



# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic English 2</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>Transcript Title/Abbreviation:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic Eng 2</div> (To be assigned by Educational Services)	<b>Is this classified as a Career Technical Education course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">401221/401222/401223</div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Clear Single Subject: English</i> <span style="float: right;"><i>EL Authorization</i></span>  <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%;"><i>Strohman</i></div> <div style="border: 1px solid black; padding: 2px; width: 30%;"><i>1/15/19</i></div> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <span>Signature</span> <span>Date</span> </div> <b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Submitted by:</b> Jesse Call, Norma Carrillo, Xochitl Almendarez, Natalia Orndoff, Jose De Vicente, German Loustaunau, Charles Tippie <b>Site:</b> PVHS, PHS, HHS, PMS, SSC <b>Date:</b> 1/15/2019		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Dir. of Curriculum & Instruction		<i>1/15/19</i>
Asst. Sup. of Ed. Services		<i>1/16/19</i>
PUHSD Board		

<b>Prerequisite(s) (REQUIRED):</b>
None. This course is designed for English Learners at the early intermediate stages of English Language Development. Students will be placed in this course with scores on the district English Learner Placement Matrix of a 520 Lexile score to 915 and Emerging Levels on the State Approved English Language Development assessment.
<b>Corequisite(s) (REQUIRED):</b>
Academic English Elective is the Co-Requisite course.
<b>Brief Course Description (REQUIRED):</b>
This course is designed for English Learners at the earliest stages of English Language Development. Students will be placed in this course with scores on the district English Learner Placement Matrix of a 520 Lexile score to 915 and somewhat functional receptive and productive English skills as measured by the State Approved English Language Development assessment. The course will provide students with protected Designated English Language Development and access to the Core Curriculum.

**B. COURSE CONTENT**

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>	
The purpose of this course is to develop English Language Development skills and move students from the Emerging level to the Expanding level on the English Language Development Continuum according to the California English Language Development Framework. The course will provide students with protected Designated English Language Development and access to the Core Curriculum.	
<b>Course Outline (REQUIRED):</b> <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>	
<b>Unit 1:</b>	
<b>Content</b>	<b>CCSS Standards</b>
<b>Unit Story Title:</b>	CCSS.ELA-LITERACY.CCRA.W.4

<ul style="list-style-type: none"> <li>● “The Experiment”</li> <li>● Superstitions: The Truth Uncovered</li> <li>● Building Bridges</li> <li>● The Right Words at the Right Time</li> <li>● The Open Window</li> <li>● One in a Million</li> </ul> <p><b>Writing Skill:</b> Independent Clause</p> <p><b>Unit Project:</b> Children’s Book</p> <p><b>Writing Project:</b> Personal Narrative</p> <p><b>Common Assessment:</b> Unit 1 Assessment</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>
---	--

**Unit 2:**

Content	CCSS Standards
<p><b>Unit Story Titles:</b></p> <ul style="list-style-type: none"> <li>● Genes: All in the Family</li> <li>● How to See DNA</li> <li>● Do Family Meals Matter?</li> <li>● Fish Cheeks</li> <li>● Only Daughter</li> <li>● Calling a Foul</li> <li>● Surveys on Sports</li> </ul> <p><b>Writing Skill:</b> Compound Sentence</p> <p><b>Unit Project:</b> Documentary</p> <p><b>Writing Project:</b> News Article</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>

**Common Assessment:**  
Unit 2 Assessment

CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Unit 3:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● Heartbeat</li> <li>● Zits</li> <li>● Behind the Bulk</li> <li>● I Go Along</li> <li>● Theme for English B</li> <li>● The Pale Mare</li> <li>● My Horse, Fly Like a Bird</li> <li>● Caged Bird</li> </ul> <p><b>Writing Skill:</b> Complex Sentence</p> <p><b>Unit Project:</b> Gallery Walk</p> <p><b>Writing Project:</b> Short Story</p> <p><b>Common Assessment:</b> Unit 3 Assessment</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

**Unit 4:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● Enabling or Disabling?</li> <li>● This I believe</li> <li>● Brother Ray: Ray Charles' Own Story</li> <li>● Hard Times</li> <li>● Power of the Powerless</li> <li>● He Was No Bum</li> <li>● Miss Rosie</li> </ul> <p><b>Writing Skill:</b> Paragraph Structure</p> <p><b>Unit Project:</b> Multimedia Presentation</p> <p><b>Writing Project:</b> Problem- Solving Paragraph</p> <p><b>Common Assessment:</b> Unit 4 Assessment</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

**Unit 5:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● Jump Away</li> <li>● Showdown with Big Eva</li> <li>● Fear</li> <li>● Violence Hits Home</li> <li>● Abuela Invents the Zero</li> <li>● Karate</li> </ul> <p><b>Writing Skill:</b> Paragraph Writing</p> <p><b>Unit Project:</b> Comic Book or Graphic Novel</p> <p><b>Writing Project:</b> Description of a Process</p> <p><b>Common Assessment:</b> Unit 5 Assessment</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key</p>

supporting details and ideas.  
 CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Unit 6:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● Jump Away</li> <li>● Showdown with Big Eva</li> <li>● Fear</li> <li>● Violence Hits Home</li> <li>● Abuela Invents the Zero</li> <li>● Karate</li> </ul> <p><b>Writing Skill:</b> Paragraph Writing</p> <p><b>Unit Project:</b> Comic Book or Graphic Novel</p> <p><b>Writing Project:</b> Description of a Process</p> <p><b>Common Assessment:</b> Unit 5 Assessment</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.          CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>

**Writing Assignments (REQUIRED):***Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

- Unit 1: Personal Narrative
  - Students can give descriptive sentences about who they are.
  - Writing consistently shows pronouns, apostrophes and sentence punctuation is used correctly.
- Unit 2: News Article
  - Students can give plausible solutions to problems.
  - Writing will consistently show subject-verb agreement, plurals, and capital letters used correctly.
- Unit 3: Short Story
  - Students can give a variety of descriptive sentences comparing two sports.
  - Writing will consistently show apostrophes in possessive nouns and commas used correctly.
- Unit 4: Problem-Solving Paragraph
  - Writing has a topic sentence that clearly states the main idea.
  - Writing contains facts, examples, and details that thoroughly explain more about their topic.
  - Writing consistently uses present and past verb tenses, spelling and capital letters correctly.
- Unit 5: Description of a Process
  - Writing has a topic sentence that clearly states the writer's opinion.
  - Writing contains facts, reasons and details that thoroughly explain more about the writer's opinion.
  - Writing consistently has prepositions, spelling, and commas used correctly.
- Unit 6: Persuasive Essay Outline
  - Writing has a clear beginning, middle, and end.
  - Writing includes details that thoroughly let the reader “see and feel” what is happening.
  - Writing thoroughly expresses the writer's feelings.
  - Writing consistently uses complete sentences, spelling and commas correctly.

**INSTRUCTIONAL MATERIALS (REQUIRED)****Textbook #1**

Title: EDGE Level A

Edition: 2nd

Author(s): David W. Moore, Deborah J. Short, Michael W. Smith and Alfred W. Tatum

ISBN: 978-12854-39488

Publisher: National Geographic/Cengage Learning

Publication Date:© 2014

Usage:

- ✓ Primary Text
- ✓ Read in entirety or near

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
EDGE Interactive Practice Workbook - Consumable ISBN: 978-1-2854-4006-4 EDGE Grammar & Writing Practice Workbook - Consumable ISBN: 978-1-2857-3483-5	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$4860	Description of Additional Costs: Teachers Textbook Consumables for students, cost is for one class set. Will need to be repurchased each year.
Additional costs:\$1400	
<b>Total cost per class set of instructional materials:</b>	<b>\$7010</b>

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Unit 1: Unit Project - Children's Book Unit 2: Unit Project - Documentary Unit 3: Unit Project - Gallery Walk Unit 4: Unit Project - Multimedia Presentation Unit 5: Unit Project -Comic Book or Graphic Novel Unit 6: Unit Project - Ad Campaign
<b>Instructional Methods and/or Strategies (REQUIRED):</b>
Please list specific instructional methods that will be use.
<ul style="list-style-type: none"> <li>● Specially Designed Academic Instruction in English (SDAIE)</li> <li>● Advancement Via Individual Determination (AVID) Strategies</li> </ul>



**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

EDGE curriculum assessments will be administered at the end of each unit, after approximately 6 weeks of instruction. A variety of projects will be incorporated into the units including creating a book of proverbs, creating a book poster, safety demonstrations, and Multimedia presentations.

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

Unit	Standards	Vocab	Reference
1 6 Wk	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCRA.SL.1 Prepare for and</p>	<ul style="list-style-type: none"> <li>• Independent Clause</li> <li>• Subject</li> <li>• Predicate</li> <li>• Clarify</li> <li>• Conflict</li> <li>• Dialogue</li> <li>• Monitor</li> <li>• Predict</li> <li>• Sequence</li> <li>• Belief</li> <li>• Escape</li> <li>• Evidence</li> <li>• Experiment</li> <li>• Failure</li> <li>• Misfortune</li> <li>• Mistaken</li> <li>• Superstition</li> <li>• Career</li> <li>• Comedian</li> <li>• Consent</li> <li>• Engineer</li> <li>• Obstacle</li> <li>• Project</li> <li>• React</li> <li>• Stubborn</li> <li>• Confident</li> <li>• Convince</li> <li>• Doubt</li> <li>• Foolish</li> <li>• Nerves</li> <li>• Shock</li> <li>• Tragedy</li> <li>• Worthless</li> </ul>	<p><b>Student Materials</b></p> <ul style="list-style-type: none"> <li>• Textbook: p. 2-83</li> <li>• IPB: p. 6-39</li> <li>• GWPB: p. 1-30</li> <li>• LW 1: p. 2-21</li> <li>• LW 1: p. 44- 68</li> </ul> <p><b>Teacher Materials</b></p> <ul style="list-style-type: none"> <li>• TE p. 2-83</li> <li>• IP TE p. 6-39</li> <li>• GWP TE p.1-30</li> <li>• Language and Grammar Lab TE: p. 2-19</li> </ul> <p><b>Transparencies</b></p> <ul style="list-style-type: none"> <li>• Reading and Writing: 1-5</li> <li>• Language Function: A-C</li> <li>• Language and Grammar Lab: 1-15</li> </ul>

	participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
2 6 Wk	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Compound sentence</li> <li>● Coordinating Conjunctions</li> <li>● Category</li> <li>● Control</li> <li>● Extraction</li> <li>● Inherit</li> <li>● Molecule</li> <li>● Sequence</li> <li>● Trait</li> <li>● Transmit</li> <li>● Unique</li> <li>● Evaluate</li> <li>● Appreciate</li> <li>● Beneficial</li> <li>● Bond</li> <li>● consume</li> <li>● Data</li> <li>● Research</li> <li>● Survey</li> <li>● United</li> <li>● Abusive</li> <li>● Approval</li> <li>● Behavior</li> <li>● Circumstance</li> <li>● Destiny</li> <li>● Embarrass</li> <li>● Role</li> <li>● Valuable</li> </ul>	<p><b>Student Materials:</b> Textbook: p. 84-169 IPB: p. 42-77 GWPB: p. 35-64 LW 1: p. 129 - 151</p> <p><b>Teacher Materials:</b> TE: p. 83 - 169 IP TE: p. 42-77 GWP TE: p. 35-64 Language and Grammar Lab: p.20-37</p> <p><b>Transparencies:</b> Reading and Writing: 6-9 Language Function: D-F Language and Grammar Lab: 16-30</p>
3 6 Wk	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are</p>	<ul style="list-style-type: none"> <li>● Complex Sentence</li> <li>● Subordinating Conjunction</li> <li>● Assume</li> <li>● Appearance</li> </ul>	<p><b>Student Materials:</b> Textbook: p.170 - 263 IPB: p.80 - 108 GWPB: p. 69 - 98</p>

	<p>appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Depressed</li> <li>● Distorted</li> <li>● Illusion</li> <li>● Normal Solution</li> <li>● Transform</li> <li>● Weight</li> <li>● Inference</li> <li>● Advanced</li> <li>● Category</li> <li>● Poet</li> <li>● Potential</li> <li>● Program</li> <li>● Realize</li> <li>● Serious</li> <li>● Understand</li> <li>● Perspective</li> <li>● Claim</li> <li>● Freedom</li> <li>● Goal</li> <li>● Ideals</li> <li>● Implore</li> <li>● Roots</li> <li>● Struggle</li> <li>● Tradition</li> </ul>	<p>LW 1: p. 152 - 171 LW 1: p. 172 - 192</p> <p><b>Teacher Materials:</b> TE: p. 169 - 263 IP TE: p. 80 - 108 GWP TE: p. 69 - 89 Language and Grammar Lab TE: 38 - 55</p> <p><b>Transparencies:</b> Reading and Writing: 10-14 Language Function: G-I Language and Grammar Lab: 31-45</p>
<p>4 6 Wk</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of general</p>	<ul style="list-style-type: none"> <li>● Claim</li> <li>● Evidence</li> <li>● Explanation</li> <li>● Justify</li> <li>● Agony</li> <li>● Avoid</li> <li>● Consequence</li> <li>● Dependent</li> <li>● Enable</li> <li>● Relationship</li> <li>● Rescue</li> <li>● Responsibility</li> <li>● Summarize</li> <li>● Advice</li> </ul>	<p><b>Student Materials:</b> Textbook: p. 265 - 321 IPB: p. 118 - 148 GWPB: p. 103 - 132 LW 2: p. 1 - 33 LW 2: p. 34 - 69 LW 2: p. 70 -105 LW 3: p. 51 - 78</p> <p><b>Teacher Materials:</b> TE: p. 263 - 321 IP: p. 118 - 148 GWP: p. 103 - 132 Language and Grammar</p>

	<p>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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Condition</li> <li>● Disabilities</li> <li>● Discipline</li> <li>● Hero</li> <li>● Outlook</li> <li>● Presence</li> <li>● Arrange</li> <li>● Destruction</li> <li>● Dignity</li> <li>● Guardian</li> <li>● Intervene</li> <li>● Survive</li> <li>● Veteran</li> <li>● Willingly</li> </ul>	<p>Lab TE: p. 56 - 61</p> <p><b>Transparencies:</b>  Reading and Writing: 15-19  Language Function: J-L  Language and Grammar Lab: 46-60</p>
<p>5 6 Wk</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  CCRA.R.1 Read closely to determine what the text says</p>	<ul style="list-style-type: none"> <li>● Consequence</li> <li>● Attitude</li> <li>● Bully</li> <li>● Challenge</li> <li>● Confront</li> <li>● Intimidate</li> <li>● Reform</li> <li>● Revelation</li> <li>● Sympathetic</li> <li>● Defiant</li> <li>● Intruder</li> <li>● Motivate</li> <li>● Positive</li> <li>● Reaction</li> <li>● Response</li> <li>● Revenge</li> <li>● Violence</li> <li>● Assume</li> <li>● compromise</li> <li>● Existence</li> <li>● Ignore</li> <li>● Inconvenient</li> <li>● Insult</li> <li>● Ridiculous</li> <li>● Value</li> </ul>	<p><b>Student Materials:</b>  Textbook: p. 346 - 437  IPB: p, 156 - 190  GWPB: p. 137 - 166  LW 2: p. 106 - 135  LW 2: p. 136 - 163  LW 2: p. 164 - 191  LW 3: p. 2 - 30  LW 3: p. 31 - 50</p> <p><b>Teacher Materials:</b>  TE: p. 346 - 437  IP TE: p. 156 - 195  GWP TE: p. 137 - 166  Language and Grammar Lab: p. 74 - 91</p> <p><b>Transparencies (Same as Unit 6):</b>  Reading and Writing: 20 -23  Language Function: M-O  Language and Grammar Lab: 61 - 75</p>

	<p>explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>		
<p>6 6 Wk</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Thesis</li> <li>● Body Paragraph</li> <li>● Conclusion</li> <li>● Ethics</li> <li>● Establish</li> <li>● Generation</li> <li>● Judgment</li> <li>● Mature</li> <li>● Participate</li> <li>● Politics</li> <li>● Qualified</li> <li>● Vote</li> <li>● Evidence</li> <li>● Accountable</li> <li>● Authority</li> <li>● Discrimination</li> <li>● Impose</li> <li>● Neglect</li> <li>● Prohibit</li> <li>● Restriction</li> <li>● Violate</li> <li>● Logic</li> <li>● Afford</li> <li>● Dropout</li> <li>● Experience</li> <li>● Income</li> <li>● Independent</li> <li>● Position</li> <li>● Reality</li> <li>● Reckless</li> </ul>	<p><b>Student Materials:</b> Textbook: p. 438 - 515 IPB: p. 198 - 235 GWPB: p. 171 - 200 LW 3: p.198 - 221</p> <p><b>Teacher Materials:</b> TE: p. 438 - 515 IP TE: p. 198 - 235 GWP TE: p. 171 - 200 Grammar and Language Lab: p. 92 - 109</p> <p><b>Transparencies (Same as Unit 5):</b> Reading and Writing: 20-23 Language and Function: M-O Grammar Lab: 61 - 75</p>

<p>7 6 Wk</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCRA.R.10 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCRA.L.6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> <li>● Aspect</li> <li>● Image</li> <li>● Compliment</li> <li>● Conceal</li> <li>● Elegance</li> <li>● Nervous</li> <li>● Overprotective</li> <li>● Personality</li> <li>● Reveal</li> <li>● Romantic</li> <li>● Interact</li> <li>● Mental</li> <li>● Ashamed</li> <li>● conscious</li> <li>● Desire</li> <li>● Flirt</li> <li>● Horizon</li> <li>● Privacy</li> <li>● Recover</li> <li>● Reluctant</li> <li>● Structure</li> <li>● Anonymous</li> <li>● Conquer</li> <li>● Contribute</li> <li>● Encouragement</li> <li>● Imperfection</li> <li>● Inspire</li> <li>● Overcome</li> <li>● Unforgettable</li> </ul>	<p><b>Student Materials:</b> Textbook: p. 516 - 586 IPB: p. 238 - 271 GWPB: p. 205 - 234 LW 3: p. 221 - 238</p> <p><b>Teacher Materials:</b> TE: p. 516 - 586 IP TE: pm 238 - 271 GWP TE: p. 205 - 234 Language and Grammar Lab: p. 110 - 127</p>
-------------------	--	---	---

**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

#### D. BACKGROUND INFORMATION

**Context for course (optional)**

**History of Course Development (optional)**