

WPHS English ELOs and Course Descriptions

This document is a work in progress. Our English Department and the other schools in RJUHSD are in the process of piloting texts and working together on common essential learning targets using the Common Core State Standards, but we wanted to share the current course of study for our English courses here and the reading philosophy below, grounds our work with students and their literacy.

[WPHS Reading Philosophy](#)

WPHS CP English 9

Writing	Reading
<p style="text-align: center;">Narrative Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrative Vocabulary <input type="checkbox"/> Zooms in Effectively <input type="checkbox"/> Internal Dialogue <input type="checkbox"/> Purposeful Details <input type="checkbox"/> Engaging Lead <input type="checkbox"/> Effective Ending <input type="checkbox"/> Shows not Tells <input type="checkbox"/> External Dialogue <input type="checkbox"/> Sensory Details <input type="checkbox"/> Zooms Past <input type="checkbox"/> Transitions <input type="checkbox"/> Sentence Structure <p><u>Assessment:</u> 100 Word Memoir Best Draft, Single Scene Best Draft and Multi-Scene Best Draft</p> <p style="text-align: center;">Creative Inform Unit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informational Vocabulary <input type="checkbox"/> How to ask the right questions <input type="checkbox"/> Tone analysis <input type="checkbox"/> Ethos, Logos and Pathos <input type="checkbox"/> Crafting voice <input type="checkbox"/> Audience Awareness & Targeting <input type="checkbox"/> Using Turnitin.com <input type="checkbox"/> Informing the audience <input type="checkbox"/> Topic is relevant and specific 	<p style="text-align: center;">Independent Choice</p> <p>Live and digital discussions around:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Setting <input type="checkbox"/> Characterization <input type="checkbox"/> Theme <input type="checkbox"/> Tone <input type="checkbox"/> Conflict <input type="checkbox"/> Identifying similes and metaphors <input type="checkbox"/> Assessing craft moves of professional writers <input type="checkbox"/> Tracking reading through time <input type="checkbox"/> Quarter Progress Checks <input type="checkbox"/> Book talk <input type="checkbox"/> Midterm and final portfolio review, critique and reflection <p><u>Assessment:</u> Weekly reading checks, conferencing, reading tracker completing and quarterly progress reports and checks.</p> <p style="text-align: center;">Book Club Unit</p> <p>Live and digital discussions around:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Theme identification <input type="checkbox"/> Characterization <input type="checkbox"/> Plot analysis <input type="checkbox"/> Internal and External Conflict <input type="checkbox"/> Tone shifts <input type="checkbox"/> Tracking reading through time <input type="checkbox"/> Assessing craft moves of professional writers

<input type="checkbox"/> Transitions <input type="checkbox"/> Text Organization <input type="checkbox"/> Text Features <input type="checkbox"/> Author's Use of: Speaker, Occasion, Audience, Purpose, Subject, Tone <u>Assessment:</u> Creative Inform Best Draft (written and professional presentations) <p style="text-align: center;">Persuasive Editorial Weeks 9-13</p> <input type="checkbox"/> Research vocabulary <input type="checkbox"/> Source Evaluation <input type="checkbox"/> Smart Google searching <input type="checkbox"/> Author's Use of: Speaker, Occasion, Audience, Purpose, Subject, Tone <input type="checkbox"/> Writing a Claim <input type="checkbox"/> Rhetorical Strategies <input type="checkbox"/> In line citation and quote embedding <input type="checkbox"/> MLA Works Cited <input type="checkbox"/> Sentence Structure <u>Assessment:</u> Persuasive Editorial Best Draft	<input type="checkbox"/> Setting <input type="checkbox"/> Repetition <input type="checkbox"/> Diction <input type="checkbox"/> Imagery <input type="checkbox"/> Details <u>Assessment:</u> Weekly reading checks, conferencing, reading tracker completing and quarterly progress reports and checks, weekly project around literary analysis.
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English 9 Course Description: This course utilizes a workshop approach to reading and a variety of writing skills. The selections will include independent choice texts, non-fiction, poetry, and novels. Emphasis will be placed on reading and writing development. Writing conventions such as targeted writing skills will be taught in conjunction with independent reading choice, book clubs and writing units. Students can expect a variety of oral and listening activities.

English 9 ELO: Students will be able to . . . and Common Core Standard

- I can write a story using interesting techniques, carefully chosen details, and a well-organized sequence of events. (9-10 W. 3)
- I can write an argument that supports your ideas about an important topic or text, using good reasoning and enough evidence. (9-10 W.1)
- I can write an informative text that explains and analyzes other informative writing, using the skills of reading and research. (9-10 W.2) (9-10 R1-6)
- I can take part in group discussions by using information from different sources to make strong arguments, ask and answer questions, and work with others. (9-10 LS 1-4) (9- 10 R 1-6)

- I can share your ideas with a speech that is engaging and informative or persuasive, by making deliberate choices about your tone of voice, speed, volume, gestures, visual aids, and language. (9-10 LS 3-4) (9-10 R 1,2, 5, 6)
- I can understand the meaning of words and phrases in a text, including those that are not meant to be taken literally, and analyze how the author's choices of words affect the overall meaning and tone of the text, including how it creates a sense of time and place or a formal or informal mood. (9-10 RL 4)

WPHS CP English 10 Scope & Sequence

Note: We start with narrative intentionally because the different moves and strategies utilized spiral throughout the other units, and eventually culminate in the multigenre project where students utilize most if not all of the essential learning outcomes to create their project. Our goal is for students to continue to use and build upon the skills they have learned throughout their time in CP English 10.

Writing	Reading
<p>Narrative Unit Weeks 2-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Narrative Vocabulary <input type="checkbox"/> Showing a moment in time <input type="checkbox"/> Expanding time <input type="checkbox"/> Zooming In <input type="checkbox"/> Great Leads <input type="checkbox"/> Effective Endings <input type="checkbox"/> Choosing and organizing scenes <input type="checkbox"/> Using dialogue <input type="checkbox"/> Flashing forward and flashback <input type="checkbox"/> Effective Feedback <input type="checkbox"/> Digital Storytelling & Storyboarding <p><u>Assessment:</u> Vocabulary assessment, narrative best draft along with weekly drafts, <i>Night</i> craft moves assessment</p> <p>Creative Inform Unit Weeks 6-8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Informational Vocabulary <input type="checkbox"/> How to ask the right questions <input type="checkbox"/> Tone analysis <input type="checkbox"/> Visual Rhetoric <input type="checkbox"/> Semicolon Use <input type="checkbox"/> Dash Use 	<p>Independent Choice Weeks 1-5 & 11-15</p> <p>Live and digital discussions around:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Double Page Spread <input type="checkbox"/> Identifying similes and metaphors <input type="checkbox"/> Assessing craft moves in our reading <input type="checkbox"/> Literary analysis questions including theme, character and plot. <input type="checkbox"/> Tracking reading through time <input type="checkbox"/> Quarter Progress Checks <input type="checkbox"/> Completing a book talk, <input type="checkbox"/> Midterm and final portfolio review, critique and reflection <p><u>Assessment:</u> Weekly reading checks, conferencing, reading tracker completing and quarterly progress reports and checks.</p> <p>Book Club Unit Weeks 6-9</p> <p>Live and digital discussions around:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Theme identification <input type="checkbox"/> Characterization <input type="checkbox"/> Plot analysis

- ☐ Crafting voice
- ☐ Audience Awareness & Targeting
- ☐ Using Turnitin.com

Assessment: Vocabulary assessment, creative inform best draft along with weekly drafts, analysis of an infographic

Research/Argument Unit & DCA Weeks 9-13

- ☐ Research vocabulary
- ☐ Source Evaluation
- ☐ Burkean Parlour
- ☐ Smart Google searching
- ☐ Using technology for a works cited
- ☐ Author's Purpose
- ☐ Writing a Claim
- ☐ Implicit vs. Explicit Purpose
- ☐ Rhetorical Strategies
- ☐ Considering audience & occasion
- ☐ In line citation and quote embedding
- ☐ MLA Works Cited
- ☐ Rethinking traditional form
- ☐ Annotated bibliography

Assessment: Vocabulary assessment, research best draft along with weekly drafts, & District Common Assessment

Multi-Genre Unit Weeks 14-17

- ☐ Genre Exploration
- ☐ Planning a unit with a proposal
- ☐ Dear Reader, Glue and Endnotes
- ☐ Tracking and managing progress with a calendar
- ☐ Revision and editing

Assessment: Multigenre Best Draft along with weekly draft submission, progress checks and conferencing

- ☐ Tracking reading through time

Assessment: Weekly reading checks, conferencing, reading tracker completing and quarterly progress reports and checks, weekly project around literary analysis.

Poetry Weeks 13-15

- ☐ Poetry vocabulary
- ☐ Class study & analysis both live and online
 - o "Good Bones"
 - o "Nineteen"
 - o "Complainers"
 - o "Knock Knock"
 - o "The Rose That Grew from Concrete"
 - o "Thinking About You"
 - o "Do Not Go Gentle Into That Good Night"

Assessment: Poetry vocabulary assessment, memorization and recitation of poetry, original poem creation and publication, poem analysis

Drama Choice Weeks 16-18

- ☐ Drama vocabulary

Live and digital discussions around:

- ☐ Theme identification
- ☐ Characterization
- ☐ Plot analysis
- ☐ Final drama production
- ☐ Tracking reading through time

Assessment: Vocabulary assessment, weekly reading checks, conferencing, reading tracker completing and quarterly progress reports and checks, weekly project around literary analysis.

CP English 10 Course Description: This course utilizes a workshop approach to reading and a variety of writing skills. The selections will include independent choice texts, non-fiction, poetry, and novels. Emphasis will be placed on reading and writing development. Writing conventions such as targeted craft moves will be taught in conjunction with independent reading

choice, book clubs and writing units. Students can expect a variety of oral and listening activities.

ELO: Students will be able to... and Common Core Standard

- I can write an essay that explains and supports my ideas about an important topic or text, using good reasoning and enough evidence. (W.1)
- I can write an essay that analyzes and explains informative writing, using the skills of reading and research. (W.2)
- I can write a story using interesting techniques, carefully chosen details, and a well-organized sequence of events. (W.3)
- I can write clearly and in a way that makes sense for ymour assignment, purpose, and readers. (W.9-10.4)
- I can use technology, like the Internet, to create, share, and update your writing, taking advantage of its ability to link to other information and to display information flexibly and dynamically. (W.9-10.6)
- I can do research projects to answer questions or solve problems, using multiple sources and showing that I understand what I'm investigating. (W.9-10.7)
- I can write for different amounts of time, from a few minutes to several days, depending on the task, purpose, and audience. (W.9-10.10)
- I can perform a recitation, like a poem or speech, that conveys the meaning of the words and uses performance techniques, like tone and voice modulation, to create the right mood. (SL.9-10.4b)
- I can figure out the main idea or message of a text, and analyze how it changes and grows over the course of the text, using specific details to explain your ideas. I can write a summary of the text that tells the important parts. (RL.9-10.2)
- By the end of 10th grade, I can read and understand literature, including stories, plays, and poems, that are challenging and complex, without help from a teacher. (RL.9-10.10)

WPHS CP English 11

Writing	Reading
<p>Personal Narrative Unit</p> <p>In the first unit, students work on a personal narrative essay. This essay recalls a real event or experience that has shaped the student in a significant way. Inspiration for this essay comes from college application and job interview questions.</p> <p>Students learn to</p> <ul style="list-style-type: none"> <input type="checkbox"/> structure and sequence events 	<p>Independent Choice</p> <p>Live and digital discussions around:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Double Page Spread <input type="checkbox"/> Identifying similes and metaphors <input type="checkbox"/> Assessing craft moves in our reading <input type="checkbox"/> Literary analysis questions including theme, character and plot. <input type="checkbox"/> Tracking reading through time

- ☐ balance narrative elements and commentary (reflection)
- ☐ use vivid, precise language to create an appropriate tone
- ☐ CCSS: 11-12.W.3
- ☐ The transferable skill is the language of convincing reflection and how to communicate learning and growth.
- ☐ Real world relevance is job interviews and performance reviews, goal setting and reflection and personal writing.

Assessment: Personal Narrative Essay

Inform/ Explain (AOW)

Throughout the semester, students write several responses to articles of the week. These articles are curated "current events" that focus on high interest topic and current debates.

Students learn to

- ☐ Read and annotate for purpose, main idea, and supporting evidence
- ☐ Master the "academic summary" paragraph
 - ☐ Write TAG lines
 - ☐ Determine main idea
 - ☐ Integrate evidence
 - ☐ Determine audience and purpose
- ☐ Respond to topics by making connections, asking questions, and discerning bias
- ☐ Engage in respectful academic conversations
- ☐ The transferable skills are reading closely and carefully and formulating opinions by synthesizing varied perspectives and points of view.

11-12.W.2

11-12.W.3

Rhetorical Analysis Unit

In this unit, students analyze rhetorical texts: commercials, opinion pieces, PSAs, and speeches.

Student learn to

- ☐ Identify and describe rhetorical appeals
- ☐ Analyze writing and design choices; specifically, how a writer makes choices to appeal to a particular audience
- ☐ Use rhetorical strategies to craft their own persuasive pieces

- ☐ Quarter Progress Checks
- ☐ Completing a book talk,
- ☐ Midterm and final portfolio review, critique and reflection

Assessment: Weekly reading checks, conferencing, reading tracker completing and quarterly progress reports and checks.

The Crucible

The Crucible is our "truest" literary analysis unit.

Students analyze how writer's develop themes over the course of a text and the ways that literary texts can serve as social commentary

Specifically, students analyze

- ☐ Character development and motivation
- ☐ The role of setting on conflicts (especially as they pertain to social dynamics and status, and gender roles)
- ☐ Plot development -- the cause and effect relationships between character motivation, choices, and environment

Assessment: quick check quizzes, notebook work, discussions, choice responses

Book Club Unit

The book club unit happens in conjunction with The Crucible. As we study the effects of setting, plot, and character on Theme in The Crucible, students apply these same lessons to their book club books.

Assessment: book club slides (collaborative presentations that analyze setting and character and plot, 2 page spread (create piece that uses both visuals and text to express the development of the theme over the story), book club discussions

- ☐ The transferable skills in this unit are learning to discern information, fact check, ask questions, and notice logical fallacies

Assessment: Rhetoric Best Draft

Research/ Argument Unit

The research/ argument unit is the first part of the larger, TED talk Unit. Students select current, real world “hard problems” to become experts on and learn to conduct research to see a complex issue from multiple perspectives.

Students learn to

- ☐ Conduct research using databases, internet search engines, popular publication and primary sources
- ☐ Put information into context
- ☐ Evaluate source credibility
- ☐ Write academic summaries
- ☐ Select evidence
- ☐ Analyze rhetorical purpose and intended audience
- ☐ Transfer Skills include discernment, asking questions, investigating bias, evaluating credibility

Assessment: Annotated Bib-ish (graphic organizer)

11-12.W.1

TED Talk Unit

In the final unit of the year, students take their research and craft and deliver a TED talk presentation that uses all they have learned about rhetorical and argumentation.

Students learn to

- ☐ Craft an engaging lead
- ☐ Select evidence that is sufficient and relevant to their purpose and audience
- ☐ Weave storytelling, research, and commentary
- ☐ Create visual aids that clarify, highlight, and amplify their points
- ☐ Project confidence and expertise
- ☐ Revise based on feedback
- ☐ Craft a call to action that is appropriate to purpose and audience
- ☐ Acknowledge and concede to counterpositions
- ☐ Transfer skills include engaging in public discourse

about hard problems to solve

Assessment: TED Talk

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ELO: Students will be able to . . . and Common Core Standard

RL.11–12.1

By the end of the lesson, I can find strong and thorough evidence from the text to support their analysis of what the text says explicitly and implicitly, and identify where the text leaves matters uncertain.

RL.11–12.3

By the end of the lesson, I can analyze how the author's choices regarding the development and relation of elements in a story or drama, such as setting, character introduction and development, and action order, impact the overall story.

RL.11–12.7

By the end of the lesson, I can analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text, and identify differences and similarities between the interpretations.

RI.11–12.6

By the end of the lesson, I can identify the author's point of view or purpose in a text with effective rhetoric, and analyze how the style and content contribute to the text's power, persuasiveness, or beauty.

RI.11–12.6

By the end of the lesson, I can determine the author's point of view or purpose in a text with effective rhetoric, analyze how the style and content contribute to the text's power, persuasiveness, or beauty, and explain their findings in writing.

WPHS CP English 12

Writing

Reading

Unit 1: Identity

- Genre blending

Independent Reading

- Reading stamina - college-level expectations

<ul style="list-style-type: none"> • Sentence complexity and variety <p><u>Assessment:</u> 4 individual drafts, Best Draft</p> <p>Unit 2: Leaders</p> <ul style="list-style-type: none"> • Vocabulary: decoding, context clues, inference • Understanding & analyzing historical documents • Rhetorical strategies • Research <p><u>Assessment:</u> Extended Writing Project, Capstone proposal</p> <p>Unit 3: Capstone Research & Outreach</p> <ul style="list-style-type: none"> • Objectivity, Analytical Thinking, Judgment, Discernment • Scout mindset • Identifying logical fallacies • Deconstructing argument • Digital citizenship • Communication, Problem-solving • Research <p><u>Assessment:</u> Annotated bibliography, research checks, research paper, Outreach Log</p> <p>Unit 4: Senior Showcase</p> <ul style="list-style-type: none"> • Presentation skills (delivery, design, use of media) • Professionalism (dress, speech, body language) <p><u>Assessment:</u> Presentation practices (video, one-on-one, small group, whole class), Senior Showcase presentation</p> <p>Unit 5: Final Reflections</p> <ul style="list-style-type: none"> • Applied literacy • Metacognition • Effective communication across a range of real-life situations <p><u>Assessment:</u> Letter to Myself, Final essay</p>	<p>(200-600 pages/week)</p> <ul style="list-style-type: none"> • Goal-setting and progress monitoring <p><u>Assessment:</u> Reading conferences, reading quizzes, Book Talk, Reading Tracker data, student self-monitoring of progress</p> <p>Capstone Reading</p> <ul style="list-style-type: none"> • Reading stamina - college-level expectations (200-600 pages/week) • Decoding & analyzing nonfiction text <p><u>Assessment:</u> Reading conferences, reading quizzes, Reading Tracker data, student self-monitoring of progress</p> <p>Book Club</p> <ul style="list-style-type: none"> • Democratic conversation skills • Literary analysis (author's craft, tone, theme) <p><u>Assessment:</u> Vocaroo discussions, Book Club anthology</p>
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CP English 12 Course Description: This course utilizes a workshop approach to reading and a variety of writing skills. The selections will include independent choice texts, non-fiction,

poetry, and novels. Emphasis will be placed on reading and writing development. Writing conventions such as targeted craft moves will be taught in conjunction with independent reading choice, book clubs and writing units. Students can expect a variety of oral and listening activities.

ELO: Students will be able to. . . and Common Core Standards

- I can present information on relevant topics in a clear and engaging way (SL.4)
- I can plan and organize ideas in a way that makes sense to the audience (SL.4)
- I can use technology to create visually appealing presentations with up-to-date information (SL.5, W.6)
- I can use appropriate language and tone for different situations, such as professional or academic settings (SL.6)
- I can research and use credible sources to support presentations (SL.2, RI.7)
- I can conduct research projects with a clear focus and use multiple sources to support arguments (W.7)
- I can use evidence from sources that are relevant and appropriate to the topic and audience, and always give credit to the original source (W.8, W.9)
- I can use different writing techniques and styles to effectively communicate with different audiences and for different purposes (W.1-4)
- I can participate in group discussions effectively by listening actively and sharing ideas respectfully (SL.1)
- I can understand the purpose and effectiveness of different types of texts by analyzing their structure and language (RI.1-6)
- I can understand how important documents in U.S. history use language and reasoning to convey ideas (RI.8-9)
- I can read and understand texts at a grade-appropriate level on my own (RL.10)