

El Monte Union High School District

7/25/2011

Course Outline

High School _____ District _____

Title: <u>English 3 P</u> Transitional* _____ (Eng. Dept. Only) Sheltered (SDAIE)* _____ Bilingual* _____ AP** _____ Honors** _____ Department: <u>English</u> Grade Level (s): <u>11</u> Semester _____ Year <u>X</u> Year of State Framework Adoption <u>2007</u>	This course meets graduation requirements: <input checked="" type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Science <input type="checkbox"/> Elective	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

None, although successful completion of English 2P is recommended

2. Short description of course which may also be used in the registration manual:

English 3P focuses on a historical approach to the study of American literature and the continued development of student skills in reading, writing, listening, and speaking. The course is college preparatory, with the curriculum based on the California State Content Standards-English Language Arts and the CA Common Core State Standards. The course incorporates the various genre found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational texts and workplace documents are embedded in the chapter organization of the textbook. All students will write an editorial, an autobiographical/reflective narrative, a descriptive essay, an expository essay, a literary response, and a major research paper following MLA guidelines.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

Varies by site.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

The special needs of English language learners are met throughout the course in a number of ways:

- a. by using the sheltered instruction, observation protocol (SIOP) once the protocol has been implemented and training has occurred
- b. by presenting in all classrooms a curriculum rich in a variety of multicultural literature that fosters self-esteem and cultural worth,
- c. by probing prior knowledge to connect existing knowledge with knowledge to be learned,
- d. by teaching concepts for which English learners may not have a cultural reference, including historical and mythological references, obscure terms, and dialect,
- e. by defining abstract concepts in concrete terms, and using specific examples,
- f. by using graphic organizers and rubrics to set expectations and facilitate organization of thought,
- g. by using a variety of other visual aids during instruction, such as pictures, films, realia, and audiotapes,
- h. by using AVID, Marzano, and STRP strategies to improve reading and thinking skills,
- i. by reading literature aloud, as necessary,
- j. by encouraging students to express themselves in a variety of modalities.

5. Describe the interdepartmental articulation process for this course:

This course provides the fundamentals of reading and writing skills used in all other classes, and follows the historical timeline of the 11th grade U. S. History course.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students work on their four-year school plan with their counselor, and read literature that references various career opportunities.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s): *California McDougal Littell Literature*, 2009, Houghton Mifflin Company, Evanston, IL 60-204

B. Supplemental Materials and Resources:

- *McDougal Littell Grammar for Writing*
- *McDougal Littell Workbooks: Grammar for Writing, Interactive Reader...*
- Dictionaries, thesauruses
- newspapers, magazines, teacher-developed guides for learning and review, rubrics for assessing writing provided in the program (McDougal Littell)
- Classzone.com - on-line resource provided by McDougal Littell

- Literature and Reading Center
- Writing and Grammar Center
- Media Center
- Vocabulary Center
- Research Center

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- Laptop carts with printer, computer labs, video/DVD and television, Internet, selected video and audio tapes, overhead projectors, and other multimedia such as ELMO's, white boards...
- eEdition - provided by McDougal Littell

8.

▪ **Objectives of Course**

- A. apply their knowledge of word origins to determine meaning of new words encountered in reading, and to use those words correctly.
- B. read and understand a variety of grade-level appropriate material and analyze organizational patterns.
- C. make substantial progress toward the goal of reading two million words by grade 12 by reading every day.
- D. read and respond to significant works of literature that enhance their studies of social science.
- E. conduct analyses of recurrent patterns and themes in literature.
- F. write coherent and focused essays that convey a defined perspective and reasoned argument, and which reflect an understanding of audience and purpose.
- G. Students will produce narrative, expository, persuasive, and descriptive essays while demonstrating a command of standard American English.

▪ **Unit detail including projects and activities including duration of units (pacing plan)**

See curricular map attached

▪ **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

See curricular map attached

▪ **Student performance standards**

See unwrapping document attached

▪ **Evaluation/assessment/rubrics**

Assessments (CFBAs, Tests, Quizzes, Final, other...)*	35
Essays/Writing	40
Projects, participation/Class work/Homework	25

*District Mandated Assessments are **at least** 10% of the Assessments category.

▪ **Include minimal attainment for student to pass course**

90-100 A
80-89 B
70-79 C
60-69 D
Below 60 F

English 3P Curricular Map

SEMESTER ONE

UNIT	LITERARY FOCUS	VOCABULARY FOCUS	GRAMMAR FOCUS	WRITING FOCUS	LENGTH
<p>Early American Writing TE p. 15A-15D</p> <p>Assessment: UNIT 1 TEST A</p>	<p>Analyze the influence of historical context</p> <p>Identify and analyze rhetorical devices</p> <p>Analyze diction</p> <p>R3.5</p>	<p>Understand and use specialized vocabulary (politics and government)</p> <p>Determine the intended meanings of words with multiple meanings</p> <p>R1.1</p>	<p>Use prepositional phrases and adverb clauses as modifiers</p> <p>Understand and use complex and complex-compound sentences</p> <p>Additional writing and grammar skills</p> <p>W1.9, LC1.1</p>	<p>Write a persuasive essay</p> <p>Vary sentence types</p> <p>R2.1, R2.6</p>	8 weeks
<p>American Romanticism TE p. 293A-293D</p> <p>Assessment: UNIT 2 TEST A</p>	<p>Identify and examine elements of poetry</p> <p>Identify and evaluate sound devices</p> <p>Interpret symbol</p> <p>Understand satire</p> <p>Identify elements of transcendentalism</p> <p>R2.2, 2.4, R3.1, 3.2, 3.3, 3.4, 3.5</p>	<p>Use knowledge of Greek and Latin roots to understand the meanings of words</p> <p>Apply knowledge of prefixes to determine the meanings of words</p> <p>R1.2</p>	<p>Use rhetorical questions for emphasis</p> <p>Use parallelism to create emphasis or add rhythm</p> <p>Identify and use adjective clauses</p> <p>Use participles and participial phrases to add descriptive details</p> <p>LC1.1, W1.9,</p>	<p>Write a reflective essay</p> <p>W1.9, W2.1, W2.3</p>	5 weeks
<p>From Romanticism to Realism TE p. 491A-D</p> <p>Assessment: UNIT 3 TEST A</p>	<p>Analyze narrative elements</p> <p>Analyze elements of an author’s style, including free verse</p> <p>R2.1, R3.5</p>	<p>Apply knowledge of Latin roots to help determine word meaning</p> <p>Use general context to understand word meaning</p> <p>R1.2</p>	<p>Establish tone</p> <p>Use vivid verbs</p> <p>Additional writing and grammar skills</p> <p>W1.9,</p>	<p>Write a biographical narrative</p> <p>W2.1</p>	5 weeks

Unit Assessments: Students will take the McDougall Littell Unit Tests at the completion of each unit.

Semester Final Assessment: Students will take a pre-test and a post-test of a modified Semester Final based on McDougall Littell Benchmark test covering units 1, 2, and 3.

Required writings: Students are required to compose three writings throughout the semester including a persuasive essay, a reflective essay, and a biographical narrative.

Writing grading: To ensure district wide continuity the appropriate McDougal Littell rubrics, which are found in each resource unit, will be used to assess student writing.

English 3P Curricular Map

SEMESTER TWO

UNIT	LITERARY FOCUS	VOCABULARY FOCUS	GRAMMAR FOCUS	WRITING FOCUS	LENGTH
<p>Unit 4</p> <p>Regionalism and Naturalism</p> <p>TE pgs 615A-616D</p>	<p>Analyze setting Analyze plot/conflict Identify and interpret theme Analyze tone (diction/repetition) Identify and analyze characteristics of Naturalism Make inferences about characters Understand social context</p> <p>R 3.2, R3.3, R3.5, R2.5, LS1.1, LS1.14</p>	<p>Use knowledge of Latin roots to help determine word meaning</p> <p>Discriminate between connotative and denotative meaning of words</p> <p>R1.2</p>	<p>Use verbs, gerunds, prepositional phrases and gerund phrases to create effective descriptions</p> <p>Use passive and active voice effectively</p> <p>Use present tense verbs effectively</p> <p>W1.2, W1.9, W1.1, W2.2, LC1.1 W1.5, R2.5, R3.8,</p>	<p>Write a literary analysis</p> <p>W1.9. W2.2</p>	<p>3 weeks</p>
<p>Unit 5</p> <p>The Harlem Renaissance and Modernism</p> <p>TE pgs 821A-821D</p>	<p>Identify and analyze tone Identify imagery Identify and interpret character traits and motives Identify and interpret irony (dramatic/situational) Identify universal theme Make inferences</p> <p>R3.5, R3.3, R3.4, R3.2, R3.1, R3.6, R2.5, R2.4 LS1.3,</p>	<p>Use knowledge of Latin roots to understand word meaning</p> <p>Research word origins as an aid to understand historical influence on the English language</p> <p>R1.2, R1.1</p>	<p>Use infinitive phrases to create rhythm</p> <p>Use vivid adjective effectively to create imagery</p> <p>Use diction to create an objective tone</p> <p>R1.2, W1.3, LC1.1, W2.2, W1.9, W2.1 LC1.1, W1.5, LC1.2</p>	<p>Write a comparison-contrast essay</p> <p>W2.2, W1.9, LC1.2</p>	<p>5 weeks</p>

UNIT	LITERARY FOCUS	VOCABULARY FOCUS	GRAMMAR FOCUS	WRITING FOCUS	LENGTH
<p>Unit 6</p> <p>Contemporary Literature</p> <p>TE pgs 1089A-1089D</p>	<p>Analyze historical context Identify and interpret allusions Analyze the use of repetition Identify author’s message Analyze imagery Understand the cultural context of a contemporary selection Identify and evaluate key ideas Identify main idea and supporting detail.</p> <p>R3.5, R3.3, R3.4, R3.1, R3.2, R3.9, R3.8, R2.1, R2.5, R2.2, R2.6, R2.4</p>	<p>Use prefixes to help determine the meaning of words</p> <p>Use context clues and idioms to help determine the meaning of words</p> <p>Use analogies to understand the meaning of words</p> <p>R1.3, R1.2,</p>	<p>Use word choice, sentence structure, and tone to establish voice</p> <p>Use word choice, imagery, and tone to create mood</p> <p>Use parallelism for effect</p> <p>Use appropriate language</p> <p>W1.1, W1.2, W1.3, W1.9, LC1.1, LS1.10, W2.1, W2.2, R2.2, R2.5</p>	<p>Write a problem-solution essay</p> <p>W1.1, W1.3, W1.9, LC1.1</p>	<p>5 weeks</p>
<p>Unit 7</p> <p>The Research paper</p> <p>TE pgs 1262-1303</p>	<p>Analyze and evaluate parts of a research paper Find and focus a research topic Distinguish between primary/secondary sources and their purposes Use search engines and databases to research Evaluate print and nonprint sources for information for relevancy/reliability Verify information and detect bias Take notes and organize information Create source cards Summarize and paraphrase information Avoid plagiarism</p> <p>W1.6, R2.3, W1.7,</p>		<p>Develop and focus a research topic Organize and outline information for a research paper Develop a thesis statement Determine facts to include in a research paper. Use transitional words and phrases to connect ideas and create flow Support ideas with reasons and evidence and eliminate unnecessary details Draft a works cited list</p> <p>W1.3, W1.6, W2.4, W1.7 LC1.3</p>	<p>Write a research paper.</p>	<p>5 weeks</p>

Unit 1
Early American Writing (1600-1800)

Literary Focus:	Historical context, rhetorical devices, diction
Writing Focus:	Persuasive essay, varied sentence types
Vocabulary Focus:	Specialized vocabulary, words with multiple meanings
Grammar Focus:	Prepositional phrases, adverb clauses, complex and complex-compound sentences

Academic Vocabulary

Argument
 Persuasion
 Rhetorical devices
 Primary source
 Historical context
 Cultural Characteristics

Additional Academic Vocabulary

Position (noun)
 Claim (noun)
 Persuasive technique
 Loaded language
 Account (noun)
 Narrative
 Anecdote

Recommended Workshops

Writing a persuasive essay p. 276 (W1.3, W1.7)
 Parallel Structure p. 282 (W1.4, LC1.1)

Recommended Literature with California Standards from McDougall Littell Unit

<u>Title</u>	<u>Lit. Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>The World on Turtle's Back</i> p. 32	Creation myth (R3.1, R3.5)		
... <i>Olaudah Equino</i> p. 78	Slave Narrative (R3.1)	Adverb clauses (W1.9, LC1.1)	Context clues, Latin roots (R1.2)
from <i>Sinners in the Hands of an Angry God</i> p. 118	Emotional appeal (R2.6, R3.3)		Word Acquisition, Context clues, Connotation
<i>The Crucible</i> p. 130 Clues	Conventions of drama	Word choice, inverted sentences (LC1.1)	Word Acquisition, Context Clues
<i>The Crucible and McCarthyism</i> p. 212	Historical context (R3.5)		

Required Writing

Persuasive essay

- Key traits: ideas, organization, voice, word choice, sentence fluency, conventions.
- Look at student model.
- Prewriting: understand the prompt, think of issues that you truly care about, write a working thesis statement, collect support for your claim.
- Drafting: organize your information in a sensible order, support your statements with reasons and evidence, use persuasive techniques.
- Revising and editing: energize your language, prop up any weak arguments, watch for mistakes in logic, conclude concisely, proofread for mechanical and grammatical errors.

The writing can be grading using the rubric provided by McDougal Littell in the Resource Manager book. The rubric for this unit can be found on page 460.

Unit 2
American Romanticism (1800-1855)

Literary Focus:	Poetry, sound devices, symbols, Romanticism, Transcendentalism
Writing Focus:	Reflective essay
Vocabulary Focus:	Greek and Latin roots
Grammar Focus:	Rhetorical questions, parallelism, adjective clauses, participles and participle phrases

Academic Vocabulary

Romanticism
 Transcendentalism
 satire
 sound devices: alliteration (consonance, assonance), onomatopoeia
 symbol
 blank verse
 allegory

Additional Academic Vocabulary

internal rhyme
 image
 symbolize
 mood
 rhyme scheme
 meter

Recommended Workshops

Write a reflective essay p. 474 (W1.9, W2.1, W2.3)
 Consistency in verb tense p. 480 (LC1.1)

Recommended Literature with California Standards from McDougall Littell Unit

<u>Title</u>	<u>Lit. Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>The Tide Rises, The Tide Falls</i> p. 338	Stanza, rhyme scheme (R3.3)		
<i>Old Ironsides</i> p. 344	Meter (R3.3)		
<i>The Raven</i> p. 437	Sound devices, rhyme scheme (R3.4)	Use of dashes p. 444 9w1.5, LC1.1)	
<i>Self-reliance</i> p. 360	Transcendentalism (R2.5)	Adjective clauses and modifiers (LC1.1)	Word acquisition, context clues, multiple affixes
<i>Walden</i> p. 370	Transcendentalism (R2.5)	Rhetorical questions (W1.9)	Prefixes p. 390 (R1.2)

*Other selections of poetry are available throughout the text for use of teaching devices, however they may not reflect the historical context.

Required Writing

Reflective essay

- Key traits: ideas, organization, voice, word choice, sentence fluency, conventions.
- Look at student model.
- Prewriting: travel to your past to find a topic, freewrite about the experience, reflect on why the experience matters to you.
- Drafting: outlining, using author’s style, include thoughts and feelings.
- Revising and editing: Show, don’t tell, use active voice and consistent tone, proofread for mechanical and grammatical errors.

The writing can be grading using the rubric provided by McDougal Littell in the Resource Manager book. The rubric for this unit can be found on page 296.

Unit 3
From Romanticism to Realism (1855-1870)

Literary Focus:	Narrative, author style, Realism
Writing Focus:	Biographical narrative
Vocabulary Focus:	Latin roots, using content to understand word meaning
Grammar Focus:	Using tone and vivid words

Academic Vocabulary

Realism
free verse
style
primary source

Additional Academic Vocabulary

simile
personification
catalog
slant rhyme
tone
poetic devices

Recommended Workshops

Biographical narrative p. 598 (W2.1)
Cliches p. 604 (W1.9)
Verb tense shifts p. 604 (LC1.1)

Recommended Literature with California Standards from McDougall Littell Unit

<u>Title</u>	<u>Lit. Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
Selected poems by <i>Walt Whitman</i> p. 508-523	Free verse, author’s style (R3.3)		
Selected poems by <i>Emily Dickinson</i> p. 524-534	Author’s style (R3.3, R3.4)		
<i>Narrative in the Life of Fredrick Douglas</i> p. 536	Author’s style (R3.3)	Vivid verbs (LC1.1)	
<i>An Occurrence at Owl Creek Bridge</i> p. 580	Point of View		Word acquisition, context clues (R1.2)

Required Writing

Biographical narrative

- Learn key traits: ideas, organization, voice, word choice, sentence fluency, conventions.
- Look at a student model.
- Prewriting: analyze the prompt, choose the subject, describe the person, gather information, anecdotes, and incidents.
- Drafting: Planning the narrative, working through the literary steps of a narrative essay.
- Revising: editing, enhancing, publishing, proofread for mechanical and grammatical errors.

The writing can be grading using the rubric provided by McDougal Littell in the Resource Manager book. The rubric for this unit can be found on page 182.

Unit 4

Literary Focus:	Regionalism and Naturalism
Writing Focus:	Literary Analysis
Vocabulary Focus:	Latin Roots, Denotation/Connotation
Grammar Focus:	verb/gerund/prepositional phrases, passive/active voice, present tense verbs

Academic Vocabulary

Regionalism	Irony	Inference	Active/Passive Voice
Naturalism	Author’s purpose	Tone	
Analogy	Repetition	Setting	
Descriptive Language	Theme	External conflict	

Academic Skills

Analyze setting	Make inferences about character
Analyze Plot and Conflict	Understand Social Context
Identify and Interpret theme	Use knowledge of Latin roots to determine word meaning
Analyze Tone (diction/repetition)	Discriminate between connotative and denotative meaning
Identify and Analyze characteristics of Naturalism	Write a literary Analysis

Recommended Literature from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Unit 4 Introduction</i>	historical/social context		
<i>A Wager Matinee</i>	setting draw conclusions		
<i>The Open Boat</i>	Naturalism		gerund phrase
<i>The Law of Life</i>	Theme Naturalism	Denotation Connotation	
<i>The Story of an Hour</i>	Plot Conflict		Active/Passive Voice
<i>The Yellow Wallpaper</i>	Social Context	Verb Tenses	
<i>April Showers</i>	Tone Make Inferences	Latin roots	

Required Writing Literary Analysis

Writing Workshop: Literary Analysis

Pages 804-811

Writing Objectives:	Analyze a student model that shows the traits of literary analysis. Use the writing process to produce a literary analysis. Revise and edit, using criteria for literary analysis Create and present a power presentation
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Key Traits of Writing

Thesis statement clearly identifies the key points of discussion	Tone is appropriate for audience and purpose
Evidence from text to support each key point	Uses precise language
Attention getting introduction identifies title/author	Varies sentence structures and lengths
Consistent organizational pattern includes transitions	Employs correct grammar and usage.
Conclusion summarized ideas and discusses overall meaning of work	

Supplemental Materials for Instruction

Interactive Reader for all readings

Resource Manager

Best Practice Toolkit

Unit 5

Literary Focus: The Harlem Renaissance and Modernism
Writing Focus: *compare/contrast essay
Vocabulary Focus: Latin roots, word origins
Grammar Focus: Infinitive phrases, vivid adjectives, diction

Academic Vocabulary

Harlem Renaissance	Irony	Figurative Language	Voice
Modernism	Form in Poetry	Literary Criticism	Universal Theme
Imagery	Meaning in Poetry	Point of View	
Tone	Speaker	Sensory details	

Academic Skills

Identify/Analyze Tone	Identify universal theme	Use infinitive phrases to create rhythm
Identify Imagery	Make inferences	Use vivid adjectives to create imagery
Identify/Analyze character traits/motives	Use knowledge of Latin roots for meaning	Use diction to create an objective tone
Identify and interpret irony (dramatic/situational)	Research word origins to understand historical influence on English Lang.	

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Unit 5 Introduction</i>	Harlem Renaissance Modernism		
<i>Selected Poetry by Langston Hughes</i>	Harlem Renaissance		
<i>How it Feels to be Colored Me</i>	Tone		
<i>In Station of the Metro/Helen/Spring and All/This is just to Say.</i>	Imagism Make Inferences		Vivid Adjectives
<i>Winter Dreams</i>	Character motivation	Words from Jazz age	
<i>In Another Country</i>	Make inferences		Objective Tone
<i>A Worn Path</i>	Universal Theme	Latin Roots	
<i>The Life you Save May Be Your Own</i>	Irony		
Additional elements:			Infinitive Phrases

Optional Writing Comparison/Contrast Essay

Writing Workshop: Comparison-Contrast

Pages 1072-1079

Writing Objectives: Analyze a student model that reflects the key traits of comparison-contrast writing
 Use the writing process to produce a comparison-contrast essay
 Revise and edit, using criteria for comparison-contrast essay
 Plan and deliver an oral interpretation

Key Traits of Writing

Clearly states the works being compared and/or contrasted
 Includes a thesis statement identifying similarities/differences.

Uses Specific examples to support key ideas

Includes an attention-getting introduction/thoughtful conclusion
 Follows a consistent organizational pattern
 Links ideas with transitions
 Maintains an appropriate tone for audience/purpose

Uses precise words to explain similarities/differences
Varies sentence beginnings

Employs correct grammar/usage.

Unit 6

Literary Focus: Contemporary Literature
Writing Focus: *problem/solution essay
Vocabulary Focus: Prefixes, Context clues, Analogies
Grammar Focus: Word choice, sentence structure, parallelism

Academic Vocabulary

Historical Context	Allusion	Contemporary literature	Voice
Cultural Context	Rhetorical devices	Main idea	Mood
General principal	Elements of an argument	Opposing Viewpoint	Sensory detail

Academic Skills

Analyze historical context	Understand the cultural context of a contemporary selection	Use prefixes to determine meaning
Identify and Interpret allusions	Identify and evaluate key ideas	Use context clues and idioms to determine meaning
Analyze use of repetition	Identify main idea and supporting detail	Use analogies to determine meaning

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Unit 6 Introduction</i>	Historical/Cultural Context		
<i>Why Soldiers Wont Talk/The Death Of the Ball Turret Gunner</i>	Tone/Imagery		Establishing voice
<i>From Letter from Birmingham Jail</i>	Allusion Elements of Argument	context clues analogies	
<i>From Stride Toward Freedom/ Necessary to Protect Ourselves</i>	Historical Context	Context Clues Prefixes	
<i>Mother Tongue</i>	Identify main idea		
<i>From In search of Our Mother's Garden</i>	Author's message Cultural Context		
<i>Life for My Child is simple/Primer for Blacks</i>	Repetition		

Optional Writing Problem-Solution Essay

Writing Workshop: Problem-Solution Essay
Pages 1248-1255

Writing Objectives: Analyze a student model that reflects the key traits of a problem-solution essay.
 Use the writing process to produce a problem-solution essay.
 Revise and edit, using criteria for problem-solution essay.
 Plan and create a Web site, considering audience and choosing appropriate visuals

Key Traits of Writing

Unit 7

Reading Focus: The Power of Research
Writing Focus: The Research Paper
Vocabulary Focus: Academic Vocabulary for research
Grammar Focus: Research writing style

Academic Vocabulary

Research topic	Works Cited	Search engine	Appendix
Research paper	Source Cards	Database	Preface
Documentation	Plagiarism	URL (uniform resource locator)	
Resources	Primary Source		
Sources	Secondary Source	Abstract	

Academic Skills

Analyze and evaluate parts of a research paper	Avoid plagiarism
Find and focus a research topic	Develop and focus a research topic
Distinguish between primary and secondary sources and their purposes	Organize and outline information for a research paper
Use search engine databases to research a topic	Develop a thesis statement
Evaluate print and nonprint sources of information for relevancy and reliability	Determine facts to include in a research paper
Verify information and detect bias	Use transitional words and phrases to connect ideas create a flow
Take notes and organize information	Support ideas with reasons and evidence and eliminate unnecessary details
Create source cards	Draft a Works Cited list.
Summarize and paraphrase information	

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Unit 7 Intro: What is the Power of</i>	Build context for Reading		
	Use Prior Knowledge		
	Connect		
<i>an Research Strategies Workshop: Beginning Your Investigation</i>			

Writing Workshop: Research Paper

Writing Workshop: The Research Paper
 Pages 1284-1303

Writing Objectives: Analyze a student model that illustrates the key traits of an effective research paper.
 Use the writing process to produce a research paper.
 Revise and edit, using criteria for research papers
 Plan and deliver a presentation.

Key Traits of Writing

Present a thesis statement that identifies controlling idea.	Uses a tone that is suited to the audience, purpose, and subject
Support the thesis with relevant and convincing evidence.	Reflects the writer’s enthusiasm for the topic
Synthesize information from multiple sources, correctly quoting or paraphrasing those quotes.	Uses precise language to convey ideas clearly
	Varies sentence lengths and structures
	Employs correct grammar and usage
Follows clear organizational pattern, use transitions to connect ideas	Credits sources properly
	Uses correct formats and style

