



Farris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">English Intensive MS</div> <p> <input type="checkbox"/> New <input type="checkbox"/> Revised </p>	<p>Subject Area:</p> <p> <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 </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Grade Level(s)</p> <p> <input checked="" type="checkbox"/> MS <input type="checkbox"/> HS <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>						
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Read 180 MS</div>	<p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">928903(7) & 928903(8)</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Elective</td> <td style="width: 50%; padding: 2px;">9104</td> </tr> </table>		Elective	9104				
Elective	9104							
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>(Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">N/A</td> <td style="width: 50%; padding: 2px;"><input type="checkbox"/> Pending</td> </tr> </table>	N/A	<input type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <p><i>English Learner Auth: Full English Learner Authorization; Bilingual Authorization; Single Subject: World Language; English Language Development Specific Supplementary Auth: English as a second language</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 5px; text-align: center;"> </td> <td style="width: 30%; padding: 5px; text-align: center;"> <div style="font-size: 1.2em; font-weight: bold;">3/19/2024</div> </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>			<div style="font-size: 1.2em; font-weight: bold;">3/19/2024</div>	Signature	Date
N/A	<input type="checkbox"/> Pending							
	<div style="font-size: 1.2em; font-weight: bold;">3/19/2024</div>							
Signature	Date							
<p>Submitted by: Site: Date: Email:</p>	<p>Unit Value/Length of Course:</p> <p> <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: </p>							
Approvals	Name/Signature	Date						
Director of Curriculum & Instruction		03/06/24						
Asst. Superintendent of Educational Services	<i>Kindyle Mackemul</i>	3/21/24						
Governing Board								

Prerequisite(s) (REQUIRED):**Corequisite(s) (REQUIRED):****Brief Course Description (REQUIRED):**

English Intensive MS is a comprehensive reading intervention course specifically designed to accelerate reading and academic achievement for students and provides them with an introduction to a rigorous English Language Arts curriculum. Designed as an intensive intervention, it meets course requirements and Common Core State Standards for English along with the Essential Program Components (EPC) for Intensive English Language Arts instruction. The course is structured to provide instruction based on Houghton Mifflin Harcourt's READ 180 program and core literature to provide reading comprehension strategies, approaches to essay writing, and vocabulary development skills to students, as well as literary analysis skills and strategies. Houghton Mifflin Harcourt's READ 180 Intervention program is one of California's State Board Adopted Instructional Materials Programs as well. Notably, the English Intensive Intervention course provides at-risk students the opportunity to build strong literacy skills while remaining on track for university admittance.

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.

The purpose of the English Intensive class is to raise students' reading levels to grade level. The course is designed to intensify instruction through increased instructional time strategically using technology and digital media to enhance students' reading, writing, speaking, listening, and language use. As students gain mastery, the literary contents of this course expose students to a wide range of increasingly more complex texts that scaffold and accelerate them to independence with grade-level content. Based on modified modes of presentation, research-based instruction, and materials, students have the ability to advocate for their own learning needs in this course.

Students will:

1. Communicate clearly and coherently in writing and through oral presentations within a wide range of styles.

2. Read and comprehend a wide range of fiction and non-fiction in grade-appropriate materials.
3. Think critically and problem-solve by effectively completing challenging group and individual projects and assignments.
4. Demonstrate an understanding of the complexities of global and societal issues through reading, writing, and discussion.
5. Write clear and concise essays that support theses with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas.

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.

Workshop 1: Stand Up

In the face of unimaginable hardship, young people around the world have found the strength to fight for what's right.

Focus Question:

- Why is the fight for basic human rights so hard?

Making Meaning:

- **Central Idea and details:** Students will learn how to locate the most important idea in a text and write the important details from a text.
- **Summarizing:** Students will learn how to summarize a text describing the most important ideas in their own words, as well as including ideas that support the central idea with the most important, or relevant, details from the text.
- **Theme:** Students will be able to identify the theme or a story or a poem, which is the most important message or lesson that the author wants readers to understand and remember.

Writing Development:

- Students will analyze an effective thesis statement.
- Students will learn how to develop and support a thesis statement.
- Students will learn how to effectively use transition words and phrases.

Workshop Activity: Create a Flyer

- Students will create an information flyer to inform people about a service or event.

Writing Task: Informational Text

- Students will choose an activist featured in the workshop. They will write an essay that describes the activist's life and explain the work he or she does.

Workshop 2: Water Fight

In the US West, drought is causing the supply of fresh water to dry up— threatening agriculture, industry, and individuals.

Focus Question:

- How do we prevent Earth's freshwater supply from drying up?

Making Meaning:

- **Identify Text Structure:** Students will analyze the relationship between cause and effect in informational texts.
- **Making Inferences:** Students will identify textual evidence to make inferences about the information they read.

Writing Development:

- Students will select a topic for their argumentative essay
- Students will analyze and select evidence for their argument
- Students will analyze supporting evidence to draft a claim
- Students will use transition words and phrases to connect their ideas
- Students will correct run-on sentences
- Students will rate their own argumentative essay

Language Development:

- Students will practice using the prefixes "in-" and "un-" in context
- Students will practice using multiple-meaning words in context

Workshop Activity: Create a Poster

- Students will create an informational poster to educate and persuade the public to conserve water.

Writing Task: Argument Essay

- Students will write an essay arguing why drought is devastating.

Workshop 3: Life in Dystopia

Imagine a world in which you have no choices. Where you are forced to conform, even when you know it's wrong. Many writers have created such places. Welcome to Dystopia.

Focus Question:

- What causes people to go along with the crowd, despite the costs?

Making Meaning:

- **Literary Elements:** students will identify and analyze the elements of setting, character, plot, and theme in a story.
- **Analyzing Genre:** students will learn the different categories of literature and then compare and contrast different texts.

Language Development:

- Students will learn the roots "civ" and "liber" to help determine the meanings of words that contain

them.

- Students will identify synonyms and antonyms and use them in context.

Writing Development:

- Students will analyze and a model informative essay
- Students will mark and evaluate text elements
- Students will analyze and select evidence for their informative essay
- Students will analyze an effective thesis statement
- Students will draft an introduction with a thesis statement
- Students will identify and use transition words and phrases
- Students will identify correct subject-verb disagreement
- Students will rate their informative essay

Writing Task: Informative Essay

- Students will choose two characters from “The Lottery” or *The Hunger Games*, or one from each, and analyze how these characters react to their communities' annual traditions.

Workshop Activity: Write a Press Release

- Students will write a press release announcing the launch of a book or story.

Interim Performance Task: Writing a Research Paper

- Students will choose a topic, research information and data relating to that topic, and use that information and data to help write a research paper.
- Students will create a multimedia presentation including images, charts, audio, or video to present their research to the class.

Workshop 4: The Hunt for Lincoln’s Killer

President Abraham Lincoln’s murder plunged the United States into mourning and prompted the largest manhunt in history.

Focus Question:

- How does a country respond to the death of a leader?

Making Meaning:

- **Extended Metaphor:** Students will learn about extended metaphors, and will be able to explain and discuss the meaning of extended metaphors.
- **Point of View:** Students will learn about and analyze the author's point of view.

Writing Development:

- **Writing Effective Introductions:** Students will learn how to write effective introductions that will explain what the writer will be talking about.
- **Verb Tense:** Students will learn how to use the correct verb tense to identify if an action happens in the past, the present, or the future.

- **Transition words to Create Cohesion:** Students will learn to use transition words and phrases to help writers develop an essay logically and cohesively by connecting details and organizing information.

Language Development:

- Students will learn the suffixes *-able* and *-ible* and be able to use them in context.
- Students will learn about denotation and connotation and analyze how they can be used to establish tone.

Workshop Activity: Write a News Summary

- Students will take on the role of a journalist for a local news organization. They will write a summary of their next story.

Writing Task: Informative Essay

- Students will identify two people in the Workshop who reacted strongly to President Lincoln's assassination, and write an essay describing their reactions.

Workshop 5: Contagion

First one person gets sick, then another. Soon it becomes an epidemic.

Focus Question:

- How do scientists meet the urgent need to contain killer diseases?

Making Meaning:

- **Author's Purpose:** Students will learn to be able to identify the different main purposes for writing, and then analyze how specific parts of the text help the author achieve his or her purpose.
- **Making Inferences:** Students will be able to make inferences, or logical guesses, by combining details stated in the text with their own knowledge and experience.
- **Analyzing Text Structure:** Students will learn how to analyze headings, graphics, and captions to help navigate a text and locate important information.
- **Reading Critically:** Students will learn to actively engage with a text to understand its deeper meaning.

Language Development:

- Students will learn the suffix *-tion* and be able to use them in context.
- Students will learn about subject and object pronouns, and how to apply both of those into sentences.

Writing Development:

- **Prompt and Purpose:** Students will be able to analyze a prompt to identify the purpose of the prompt.
- **Writing Effective Descriptions:** Students will learn how to use sensory details to explain how people and things look, sound, taste, and feel. They will also be able to use figurative language to describe things.

- **Transition words to Convey Sequence:** Students will learn to use transition words and phrases to convey and sequence of events.

Workshop Activity: Tweet Outbreak Updates

- Students will take on the role of an epidemiologist. They will write two tweets to update the public about a disease outbreak.

Writing Task: Narrative

- Imagine you are a visitor who has traveled to a town experiencing an outbreak of a serious disease. Write a narrative essay describing your experience there.

Workshop 6: No Ordinary Sport

For these athletes, testing their physical limits in extreme sports has led to healing, achievement, and empowerment in all aspects of life.

Focus Question:

- What can happen when athletes challenge themselves in extreme ways?

Making Meaning:

- **Summarizing:** Students will learn how to summarize a text describing the most important ideas in their own words, as well as including ideas that support the central idea with the most important, or relevant, details from the text.
- **Reading Critically:** Students will be asked to evaluate a text by analyzing information in order to form a judgment about information or ideas.

Language Development:

- Students will learn about the root words “graph” and “form”.
- Students will learn about idioms and be able to analyze idioms in context.

Writing Development:

- **Prompt and Purpose:** Students will be able to analyze a prompt to identify the purpose of the prompt.
- **Transition words to Clarify Relationships:** Students will learn to use transition words and phrases to clarify relationships between their ideas.

Writing Task: Argument Essay

- Students will be writing an essay whether or not the benefits of participating in extreme sports outweigh the risks.

Workshop Activity: Write a Blog Post

- The students will take on the role of a trainer or coach. They will write a blog post for their athletes persuading them to take safety precautions when they train for a sport.

End of the Year Performance Task: Writing a Research Paper

- Students will choose a topic, research information and data relating to that topic, and use that information and data to help write a research paper, including a counterclaim to the topic.

Writing Assignments (REQUIRED):

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

Writing Task: Informational Text

- Students will choose an activist featured in the workshop. They will write an essay that describes the activist's life and explain the work he or she does.

Writing Task: Argument Essay

- Students will write an essay arguing why drought is devastating.

Writing Task: Informative Essay

- Students will choose two characters from "The Lottery" or *The Hunger Games*, or one from each, and analyze how these characters react to their communities' annual traditions.

Workshop Activity: Write a Press Release

- Students will write a press release announcing the launch of a book or story.

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Interim Performance Task: Writing a Research Paper

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Workshop Activity: Write a News Summary

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Writing Task: Informative Essay

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Writing Task: Narrative

- Imagine you are a visitor who has traveled to a town experiencing an outbreak of a serious disease. Write a narrative essay describing your experience there.

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INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Read 180 Real Book

Edition: Stage B

Author: Various

ISBN: 054589010 / 978-0545890106

Publisher: Houghton Mifflin Harcourt

Publication Date: 2017

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

Supplemental Instructional Materials *Please include online, and open-source resources if any.*

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$

Description of Additional Costs:

Additional costs:\$	
Total cost per class set of instructional materials:	\$

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

Workshop Activity: Create a Flyer

- Students will create an information flyer to inform people about a service or event.

Workshop Activity: Create a Poster

- Students will create an informational poster to educate and persuade the public to conserve water.

Workshop Activity: Write a Press Release

- Students will write a press release announcing the launch of a book or story.

Interim Performance Task: Writing a Research Paper

- Students will choose a topic, research information and data relating to that topic, and use that information and data to help write a research paper.
- Students will create a multimedia presentation including images, charts, audio, or video to present their research to the class.

Workshop Activity: Write a News Summary

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Workshop Activity: Tweet Outbreak Updates

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Workshop Activity: Write a Blog Post

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End of the Year Performance Task: Writing a Research Paper

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Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Writing Assessments
- Lesson Assessments
- Unit/Chapter Assessments
- Individual Presentations
- Group Presentations
- Semester Final Projects

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference

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)	