



**ACADEMIC COURSE OUTLINE**

<b>Department</b>	English	<b>Course Title</b>		English 5-6 Honors	<b>Course Code</b>		1411		
<b>Grade Level</b>	11	<b>Short Title</b>		Eng 5-6 Hon	<b>Grad Requirement Subject</b>		Yes		
<b>Course Length</b>	2 semesters	<b>Credits per Semester</b>	5	<b>Approved for Honors</b>	Yes	<b>Required</b>	Yes	<b>Elective</b>	No
<b>Prerequisites</b>	English 3-4								
<b>Co-requisites</b>	None								
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>			No		
<b>Meets UC "a-g" Requirement</b>		Yes (b)		<b>Meets NCAA Requirement</b>			Yes		
<b>Teaching Credential(s)</b>	English								

**COURSE OVERVIEW:**

This course, aligned to the Common Core State Standards, is designed to provide 11<sup>th</sup> grade students instruction in both literary and informational texts that is more rigorous and challenging than regular course work in order to prepare them better for AP Literature and Composition in their senior year, as well as AP Capstone Seminar and Research. It also serves to support all content area AP courses which require extensive text analysis and writing. The course develops college-ready skills in essay composition and critical thinking through response in three writing genres: argumentative, expository, and narrative. Writing instruction and carefully-designed prompts aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments in response to analyzing text is essential to the success of an honors level course. This course includes a comprehensive final examination which addresses the range of content learned during the year. The format of this assessment will allow students to practice next-generation assessment formats such as selected response, short constructed response, and written response, requiring substantive evidence, to grade level texts. Reading and writing sections of the assessment will highlight the connectivity between the two, while the grammar and mechanics sections will assess an authentic application of these skills.

**EXPECTED OUTCOMES**

Students are expected to perform at a mastery ("Standard Exceeded") level on a variety of tasks and assessments aligned to the Common Core Standards for English Language Arts / Literacy addressed in English 5-6 Honors. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

**Common Core State Standards**

**Reading Standards for Literature**

*Key Ideas and Details:*

CCSS.ELA-LITERACY.RL.11-12.1

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.

## CCSS.ELA-LITERACY.RL.11-12.2

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.

## CCSS.ELA-LITERACY.RL.11-12.3

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 are introduced and developed).

*Craft and Structure:*

## CCSS.ELA-LITERACY.RL.11-12.4

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. (Include Shakespeare as well as other authors.)

## CCSS.ELA-LITERACY.RL.11-12.5

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.ELA-LITERACY.RL.11-12.6

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

*Integration of Knowledge and Ideas:*

## CCSS.ELA-LITERACY.RL.11-12.7

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.ELA-LITERACY.RL.11-12.8

(RL.11-12.8 not applicable to literature)

## CCSS.ELA-LITERACY.RL.11-12.9

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.

*Range of Reading and Level of Text Complexity:*

## CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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 Standards for Informational Text***Key Ideas and Details:*

## CCSS.ELA-LITERACY.RI.11-12.1

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.

## CCSS.ELA-LITERACY.RI.11-12.2

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.

## CCSS.ELA-LITERACY.RI.11-12.3

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.

*Craft and Structure:*

## CCSS.ELA-LITERACY.RI.11-12.4

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 (e.g., how Madison defines faction in Federalist No. 10).

## CCSS.ELA-LITERACY.RI.11-12.5

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.

## CCSS.ELA-LITERACY.RI.11-12.6

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.

*Integration of Knowledge and Ideas:*

## CCSS.ELA-LITERACY.RI.11-12.7

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.ELA-LITERACY.RI.11-12.8

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.ELA-LITERACY.RI.11-12.9

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.

*Range of Reading and Level of Text Complexity:*

## CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

**Writing Standards***Text Types and Purposes:*

## CCSS.ELA-LITERACY.W.11-12.1

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

## CCSS.ELA-LITERACY.W.11-12.1.A

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

## CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) 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.

## CCSS.ELA-LITERACY.W.11-12.1.C

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 claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

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

CCSS.ELA-LITERACY.W.11-12.1.E

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

CCSS.ELA-LITERACY.W.11-12.2

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.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.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.

CCSS.ELA-LITERACY.W.11-12.2.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.

CCSS.ELA-LITERACY.W.11-12.2.D

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

CCSS.ELA-LITERACY.W.11-12.2.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.

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.3

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

CCSS.ELA-LITERACY.W.11-12.3.A

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

CCSS.ELA-LITERACY.W.11-12.3.B

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

CCSS.ELA-LITERACY.W.11-12.3.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 (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-LITERACY.W.11-12.3.D

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

CCSS.ELA-LITERACY.W.11-12.3.E

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

*Production and Distribution of Writing:*

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

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.

*Research to Build and Present Knowledge:*

CCSS.ELA-LITERACY.W.11-12.7

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.ELA-LITERACY.W.11-12.8

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.

CCSS.ELA-LITERACY.W.11-12.9

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

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "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.ELA-LITERACY.W.11-12.9.B

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

*Range of Writing:*

CCSS.ELA-LITERACY.W.11-12.10

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**

*Comprehension and Collaboration:*

CCSS.ELA-LITERACY.SL.11-12.1

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.

CCSS.ELA-LITERACY.SL.11-12.1.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.

CCSS.ELA-LITERACY.SL.11-12.1.B

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

CCSS.ELA-LITERACY.SL.11-12.1.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.

CCSS.ELA-LITERACY.SL.11-12.1.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.ELA-LITERACY.SL.11-12.2

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.ELA-LITERACY.SL.11-12.3

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.

*Presentation of Knowledge and Ideas:*

## CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

*Conventions of Standard English:*

## CCSS.ELA-LITERACY.L.11-12.1

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

## CCSS.ELA-LITERACY.L.11-12.1.A

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

## CCSS.ELA-LITERACY.L.11-12.1.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.ELA-LITERACY.L.11-12.2

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

## CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

## CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

*Knowledge of Language:*

## CCSS.ELA-LITERACY.L.11-12.3

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.

## CCSS.ELA-LITERACY.L.11-12.3.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.

*Vocabulary Acquisition and Use:*

## CCSS.ELA-LITERACY.L.11-12.4

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.

## CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

## CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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.

## CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## CCSS.ELA-LITERACY.L.11-12.5

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

## CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

## CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

## CCSS.ELA-LITERACY.L.11-12.6

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.

### **EXPECTED INTEGRATED OUTCOMES**

(From the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013)

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.

### ***Standards for Career Ready Practice (CR)***

#### **1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

#### **2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

#### **3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

#### **4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

#### **5. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

#### **6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

#### **7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

#### **8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

#### **9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

#### **10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

#### **11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

#### **12. Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

### **COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:**

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

**CCSS** refers to the high school Grades 11 and 12 standards of the Common Core State Standards  
**CR** refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards

**CONSIDERATIONS FOR TEACHING ACCELERATED LEARNERS:**

If time permits, consider teaching the Optional Unit (Unit 6) and/or add the thematically-aligned novel called out in the unit introduction. Honors students do not necessarily need to move “faster” through the curriculum; rather, they often need to engage in deeper and more complex assignments. This can be accomplished by differentiating the CONTENT, PROCESS, or PRODUCT as suggested here (partial list):

Content	Process	Product
<ul style="list-style-type: none"> <li>• provide students with choice</li> <li>• provide students with additional resources that match their levels of understanding</li> <li>• encourage journals, Thinking Maps, and other student reflection tools to monitor comprehension/analysis</li> <li>• use hands on activities</li> <li>• present information whole-to-part and part-to-whole</li> <li>• use a variety of paired reading to support and challenge students when working with different texts</li> <li>• use computer programs, audio recordings, and videos to convey key concepts</li> </ul>	<ul style="list-style-type: none"> <li>• give choices about how students express their understanding</li> <li>• offer different amounts of teacher and student support for a task</li> <li>• provide varied options at different levels of difficulty or based on differing student interests</li> <li>• vary the length of time a student may take to complete a task to encourage pursuit of a topic in greater depth</li> <li>• establish areas for inquiry-based, independent activities</li> <li>• use flexible grouping and regroup students according to content, ability, and interests</li> </ul>	<ul style="list-style-type: none"> <li>• provide challenge, variety, and choice</li> <li>• allow students to help design products around learning intentions/goals</li> <li>• allow students to express what they have learned in varied ways</li> <li>• allow for varied working arrangements</li> <li>• use a wide variety of assessments</li> <li>• work with students to develop a rubric that matches and extends students’ varied skill levels</li> </ul>

**Unit 1: Writing Freedom**

**Duration:** 30 days

**Description:** In this unit, students will be exposed to the words that shaped a nation. They will read and respond in writing to various texts, most of which come from the early years of our nation, which exemplify how powerful words can alter people’s lives and will synthesize their learning by responding to various questions: “What is the meaning of freedom? Do narratives provide strong evidence to support arguments about American freedoms?”

**Required Assignments:**

- Writing Performance Task: Write an Argument – Students will be asked to consider that many of the documents they have read come from the early years of our nation as they write an argumentative essay on a statement from the unit that they find the most compelling.
- Speaking and Listening Performance Task: Present an Argument – Panel Discussion – Students will work with a group to analyze both historical and contemporary texts which are considered narrative on questions of American freedom. They will respond to this question: “Do narratives provide strong evidence to support arguments about American freedoms?”

- **Analyze Craft and Structure:** Argumentation, persuasive appeals, text structure, rhetoric, literary nonfiction, primary and secondary sources, diction
- **Pathway Aligned Linked Learning Integrated Texts:** Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

### Suggested Assignments:

- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 1 Guide for English 5-6

**Materials:** Pearson **myPerspectives** (2017) Grade 11, Unit 1 student consumable workbook, LBUUSD Writing Portfolio

### Standards Addressed:

CCSS: RL.11.1, RL.11.3, RL.11.5, RL.11.5a, RL.11.6, RL.11.7, RL.11.8, RL.11.9, RL.11.10, RI.11.1, RI.11.1a, RI.11.1b, RI.11.1b, RI.11.1c, RI.11.1d, RI.11.1e, RI.11.1f, RI.11.2, RI.11.2b, RI.11.5, RI.11.7, RI.11.8, RI.11.9b, RI.11.10, W.11.1, W.11.1a, W.11.1b, W.11.1c, W.11.1d, W.11.1e, W.11.1f, W.11.2, W.11.2b, W.11.5, W.11.7, W.11.8, W.11.9b, W.11.10, SL.11.1c, SL.11.3, SL.11.4, SL.11.5, L.11.1, L.11.1a, L.11.1b, L.11.2, L.11.3a, L.11.4, L.11.4a, L.11.4b, L.11.4c, L.11.4d, L.11.5, L.11.5b, L.11.6

ELD: PI.11.1, PI.11.6, PI.11.6a, PI.11.6b, PI.11.6c, PI.11.9, PI.11.10, PI.11.11, PI.11.12, PII.11.1, PII.11.2, PII.11.3, PII.11.4, PII.11.6, PII.11.7, PII.11.8, PII.11.9

## Unit 2: The Individual and Society

**Duration:** 30 days

**Description:** Students will be exposed to various literary and informational texts which address the issue of individuality vs. “fitting in” in society. Students will read and respond in writing to various questions which will lead to students determining how their personal experiences shapes their view of individualism. Further, students will examine various literary pieces which highlight those who march to the beat of a “different drummer” and stand on their own as an individual.

### Required Assignments:

- **Writing Performance Task:** *Write a Personal Narrative* – Students will be prompted to choose an incident from their own life that has shaped their view of individualism. They will write a brief personal narrative in which they address this question: “How has my personal experience shaped my view of individualism? Do I see it as a guiding principle, something to be avoided, or a combination of both?”
- **Speaking and Listening Performance Task:** *Present a Personal Narrative* – Students will work with a group to draw on the works of both Emerson and Thoreau to deliver a group speech on this topic: “When is it difficult to march to the beat of a different drummer? What are the risks and rewards of nonconformity?”

- **Analyze Craft and Structure:** Poetic structures, style, development of ideas, author’s point of view, author’s choices, character development
- **Pathway Aligned Linked Learning Integrated Texts:** Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

### Suggested Assignments:

- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 2 Guide for English 5-6

**Materials:** Pearson **myPerspectives** (2017) Grade 11, Unit 2 student consumable workbook, LBUUSD Writing Portfolio

### Standards Addressed:

CCSS: RL.11.1, RL.11.2, RL.11.4, RL.11.5, RL.11.6, RL.11.7, RL.11.9, RL.11.10, RI.11.1, RI.11.2, RI.11.4, RI.11.5, RI.11.5a, RI.11.6, RI.11.7, RI.11.10, W.11.2, W.11.3, W.11.3a, W.11.3b, W.11.3c, W.11.3d, W.11.3e, W.11.5, W.11.6, W.11.7, W.11.9, W.11.9a, W.11.10, SL.11.1b, SL.11.1c, SL.11.1d, SL.11.3, SL.11.4b, SL.11.5, SL.11.6, L.11.1, L.11.2a, L.11.3, L.11.3a, L.11.4a, L.11.4b, L.11.4c, L.11.4d, L.11.5, L.11.5a, L.11.6

ELD: PI.11.1, PI.11.3, PI.11.5, PI.11.6, PI.11.6b, PI.11.8, PI.11.9, PI.11.10a, PI.11.12, PII.11.2, PII.11.4

### Unit 3: Power, Protest, and Change

**Duration:** 30 days

**Description:** Students will be engaged in both literary and informational texts during which time they will encounter people, real and fictional, who are protesting various injustices. They will seek answers to various questions such as, “In what ways does the struggle for freedom change with history?” They will read and respond to various texts which highlight different individual’s and group’s need to work for change during various historical events.

### Required Assignments:

- **Writing Performance Task: Write an Informative Essay**– Students will take into account the period following the Civil War as a time of “reconstruction” as they synthesize what they have read to answer this prompt: “Did the nation achieve the goals that Douglass and Lincoln desired?”
- **Speaking and Listening Performance Task: Panel Discussion**– Students will work with a group to prepare a panel discussion, taking into consideration the various texts they have read around the concept of protesting social ills and the need for change. They will address questions about the goals of social reformers and their achievements.
- **Analyze Craft and Structure:** Argumentative structure, effective rhetoric, author’s choices, allusion, development of theme, claims, counterclaims
- **Pathway Aligned Linked Learning Integrated Texts:** Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

**Suggested Assignment**

- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 3 Guide for English 5-6

**Materials:** Pearson **myPerspectives** (2017) Grade 11, Unit 3 student consumable workbook, LBUUSD Writing Portfolio

**Standards Addressed:**

CCSS: RL.11.2, RL.11.3, RL.11.4, RL.11.5, RL.11.6, RL.11.10, RI.11.1, RI.11.2, RI.11.3, RI.11.4, RI.11.5, RI.11.5a, RI.11.6, RI.11.7, RI.11.8, RI.11.9, RI.11.10, W.11.2, W.11.2a, W.11.2b, W.11.2c, W.11.2d, W.11.2e, W.11.2f, W.11.3, W.11.5, W.11.7, W.11.8, W.11.9b, W. 11.10, SL.11.1c, SL.11.1d, SL.11.2, SL.11.3, SL.11.3a, SL.11.5, L.11.1, L.11.1a, L.11.3, L.11.4a, L.11.4b, L.11.4c, L.11.4d, L.11.5b, L.11.6

ELD: PI.11.1, PI.11.2, PI.11.5, PI.11.6b, PI.11.6c, PI.11.7, PI.11.8, PI.11.9, PI.11.10, PI.11.11a, PI.11.12, PII.11.1, PII.11.2, PII.11.6, PII.11.7

**Unit 4: Grit and Grandeur**

**Duration:** 45 days

**Description:** This unit prompts students to consider the importance of place in both literary and informational text. They will discover the importance of authors using regional details to enhance their writing and provide vivid images. As they work through the unit, students will be exposed to many places that can be described with the words grit and grandeur. Through reading and responding to text, students will be able to answer this question: “What is the relationship between literature and place?”

**Required Assignments:**

- Writing Performance Task: Write an Explanatory Essay – Students will express in writing how specific geographic details play a role in the selections they have read. They will explain how authors use setting to create a desired impact on readers by answering this question: “How do American authors use regional details to make the events and themes of a narrative come to life for readers?”
- Speaking and Listening Performance Task: Give an Explanatory Talk – Students will work with a group to create and deliver an oral presentation in which they explain their understanding of the sense of place demonstrated in each of the texts in this unit.
- Analyze Craft and Structure: Author’s purpose, point of view, thematic development, central ideas and voice, literary nonfiction, autobiography, poetic structures, poetic devices
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

**Suggested Assignments:**

- Interim Unit Assessment

- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 4 Guide for English 5-6

**Materials:** Pearson **myPerspectives** (2017) Grade 11, Unit 4 student consumable workbook, LBUSD Writing Portfolio

**Standards Addressed:**

CCSS: RL.11.1, RL.11.2, RL.11.4, RL.11.5, RL.11.6, RL.11.10, RI.11.1, RI.11.2, RI.11.3, RI.11.4, RI.11.6, RI.11.7, RI.11.10, W.11.2, W.11.2a, W.11.2b, W.11.2c, W.11.2d, W.11.2e, W.11.2f, W.11.5, W.11.8, W.11.9, W.11.10, SL.11.1b, SL.11.1c, SL.11.4, SL.11.5, SL.11.6, L.11.1, L.11.2, L.11.2a, L.11.3, L.11.3a, L.11.4, L.11.4a, L.11.4b, L.11.4c, L.11.4d, L.11.5, L.11.5a, L.11.5b, L.11.6

ELD: PI.11.1, PI.11.2, PI.11.4, PI.11.5, PI.11.6, PI.11.6a, PI.11.6b, PI.11.6c, PI.11.7, PI.11.8, PI.11.9, PI.11.10, PI.11.10b, PI.11.11, PI.11.12, PI.11.12a, PII.11.1, PII.11.2b, PII.11.3, PII.11.4, PII.11.5, PII.11.6, PII.11.7

**Unit 5: Facing Our Fears**

**Duration:** 45 days

**Description:** This unit focuses on a deep study of characters and people who have faced their fears. By the end of the unit, students should be able to address the essential question, which asks, “How do we respond when challenged by fear?” They will further this study by analyzing whether or not fear is always a harmful emotion.

**Required Assignments:**

- Writing Performance Task: Write an Argument – Students will use their knowledge gained from reading *The Crucible* in crafting a response to this question: “Could any of the characters in *The Crucible* have done more to end the hysteria in Salem?” They will be prompted to choose a position and state a claim with quotations and examples from the text.
- Speaking and Listening Performance Task: Present an Argument (Debate) – Students will work with a group to organize and present a debate about how people are affected by other people’s fears and how they face fears of their own. The topic of the debate will be, “Do people usually learn from their fear?”
- Analyze Craft and Structure: Structural elements of drama, literary elements of drama, character development, characterization, literary forms, author’s point of view, narrative structure
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

**Suggested Assignments:**

- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing

- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 5 Guide for English 5-6

**Materials:** Pearson **myPerspectives** (2017) Grade 11, Unit 5 student consumable workbook, LBUSD Writing Portfolio

**Standards Addressed:**

CCSS: RL.11.1, RL.11.2, RL.11.3, RL.11.4, RL.11.5, RL.11.6, RL.11.7, RL.11.10, RI.11.1, RI.11.3, RI.11.6, RI.11.7, RI.11.10, W.11.1, W.11.1a, W. 11.1b, W.11.1c, W.11.1d, W.11.1e, W.11.5, W.11.7, W.11.8, W.11.9, W.11.9a, W.11.9b, W.11.10, SL.11.1a, SL.11.1c, SL.11.2, SL.11.3, SL.11.4, L.11.1, L.11.1a, L.11.3, L.11.4, L.11.4a, L.11.4c, L.11.4d, L.11.5, L.11.5a, L.11.5b, L.11.6

ELD: PI.11.1, PI.11.2, PI.11.3, PI.11.4, PI.11.6, PI.11.9, PI.11.10, PI.11.11, PI.11.12, PII.11.1, PII.11.2, PI.11.3, PII.11.4, PI.11.5, PII.11.6, PI.11.7

**Unit 6: Ordinary Lives: Extraordinary Tales – Optional Unit / Recommended for English 5-6 Honors due to the strong focus on literary standards.**

**Duration:** 30 - 45 days

**Description:** The focus for this unit is on the very nature of the American short story. Students will be asked to consider why people read short stories. What motivates people to experience character's lives through the short story? Students will analyze what stories reveal about the human condition and consider how situations in stories often reveal the best and worst in people.

**Required Assignments:**

- Writing Performance Task: *Write a Narrative*– Students will write a fictional narrative by creating a scenario that is dramatic and stressful enough to trigger widely different responses from characters. They will be prompted to utilize flashback or framing devices to tell stories through their writing.
- Speaking and Listening Performance Task: *Present a Narrative*– Students will work with a group to develop and refine a narrative featuring stream-of-consciousness narration. After this creation, students will videotape their creation in a stream-of-consciousness narrative which responds to this statement: “The day felt as if it would never end.”
- Analyze Craft and Structure: Literary elements, character, narrative structure, frame story, suspense, sequence of events, point of view, stream of consciousness, flashback
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

**Suggested Assignments:**

- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses

- Concept vocabulary
- Conventions activities
- Selection tests

**Materials:** Pearson **myPerspectives** (2017) Grade 11, Unit 6 student consumable workbook, LBUSD Writing Portfolio

**Standards Addressed:**

CCSS: RL.11.1, RL.11.2, RL.11.3, RL.11.4, RL.11.5, RI.11.3, RI.11.5, W.11.2, W.11.3, W.11.3a, W.11.3b, W.11.3c, W.11.3d, W.11.3e, W.11.5, W.11.7, W.11.10, SL.11.1, SL.11.1a, SL.11.1c, SL.11.4, SL.11.4a, SL.11.6, L.11.1, L.11.1a, L.11.1b, L.11.3, L.11.3a, L.11.4, L.11.4a, L.11.4b, L.11.4c, L.11.5, L.10.5a

ELD: PI.11.1, PI.11.2, PI.11.5, PI.11.6, PI.11.6a, PI.11.6c, PI.11.8, PI.11.10, PI.11.10a, PI.11.11b, PI.11.12, PII.11.1, PII.11.2, PII.11.2a, PII.11.3

**INSTRUCTIONAL METHOD AND/OR STRATEGIES:**

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, “Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY”

**COURSE MATERIALS:**

Core Textbook(s):                   Grade 11 *myPerspectives*, Pearson Education, Inc., 2017,  
Pearsonschool.com/CAmyPerspectives

**Supplemental Materials:**

Unit 1: *The Federalist Papers* (Hamilton), *The Legend of Sleepy Hollow and Other Stories* (Irving), *Uncle Tom’s Cabin* (Stowe)

Unit 2: *Ethan Frome* (Wharton), *The Jungle* (Sinclair), *Walden and “Civil Disobedience”* (Thoreau)

Unit 3: *Black Like Me* (Griffin), *I Am Malala: The Girl Who Stood Up for Education* (Yousafzai, McCormick), *A Separate Peace* (Knowles)

Unit 4: *Dubliners* (Joyce), *The Grapes of Wrath* (Steinbeck), *A Tale of Two Cities* (Dickens)

Unit 5: *The Devil in the White City* (Larson), *Heart of Darkness and the Secret Sharer* (Conrad), *The Red Badge of Courage* (Crane)

Unit 6: *The Glass Castle* (Walls), *Of Mice and Men* (Steinbeck)

**RESOURCES:**

*Documents*

- ❑ CCSS for ELA: .....<http://www.cde.ca.gov/be/st/ss/documents/finaleleccsstandards.pdf>
- ❑ Using Formative Assessment for Differentiation.....LBUSD ELA Curriculum Documents
- ❑ CTE Standards .....<http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ❑ Work-Based Learning Continuum .....LBUSD Work-Based Learning webpage
- ❑ ELD Standards .....<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

*District Offices*

- ❑ 6-12 ELA Curriculum Office.....(562) 997-8000, ext. 2955
- ❑ Special Education Curriculum Office.....(562) 997-8000, ext. 2905
- ❑ Research Office ..... (562) 997-8143

**CLASSROOM PERFORMANCE CRITERIA:**

Defines how good is good enough on which measures to demonstrate achievement of content standards.

## Classroom Performance Standards

The objective of instruction is to move all students to achieve mastery “Standard Exceeded” level and receive a “B” or better in the course.

	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Reading Tasks	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%
Writing Tasks	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%
Speaking and Listening Tasks	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%
Assessments Formative Interim	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%
Homework	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%

### Standard Grading Scale:

<b>A</b>	90 – 100%
<b>B</b>	80 – 89%
<b>C</b>	70 – 79%
<b>D</b>	60 – 69%
<b>F</b>	0 – 59%

### Suggested Grade Weighting:

- **Interim Assessments** **25%**

These are end-of-learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:

  - Interim District Assessments
  - Unit tests - Recommended
  - Portfolios
  
- **Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks** **25%**

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher-guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

  - Performance Task: Writing Focus (teacher-guided process essay), including pre-writes, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
  - Thinking Maps
  - Unit and section introduction tasks: section overview activities, Launch Text activities
  - Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
  - Language Development tasks: concept vocabulary, word study, conventions, author’s style
  - Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, WriteNow tasks
  - Preparation for performance assessments, Unit reflections, evidence logs, word networks
  - Short-constructed response, Cornell notes, double-entry journals, journal quick writes
  - Teacher-modeled writing lesson activities
  
- **Speaking & Listening Tasks** **20%**

Preparation and participation in effective collaborative conversations. These conversations are built around important content so that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:

  - Performance Task: Speaking and Listening Focus (small-group presentation)
  - Effective Expression Speaking & Listening tasks
  - Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader’s theatre, choral response, recitations

- **Formative Assessments/Quizzes**

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick assessments to check for understanding of the content and skills taught so far. These mini-assessments can be oral, multiple-choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks
- Thinking Maps
- Selection Tests

- **Homework (District Recommendation)**

**10% (at the most)**

This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill. Homework could be: spelling, reading logs, SSR, vocabulary, grammar practice, rough draft revision, long term project work, journal writing, annotation/note-taking, etc.

Submitted by:	Shelley Gustafson
Submission Date:	July 2017
School/Office:	6-12 ELA/ELD Office
Original Board Approval Date:	March 2011
Revised Board Approval Date:	July 2017