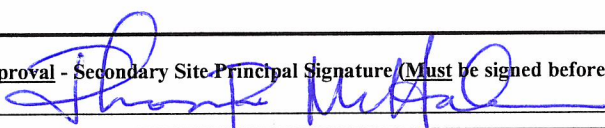


## Secondary Course Description

### COVER PAGE

|   |   |
|---|---|
| 1. Course Title:<br><b>Senior Literature</b>  | 9. Subject Area:<br><input type="checkbox"/> History/Social Science<br><input checked="" type="checkbox"/> English<br><input type="checkbox"/> Mathematics<br><input type="checkbox"/> Science<br><input type="checkbox"/> Language other than English<br><input type="checkbox"/> Visual & Performing Arts<br><input type="checkbox"/> DJUSD Graduation Elective<br><input type="checkbox"/> College Prep Elective (will seek UC/CSU approval) |
| 2. Transcript Title / Abbreviation:<br><b>Senior Literature CP</b>  |   |
| 3. Transcript Course Code / Number (Office Use Only):   |   |
| 4. School: DSHS   |   |
| 5. District: <b>Davis Joint Unified School District</b>   |   |
| 6. Length of Course: 1 YEAR   | 10. Grade Level(s): 12  |
| 7. School / District Web Site: <a href="http://www.djUSD.net">www.djUSD.net</a>   | 11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |
| 8. School Contact<br>Name: <b>Kellie Sequeira/Anthony Vasquez/ David Achimore</b><br>Title/Position: <b>Vice-principal/Department Chair/English Teacher</b><br>Phone: 530-757-5400 Ext.: 107<br>Fax: 530-757-5492<br>E-mail: <a href="mailto:avasquez@djUSD.net">avasquez@djUSD.net</a> ; <a href="mailto:ksequeira@djUSD.net">ksequeira@djUSD.net</a> ; <a href="mailto:dachimore@djUSD.net">dachimore@djUSD.net</a> | 12. Credit Value:<br><input type="checkbox"/> 0.5 (half year or semester equivalent)<br><input checked="" type="checkbox"/> 1.0 (one year equivalent)<br><input type="checkbox"/> 2.0 (two year equivalent)<br><input type="checkbox"/> Other: _____  |
| 13. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>If so, in what year? <u>2011</u> Under what course title? <u>English 12</u>   |   |
| 14. Pre-Requisites: none<br><br>Co-Requisites: none   |   |
| 15. <u>Preliminary Approval</u> - Secondary Site Principal Signature (Must be signed before proceeding to Step 16):<br>  |   |
| 16. Date Course Proposal with Preliminary Approval (Step 15) sent to Associate Superintendent, Educational Services: _____  |   |
| 17. Review & Approval:<br>Date _____ Signature _____<br>Site Curriculum and Instruction Leadership Team<br>Secondary Department Articulation/Collaboration<br>Secondary Principal Signatures: _____<br>Date: _____  |   |

## BACKGROUND INFORMATION

**Senior Literature is a college prep survey course that helps students understand and interpret the human condition and experience in all its diversity and nuance. Students read and analyze contemporary and some classic works in all genres: fiction, non-fiction, poetry, and drama. Students respond to works by writing in a wide variety of ways, including literary analysis, research, argumentative, and narrative essays. Students also work to develop and improve their vocabulary, grammar mastery, and oral communication skills. This course is designed to prepare all students for post-secondary education, with a heightened emphasis on reading and analyzing nonfiction texts and writing research and informative/explanatory-text responses. This course will also include a first-semester reflection-writing unit that will aid students in college application essay writing.**

### **Context for Course:**

- The course is inspired and directed by DJUSD goals, objectives, and strategies.
- The course is aligned with UC Academic Standards (Area B English)

### **List the California Common Core Standards addressed in this course:**

- ELA Standards: Reading Literature/Reading Informational Texts
  1. Key Ideas and Details (12.1, 12.2, 12.3)
  2. Craft and Structure (12.4, 12.5, 12.6)
  3. Integration of knowledge and ideas (12.7, 12.9)
  4. Range of Reading and Level of Text Complexity (12.10)
- ELA Standards: Writing
  1. Text Types and Purposes (12.1, 12.2, 12.3)
  2. Production and Distribution of Writing (12.4, 12.5, 12.6)
  3. Research to Build and Present Knowledge (12.7, 12.8, 12.9)
  4. Range of Writing (12.10)
- ELA Standards: Speaking and Listening
  1. Comprehension and Collaboration (12.1, 12.2, 12.3)
  2. Presentation of Knowledge and Ideas (12.4, 12.4, 12.5)
- ELA Standards: Language
  1. Conventions of Standard English (12.1, 12.2)
  2. Knowledge of Language (12.3)
  3. Vocabulary Acquisition and Use (12.4, 12.5, 12.6)

See "Course Outline" for a specific list of the standards covered in each unit.

### **History of Course Development:**

This course replaces the English 12 course now offered to 12<sup>th</sup> graders.

## **COURSE GOALS AND/OR MAJOR STUDENT OUTCOMES**

Students will demonstrate college-ready skills in reading, writing, speaking, and listening.

Students will demonstrate an understanding and appreciation of diverse and nuanced voices in a wide variety of genres.

Students will write coherent and focused texts that demonstrate awareness of audience, purpose, and stages of the writing process.

Students will be able to properly merge nonfiction sources with their own ideas and analyses to produce thought-provoking research essays.

Students will be able to read closely and annotate literary texts.

Students will be able to engage confidently and respectfully in class discussions and debates.

## **COURSE OBJECTIVES**

**Students will meet the English-Language Arts Common Core Standards in:**

- Word analysis, fluency, and systematic vocabulary development
- Reading comprehension (with a focus on informational materials)
- Literary response and analysis
- Writing strategies
- Writing applications (including narratives, responses to literature, reflective compositions, research, argumentation, and informational-text responses)
- Written and verbal English language conventions
- Listening and speaking strategies
- Speaking applications (including delivering reflective presentations, oral responses to literature, multimedia presentations, and recitations of studied works, and discussion)

## **COURSE OUTLINE**

**Unit: Reflection Writing/ The College Application Essay**

*Supplemental texts may include:*

**Selections of various description and college-application writing pieces.**

*Standards focus:*

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.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

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.

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.

*Summative assessment:* College-Application Essay

## Unit: War-Time Literature

*Major works:*

**Kevin Powers: *The Yellow Birds***

*Supplemental works may include:*

**Rajiv Chandrasekaren: “A Legacy of Pain and Pride” – Washington Post**

**Additional Articles and Poems Chosen by the Teacher**

**Kathryn Bigelow: *The Hurt Locker* (DVD)**

**Sebastian Junger: *Restrepo* (DVD)**

**Tim O’Brien: Selected Chapters from *The Things They Carried***

*Standards focus:*

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.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.11-12.7

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.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).

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).

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.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.11-12.1

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.

CCSS.ELA-LITERACY.W.11-12.9

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

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.

*Summative assessment:* Extended Definition Essay

### **Unit: Fiction /Literature Analysis (2 Units)**

*Major Works: Pick two of the following*

**Khaled Hosseini: *A Thousand Splendid Suns***

**Ken Kesey: *One Flew over the Cuckoo's Nest***

**William Shakespeare: *Julius Caesar***

**George Orwell: *1984***

*Standards focus:*

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).

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).

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.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.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.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.11-12.9

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

*Summative assessment:* Literature-Analysis Essay or Literature-Analysis Verbal Discussion/Presentation

## Unit: Fiction/ Creative Writing

*Major Works: Pick one of the following works not previously selected*

**Khaled Hosseini: *A Thousand Splendid Suns***

**Fannie Flag: *Fried Green Tomatoes at the Whistle Stop Cafe***

**Ken Kesey: *One Flew over the Cuckoo's Nest***

**Nicholas Meyer: *The Seven Percent Solution***

*Standards focus:*

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).

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).

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.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.

*Summative assessment:* Creative Writing Piece/ Short Story

## **Unit: Essay Analysis/ Informational-Text Timed Writing**

*Major Works:*

*Assortment of articles and essays which may include*

**George Orwell's "Shooting an Elephant"**

**Alfred George Gardiner's "In Defense of Ignorance"**

**Selected prompts from past UC Analytical Writing Placement Examinations (AWPE)**

**Selected articles from various news sources such as Newsweek Magazine and The Atlantic**

*Standards focus:*

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.

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.

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.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).

*Summative assessment:* In-Class Informational Essay (AWPE)

**Unit: Research Writing**

*Supplemental works may include:*

**Variety of nonfiction sources both teacher-chosen and student-selected.**

*Standards focus:*

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.

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.

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.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



Davis Joint Unified School District

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).

*Summative assessment:* Research Paper

**TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS**

**Title, Author, Publisher, Edition:**

**Previously Adopted?** ☐ Yes ☐ No (If no, provide information directly below)

**Cost per book**

**Total Cost**

**Budget Source**

**Title, Author, Publisher, Edition:**

**Previously Adopted?** ☐ Yes ☐ No (If no, provide information directly below)

**Title, Author, Publisher, Edition:**

**Previously Adopted?** ☐ Yes ☐ No (If no, provide information directly below)

**Cost per book**

**Total Cost**

**Budget Source**

**Title, Author, Publisher, Edition:**

**Previously Adopted?** ☐ Yes ☐ No (If no, provide information directly below)

**Title, Author, Publisher, Edition:**

**Previously Adopted?** ☐ Yes ☐ No (If no, provide information directly below)

**Cost per book**

**Total Cost**

**Budget Source**

**Title, Author, Publisher, Edition:**

**Previously Adopted?** ☐ Yes ☐ No (If no, provide information directly below)

**Supplemental texts:**

Teachers will continually update the course by selecting current and relevant articles, research, and multimedia works that explore issues raised by required works.

**DIFFERENTIATED INSTRUCTIONAL METHODS AND/OR STRATEGIES**

**Students will learn through a variety of instructional methods and strategies, including:**

- Lecture, worksheets, and handouts
- Power-points and technology driven presentation of information.
- Student driven research and inquiry (Individual, triads, and teams).
- Socratic seminars
- Read-alouds, close reading, and supported reading of texts

**ASSESSMENT METHODS AND/OR TOOLS**

Assessment of student performance will be based on:

1. Tests and quizzes
2. Oral presentations and discussions
3. Cooperative learning activities
4. Individual and group projects/presentations
5. Formative writing responses
6. Summative process writing (argumentative, explanatory, and narrative essays)

**ASSESSMENT CRITERIA**

Student writing and oral communication are evaluated through teacher-developed rubrics aligned with California State Common Core ELA standards.

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**HONORS COURSES ONLY**

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| Sequence Participation |
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| Post-Secondary Articulation |
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