

Perris Union High School District Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic English 1</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:	Grade Level <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
Transcript Title/Abbreviation: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic Eng 1</div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">401211/401212/401213</div> (To be assigned by Educational Services)	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC for PUHSD?</u> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Clear Single Subject: English EL Authorization</i> </div> <p style="text-align: center; margin: 0;"><u>To be completed by Human Resources only.</u></p> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%;"><i>Steph... [Signature]</i></div> <div style="border: 1px solid black; padding: 2px; width: 30%;"><i>1/15/19</i></div> </div> <p style="display: flex; justify-content: space-between; margin: 0;">Signature Date</p>	
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: Jesse Call, Norma Carrillo, Xochitl Almdarez, Natalia Orndoff, Jose De Vicente, German Loustaunau, Charles Tippie Site: PVHS, PHS, HHS, PMS, SSC Date: 1/15/2019	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
Dir. of Curriculum & Instruction		<i>1/15/19</i>
Asst. Sup. of Ed. Services		<i>1/16/19</i>
PUHSD Board		

Prerequisite(s) (REQUIRED):

None. 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 10 Lexile to 640 Lexile and Emerging Levels on the State Approved English Language Development assessment.

Corequisite(s) (REQUIRED):

Academic English Elective is the Co-requisite course.

Brief Course Description (REQUIRED):

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 10 Lexile to 640 Lexile and limited to no functional receptive and productive English skills on the State Approved English Language Development assessment. The course will provide students with Designated English Language Development and access to the Core Curriculum.

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 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.

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.

Unit 1:

Content	CCSS
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<p>Unit Story Titles:</p> <ul style="list-style-type: none"> ● First Names ● Romeo & Juliet ● Growing Together ● My People ● Ways to Know You ● Who is She? <p>Unit Project:</p> <ul style="list-style-type: none"> ● Introduce a Classmate - Partner Profile <p>Writing Project:</p> <ul style="list-style-type: none"> ● Write a Poem - Expressive Poem <p>Assessment:</p> <ul style="list-style-type: none"> ● Unit 1 Test and Cluster Tests ● https://goo.gl/EiBvPA 	<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 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>
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Unit 2:

Content	CCSS
<p>Unit Story Titles:</p> <ul style="list-style-type: none"> ● How Anase Gave Wisdom to the World ● Good Advice from Teens ● <i>From Be Water, My Friend: The Early Years of Bruce Lee</i> ● Hands ● Mathematics ● Remember <p>Unit Project:</p> <ul style="list-style-type: none"> ● Book of Proverbs: Create a Book of Proverbs <p>Writing Project:</p> <ul style="list-style-type: none"> ● Write an Advice Column <p>Assessment:</p> <ul style="list-style-type: none"> ● Unit 2 Test and Cluster Tests ● https://goo.gl/OvBX6F 	<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.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>L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled,</p>

cries, happiness).

L3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Unit 3:

Content	CCSS
<p>Unit Story Titles:</p> <ul style="list-style-type: none">● If the World Were a Village● The Same● Freaky Food● Behind the Veil● The Simple Sport● Alphabet City Ballet● You Can Get It If You Really Want <p>Unit Project:</p> <ul style="list-style-type: none">● Multimedia Presentation: Create a Book Poster <p>Writing Project:</p> <ul style="list-style-type: none">● Write a description <p>Assessment:</p> <ul style="list-style-type: none">● Unit 3 Test and Cluster Quiz● https://goo.gl/ED56Xx	<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>L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>

Unit 4:

Content	CCSS
<p>Unit Story Titles:</p> <ul style="list-style-type: none">● Two Were Left● Tornado Survivor Called "the luckiest man on earth"● Surviving Katrina	<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</p>

<ul style="list-style-type: none"> ● Maps ● Test Your Survival Skills ● Fight or Flight? What your Body Knows about Survival ● Survivor Rulon Gardner: Hardheaded <p>Unit Project:</p> <ul style="list-style-type: none"> ● Safety Demonstration <p>Writing Project:</p> <ul style="list-style-type: none"> ● Write an Expository Paragraph <p>Assessment:</p> <ul style="list-style-type: none"> ● Unit 4 Test and Cluster Tests ● https://goo.gl/tr1VUp 	<p>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>L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>
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Unit 5:

Content	CCSS
<p>Unit Story Titles:</p> <ul style="list-style-type: none"> ● Frijoles ● The Jay and the Peacocks ● Cochlear Implants: Two Sides of the Story ● A Different Drummer ● High School ● The Right Moves ● I'm Nobody <p>Unit Project:</p> <ul style="list-style-type: none"> ● Multimedia Presentation: TV Talk Show <p>Writing Project:</p> <ul style="list-style-type: none"> ● Write a Fact-and-Opinion Paragraph <p>Assessment:</p> <ul style="list-style-type: none"> ● Unit 5 Test and Cluster Tests ● https://goo.gl/llo41g 	<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.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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.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.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>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>
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Unit 6:

Content	CCSS
<p>Unit Story Titles:</p> <ul style="list-style-type: none"> ● Luck ● Young at Heart ● The Marketplace ● The Scholarship Jacket ● Eye on Cheaters ● The Gift of the Magi ● Shoulders <p>Unit Project:</p> <ul style="list-style-type: none"> ● Multimedia Presentation: Gallery Walk Collage <p>Writing Project:</p> <ul style="list-style-type: none"> ● Write a Personal Narrative <p>Assessment:</p> <ul style="list-style-type: none"> ● Unit 6 Test and Cluster Tests ● https://goo.gl/w0AuVI 	<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.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.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.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and</p>

	<p>audience.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.4.3b Choose punctuation for effect.</p>
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Writing Assignments (REQUIRED):

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

- Unit 1: Writing a poem - Expressive Poem
 - Students can give descriptive sentences about who they are.
 - Students can consistently show pronouns, apostrophes, and sentence punctuation is used correctly.
- Unit 2: Write an Advice Column
 - Students can give plausible solutions to the problem.
 - Students can consistently show subject-verb agreements, plurals, and that capital letters are used correctly.
- Unit 3: Write a description
 - Students will give a variety of descriptive sentences comparing two sports.
 - Students can consistently show apostrophes in possessive nouns and commas are used correctly.
- Unit 4: Write an Expository Paragraph
 - Students will have a topic sentence that will clearly state the main idea.
 - Assignment will contain facts, examples, and details that will thoroughly explain more about the topic.
 - Students will consistently use present and past verb tenses, spelling and capital letters correctly.
- Unit 5: Writing a Fact-and-Opinion Paragraph
 - Students will have a topic sentence that will clearly state their opinion
 - Assignment will contain facts, reasons, and details that thoroughly explain more about their opinion.
 - Students will consistently have prepositions, spelling, and commas used correctly in their writing.
- Unit 6: Writing a personal narrative
 - Student’s will have a clear beginning, middle and end.
 - Writing will include details that thoroughly let the reader see and feel what is happening.
 - Writers will clearly express their feelings.
 - Assignment will have consistent use of complete sentences, spelling and commas correctly.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1	
Title: EDGE Fundamentals	Edition: 2nd

Author(s): David W. Moore, Deborah J. Short, Michael W. Smith and Alfred W. Tatum	ISBN: 9781285806884
Publisher: National Geographic/Cengage Learning	Publication Date:© 2014
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> 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	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
EDGE Interactive Practice Workbook - Consumable ISBN: 978-1-2857-6047-6 EDGE Grammar & Writing Practice Workbook - Consumable ISBN: 978-1-2857-3569-6	
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: \$3798	Description of Additional Costs: Teacher Textbook Consumables for students, cost is for one class set. Will need to be repurchased each year.
Additional costs:\$1098	
Total cost per class set of instructional materials:	\$5646

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
Unit 1: Unit Project - Introduce a Classmate - Partner Profile Unit 2: Unit Project - Book of Proverbs: Create a Book of Proverbs Unit 3: Unit Project - Multimedia Presentation: Create a Book Poster Unit 4: Unit Project - Safety Demonstration Unit 5: Unit Project - Multimedia Presentation: TV Talk Show

Unit 6: Unit Project - Multimedia Presentation: Gallery Walk Collage

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be use.

- Specially Designed Academic Instruction in English (SDAIE)
- Advancement Via Individual Determination (AVID) Strategies

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

EDGE Unit 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	Standard(s)	Vocab	Reference
1 (6 wks)	<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 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>call different everyone everywhere friend like other unique beautiful grow hard home leave miss together wait find</p> <p>idea no one pattern scientist</p>	<p>Student Materials:</p> <ul style="list-style-type: none"> ● Textbook: pp 2-79 ● IPB: pp 4-39 ● GWPB: pp 1-33 <p>Teacher Materials:</p> <ul style="list-style-type: none"> ● TE: pp T1A-T79B ● Interactive Practice TE: pp 1-39 ● Grammar & Writing Practice TE: pp 1-33 ● Language & Grammar Lab TE: pp 2-19 ● Inside Phonics w/TE Resource Kit <p>Transparencies:</p> <ul style="list-style-type: none"> ● Key Vocabulary: 1 ● Vocabulary Strategy: 1-3 ● Academic Language Frame: 2-7 ● Grammar: 1-18 ● Language Transfer:

		similar special study	1-12 ● Inside Phonics: 2, 4, 6, 8, 10-18, 21, 22, 27-32, 35
Unit	Standard(s)	Vocab	Reference
2 (6 wks)	<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.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>L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>L3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>angry difficult lonely problem selfish share simple solution break explain fight harm rest touch tough understand connect history joy listen poor receive remember rich</p>	<p>Student Materials:</p> <ul style="list-style-type: none"> ● Textbook: pp 80-157 ● IPB: pp 42-77 ● GWPB: pp 34-66 <p>Teacher Materials:</p> <ul style="list-style-type: none"> ● TE: pp T79C-T157B ● Interactive Practice TE: pp 40-77 ● Grammar & Writing Practice TE: pp 34-66 ● Language & Grammar Lab TE: pp 20-37 ● Inside Phonics w/TE Resource Kit <p>Transparencies:</p> <ul style="list-style-type: none"> ● Vocabulary Strategy: 4-6 ● Academic Language Frame: 9-14 ● Grammar: 19-36 ● Language Transfer: 4, 13-17 ● Inside Phonics: 19-20, 23-26, 36-38, 40
Unit	Standard(s)	Vocab	Reference
3 (6 wks)	<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>L.4.1d Order adjectives within sentences</p>	<p>crowded decide enough hungry instead meal safe</p>	<p>Student Materials:</p> <ul style="list-style-type: none"> ● Textbook: pp 158-239 ● IPB: pp 80-117 ● GWPB: pp 67-99 <p>Teacher Materials:</p> <ul style="list-style-type: none"> ● TE: pp T157C-T239B ● Interactive Practice

	<p>according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>village belief experience forget popular religion sport truth uncomfortable become fream easy practice respect succeed try victory</p>	<p>TE: pp 78-117</p> <ul style="list-style-type: none"> ● Grammar & Writing Practice TE: pp 67-99 ● Language & Grammar Lab TE: pp 38-55 ● Inside Phonics w/TE Resource Kit <p>Transparencies:</p> <ul style="list-style-type: none"> ● Key Vocabulary: 2 ● Vocabulary Strategy: 7-9 ● Academic Language Frame: 16-21 ● Grammar: 37-54 ● Language Transfer: 18-21 ● Inside Phonics: 42-43, 46-53, 65-66
Unit	Standard(s)	Vocab	Reference
4 (6 wks)	<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>L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.4c Consult general and specialized</p>	<p>damage defenseless die fear injured powerful recover weak choice disaster neighbor obstacle safety save stranger victim blood vessel circumstances danger energy escape perspire physical</p>	<p>Student Materials:</p> <ul style="list-style-type: none"> ● Textbook: pp 240-323 ● IPB: pp 120-159 ● GWPB: pp 100-132 <p>Teacher Materials:</p> <ul style="list-style-type: none"> ● TE: pp T240C-T323B ● Interactive Practice TE: pp 118-159 ● Grammar & Writing Practice TE: pp 100-132 ● Language & Grammar Lab TE: pp 56-73 ● Inside Phonics w/TE Resource Kit <p>Transparencies:</p> <ul style="list-style-type: none"> ● Key Vocabulary: 3-5 ● Vocabulary Strategy: 10-12 ● Academic Language Frame: 23-28 ● Grammar: 55-72 ● Language Transfer: 3, 22-25 ● Inside Phonics: 41, 54, 56-58, 61, 69, 71

	reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	system	
Unit	Standard(s)	Vocab	Reference
5 (6 wks)	<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.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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.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.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>CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>agreement alone arrive exotic jealous ordinary prepare suggest attention device disability disadvanta ge identify separate situation social nervous nobody participate perform somebody sponsor support tension</p>	<p>Student Materials:</p> <ul style="list-style-type: none"> • Textbook: pp 324-405 • IPB: pp 162-199 • GWPB: pp 133-165 <p>Teacher Materials:</p> <ul style="list-style-type: none"> • TE: pp T323C-T405B • Interactive Practice TE: pp 160-199 • Grammar & Writing Practice TE: pp 133-165 • Language & Grammar Lab TE: pp 74-91 • Inside Phonics w/TE Resource Kit <p>Transparencies:</p> <ul style="list-style-type: none"> • Key Vocabulary: 6-8 • Vocabulary Strategy: 13-15 • Academic Language Frame: 30-35 • Grammar: 73-90 • Language Transfer: 26 • Inside Phonics: 59-61, 68, 71, 75-76
Unit	Standard(s)	Vocab	Reference
6 (6 wks)	<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>exchange fair inspire</p>	<p>Student Materials:</p> <ul style="list-style-type: none"> • Textbook: pp 406-499 • IPB: pp 202-241

	<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.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.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.3.1i Produce simple, compound, and complex sentences.</p> <p>L.4.3b Choose punctuation for effect.</p>	<p>luck offer refuse reveal spirit behavior cheat dignity honest integrity recognize standard tradition generosity invent precious proud reflect sacrifice wish</p>	<ul style="list-style-type: none"> ● GWPB: pp 166-198 <p>Teacher Materials:</p> <ul style="list-style-type: none"> ● TE: pp T405C-T499B ● Interactive Practice TE: pp 200-241 ● Grammar & Writing Practice TE: pp 166-198 ● Language & Grammar Lab TE: pp 92-109 ● Inside Phonics w/TE Resource Kit <p>Transparencies:</p> <ul style="list-style-type: none"> ● Key Vocabulary: 9-10 ● Vocabulary Strategy: 16-18 ● Academic Language Frame: 37-42 ● Grammar: 91-108 ● Inside Phonics: 44, 83, 85-87, 90-91
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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)