




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 4</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 4</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;">401251/401252/401253</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 <i>previously approved by UC</i> for PUHSD? <input checked="" type="checkbox"/> Yes <input 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>EL Authorization</i> Clear Single Subject: English <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;">  Signature </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;"> 1/15/19 Date </div> </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: Jesse Call, Norma Carrillo, Xochitl Almendarez, Natalia Orndoff, Jose De Vicente, German Loustaunau, Charles Tippie Site: PVHS, HHS, PHS, 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		1/15/19
Asst. Sup. of Ed. Services		1/16/19
PUHSD Board		

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

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.

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	Common Core Standards
Unit Story Title: <ul style="list-style-type: none"> The Moustache 	CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative

<ul style="list-style-type: none"> ● Grandmother ● Who We Really Are ● Two Kinds ● Why the Violin is Better ● Novel Musician ● Skins ● One ● Nicole ● Yes <p>Writing Skill: Independent Clause</p> <p>Unit Project: Video or Sound Recording</p> <p>Writing Project: Reflective Essay</p> <p>Common Assessment: Unit 1 Assessment</p> <p>Supplemental Readers:</p> <ul style="list-style-type: none"> ● <i>Stuck in Neutral</i> by Terry Trueman ● <i>The Metamorphosis</i> by Franz ● <i>Farewell to Manzanar</i> by James Houston <p>Close Reading:</p> <ul style="list-style-type: none"> ● <i>Yes.</i> by Denise Dumanel 	<p>discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
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Unit 2:

Content	Common Core Standards
<p>Unit Story Titles:</p> <ul style="list-style-type: none"> ● La Vida Robot ● My Left Foot ● Success is a Mind Set ● The Freedom Writers Diary ● Strength Courage & Wisdom ● The Freedom Writers Diary 	<p>CC.SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.SL.9-10.4a Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific</p>

<p>Writing Skill: Compound Sentence</p> <p>Unit Project: Press Conference</p> <p>Writing Project: Autobiography</p> <p>Common Assessment: Unit 2 Assessment</p> <p>Supplemental Readers:</p> <ul style="list-style-type: none"> • <i>And the Earth Did Not Devour Him</i> by Tomas Rivera • <i>Necessary Roughness</i> by Marie G. Lee • <i>Spike Lee: By Any Means Necessary</i> by James Haskins <p>Close Reading:</p> <ul style="list-style-type: none"> • <i>The Cruellest Journey</i> by Karla Salak 	<p>vocabulary, and provides a conclusion that summarizes the main points. .</p> <p>CC.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.RL.9-10.10 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range..</p> <p>CC. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CC.L.9-10.4c 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, its part of speech, or its etymology.</p> <p>CC.L.9-10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CC.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Unit 3:

Content	Common Core Standards
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<p>Unit Titles:</p> <ul style="list-style-type: none"> • Amigo Brothers • Lean On Me • My Brother's Keeper • The Hand of Fatima • What Price Loyalty? • Anthem • Old Ways, New World <p>Genre Focus: Short Stories</p>	<p>CC.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CC.RI. 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn</p>
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<p>Writing Skill: Complex Sentence</p> <p>Unit Project: Reality TV Show</p> <p>Writing Project: Position Paper</p> <p>Common Assessment: Unit 3 Assessment</p> <p>Supplemental Readers:</p> <ul style="list-style-type: none"> ● <i>The Wave</i> ● <i>Two Badges</i> ● <i>Things Fall Apart</i> <p>Close Reading:</p> <ul style="list-style-type: none"> ● 'My Brother's Keeper' ● 'The Head of Fatima' ● 'Anthem' 	<p>between them.</p> <p>CC.RI.9-10.5a Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.</p> <p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CC.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or 1. Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC.W. 9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>CC.W. 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
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Unit 4:

Content	Common Core Standards
<p>Unit Titles:</p> <ul style="list-style-type: none"> ● Face the Facts: The Science of Facial Features ● Face It ● Silent Language ● They Speak for Success ● Breaking the Ice ● My English ● How I Learned English <p>Writing Skill: Paragraph</p> <p>Unit Project: Multimedia Presentation</p> <p>Writing Project: Research Report</p> <p>Common Assessment: Unit 4 Assessment</p>	<p>CC.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source</p> <p>CC.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent</p>

<p>Supplemental Readers:</p> <ul style="list-style-type: none"> • <i>Animal Farm</i> by George Orwell • <i>Code Talker</i> by Joseph Bruchac • <i>We Shall Overcome</i> by Reggie Finlayson <p>Close Reading:</p> <ul style="list-style-type: none"> • <i>Texting: The Gr8 Db8</i> 	<p>in each treatment</p> <p>CC.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work.</p> <p>CC.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject strating understanding of the subject under investigation.</p> <p>CC.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</p>
<p>Unit 5:</p>	
<p style="text-align: center;">Content</p>	<p style="text-align: center;">Common Core Standards</p>
<p>Unit Titles:</p> <ul style="list-style-type: none"> • Say it with Flowers • The Journey • Just Lather, That's All • The Woman Who was Death • Be-ers and Doers • The Calling • My Moment of Truth • Black Boy <p>Writing Skill: Essay Structure</p> <p>Unit Project: Skit</p> <p>Writing Project: Literary Research Report</p> <p>Common Assessment: Unit 5 Assessment</p> <p>Supplemental Readers:</p> <ul style="list-style-type: none"> • <i>Dying to Cross</i> by Jorge Ramos • <i>Speak</i> by Laurie Halse Anderson • <i>The House of Dies Drear</i> by Virginia Hamilton <p>Close Reading:</p> <ul style="list-style-type: none"> • <i>Black Boy</i> 	<p>CC.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p>CC.SL.9-10.4c Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect.</p> <p>CC.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CC.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.5</p>

	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>CC.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each s while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.W.9-10.9 Draw evidence from literary or informational texts to support analysis, ui a reflection, and research. reflection, and research.</p>
Unit 6:	
Content	Common Core Standards
<p>Unit Titles:</p> <ul style="list-style-type: none"> ● Too Young to Drive ● Rules of the Road ● Piracy Bites ● Doonsbury and Downloading <p>Writing Skill: Essay Writing</p> <p>Unit Project: Political Campaign</p> <p>Writing Project: Persuasive Essay Outline</p> <p>Common Assessment: Unit 6 Assessment</p> <p>Supplemental Readers:</p> <ul style="list-style-type: none"> ● <i>I Will Plant You a Lilac Tree</i> by Laura Hillman ● <i>Monster</i> by Walter Dean Myers ● <i>The Autobiography of Miss Jane Pittman</i> by Ernest J. Gaines <p>Close Reading:</p> <ul style="list-style-type: none"> ● <i>What to the Slave is the Fourth of July?</i> 	<p>CC.SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>CC.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>CC.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and Range gitin and revision) and shorter time frames (a single sitting or a day or two) revision) and shorter time frames (a single sitting or a day or two) for a range of Wr for a range of tasks, purposes, and audiences. tasks, purposes, and audiences.</p>

Unit 7:	
Content	Common Core Standards
<p>Unit Titles:</p> <ul style="list-style-type: none"> • The Jewels of the Shrine • Remembered <p>Writing Skill: Response to Literature Writing Across the Curriculum</p> <p>Unit Project: Poetry Anthology</p> <p>Writing Project: None</p> <p>Common Assessment: Unit 7 Assessment</p> <p>Supplemental Readers:</p> <ul style="list-style-type: none"> • <i>Down Garrapata Road</i> by Anne Estevis • <i>Hoop Dreams: A True Story</i> by Ben Joravsky • <i>Othello</i> by Julius Lester <p>Close Reading:</p> <ul style="list-style-type: none"> • <i>Wild Geese</i> • <i>Like You</i> 	<p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

INSTRUCTIONAL MATERIALS (REQUIRED)	
Textbook #1	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage:	
<input 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>	
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: \$	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
Unit 1: Unit Project - Video or Sound Recording Unit 2: Unit Project - Press Conference Unit 3: Unit Project - Reality TV Show Unit 4: Unit Project - Multimedia Presentation Unit 5: Unit Project - Skit Unit 6: Unit Project - Political Campaign Unit 7: Unit Project - Poetry Anthology
Instructional Methods and/or Strategies (REQUIRED):
Please list specific instructional methods that will be use.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Unit	Standard(s)	Vocab	Reference
<p>1 6 Wk</p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p> <p>CC.RL.9-10.10</p>	<ul style="list-style-type: none"> ● external ● internal ● monitor ● predict ● characterize ● intensity ● lucid ● obscure ● pathetic ● perspective ● pretense ● stigmatize ● accusation ● ambitious ● assert ● discordant ● expectation ● inevitable ● prodigy ● reproach ● authenticity ● compel ● discriminate ● eliminate ● potential ● predominate ● racism ● tension ● internal ● subjects ● predicate 	<p>Student Materials Textbook: p. 1-119 IPB:p.6-47 GWPB: p. 1-34</p> <p>Teacher Materials TE: p. T1A-T119 IP TE: p. 6-47 GWP TE: p. 1-34 Language & Grammar Lab:p. 2-19</p> <p>Transparencies Reading and Writing: 1-4 Language Function: A, B, and C Grammar: 1-15</p>

	<p>Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>		
Unit	Common Core Standards	Key Vocabulary	Materials
2 6 weeks	<p>CC.SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.SL.9-10.4a Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. .</p> <p>CC.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.RL.9-10.10 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range..</p> <p>CC. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CC.L.9-10.4c 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, its part of speech, or its etymology.</p> <p>CC.L.9-10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<ul style="list-style-type: none"> ● communicate ● emphasize ● highlight ● primary ● research ● contemplate ● designate ● disciplined ● implement ● innovative ● perpetually ● procrastinate ● spontaneously ● consequence ● contend ● conviction ● dictate ● endeavor ● momentous ● profound ● transition ● alienation ● commiserate ● empathize ● ethnicity ● integrate ● perception ● segregation ● tolerance ● communicate 	<p>Student Materials: Textbook: p. 120-233 IPB: p. 48-83 GWPB: p. 35-64</p> <p>Teacher Materials: TE: p. T120-T233 IP TE: p. 48-83 GWP TE: p. 35-64 Language and Grammar Lab: 20-37</p> <p>Transparencies: Reading and Writing: 5-8 Language Function: D Grammar: 16-30</p>

	<p>CC.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
Unit	Common Core Standards	Key Vocabulary	Materials
3 6 weeks	<ul style="list-style-type: none"> ● CC.SL.9-10.5 ● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ● ● CC.SL.9-10.6 ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. ● ● CC.RI. 9-10.3 ● Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. ● ● CC.RI.9-10.5a ● Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. ● ● CC.RL.9-10.3 ● Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. ● ● CC.RL.9-10.5 ● Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. ● ● CC.W.9-10.1 ● Write arguments to support claims in an analysis of substantive topics or 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● ● CC.W. 9-10.1c ● Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● ● CC.W. 9-10.5 	<ul style="list-style-type: none"> ● evaluate ● infer ● acknowledgment ● devastating ● dispel ● evade ● improvise ● opponent ● pensively ● purge ● abstract ● adhere ● advocate ● deliberately ● desolately ● dilemma ● ethical ● reinforce ● abolish ● admonish ● coherent ● conscientious ● controversial ● naive ● pursue ● subdued ● infer 	<p>Student Materials: Textbook: p. 234-353 IPB: p. 84-139 GWPB: p. 65-102</p> <p>Teacher Materials: TE: p. T234-T353 IP TE: p. 84-139 GWP TE: p. 65-102 LGL TE: pp. 38-55</p> <p>Transparencies: Reading and Writing: 9-12 Language Function: G – I Grammar: 31-45 (Verb Tenses/ Subject and Object Pronouns)</p>

	<ul style="list-style-type: none"> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 		
Unit	Common Core Standards	Key Vocabulary	Materials
4 6 weeks	<ul style="list-style-type: none"> CC.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source CC.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CC.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment CC.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work. CC.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject strating understanding of the subject under investigation. CC.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for 	<ul style="list-style-type: none"> Introduce Competent Emphasis Emulate Enhance Precision Subtle Vary Visualize Enhance Abbreviated Articulate Ambience Humiliation Intimidating Obligation Stimulating Surpass Accentuate Banish Countence Discerning Disrespectful Enlist Enumerate Interminably 	<p>Student Materials: TextBook:p 354 - 449 IPB p 140 - 189 GWPB: p 103-136</p> <p>Teacher Materials: TE p T354A-T449 IP TE: p. 140-189 GWP TE: pp 103-136 LGL TE: 56-73</p> <p>Transparencies: Reading and Writing 13-16 Language Function J-L Grammar 46-60</p>

	citation including footnotes and endnotes.		

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)