



Prerequisites:	None
Department(s):	English / Language Arts
District Sites:	EDHS, ORHS, PHS, UMHS, IHS, PCA
Board of Trustees COS Adoption Date:	06/10/2025
Textbooks / Instructional Materials:	
Funding Source:	
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### Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

**Course Title: English 1 & Advanced English 1**

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EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English

Course Title: English 1 & Advanced English 1

Course Number:

Title of Unit: Unit 1: Foundations of Analysis

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Focus Standards:** RI.1, RL.1

**Essential Questions:**

- How do we determine what a text explicitly states and what it implies?
- How does citing strong textual evidence enhance our analysis?

**Related CA CCSS:**

- **RI.4 / RL.4** – Determine the meaning of words and phrases, including figurative and connotative meanings.
- **W.9** – Draw evidence from literary or informational texts to support analysis.
- **SL.1** – Engage in collaborative discussions about texts.
- **RL.10 & RI.10** – Read and comprehend literature and nonfiction.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will read various literature and informational selections that support identifying what a text explicitly states and what it implies.

Students will draw evidence from literary or informational texts to support analysis.

Students will practice citing strong textual evidence to support the author's claim/central idea or text's theme.

Students will generate strong analysis through identifying, selecting, and incorporating strong textual evidence.

Students will develop and implement literary vocabulary through both reading and written analysis.

Students will engage in collaborative discussions about texts.

**Literature: A novel, short story, or play with complex characterization and themes**

**Informational: Personal narratives, memoir excerpts, articles**

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Close reading and annotation strategies
- Textual evidence practice with scaffolded supports
- Discussion-based analysis (examples: Socratic seminar, fishbowl discussions)
- Writing: Short constructed responses analyzing textual evidence

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

**Formative Assessment ideas:**

- Quizzes
- Socratic seminar reflections
- Peer feedback sessions
- On-demand short writing responses

**Summative Assessment ideas:**

- Analytical essays
- Research projects
- Debates & presentations
- Multimedia analysis

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Targeted small group instruction
- Sentence starters & structured outlines for writing
- Modified reading pace & guided annotation
- Additional modeling of analytical thinking
- Writing scaffolds with exemplar responses

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English

Course Title: English 1 & Advanced English 1

Course Number:

Title of Unit: Unit 2: Central Ideas and Themes

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Focus Standards:** RI.2, RL.2

**Essential Questions:**

- How do central ideas develop over the course of a text?
- How do authors convey theme and meaning?

**Related CA CCSS:**

- **RI.6 / RL.6** – Analyze how an author develops point of view and purpose.
- **RL.3** – Analyze complex character development.
- **RI.4 / RL.4** – Determine the meaning of words and phrases, including figurative and connotative meanings.
- **W.9** – Draw evidence from literary or informational texts to support analysis.
- **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.
- **W.1** -- Write an argument to support a claim

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will analyze and prove how an author develops a point of view and purpose.

Students will explain how authors develop a character within a text.

Students will develop and implement literary vocabulary through both reading and written analysis.

Students will practice citing strong textual evidence to support the author's claim/central idea or text's theme.

Students will generate strong analysis through identifying, selecting, and incorporating strong textual evidence.

Students will generate a claim and write an argument to support it.

**Literature:** A novel, short story, or play with complex characterization and themes

**Informational:** Personal narratives, memoir excerpts, articles

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Thematic tracking throughout a novel/text
- Comparing multiple texts with similar themes
- Socratic seminar on author's message and choices
- Writing: Thematic analysis essay with evidence-based reasoning

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

**Formative Assessment ideas:**

- Quizzes
- Socratic seminar reflections
- Peer feedback sessions
- On-demand short writing responses

**Summative Assessment ideas:**

- Analytical essays
- Narrative writing
- Research projects
- Debates & presentations
- Multimedia analysis

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Targeted small group instruction
- Sentence starters & structured outlines for writing
- Modified reading pace & guided annotation
- Additional modeling of analytical thinking
- Writing scaffolds with exemplar responses

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English

Course Title: English 1 & Advanced English 1

Course Number:

Unit Title: Unit 3: Writing for Purpose

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Focus Standard:** W.1

**Essential Questions:**

- How do we create a response to a prompt?
- How do we understand the various purposes of writing and tailor our writing to purpose and/or audience?
- How do we write a thesis statement or claim?
- How do we construct a proficient argument and support the thesis statement or claim with sufficient, relevant evidence?

**Related CA CCSS:**

- **RI.9** – Compare and contrast arguments across texts.
- **W.4** – Produce clear and coherent writing.
- **L.1 / L.2** – Demonstrate command of standard English conventions.
- **W.2** – Write informative/explanatory texts to convey complex ideas.
- **W.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.
- **W.10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will evaluate various arguments and compare / contrast them.

Students will generate a claim and write an argument to support it.

Students will produce writing that is clear and adheres to the commands of standard English conventions

Students will write across a variety of genres according to purpose with detail and depth

Students will practice citing strong textual evidence to support the author's claim/central idea or text's theme.

Students will generate strong analysis through identifying, selecting, and incorporating strong textual evidence.

**Literature: Novels, short stories, poetry, or plays**

**Informational: Opinion pieces, editorials, articles**

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Argument writing with mentor texts (modeled examples)
- Rhetorical appeals analysis (ethos, pathos, logos)
- Debates and evidence-based discussions
- Writing: Full argumentative essay with counterclaims

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

**Formative Assessment ideas:**

- Writing conferences & feedback sessions
- Guided editing & revision
- Guided annotation
- On-demand short writing responses

**Summative Assessment ideas:**

- Analytical essays
- Narrative writing
- Research projects

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Targeted small group instruction
- Sentence starters & structured outlines for writing
- Modified reading pace & guided annotation
- Additional modeling of analytical thinking
- Writing scaffolds with exemplar responses

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: English

Course Title: English 1 & Advanced English 1

Course Number:

Unit Title: Unit 4: Research

**Content Area Standards** (Please identify the source): List content standards students will master in this unit.

**Focus Standards:** RI.1, RI.2, RL.1, RL.2, W.1

**Essential Questions:**

- How do we use research tools/techniques to answer complex student/ teacher-created questions?
- How do we determine what is sufficient evidence and evaluate the type/credibility of online sources?
- How do we gather relevant information from a variety of sources?
- How do we use research tools such as Gale databases/Noodletools to gather/organize information?
- How do we determine the differences between citation, paraphrasing, and plagiarism?

**Related CA CCSS:**

- **RI.7 / RL.7** – Analyze how different media formats contribute to meaning.
- **SL.4** – Present arguments and findings with clarity.
- **W.6** – Use technology to produce and publish writing.
- **W.10** – Write routinely over extended and shorter time frames.
- **SL.5** – Use digital media in presentations.
- **SL.6** – Adapt speech to a variety of contexts.
- **W.5** – Develop and strengthen writing through revision and editing.
- **W.7** – Conduct short and sustained research projects.
- **W.8** – Gather relevant information from multiple sources, assess credibility, and cite properly.
- **L.3** – Apply knowledge of language to make effective choices in meaning or style.
- **L.6** – Acquire and use academic and domain-specific vocabulary.

**Unit Outline:** A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will use technology to conduct research, gather and organize information, and produce, revise, and publish writing.

Students will acquire and use vocabulary and apply knowledge of language to enhance meaning, word choice and style

Students will develop and present a speech using digital media

**Literature:** Novels, short stories, poetry, or plays

**Informational:** Opinion pieces, editorials, articles

**Instructional Strategies:** Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Literary vs. informational text comparisons
- Lateral reading practices for evaluating web sources
- Utilize the expertise of the teacher-librarian to support instruction on source type and credibility
- Multimedia analysis (documentaries, speeches, visual media)
- Real-world writing tasks (editorials, speeches, proposals)
- Culminating project: Argumentative synthesis essay, presentation or speech

**Assessments:** Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

**Formative Assessment ideas:**

- Scaffolded research organization
- Mentor text evaluation & comparison
- Writing conferences & feedback sessions
- Guided editing & revision
- Guided source annotation
- On-demand short writing responses
- Annotated bibliography

**Summative Assessment ideas:**

- Analytical essays
- Research projects & presentations

**Interventions:** Describe methods used to support students who fail to master unit Formative and Summative assessments.

- Targeted small group instruction
- Graphic organizers & structured outlines for writing
- Modified reading pace & guided annotation
- Additional modeling of analytical thinking
- Writing scaffolds with exemplar responses