

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">English I</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <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: ELD	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <div style="text-align: center;">No</div>	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">101011 / 101012</div> (To be assigned by Educational Services)	Required for Graduation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">English Single Subject</div> <i>To be completed by Human Resources only.</i>	
Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Fish Hiltner 3-02-2021 </div> <div style="display: flex; justify-content: space-between; font-weight: bold; font-size: 0.8em;"> Signature Date </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Norma Carrillo Site: Various Date: March 2, 2021	Unit Value/Length of Course: <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:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		3/2/21
Asst. Superintendent of Educational Services		3/2/21
Governing Board		

Prerequisite(s) (REQUIRED):

This course is designed for students in the 9th grade.

Corequisite(s) (REQUIRED):

n/a

Brief Course Description (REQUIRED):

Using the Common Core State Standards, English Language Arts 9 will be the foundational course in English Language Arts for students entering High School. This course will focus on reading, writing, language, oral communication, and research skills. These skills will be studied and applied with greater depth and breadth with each successive grade level. This will be done with the implementation of the Pearson publication, *myPerspectives*, as the required text.

B. COURSE CONTENT

Course Purpose (REQUIRED):

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.

Using the Common Core State Standards, English Language Arts 9 will be the foundational course in English Language Arts for students entering High School. This course will focus on reading, writing, language, oral communication, and research skills. These skills will be studied and applied with greater depth and breadth with each successive grade level. This will be done with the implementation of the Pearson publication, *myPerspectives*, as the required text.

Employing a connected approach to student learning, students in ELA 9 will read texts and engage in activities that inspire thoughtful conversation, discussion, and debate. Students will encounter the author's perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities that stem from the text, they will formulate and defend their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/ listen to media selections, all related to an essential question. Students will use technology to interact with texts and activities, and they can write their annotations directly in their student edition to make interaction with texts more meaningful.

Course Outline (REQUIRED):

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.

In this *Nonfiction Narrative Unit*, students will read about and discover how the diversity of American voices reflect the diversity of the American people. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 1 Goals- Students will be able to:

- Evaluate written narrative by analyzing how authors sequence and describe experiences and events.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write a nonfiction narrative in which you develop characters and events using specific details and descriptions.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use exposition and dialogue to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative on the following topic: *How is an American identity created?*

Part 2 – Speaking & Listening: Interpretive Reading

After completing the final draft of their writing, students will use their narrative to plan and present a brief interpretive reading.

In this *Argument Unit*, students will read about and discover many examples of survival. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 2 Goals- Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims
- Expand your knowledge and use of academic and thematic vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use transitions to create cohesion in your writing and presentations
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument on the following topic: *Should people in life-or-death situations be held accountable for their actions?*

Part 2 – Speaking & Listening: Oral Presentation

After reading, the group will create a multimedia presentation about strength and survival.

In this *Informative Explanatory Unit*, students will read about and discover how writings and speeches of the Civil Rights movement inspired social change. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 3 Goals- Students will be able to:

- Evaluate written arguments by analyzing how authors introduce and develop ideas.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write an informative essay in which you effectively convey complex ideas and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Smoothly integrate information from varied sources to create cohesion.
- Correctly use varied types of clauses as well as parallelism in writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic: *Explain how words have the power to provoke, calm, or inspire?*

Part 2 – Speaking & Listening: Multimedia Presentation

Students use their essay as the foundation for a three-to five-minute presentation.

In this *Argumentative Unit*, students will read many examples of star-crossed romances and compare the concepts of free will to the concept of fate. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 4 Goals- Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write a work of literary criticism in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write a literary criticism to answer this question: *Should the opinions of others affect our own choices or destinies?*

Part 2 – Speaking & Listening: Multimedia Presentation

Students use their essay as a foundation for a three- to five-minute presentation.

In this *Explanatory Text/ Writing Unit*, students will read about and discover how people are transformed. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 5 Goals- Students will be able to:

- Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write an explanatory essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use resources, such as a dictionary or thesaurus, to clarify word meaning and improve your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic: *When does the journey matter more than the destination?*

Part 2 – Speaking & Listening: Multimedia Presentation

Students use their essay as the foundation for a brief three- to five-minute presentation.

In this *Fiction Narrative Unit*, students will read about and discover many examples about people imagining how the world might end. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 6 Goals- Students will be able to:

- Evaluate written narratives by analyzing how authors craft their stories.
- Expand your knowledge and use of academic and thematic vocabulary.
- Write a narrative to convey an experience or even using effective techniques, well-chosen details, and well-structured sequences.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use adverbial and other types of clauses to convey precise meaning and add sentence variety to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Performance-Based Assessment

Part 1 – Writing to Sources: Narrative

Students will write a narrative on the following topic: *Which matters more – the present or the future?*

Part 2 – Speaking & Listening: Dramatic Reading

After completing the final draft of their writing, students will record a dramatic reading of their narrative.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Performance Task- Nonfiction Narrative

Students will think about how the authors of “A Quilt of a Country,” “The Immigrant Contribution,” and “American History” explore American identity. Students will consider how the idea of American identity has changed over time. Then, use their own experience, or that of someone they know or have studied, to write a brief narrative that explores this question: How does your generation define what it means to be an American today?

Present an Argument

Students have read about who showed different types of strength as they struggled to survive in life or death situations. Students will work within groups to develop and refine a multimedia presentation about emergency situations to present to a school or civic group. The presentation should present an argument that addresses the following question: What type of strength is most valuable in a survival situation?

Performance Based Assessment: Informative Essay

Part 1: In this unit, you read about various characters, both real and fictional, who are a part of the struggle for civil rights. Some used words to inspire others and share their own experiences, while others used words as a call to action. Write an informative essay on the following: Explain how words have the power to provoke, calm, or inspire. Use evidence from at least three of the selections you read and researched in this unit to express and support your thesis.

Part 2: After completing the final draft of the informative essay, students will use it as the foundation for a three to five minute multimedia presentation.

Performance Task: Explanatory Essay

Use your knowledge of the Odyssey, the graphic novel, and the application for a mariner’s license to inform readers about journeys at sea and explain what they would need to know in order to survive. Write a brief explanatory essay in which you refer to ideas from the texts and answer this question: How are personal strengths and weaknesses magnified during the course of a journey at sea?

Writing assignments will include:

- Justifications and/or Explanations
- Cornell Notes
- Assessments
- Projects/Performance Tasks (Informative/ Explanatory, Argumentative, and Narrative Writing)
- Journals/Learning Logs – Quick Writes, Reflections, and Summaries
- Writing Prompts (i.e. Comprehension Check items, timed writes)
- Other CFUs (i.e. Warm ups, Tickets out the Door)

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: *myPerspectives English Language Arts 9 Teacher’s Edition*

Edition:

Author: Morell, Hiebert, Gallagher and Cummins

ISBN: 9780133339475

Publisher: Pearson Education, Inc.	Publication Date: 2017
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
Textbook #2	
Title: <i>myPerspectives English Language Arts 9</i> (Student Edition)	Edition:
Author: Morell, Hiebert, Gallagher and Cummins	ISBN: 9780133340761
Publisher: Pearson Education, Inc.	Publication Date: 2017
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Pearson Realize - Accompanying online software learning management system	
Estimated costs for classroom materials and supplies (REQUIRED). <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: \$5,400	Description of Additional Costs:
Additional costs: \$0	
Total cost per class set of instructional materials:	\$5,400

Key Assignments (REQUIRED):
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
<i>Reading Guides / Close Reading Annotations</i> At the end of each reading, students will write annotations: summary, key ideas, key quotes, questions, and predictions. This activity will help students develop a practice of reading for comprehension, reflecting on the text, differentiating between summary and key ideas, asking thoughtful questions, author's purpose, and using textual

evidence to make informed predictions. The close-reading skills established in this activity will spiral through subsequent units.

Informative Multimedia Presentation

Students will develop a five to ten minute multimedia presentation that addresses the question, “What does it mean to be American?” As part of their body of evidence, students will incorporate at least two current events. Students will choose various digital media to enhance the presentation. As they deliver their presentation, they will utilize public speaking techniques.

Performance-Based Task

After reading several short stories, essays, articles and poems on examples of survival, working with their peers, students will create and present short presentations on decisions people make when faced with life or death situations: Should people in life or death situations be held accountable for their actions?

Performance -Based Task

Students will read and discuss a number of essays (see unit readings) centered around the essential unit questions. Students will then work collaboratively with his or her group to create a podcast presentation addressing the question: When does the journey matter more than the destination?

Key Assignments will include:

- Close Reading
- End of Unit Assessments
- Daily/Lesson Quizzes
- Semester Benchmarks/Finals
- Performance Tasks/ Projects (Informative/ Explanatory, Argumentative, and Narrative Writing)
- Homework
- Midterm/mid-unit Assessments
- Cornell Notes

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Instructional Strategies will include:

- Direct Instruction
- Check for Understanding- Verbal, Written, or Visual i.e. *thumbs up/ down*)
- Gradual Release Model (I do, We Do, and You Do)
- Whole -Class Learning Strategies (Listen actively, Clarify by asking questions, monitor understanding, & interact and share ideas)
- Small-Group Learning Strategies (Prepare, Participate Fully, Support Others, & Clarify)
- Modeling (Student Anchor Papers, Writing Rubrics, comparing written responses in pairs)
- Collaborative Learning (Collaborative Conversation; partner & group interactions, peer reviews using scoring guides)
- Guided and Independent practice
- Read Aloud/ Think Aloud
- Close Reading and Writing (Take a stand, student writing model, planning to write, writing a draft, & peer feedback)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Year-Long Assessments:

Beginning of Year Test
Mid-Year Test
End-of-Year Test

Unit-Level Assessments:

Quick Writes
Evidence Log
Selection Activities
Formative Assessments
Selection Tests
Performance Tasks (Informative/ Explanatory, Argumentative, and Narrative Writing)
Unit Tests
Performance-Based Assessments (Write/ Present- Informative/ Explanatory, Argumentative, and Narrative Texts)

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
SM 1 Weeks 1-6	<p>1. Nonfiction Narrative Theme: American Voices Essential Question: What does it mean to be American?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Read and evaluate various nonfiction narratives</i> ● <i>Learn the elements of nonfiction narrative writing</i> ● <i>Write nonfiction narratives</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of exposition and dialogue to convey meaning and add variety to their writing</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>Making Meaning: RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.6 RI.9-10.10 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10 L.9-10.4a L.9-10.4b L.9-10.4d L.9-10.5b</p> <p>Language Development: L.9-10.1b L.9-10.4b L.9-10.5 L.9-10.5a</p>	Unit 1	

		<p>RI.9-10.4</p> <p>Effective Expression: W.9-10.2 W.9-10.2b W.9-10.3 W.9-10.3e W.9-10.7 SL.9-10.1c SL.9-10.1d SL.9-10.4 SL.9-10.4b SL.9-10.5</p>		
<p>Weeks 7-12</p>	<p>2. Argument Theme: Survival</p> <p>Essential Question: What does it take to survive?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Read and evaluate arguments</i> ● <i>Read fiction, essays, and articles to better understand the ways writers express ideas</i> ● <i>Learn the elements of argumentative writing</i> ● <i>Write their own argument as well as write for a variety of other reasons including organizing and sharing ideas, reflecting on experiences, and gathering evidence</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of how author's use phrases and clauses and practice using these in their own writing</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>Making Meaning: RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.7 RI.9-10.8 RI.9-10.10 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.4a RL.9-10.5 RL.9-10.10 L.9-10.4 L.9-10.4a L.9-10.4b L.9-10.6 SL.9-10.3</p> <p>Language Development: L.9-10.1a L.9-10.1b L.9-10.2 L.9-10.2a L.9-10.2b L.9-10.4b L.9-10.5</p>	<p>Unit 2</p>	

		<p>SL.9-10.4a RI.9-10.4 RI.9-10.6 RL.9-10.4</p> <p>Effective Expression: W.9-10.1 W.9-10.2a RI.9-10.7 SL.9-10.1a SL.9-10.4a SL.9-10.4b SL.9-10.5 SL.9-10.6 L.9-10.5a</p>		
Weeks 13-18	<p>3. Informative Explanatory Theme: The Literature of the Civil Rights</p> <p>Essential Question: How can words inspire change?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Read and evaluate informative essays</i> ● <i>Read literary criticisms, nonfiction narratives, and arguments to understand the ways writers express ideas</i> ● <i>Learn the elements of writing an informative essay</i> ● <i>Write informative essays</i> ● <i>Write for the purpose of organizing and sharing ideas, reflection on experiences, and gathering evidence</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of how to smoothly integrate information from varied sources to create cohesion</i> ● <i>Conduct research projects</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>Making Meaning:</p> <p>RI.9-10.1 RI.9-10.3 RI.9-10.5 RI.9-10.6 RI.9-10.9 RL.9-10.5 L.9-10.4b L.9-10.5 SL.9-10.2 SL.9-10.4 W.9-10.9b</p> <p>Language Development: L.9-10.1a L.9-10.2 L.9-10.2a L.9-10.2b L.9-10.4b L.9-10.5 W.9-10.2c W.9-10.7</p>	Unit 3	

		<p>Effective Expression: W.9-10.1d W.9-10.2 W.9-10.2b W.9-10.4 W.9-10.5 WHST.9-10.7 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.5 SL.9-10.6</p>		
<p>SM 2 Weeks 1-6</p>	<p>4. Argument Theme: Star-Crossed Romances</p> <p>Essential Question: Do we determine our own destinies?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Read and evaluate a written argument</i> ● <i>Read a myth, poetry, and a news article to better understand the ways writers express ideas</i> ● <i>Learn the elements of writing an argument or taking a position</i> ● <i>Write their own arguments along with organizing and sharing ideas, reflecting on experiences, and gathering evidence</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of correctly integrating quotations to convey meaning</i> ● <i>Practice correctly integrating quotations here in their own writing</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>Making Meaning: RL.9-10.3 RL.9-10.5 RL.9-10.8 RL.9-10.9 RI.9-10.7 L.9-10.1b L.9-10.4b L.9-10.5 L.9-10.5a L.9-10.6 W.9-10.2</p> <p>Language Development: L.9-10.1a L.9-10.5a RI.9-10.2 RI.9-10.3 W.9-10.2c</p> <p>Effective Expression: W.9-10.1 W.9-10.9a SL.9-10.4 SL.9-10.6 RI.9-10.7 RI.9-10.8</p>	Unit 4	

		WHST.9-10.1a		
Weeks 7-12	<p>5. Explanatory Text/ Writing</p> <p>Theme: Journeys of Transformation</p> <p>Essential Question: What can we learn from a journey?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Read and evaluate an explanatory essay</i> ● <i>Read a fiction, poetry, and an interview to better understand the ways writers express ideas</i> ● <i>Learn the elements of explanatory writing</i> ● <i>Write their own explanatory text and will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of using resources to clarify word meanings</i> ● <i>Practice using resources in their own writing</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>Making Meaning:</p> <p>RI.9-10.5a RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 L.9-10.1 L.9-10.4 L.9-10.4b L.9-10.5 L.9-10.6</p> <p>Language Development:</p> <p>L.9-10.1 L.9-10.3 L.9-10.4b L.9-10.5</p> <p>Effective Expression:</p> <p>SL.9-10.1 SL.9-10.1a SL.9-10.1b SL.9-10.3 RL.9-10.7 RL.9-10.9 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.9</p>	Unit 5	
Weeks 13-18	<p>6. Fiction Narrative</p> <p>Theme: World's End</p> <p>Essential Question: Why do we try to imagine the future?</p> <p>Objectives:</p>	<p>Making Meaning:</p> <p>RL.9-10.1 RL.9-10.4 RL.9-10.5</p>	Unit 6	

	<ul style="list-style-type: none"> ● <i>Read and evaluate an written narratives</i> ● <i>Read news and magazine articles, poetry, watch a video, and listen to a radio broadcast to better understand the ways writers express ideas.</i> ● <i>Learn the elements of writing a narrative</i> ● <i>Write for a number of reasons, including reflecting on experience, and gathering evidence</i> ● <i>Conduct research to explore ideas</i> ● <i>Develop a deeper understanding of using adverbials and other types of clauses to convey precise meaning</i> ● <i>Practice using adverbials and other types of clauses in their own writing</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.7 RI.9-10.8 RI.9-10.10 L.9-10.4a L.9-10.4b L.9-10.4d L.9-10.5 L.9-10.6</p> <p>Language Development: L.9-10.1a L.9-10.2 L.9-10.3 L.9-10.4b L.9-10.5 L.9-10.6 RL.9-10.2 RL.9-10.5</p> <p>Effective Expression: W.9-10.1 W.9-10.3 W.9-10.3b W.9-10.3d W.9-10.7 W.9-10.9 SL.9-10.2 SL.9-10.4 SL.9-10.4b SL.9-10.5</p>		

C. HONORS COURSES ONLY

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

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D. BACKGROUND INFORMATION

Context for course (optional)

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History of Course Development (optional)

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