes researched and documented evidence*

At least one group presentation/discussion that includes researched and documented evidence*

*At least one of these presentations must include the use of digital media.

Writing Standards:

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

CCSS 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.

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

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

CCSS 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).

CCSS 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.

CCSS WS 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

CCSS 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 including footnotes and endnotes.

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

CCSS WS 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 and Listening Standards:

CCSS SL4: Present information, findings, 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 that are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS SL5: Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.

CCSS SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **Career Reading and Composition**

Course Number: **(#0143)**

Unit Title: **Unit 1: Regionalism**

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

* Please see "Writing and Speaking/Listening Standards" on Pg. 3

Reading Literature:

CCSS RL1: 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.

CCSS RL2: 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.

CCSS RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

CCSS RL4: 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. (Include Shakespeare as well as other authors.)

CCSS RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS RL10: 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 Writing Standards:

Language Standards:

CCSS 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 (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

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

CCSS 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 (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

CCSS LS 6: Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.
Speaking and Listening Standards:

CCSS SL 1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 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.

CCSS SL 2: . Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS 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.

Reading Informational Texts

CCSS RI 9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS RI 10: By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 CCR text complexity band independently and proficiently.

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.

Regional literature focuses on the characters, dialect, customs, topography, and other features particular to a specific region. Students will tie history, science, and art to literature through research that relates thematically to a novel. Students will also develop and implement literary vocabulary through both reading analyses and authentic written assignments. Students will organize and format writing based on selected writing style.

Suggested Literature:

Cannery Row by John Steinbeck

*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of appropriate non-fiction titles is left to teacher discretion.

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 techniques
Critical Reading Strategies

Suggested Activities:

Into, Through, and Beyond Steinbeck
History Through His work
Author On-line
Video - A and E Steinbeck
Powerpoint - Regionalism and Literature

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 (Formative)
Informal/Formal Writing Documents (Formative/Summative)
Short-answer responses (Formative/Summative)
Objective quizzes and tests (Formative/Summative)
Research/Project-based learning (Formative/Summative)
Essay (Summative) *Teacher may choose essay type - Narrative; Argumentative; Informative/Explanatory

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

One-on-One Instruction
Peer Revision
Collaboration
Audio-Visual Supports
Web-based programs or videos (For additional clarification)
Modified pacing/requirements for diverse students
Graphic organizers
Scaffolding/differentiated assignments
Academic Recovery

EDUCATIONAL SERVICES

Department: **English**

Course Title: **Career Reading and Composition**

Course Number: **(#0143)**

Unit Title: **Unit 2: Employability and Leadership**

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

* Please see "Writing and Speaking/Listening Standards" on Pg. 3

Reading Literature:

CCSS RL1: 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.

CCSS RL2: 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.

CCSS RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

CCSS RL4: 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. (Include Shakespeare as well as other authors.)

CCSS RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS RL10: 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

Reading Informational:

CCSS RI1: 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.

CCSS RI2: 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.

CCSS RI3: 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 a text.

CCSS RI4: 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.

CCSS RI5: Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.

CCSS RI6: Determine an author's point of view or purpose in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS RI7: 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.

CCSS RI8: 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.

CCSS RI9: Analyze seventeenth, eighteenth, and nineteenth century foundational documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS RI10: By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Language Standards:

CCSS L3: 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.

CCSS L4: 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.

CCSS L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS L6: Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.

Speaking and Listening Standards:

CCSS SL1: 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.

CCSS SL2: 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.

CCSS SL3: 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.

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 reflect on their own leadership abilities, goals for the future, and potential for future employment. Students will read literature as well as non-fiction articles that relate thematically to the unit. Students will also develop and implement literary vocabulary through both reading analyses and authentic written assignments. Students will organize and format writing based on selected writing styles.

Suggested Literature:

Tuesdays with Morrie by Mitch Albom

Informational Text:

Students will improve their reading and comprehension skills related to informational text by accessing technical text that relates to their potential career goals (ex: manuals, written directions, graphics with captions, etc...).

*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of appropriate non-fiction titles is left to teacher discretion.

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 explore their personal beliefs/qualities and their future goals through:

Direct Instruction of narrative techniques
Critical Reading Strategies

Suggested Activities:

Daily Timed Writing prompts related to the novel
Class Discussion
Personal narrative writing, focused on theme
Author On-Line
Goal-Setting Writing Assignments
Assessment tests/quizzes related to employability
Career Research and reports
Guest speakers from local community colleges and industry sectors
Job Search techniques related to the internet and technology

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 (Formative)
Informal/Formal Writing Documents (Formative/Summative)
Short-answer responses (Formative/Summative)
Objective quizzes and tests (Formative/Summative)
Research/Project-based learning (Formative/Summative)
Essay (Summative) *Teacher may choose essay type - Narrative; Argumentative; Informative/Explanatory;

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

One-on-One Instruction
Peer Revision
Collaboration
Audio-Visual Supports
Web-based programs or videos (For additional clarification)
Modified pacing/requirements for diverse students
Graphic organizers
Scaffolding/differentiated assignments
Academic Recovery

EDUCATIONAL SERVICES

Department: **English**

Course Title: **Career Reading and Composition**

Course Number: **(#0143)**

Unit Title: **Unit 3- Citizenship**

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

* Please see "Writing and Speaking/Listening Standards" on Pg. 3

Reading Literature:

CCSS RL1: 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.

CCSS RL2: 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.

CCSS RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

CCSS RL4: 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. (Include Shakespeare as well as other authors.)

CCSS RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS RL10: 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

Reading Informational:

CCSS RI1: 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.

CCSS RI2: 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.

CCSS RI3: 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 a text.

CCSS RI4: 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.

CCSS RI5: Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.

CCSS RI6: Determine an author's point of view or purpose in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CCSS RI7: 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.

CCSS RI8: 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.

CCSS RI9: Analyze seventeenth, eighteenth, and nineteenth century foundational documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS RI10: By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Language Standards:

CCSS L3: 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.

CCSS L4: 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.

CCSS L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking and Listening Standards:

CCSS SL1: 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.

CCSS SL3: 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.

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 explore their roles as citizens and the impact that each of them has on his/her community. Through reading of literature and non-fiction, students will come to understand the impact that they each can have on society. Students will continue their self-exploration and preparation for the future as they analyze characters in literature and complete authentic written assignments. Students will also develop and implement literary vocabulary through reading and research. Students will organize and format writing based on selected writing styles.

Suggested Literature:

Into the Wild by Jon Krakauer

Catcher in the Rye by J.D. Salinger

Core Nonfiction/Informational Text:

Public Documents (Examples: voter registration, selective service registration, other forms to meet standard RI5)

Seminal U.S. texts (as needed to satisfy CCSS RI8)

The Declaration of Independence, the Preamble to the Constitution, The Bill of Rights, and Lincoln's Second Inaugural Address (to satisfy CCSS RI9)

*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of additional appropriate non-fiction titles is left to teacher discretion.

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 connect the role of being an exemplary citizen to the novel, through:

Direct Instruction of narrative techniques

Direct instruction of public documents as listed in the Unit Outline

Critical Reading Strategies

Suggested Activities:

Author On-Line Research

Map Reading Activities (geography as it relates to the novel)

Timed Writing prompts relevant to the novel's theme

Dialectical Journals

Character Analysis Activities

Community Service Research Project

Community Service Project Planning and Implementation

Review of public documents (Voter Registration, Selective Service Registration, Election Pamphlets, and other documents that relate to citizenship)

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 (Formative)

Informal/Formal Writing Documents (Formative/Summative)

Short-answer responses (Formative/Summative)

Objective quizzes and tests (Formative/Summative)

Research/Project-based learning (Formative/Summative)

Essay (Summative) *Teacher may choose essay type - Narrative; Argumentative; Informative/Explanatory;

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

One-on-One Instruction

Peer Revision

Collaboration

Audio-Visual Supports

Web-based programs or videos (For additional clarification)

Modified pacing/requirements for diverse students

Graphic organizers

Scaffolding/differentiated assignments

Academic Recovery

EDUCATIONAL SERVICES

Department: **English**

Course Title: **Career Reading and Composition**

Course Number: **(#0143)**

Unit Title: **Unit 4 Culture and History**

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

* Please see "Writing and Speaking/Listening Standards" on Pg. 3

Reading Literature:

CCSS RL1: 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.

CCSS RL2: 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.

CCSS RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

CCSS RL4: 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. (Include Shakespeare as well as other authors.)

CCSS RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS RL10: 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

Reading Informational Texts

CCSS RI9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CCSS RI10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

Language Standards:

CCSS L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS L3: 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.

CCSS L4: 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.

CCSS L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS L6: Acquire and use accurately 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 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.

The Common Core requires students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies, stressing critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life. Students will accomplish this through the reading and analysis of literature as well as informational text. Students will also develop and implement literary vocabulary through reading analyses and authentic written assignments. Students will organize and format writing based on selected writing style.

*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of additional appropriate non-fiction titles is left to teacher discretion.

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 tie local culture and history to the novel, through:

Direct Instruction of narrative techniques

Critical Reading Strategies

Suggested Literature:

Bless Me Ultima by Rudolfo Anaya

Their Eyes Were Watching God by Zora Neale Hurston

Kindred by Octavia Butler

Suggested Activities:

Guest Speakers to Include Local Historians, El Dorado County Indian Education

History Through the author's work

Author On-line

Video - A and E Anoyo

Powerpoint - Teacher Created/Directed (ie. Native American Beliefs versus Catholicism in Bless Me, Ultima)

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 (Formative)

Informal/Formal Writing Documents (Formative/Summative)

Short-answer responses (Formative/Summative)

Objective quizzes and tests (Formative/Summative)

Research/Project-based learning (Formative/Summative)

Essay (Summative) *Teacher may choose essay type - Narrative; Argumentative; Informative/Explanatory;

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

One-on-One Instruction

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Academic Recovery

EDUCATIONAL SERVICES

Department: **English**

Course Title: **Career Reading and Composition**

Course Number: **(#0143)**

Unit Title: **Unit 5 World View**

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

* Please see "Writing and Speaking/Listening Standards" on Pg. 3

Reading Literature:

CCSS RL1: 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.

CCSS RL2: 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.

CCSS RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

CCSS RL4: 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. (Include Shakespeare as well as other authors.)

CCSS RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatements).

Reading Standards for Informational Texts

CCSS RI 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS RI 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

CCSS RI 9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Language Standards:

CCSS L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS L3: 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.

CCSS L4: 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.

CCSS L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS L6: Acquire and use accurately 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 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.

The Common Core requires students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be able to evaluate characters' actions and interactions with regard to internal and external conflicts. Students will draw conclusions based on quotations and annotations from both short and lengthy literary selections. Students will explain how author's style—including literary devices, such as symbolism—conveys theme.

*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of additional appropriate non-fiction titles is left to teacher discretion.

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 research current global issues and customs through:

Direct Instruction of narrative techniques
Critical Reading Strategies

Suggested Literature:

The Kite Runner by Khaled Hosseini

Suggested Activities:

History of Afghanistan

History Through the author's work

Author On-line

Video - The Kite Runner

Powerpoint and Guest Speaker Afghanistan

Analysis of The Kite Runner theme of the Prodigal Son in art and literature

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 (Formative)

Informal/Formal Writing Documents (Formative/Summative)

Short-answer responses (Formative/Summative)

Objective quizzes and tests (Formative/Summative)

Research/Project-based learning (Formative/Summative)

Essay (Summative) *Teacher may choose essay type - Narrative; Argumentative; Informative/Explanatory;

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

One-on-One Instruction

Peer Revision

Collaboration

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Web-based programs or videos(For additional clarification)

Modified pacing/requirements for diverse students

Graphic organizers

Scaffolding/differentiated assignments

Academic Recovery

EDUCATIONAL SERVICES

Department: **English**

Course Title: **Career Reading and Composition**

Course Number: **(#0143)**

Unit Title: **Writing for Careers**

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

* Please see "Writing and Speaking/Listening Standards" on Pg. 3

Speaking and Listening Standards:

CCSS SL2: 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.

CCSS SL3: 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.

CCSS SL4: 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, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS SL5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence to add interest.

CCSS SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards:

CCSS L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS L3: 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.

CCSS L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS L6: Acquire and use accurately 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 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 develop writing skills necessary for college and career readiness through a variety of readings and activities. The goals of this unit are to improve students' knowledge of grammar and writing and to develop written documents that will be immediately useful to them as they enter further education or the world of work.

Proposed Text:

English for Careers; Business, Professional and Technical by Smith and Moore or other relevant and interactive grammar text

Suggested Writing Assignment:

A Professional Portfolio that contains:

- Letter of Introduction
- Resume
- Sample Job Application
- Letters of Recommendation
- Personal Statement
- Samples of Student Work

Suggested Speaking and Listening Assignments:

Mock Job Interviews
Individual presentations as described in CCSS SL4a and CCSS SL5

*Student exposure to non-fiction is highly recommended based upon CCSS requirements. Selection of additional appropriate non-fiction titles is left to teacher discretion.

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.

Guided and independent writing prompts in the following forms:

- Process essays
- Timed essays and other forms of writing
- Portfolio Development (including editing)

*More information can be found on the attached Writing and Speaking/Listening Pg. 3

Suggested Activities:

Daily or weekly writing development through the use of workbooks, teacher-created documents, grammar textbooks, online resources, games, etc...
Daily or weekly editing of student writing through peer or self-review
Use of textbook-generated essay grading programs, turnitin.com, or other similar editing programs
Completion of various forms that are relevant to daily reading and writing skills and that require students to read and follow directions precisely (college applications, job applications, rental agreements, etc...)

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 (Formative)
- Informal/Formal Writing Documents (Formative/Summative)
- Short-answer responses (Formative/Summative)
- Objective quizzes and tests (Formative/Summative)
- Research/Project-based learning (Formative/Summative)
- Essay (Summative) *Teacher may choose essay type - Narrative; Argumentative; Informative/Explanatory;

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

- One-on-One Instruction
- Peer Revision
- Collaboration
- Audio-Visual Supports
- Web-based programs or videos (For additional clarification)
- Modified pacing/requirements for diverse students
- Graphic organizers
- Scaffolding/differentiated assignments
- Academic Recovery