

Perris 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</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </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</div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">101871 & 101872</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px;">9104</td> </tr> </table>	Elective	9104	<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 checked="" 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; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <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 checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 </p>
Elective	9104			
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services) </p> <p>Which A-G Requirement does/will this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">B - English</div>	<p>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,</i> <i>Bilingual Authorization</i> <i>SS: World language ; English language Development</i> <i>Specific Supplementary Auth: English as a Second Language</i> </p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 3/6/2024 Date </td> </tr> </table>		 Signature	3/6/2024 Date
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<p>Submitted by: Educational Services Site: Student Services Center Date: 02/09/2024 Email: shannyn.cahoon@puhsd.org and charles.tippie@puhsd.org </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>			
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>		
<p>Director of Curriculum & Instruction</p>	<p></p>	<p>03/13/2024</p>		
<p>Asst. Superintendent of Educational Services</p>	<p></p>	<p>3/14/24</p>		
<p>Governing Board</p>	<p></p>	<p></p>		

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

English Intensive 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, 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 scaffolds and accelerates 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: At First Sight

Unit Outline: In this unit, students will participate in close reading of a variety of texts; for each, students will identify the most important details in an informational or literary text, use evidence to question and reflect on ideas, identify important events in a text and cite evidence, and use academic words to explain the text topic. Students will use academic words when speaking and writing, as well as reflect on ideas that have been discussed. They will explain how an author's point of view is shown or reflected in a text and use this information to analyze how a central idea and supporting details develop throughout a text.

CCSS Standards Addressed:

RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6, RL.9-10.1, RL.9-10.3, RL.9-10.6, L.9-10.1, L.9-10.2.c, L.9-10.4, L.9-10.4.a, L.9-10.4.b, L.9-10.4.c, L.9-10.4.d, L.9-10.6, SL.9-10.1, SL.9-10.3, SL.9-10.4, SL.9-10.6, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.8, W.9-10.10

Essential/Guiding Questions:

- What are the events, or important things that happen in a text?
- What is the sequence, or order in which events happen?
- How does finding the main idea and details help you to remember what's important?
- How does identifying the theme of a narrative text help readers to recognize the author's purpose, appreciate the text, and think deeply about ideas?

Concepts (Students will know):

- Sequence of events
- Main idea and details
- Synthesize
- Synonyms
- Antonyms

- Narrative paragraph
- Skills (Students will be able to do):
- State a point of view and support it in writing
- Synthesize information from multiple sources
- Identify the sequence of events in a text using graphic organizer
- Summarize the topic and important details of a reading selection
- Read and interpret information from a chart, graph, or a diagram
- Identify synonyms, antonyms, and word relationships
- Write a narrative paragraph that includes sensory details in sequence

Workshop 2: Who Am I

Unit Outline: In this unit, students will identify main ideas or events in literary and informational texts, cite evidence, reflect on ideas and information that have discussed and draw conclusions about them. Students will use academic words when speaking and writing, as well as reflect on ideas that have been discussed. Students will determine the theme of a literary piece or poem, and analyze text details that reflect the theme. Determine the figurative or connotative meanings of words and phrases in a poem. Students will determine the meaning of similes or creative comparisons used in a text. Restate others' ideas and state your opinion.

CCSS Standards Addressed:

RI.9-10.1, RI.9-10.2, RI.9-10.4, RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, L.9-10.5, L.9-10.5b, L.9-10.6, SL.9-10.1, SL.9-10.4, SL.9-10.5, SL.9-10.6, W.9-10.8, W.9-10.9.a, W.9-10.10

Essential/Guiding Questions:

- How do you draw evidence from texts to support analysis, reflection, and research?
- How do you determine the theme of a work?
- How do you analyze how complex characters develop over the course of a text? How do characters advance the plot or develop the theme?
- How do you write arguments to support claims with strong evidence?
- How do authors use literary devices to create characteristics of epic poetry and theme?

Concepts (Students will know):

- Theme
- Epic poem (elements)
- Epic hero (characteristics)
- Historical context of literary works
- Characterization
- Symbolism
- Imagery
- Skills (Students will be able to do):
- Determine theme
- Compare and contrast related themes in different genres

- Analyze a character's development
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- Identify and analyze characteristics of an epic hero
- Identify elements of an epic poem

Workshop 3: It's Your Right

Unit Outline: In this unit, students will analyze what a text clearly says and make inferences about what a text does not clearly say, identify important events in a text, cite evidence, and report on a topic or text using facts or details to express important ideas. They will compare and contrast different accounts of the same topic, including text focus. Students will use details in a literary text to analyze how an author develops and contrasts the points of view of different characters. They will also explain how the author's viewpoint is shown in the text, making note of details that help to determine the author's purpose. They will also summarize key supporting details and ideas, determine the central idea or theme of a text, and summarize it without including opinions.

CCSS Standards Addressed:

RI.9-10.1, RI.9-10.2, RI.9-10.6, RI.9-10.8 RL.9-10.1, RL.9-10.3 L.9-10.6, L.9-10.4.a, SL.9-10.1, SL.9-10.3, SL.9-10.4, SL.9-10.6, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.9.b, W.9-10.8, W.9-10.10

Essential/Guiding Questions:

- How does summarizing help you to focus on the most important ideas in your readings so that you understand what you read better?
- What is the text mostly about? How do you synthesize what you read?
- What information provides evidence to support the topic?
- Concepts (Students will know):
- Summarize
- Topic
- Details
- Evidence
- Synthesize

Skills (Students will be able to do):

- Identify the topic and important details to summarize a letter
- Use a graphic organizer to summarize important details about a topic
- Use text markings to identify important details about a topic
- Read and interpret information from a pie chart, graph, and diagrams
- Analyze features of an informational summary
- Use media strategically in presentations
- Synthesize information from multiple sources on the same topic

Writing Assignments (REQUIRED):

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

Workshop #1 Writing Assignment: Students will write an informative essay to share ideas, concepts, and information about a topic. To accomplish this task, they will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan their own writing. They will also quote or paraphrase sources. When talking about a topic, students will include related evidence from earlier texts or discussions. Students will write a thesis statement and support it with evidence, using transitions to add the evidence. Students will revise and edit their work to ensure adequate structure and use of evidence.

Workshop #2 Writing Assignment:

Students will write a literary analysis essay to share ideas, concepts, and information about a topic. Students will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan writing. They will also quote or paraphrase sources. When talking about a topic, students will include related evidence from earlier texts or discussions. They will use transition words to connect details, evidence, and ideas. Students will revise and edit their work to ensure adequate structure and use of evidence.

Workshop #3 Writing Assignment:

Students will write an argumentative essay about a topic, by choosing to organize, and analyze information, develop a claim, and support it with evidence. Students will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan writing. Students will quote or paraphrase sources. When talking about a topic, include related evidence from earlier texts or discussions. Students will use precise language and academic to write and support a claim, using transitions to create cohesion. Students will revise and edit their work to ensure adequate structure and use of evidence.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1	
Title: Real Book: Reading, Language, Learning	Edition: Stage C
Author: Various	ISBN: 978-1-328-00337-9
Publisher: Houghton Mifflin Harcourt	Publication Date: 2017
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
<p>Workshop 1 Text Types and Titles:</p> <ol style="list-style-type: none"> 1. Can We Believe What We See? By Cheryl Clark (Magazine Article) 2. The Magic of the Mind by Dr. Elizabeth Loftus (Nonfiction Book) 3. Should Trials Use Eyewitness Testimony? By Erin Keddie 4. Optical Illusions: How Our Eyes Play Tricks on Our Minds by Leah Tierney (Blog Post) 5. The Echo Maker by Richard Powers (Novel) 6. The Cute Factor by Natalie Angier (News Article) 7. Detecting the Truth by Jennifer Johnson (Interview) <p>Workshop 2 Text Types and Titles:</p> <ol style="list-style-type: none"> 1. Road to Success by Viviana Andazola Marquez (Essay) 2. Living Outside Tribal Lines by Bill Moyers (Interview) 3. The Absolutely True Diary of a Part-Time Indian by Sherman Alexie (Novel) 4. Untwine by Edwidge Danticat (Novel) 5. The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy With Autism by Naoki Higashida (Memoir) 6. Fish Cheeks by Amy Tan (Essay) 7. A Place Without Shame by David Baraza (Poetry) 8. Drawing Her Life by Jessica Warren (Profile) <p>Workshop 3 Text Types and Titles:</p> <ol style="list-style-type: none"> 1. Bill of Rights (website summary) 2. Supreme Court Cases Every Teen Should Know by Tom Jacobs (magazine article) 3. A History of Listening In by Erin Keddie (timeline) 4. Should the Government Be Allowed to Wiretap Your Phone? By Erin Keddie 5. A Second Look at the Evidence by Anna Prokos (Nonfiction book) 6. The Brownsville Youth Court by Cristina Costantini and Kristofer Rios (news article) 7. The Merchant of Venice by William Shakespeare (drama) 8. Freed Man Talking: Death Penalty System Broken by Ray Krone (letter) 9. Fighting for Justice by Abbi Newman (Jennifer Johnson) (interview) 	
<p>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.</p>	

Cost for 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
<p>Workshop #1 Key Assignment: Students will write an informative essay to share ideas, concepts, and information about a topic. To accomplish this task, they will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan their own writing. They will also quote or paraphrase sources. When talking about a topic, students will include related evidence from earlier texts or discussions. Students will write a thesis statement and support it with evidence, using transitions to add the evidence. Students will revise and edit their work to ensure adequate structure and use of evidence.</p> <p>Workshop #2 Key Assignment: Students will write a literary analysis essay to share ideas, concepts, and information about a topic. Students will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan writing. They will also quote or paraphrase sources. When talking about a topic, students will include related evidence from earlier texts or discussions. They will use transition words to connect details, evidence, and ideas. Students will revise and edit their work to ensure adequate structure and use of evidence.</p> <p>Workshop #3 Key Assignment: Students will write an argumentative essay about a topic, by choosing to organize, and analyze information, develop a claim, and support it with evidence. Students will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan writing. Students will quote or paraphrase sources. When talking about a topic, include related evidence from earlier texts or discussions. Students will use precise language and academic to write and support a claim, using transitions to create cohesion. Students will revise and edit their work to ensure adequate structure and use of evidence.</p> <p>Other Key Assignments</p> <ul style="list-style-type: none"> -HMH Reading Inventory -HMH Phonics Inventory (when necessary) -Oral Fluency Assessments -Portfolio Assessment -READ 180 Student Application -READ 180 Real Book Do Nows

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- Blended Learning - use of technology
- Modeling
- Academic Language
- Scaffolding
- Think, Write, Pair-Share
- Drop in Reading
- Academic discussion routine
- Analyzing Media
- Key Ideas
- Choral Reading

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Assessment Description:

Students will choose a topic to research, collect information from multiple sources, and determine whether each source is credible, use precise language to evaluate and discuss research sources. Students will analyze a model research paper and evaluate its different parts, using precise academic language to discuss their findings. Students will organize and write their research paper, including the following elements: an engaging introduction, strong thesis statement, supporting ideas, relevant details, citations, and an interesting conclusion. Students will collect and organize information to use in a research paper while paraphrasing and citing evidence correctly and using precise language academic words to evaluate and discuss the text evidence as well as introduce their thesis statement. Students will revise and edit their work, and evaluate their peers' work for adequate essay structure, citations, and use of evidence.

Students will present their research, using eye contact, adequate volume, pronunciation, and multimedia.

Other Assessments:

- Online Assessments
- Lexile Level Assessments
- Reading Comprehension Assessments
- Formative Writing Assessments
- READ 180 Real Book Assessments
- READ 180 Workshop Assessments - Interim
- READ 180 Workshop Assessments - End of Workshop
- READ 180 Real Book Performance Tasks

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
3 months	Workshop #1: At First Sight <u>Workshop 1 Planning/Pacing Guide</u>			
3 months	Workshop #2: Who Am I <u>Workshop 2 Planning/Pacing Guide</u>			
3 months	Workshop #3: It's Your Right <u>Workshop 3 Planning/Pacing Guide</u>			

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)