

9th Grade Scope and Sequence [Common Core]

First Semester

<p>Course Goals and/or Major Student Outcomes:</p>	<p>Students will be exposed to a variety of global literary and expository texts in order to develop critical inquiries. Students will effectively evaluate sources of information to incorporate outside ideas into the development of authoritative research products with accurate citations.</p>
<p>Students will be able to...</p>	<ul style="list-style-type: none"> ● Conduct research in order to develop an argument. ● Explain how character interaction advances the plot. ● Explore the central ideas of expository texts. ● Write texts for a variety of purposes using appropriate conventions.
<p>Common Core Power Standards</p>	<p>RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated</p>

	<p>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.</p> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Suggested ERWC Units and Novels to Choose From for Sem. 1</p>	<p>Short Story Unit & Plagiarism Instruction</p> <p><i>Of Mice and Men</i></p> <p>“Romeo and Juliet”</p> <p>*Select 1 ERWC Unit (Undercover Parent ERWC unit suggested)</p>
<p>Assessments</p>	<p>Required Formal Assessments: Final Exam (W.9B)</p> <p>Suggested Informal Assessments: Discussions, journals, textual</p>

	annotation and activities
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Second Semester

Course Goals and/or Major Student Outcomes:	<p>Students will be exposed to a variety of global literary and expository texts in order to develop critical inquiries. Students will effectively evaluate sources of information to incorporate outside ideas into the development of authoritative research products with accurate citations.</p>
Students will be able to...	<ul style="list-style-type: none"> ● Synthesize research findings into an engaging presentation and composition. ● Understand the importance of literature from a variety of cultural perspectives. ● Comprehend conflicting perspectives on a central argument.
Common Core Power Standards	<p>RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RI.3 Analyze how the author unfolds an analysis or series of ideas and events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.8 Delineate and evaluate the argument and specific claims in a text,</p>

	<p>assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>W.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.</p> <p>SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Suggested ERWC Units and Novels to Choose From for Sem. 2</p>	<p>Poetry Unit <i>To Kill a Mockingbird</i> <i>Night or Lord of the Flies</i> *Select 1 ERWC unit (Extreme Sports ERWC unit suggested)</p>
<p>Assessments</p>	<p>Required Formal Assessments: Final Exam (RI.8)</p> <p>Suggested Informal Assessments: Discussions, journals, textual annotation and activities</p>

10th Grade Scope and Sequence [Common Core]

1st Semester

Course Goals and/or Major Student Outcomes:	Students will explore and interpret the author's style and intent in both expository and literary texts. Students will view writing as a conversation and propel the discussion forward and make connections to broader themes.
Students will be able to...	<ul style="list-style-type: none">• Distinguish between implicit and explicit assumptions.• Cite evidence to support arguments.• Present original arguments and self-generated ideas in discussions.• Interpret debatable themes both in expository and literary texts.
Common Core Power Standards	<p>RL 2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI 6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>

	<p>organization, and analysis of content.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
Suggested ERWC Units and Novels to Choose From for Sem. 1	<p>“Macbeth” or “Julius Caesar”</p> <p><i>Ender’s Game</i> (suggested pairing with Age of Responsibility ERWC unit)</p> <p>*Select 1 ERWC unit</p>
Assessments	<p>Required Formal Assessments:</p> <p>Final Exam Essay (RI.6)</p> <p>Suggested Informal Assessments:</p> <p>Discussions, journals, textual annotation and activities</p>

2nd Semester:

Course Goals and/or Major Student Outcomes:	<p>Students will explore and interpret the author’s style and intent in both expository and literary texts. Students will view writing as a conversation and propel the discussion forward and make connections to broader themes.</p>
Students will be able to...	<ul style="list-style-type: none"> ● Compare a theme across multiple mediums. ● Respond thoughtfully to diverse perspectives. ● Summarize and comprehend another’s argument before drafting a response.
Common Core Power Standards	<p>RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks)</p>

	<p>create such effects as mystery, tension, or surprise.</p> <p>RI7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2: 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.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>Suggested ERWC Units and Novels to Choose From for Sem. 2</p>	<p><i>All Quiet on the Western Front</i> <i>Fahrenheit 451</i> or <i>Animal Farm</i> (suggested pairing with Leopard Man ERWC unit) *Select 1 ERWC unit</p>
<p>Assessments</p>	<p>Required Formal Assessments: Final Exam Essay (W.2)</p> <p>Suggested Informal Assessments: Discussions, journals, textual annotation and activities</p>

11th Grade Scope and Sequence [Common Core]

1st Semester

<p>Course Goals and/or Major Student Outcomes:</p>	<ul style="list-style-type: none"> • To prepare students to meet the standards of the CSU English Placement Test and/or meet the California ELA common core standards
<p>Students will be able to...</p>	<ul style="list-style-type: none"> • Understand the literary movements and their connections to American history. • Use supporting evidence to justify the written analysis. • Analyze an author’s rhetorical strategies for their purpose and effect.
<p>Common Core Power Standards</p>	<p>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.</p> <p>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.</p> <p>W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W9A Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literature. Demonstrate knowledge of</p>

	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.
Suggested ERWC Units and Novels to Choose From for Sem. 1	Colonial Period Enlightenment & Romanticism Transcendentalism & Anti-Transcendentalism (<i>The Scarlet Letter</i>) Civil War *Select 1 ERWC unit
Assessments	Required Formal Assessments: Final Exam Essay (W.9A) Suggested Informal Assessments: Discussions, journals, textual annotation and activities

Writing Genres of Focus	Expository Argument (Response to Literature) Persuasion
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2nd Semester:

Course Goals and/or Major Student Outcomes:	<ul style="list-style-type: none"> • To prepare students to meet the standards of the CSU English Placement Test and/or meet the California ELA common core standards
Students will be able to...	<ul style="list-style-type: none"> • Use supporting evidence to justify the written analysis. • Conduct research projects in order to answer a self-generated question. • Understand the literary movements and their connections to American history. • Apply the writing process for continually reflection and revision.

<p>Common Core Power Standards</p>	<p>RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>W5 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.</p> <p>W9A Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literature. 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.</p> <p>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.</p>
<p>Suggested ERWC Units and Novels to Choose From for Sem. 2</p>	<p>Civil War Realism & Naturalism Modern Period (<i>The Great Gatsby</i>) *Select 1 ERWC unit</p>
<p>Assessments</p>	<p>Required Formal Assessments: Final Exam Essay (W.1)</p>

	Suggested Informal Assessments: Discussions, journals, textual annotation and activities
Writing Genres of Focus	Expository Argument (Response to Literature) Research

11th Grade Scope and Sequence [Common Core]

1st Semester

<p>Course Goals and/or Major Student Outcomes:</p>	<ul style="list-style-type: none"> • To prepare students to meet the standards of the CSU English Placement Test and/or meet the California ELA common core standards
<p>Students will be able to...</p>	<ul style="list-style-type: none"> • Understand the literary movements and their connections to American history. • Use supporting evidence to justify the written analysis. • Analyze an author’s rhetorical strategies for their purpose and effect.
<p>Common Core Power Standards</p>	<p>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.</p> <p>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.</p> <p>W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W9A Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literature. Demonstrate knowledge of</p>

	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.
Suggested ERWC Units and Novels to Choose From for Sem. 1	Colonial Period Enlightenment & Romanticism Transcendentalism & Anti-Transcendentalism (<i>The Scarlet Letter</i>) Civil War *Select 1 ERWC unit
Assessments	Required Formal Assessments: Final Exam Essay (W.9A) Suggested Informal Assessments: Discussions, journals, textual annotation and activities

Writing Genres of Focus	Expository Argument (Response to Literature) Persuasion
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2nd Semester:

Course Goals and/or Major Student Outcomes:	<ul style="list-style-type: none"> • To prepare students to meet the standards of the CSU English Placement Test and/or meet the California ELA common core standards
Students will be able to...	<ul style="list-style-type: none"> • Use supporting evidence to justify the written analysis. • Conduct research projects in order to answer a self-generated question. • Understand the literary movements and their connections to American history. • Apply the writing process for continually reflection and revision.

<p>Common Core Power Standards</p>	<p>RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.</p> <p>W5 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.</p> <p>W9A Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 11–12 Reading standards to literature. 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.</p> <p>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.</p>
<p>Suggested ERWC Units and Novels to Choose From for Sem. 2</p>	<p>Civil War Realism & Naturalism Modern Period (<i>The Great Gatsby</i>) *Select 1 ERWC unit</p>
<p>Assessments</p>	<p>Required Formal Assessments: Final Exam Essay (W.1)</p>

	Suggested Informal Assessments: Discussions, journals, textual annotation and activities
Writing Genres of Focus	Expository Argument (Response to Literature) Research

12th Grade – Expository Reading and Writing Scope and Sequence Semester 1

<p>Course Goals and/or Major Student Outcomes:</p>	<ul style="list-style-type: none"> • To enable students to analyze, interpret, and apply the rhetorical strategies of expository and literary texts • To foster students’ ability to create and support written arguments based on readings, research, and personal experience • To increase students’ range of strategies for approaching various academic reading and writing tasks • To promote independent academic literacy practices in students, including the ability to use reflective reading and writing processes • To make personal and relevant connections for a wide variety of issues and problems that converge in written discourse • To prepare students to meet the standards of the CSU English Placement Test and/or meet the California ELA common core standards
<p>Students will be able to...</p>	<ul style="list-style-type: none"> ● Read and write rhetorically: focus on what the text says, the purposes it serves, the intentions of the author, and effects on the audience ● Read for understanding: use knowledge developed during pre-reading to understand the text and to confirm, refine or refute predictions ● Think critically: question and analyze the rhetorical choices of the author ● Students will be able to annotate ● Reflect on learning process ● Understand key vocabulary in context ● Connect reading to writing: considering audience and purpose ● Take a stance toward an issue, gather evidence and support claims with evidence. ● Revise and edit
<p>Common Core Power Standards</p>	<p>RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument,</p>

	<p>including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.1b 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.</p> <p>W.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.</p> <p>W.2a Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p>
<p>Suggested ERWC Units and Novels to Choose From for Sem. 1</p>	<p>Module 1: What's Next? Thinking About Life After High School</p> <p>Module 2: The Rhetoric of the Op-Ed Page: Ethos, Pathos, and Logos</p> <p>Module 3: Racial Profiling</p> <p>Module 4: The Value of Life</p>

	-“Hamlet” (optional w/ The Value of Life Module) Module 5: Good Food/Bad Food Module 6: <i>Into the Wild</i> (Novel)
Assessments	Required Formal Assessments: Portfolio, ERWC writing prompt (CP timed essay)- Politics of Food Prompt (W.1) https://docs.google.com/document/d/1DEVCHzMSNM2PdG1i6nsf_cFpjMg7jPKbkPCdAZ5p094/edit?usp=sharing Suggested Informal Assessments: Discussions, journals, textual annotation and activities
Writing Genres of Focus	Expository Argument/Persuasion Reflection

Semester 2:

Course Goals and/or Major Student Outcomes:	<ul style="list-style-type: none"> • To enable students to analyze, interpret, and apply the rhetorical strategies of expository and literary texts • To foster students’ ability to create and support written arguments based on readings, research, and personal experience • To increase students’ range of strategies for approaching various academic reading and writing tasks • To enable students to collect evidence through research in order to answer a question or solve a problem • To promote independent academic literacy practices in students, including the ability to use reflective reading and writing processes • To make personal and relevant connections for a wide variety of issues and problems that converge in written discourse • To prepare students to meet the standards of the CSU English Placement Test and/or meet the California ELA common core standards
Students will be able to...	<ul style="list-style-type: none"> • Read and write rhetorically: focus on what the text says, the purposes it serves, the intentions of the author, and effects on the audience • Conduct research projects to answer a question or solve a problem

	<ul style="list-style-type: none"> ● Read for understanding: use knowledge developed during pre-reading to understand the text and to confirm, refine or refute predictions ● Think critically: question and analyze the rhetorical choices of the author ● Students will be able to annotate ● Reflect on learning process ● Understand key vocabulary in context ● Connect reading to writing: considering audience and purpose ● Take a stance toward an issue, gather evidence and support claims with evidence. ● Revise and edit
<p>Common Core Power Standards</p>	<p>RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.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.</p> <p>W.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</p>

	<p>when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>L.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.</p>
<p>Suggested ERWC Units and Novels to Choose From for Sem. 2</p>	<p>Module 7: Bring a Text You Like to Class- Bridging Out-of-School and In-School Literacies Module 8: Juvenile Justice Module 9: Language, Gender, and Culture Module 10: <i>1984</i> <u>or</u> Module 11: <i>Brave New World</i> Module 12: Bullying: A Research Project</p>
<p>Assessments</p>	<p>Required Formal Assessments: Portfolio, ERWC writing prompt (CP timed essay)- Going for the Look Prompt (W.1B) https://docs.google.com/document/d/1M9uS7wPK5MY6dIWpsjCh24qnMCkAIKvoS4uCmbYuj2I/edit?usp=sharing</p> <p>Suggested Informal Assessments: Discussions, journals, textual annotation, presentations and activities</p>
<p>Writing Genres of Focus</p>	<p>Research Expository Argument/Persuasion Reflection</p>