




# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic English Elective I</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input 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 checked="" type="checkbox"/> Other: ELD	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course?  <div style="text-align: center;">No</div>	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">401211/104212</div> (To be assigned by Educational Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject English w/ Ec Authorization</i>  <u>To be completed by Human Resources only.</u> </div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="text-align: center;">   <b>Signature</b> </div> <div style="text-align: center;">           3-02-2021  <b>Date</b> </div> </div>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by:</b> Norma Carrillo <b>Site:</b> Various <b>Date:</b> 2/23/2021	<b>Unit Value/Length of Course:</b> <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:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		3/2/21
Asst. Superintendent of Educational Services		3/2/21
Governing Board		

**Prerequisite(s) (REQUIRED):**

This course is designed for 9th grade English Learners at the Emerging/Bridging Level.

**Corequisite(s) (REQUIRED):**

English Language Arts I

**Brief Course Description (REQUIRED):**

This Designated ELD course is designed for 9th grade English Learners at the Emerging/ Bridging Level. Students in this course are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their grade and ELD proficiency level. The Designated ELD course is a companion program to the ELA curriculum for Grade 9, Pearson *My Perspectives*.

**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.*

This Designated ELD course is designed for 9th English Learners at the Emerging/ Bridging Level. Students in this course are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their grade and ELD proficiency level. Designated ELD is a protected time during the regular school day in which teachers use the California English Language Development Standards as the focal standards in ways to build into and from content instruction in order to develop critical language English Learners need for content learning in English.

The Designated ELD course is a companion program to the ELA curriculum for Grade 9, Pearson *My Perspectives*. Each unit focuses on a single theme and essential question. As students read and discuss selections in each unit, they will engage in the three modes of communication, collaborative, interpretive, and productive in order to improve their skills in reading, writing, research, language, and speaking and listening.

**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.*

*Show examples of how the text is incorporated into the topics covered.*

In this *Nonfiction Narrative Unit*, students will deepen their understanding of what it means to be “American” by reading, writing, speaking, listening, and presenting. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 1 Goals- Students will be able to:

Interact with language in meaningful ways

- Vocabulary and word study include vocabulary in context, regular plurals, antonyms, vowel patterns: *ei, eigh*, irregular plurals, connotations and denotations, and homographs
- Reading Comprehension practice includes compare and contrast, make, review, and modify predictions, author’s purpose, visualization, making inferences, and evaluating sources of information
- Writing, Speaking, and Listening through engaging in collaborative conversation, writing in response to text, and writing a narrative essay

Learn About How English Works

- Expanding and Enriching Ideas using possessive pronouns, articles with singular nouns, and articles with plural nouns

*Performance-Based Assessment*

Part 1 – Writing to Sources: Nonfiction Narrative

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

Part 2 – Speaking & Listening: Interpretive Reading

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

In this *Argument Unit*, students will deepen their perspective of survival by reading, writing, speaking, presenting, and listening. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 2 Goals- Students will be able to:

Interact with language in meaningful ways

- Vocabulary and word study include Latin roots, final syllables *-ion, -tion, -sion*, abbreviations, vowel sound in *ball*, inflected endings, and Greek word parts
- Reading Comprehension practice includes previewing and setting a purpose for reading, author’s purpose, visualization, author’s point of view, and text structure
- Writing, Speaking, and Listening through engaging in collaborative conversation, writing in response to text, and writing an argumentative essay

Learn About How English Works

- Structuring cohesive texts through understanding argumentative text structures
- Expanding and Enriching Ideas using nouns without plurals, pronouns as subjects and objects, and noun-pronoun agreement

*Performance-Based Assessment*

#### Part 1 – Writing to Sources: Argument

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

#### Part 2 – Speaking & Listening: Oral Presentation

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

In the *Informative Explanatory Unit*, students will deepen their perspective of the literature of civil rights by reading, writing, speaking, presenting, and listening. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 3 Goals- Students will be able to:

#### Interact with language in meaningful ways

- Vocabulary and word study include synonyms, multiple-meaning words, analogies, related words, contractions, prefixes *re-*, *in-*
- Reading Comprehension practice includes previewing and setting a purpose for reading, main ideas and supporting details, summarization, asking questions, analyzing theme, and making connections
- Writing, Speaking, and Listening through engaging in collaborative conversation and writing in response to text

#### Learn About How English Works

- Expanding and Enriching Ideas using articles with proper nouns, forms of *to be*, and subject-verb agreement

#### *Performance-Based Assessment*

#### Part 1 – Writing to Sources: Informative Essay

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

#### Part 2 – Speaking & Listening: Multimedia Presentation

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

In the *Argument Unit*, students will deepen their understanding of destiny in life and literature by reading, writing, speaking, presenting, and listening. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 4 Goals- Students will be able to:

#### Interact with language in meaningful ways

- Vocabulary and word study include vowel patterns *augh*, *ough*, final syllables *-ic*, *-fy*, vowel sounds in *moon* and *foot*, Latin affixes, compound words, and prefixes *pre-*, *mis-*
- Reading Comprehension practice includes make predictions, compare and contrast, paraphrase, identify theme, make connections, ask questions, author's purpose
- Writing, Speaking, and Listening through engaging in collaborative conversation and writing in response to text

#### Learn About How English Works

- Expanding and Enriching Ideas using prepositions with time and prepositions with location

*Performance-Based Assessment*

Part 1 – Writing to Sources: Argument

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

Part 2 – Speaking & Listening: Multimedia Presentation

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

In the *Explanatory Text/ Writing Unit*, students will deepen their perspective of journeys by reading, writing, speaking, presenting, and listening. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 5 Goals- Students will be able to:

Interact with language in meaningful ways

- Vocabulary and word study include irregular plurals, connotations, possessive nouns, suffixes, multisyllabic words, and Latin Roots
- Reading Comprehension practice includes asking questions, setting and mood, paraphrasing, summarization, and previewing and setting a purpose for reading
- Writing, Speaking, and Listening through engaging in collaborative conversation, writing in response to text, and writing an explanatory essay

Learn About How English Works

- Expanding and Enriching Ideas using pronouns in prepositional phrases, question word order, and adverbs in sentences

*Performance-Based Assessment*

Part 1 – Writing to Sources: Explanatory Essay

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

Part 2 – Speaking & Listening: Multimedia Presentation

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

In the *Fiction Narrative Unit*, students will deepen their understanding of literature about the future by reading, writing, speaking, presenting, and listening. The following goals will help students succeed on the Unit Performance-Based Assessment.

Unit 6 Goals- Students will be able to:

Interact with language in meaningful ways

- Vocabulary and word study include compound words, analogies, inflected endings, suffixes -ion, -ation, -tion, -sion, prefixes re-, un- , and related words
- Reading Comprehension practice includes text structure, analyze visual information, and main ideas and supporting details
- Writing, Speaking, and Listening through engaging in collaborative conversation and writing in response to text

Learn About How English Works

- Expanding and Enriching Ideas using past tense verbs, pronouns as subjects and objects, and order of

adjectives

*Performance-Based Assessment*

Part 1 – Writing to Sources: Narrative

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

Part 2 – Speaking & Listening: Dramatic Reading

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

**Writing Assignments (REQUIRED):**

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

*Performance-Based Assessment*

Writing to Sources: Explanatory Essay

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

*Performance-Based Assessment*

Writing to Sources: Argument

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

*Performance-Based Assessment*

Writing to Sources: Informative Essay

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

Writing assignments will include:

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

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: *myPerspectives ELD Companion* (Teacher and Student Digital App)

Edition:

Author: Morell, Hiebert, Gallagher and Cummins

ISBN:

Publisher: Savvas Learning Company LLC

Publication Date: 2020

Usage:

✓ Primary Text

✓ Read in entirety or near	
<b>Textbook #2</b>	
Title: <i>ELD Companion Skills Practice Workbook Grade 9</i> (Student Workbook)	Edition:
Author: Morell, Hiebert, Gallagher and Cummins	ISBN: ISBN-13: 978-0-3289-7502-0 ISBN-10: 0-3289-7502-8
Publisher: Savvas Learning Company LLC	Publication Date: 2020
Usage: ✓ Primary Text ✓ Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<ul style="list-style-type: none"> <li>• <i>ELD Companion Skills Practice Workbook Grade 9</i> (Student Workbook) \$19.95</li> <li>• <i>myPerspectives ELD Companion Teacher's Resource Guide</i> \$99.95</li> <li>• High School Library Collection (Independent Reading) \$879.95</li> <li>• Professional Development Services: \$1200/ 3 hours virtual and \$550/ 1 hour follow ups</li> </ul>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <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: <i>ELD Companion Student App 6 year license</i> \$75.00 <i>36 Licenses @ \$75.00= \$2,700</i>  <i>Student Workbook</i> \$19.95 <i>36 Workbooks @ \$19.95= \$718.20</i>  <i>1 Teacher's Resource Guide</i> \$99.95	Description of Additional Costs: <ul style="list-style-type: none"> <li>• High School Library Collection (Independent Reading) \$879.95</li> <li>• Professional Development Services: \$1200/ 3 hours virtual and \$550/ 1 hour follow ups</li> </ul>
Additional costs:\$2,629.95 (extra)	
<b>Total cost per class set of instructional materials:</b>	\$3,518.15

<b>Key Assignments (REQUIRED):</b>
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

*Speaking & Listening: Interpretive Reading*

After completing the final draft of their writing on the following topic: How is an “American” identity created?, students will use their narrative to plan and present a brief interpretive reading.

*Speaking & Listening: Multimedia Presentation*

Students use their argumentative literary criticism essay on whether or not the opinions of others affect our own choices or destinies as a foundation for a three- to five-minute presentation.

*Speaking & Listening: Oral Presentation*

After writing an argument on whether or not people in life or death situations should be held accountable for their actions?, students will use the final written draft to prepare a three to five minute oral presentation about strength and survival.

*Speaking & Listening: Dramatic Reading*

After completing the final draft of their short story focused on a theme related to the following question: which matters more- the present or the future?, students will record a dramatic reading of their narrative to present to the class.

**Key Assignments will include:**

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

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be used.

**Instructional Strategies will include:**

- Direct Instruction
- Vocabulary/ Concept Development
- Setting Up & Monitoring Tasks
- Check for Understanding- Verbal, Written, or Visual i.e. *thumbs up/ down*)
- Reading Fluency (Echo, choral, and cloze reading)
- Gradual Release Model (I do, We Do, and You Do)
- Whole -Class Learning Strategies (Listen actively, Clarify by asking questions, monitor understanding, & interact and share ideas)
- Small-Group Learning Strategies (Prepare, Participate Fully, Support Others, & Clarify)
- Modeling (Student Anchor Papers, Writing Rubrics, comparing written responses in pairs)
- Collaborative Learning (Collaborative Conversation; partner & group interactions, peer reviews using scoring guides)
- Guided and Independent practice
- Read Aloud/ Think Aloud
- Response Frames & Partner Rehearsal



- Close Reading and Writing (Take a stand, student writing model, planning to write, writing a draft, & peer feedback)

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

*Year-Long Assessments:*  
 Beginning of Year Test  
 Mid-Year Test  
 End-of-Year Test

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

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
SM 1 Weeks 1-6	1. Nonfiction Narrative Theme: American Voices Essential Question: What does it mean to be American?  Objectives: <ul style="list-style-type: none"> <li>● <i>Read and evaluate various nonfiction narratives</i></li> <li>● <i>Learn the elements of nonfiction narrative writing</i></li> <li>● <i>Write nonfiction narratives</i></li> <li>● <i>Conduct research to clarify and explore ideas</i></li> <li>● <i>Develop a deeper understanding of exposition and dialogue to convey meaning and add variety to their writing</i></li> <li>● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i></li> <li>● <i>Learn to incorporate audio, visuals, and</i></li> </ul>	Making Meaning: ELD.PI.9-10.1 ELD.PI.9-10.2 ELD.PI.9-10.4 ELD.PI.9-10.5 ELD.PI.9-10.6 ELD.PI.9-10.7 ELD.PI.9-10.8 ELD.PII.9-10.1 ELD.PII.9-10.2 ELD.PII.9-10.6 ELD.PII.9-10.7 ELD.PIII.9-10 ELD.PIII.9-10 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.6	Unit 1	

	<p><i>text in presentations.</i></p>	<p>RI.9-10.10  RL.9-10.3  RL.9-10.4  RL.9-10.5  RL.9-10.10  L.9-10.4a  L.9-10.4b  L.9-10.4d  L.9-10.5b</p> <p>Language  Development:  ELD.PI.9-10.2  ELD.PI.9-10.4  ELD.PI.9-10.7  ELD.PI.9-10.8  ELD.PI.9-10.9  ELD.PI.9-10.12  ELD.PII.9-10.3  ELD.PII.9-10.4  ELD.PII.9-10.5  L.9-10.1b  L.9-10.4b  L.9-10.5  L.9-10.5a  RI.9-10.4</p> <p>Effective  Expression:  ELD.PI.9-10.1  ELD.PI.9-10.2  ELD.PI.9-10.3  ELD.PI.9-10.9  ELD.PI.9-10.10  ELD.PI.9-10.11  ELD.PI.9-10.12  ELD.PII.9-10.6  ELD.PII.9-10.7  W.9-10.2  W.9-10.2b  W.9-10.3  W.9-10.3e  W.9-10.7  SL.9-10.1c  SL.9-10.1d</p>		
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		SL.9-10.4 SL.9-10.4b SL.9-10.5		
Weeks 7-12	<p>2. Argument Theme: Survival</p> <p>Essential Question: What does it take to survive?</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>● <i>Read and evaluate arguments</i></li> <li>● <i>Read fiction, essays, and articles to better understand the ways writers express ideas</i></li> <li>● <i>Learn the elements of argumentative writing</i></li> <li>● <i>Write their own argument as well as write for a variety of other reasons including organizing and sharing ideas, reflecting on experiences, and gathering evidence</i></li> <li>● <i>Conduct research to clarify and explore ideas</i></li> <li>● <i>Develop a deeper understanding of how author's use phrases and clauses and practice using these in their own writing</i></li> <li>● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i></li> <li>● <i>Learn to incorporate audio, visuals, and text in presentations.</i></li> </ul>	<p>Making Meaning:</p> <p>ELD.PI.9-10.1 ELD.PI.9-10.2 ELD.PI.9-10.4 ELD.PI.9-10.5 ELD.PI.9-10.6 ELD.PI.9-10.7 ELD.PI.9-10.8 ELD.PII.9-10.1 ELD.PII.9-10.2 ELD.PII.9-10.6 ELD.PII.9-10.7 ELD.PIII.9-10 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.7 RI.9-10.8 RI.9-10.10 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.4a RL.9-10.5 RL.9-10.10 L.9-10.4 L.9-10.4a L.9-10.4b L.9-10.6 SL.9-10.3</p> <p>Language Development:</p> <p>ELD.PI.9-10.2 ELD.PI.9-10.4 ELD.PI.9-10.7 ELD.PI.9-10.8 ELD.PI.9-10.9</p>	Unit 2	

		<p>ELD.PI.9-10.12  ELD.PII.9-10.3  ELD.PII.9-10.4  ELD.PII.9-10.5  L.9-10.1a  L.9-10.1b  L.9-10.2  L.9-10.2a  L.9-10.2b  L.9-10.4b  L.9-10.5  SL.9-10.4a  RI.9-10.4  RI.9-10.6  RL.9-10.4</p> <p>Effective  Expression:  ELD.PI.9-10.1  ELD.PI.9-10.2  ELD.PI.9-10.3  ELD.PI.9-10.9  ELD.PI.9-10.10  ELD.PI.9-10.11  ELD.PI.9-10.12  ELD.PII.9-10.6  ELD.PII.9-10.7  W.9-10.1  W.9-10.2a  RI.9-10.7  SL.9-10.1a  SL.9-10.4a  SL.9-10.4b  SL.9-10.5  SL.9-10.6  L.9-10.5a</p>		
Weeks 13-18	<p>3. Informative Explanatory  Theme: The Literature of the Civil Rights</p> <p>Essential Question: How can words inspire change?</p> <p>Objectives:</p>	<p>Making  Meaning:  ELD.PI.9-10.1  ELD.PI.9-10.2  ELD.PI.9-10.4  ELD.PI.9-10.5  ELD.PI.9-10.6</p>	Unit 3	

	<ul style="list-style-type: none"> <li>● <i>Read and evaluate informative essays</i></li> <li>● <i>Read literary criticisms, nonfiction narratives, and arguments to understand the ways writers express ideas</i></li> <li>● <i>Learn the elements of writing an informative essay</i></li> <li>● <i>Write informative essays</i></li> <li>● <i>Write for the purpose of organizing and sharing ideas, reflection on experiences, and gathering evidence</i></li> <li>● <i>Conduct research to clarify and explore ideas</i></li> <li>● <i>Develop a deeper understanding of how to smoothly integrate information from varied sources to create cohesion</i></li> <li>● <i>Conduct research projects</i></li> <li>● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i></li> <li>● <i>Learn to incorporate audio, visuals, and text in presentations.</i></li> </ul>	<p>ELD.PI.9-10.7  ELD.PI.9-10.8  ELD.PII.9-10.1  ELD.PII.9-10.2  ELD.PII.9-10.6  ELD.PII.9-10.7  ELD.PIII.9-10  ELD.PIII.9-10  RI.9-10.1  RI.9-10.3  RI.9-10.5  RI.9-10.6  RI.9-10.9  RL.9-10.5  L.9-10.4b  L.9-10.5  SL.9-10.2  SL.9-10.4  W.9-10.9b</p> <p>Language  Development:  ELD.PI.9-10.2  ELD.PI.9-10.4  ELD.PI.9-10.7  ELD.PI.9-10.8  ELD.PI.9-10.9  ELD.PI.9-10.12  ELD.PII.9-10.3  ELD.PII.9-10.4  ELD.PII.9-10.5  L.9-10.1a  L.9-10.2  L.9-10.2a  L.9-10.2b  L.9-10.4b  L.9-10.5  W.9-10.2c  W.9-10.7</p> <p>Effective  Expression:  ELD.PI.9-10.1  ELD.PI.9-10.2  ELD.PI.9-10.3</p>		
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		ELD.PI.9-10.9 ELD.PI.9-10.10 ELD.PI.9-10.11 ELD.PI.9-10.12 ELD.PII.9-10.6 ELD.PII.9-10.7 W.9-10.1d W.9-10.2 W.9-10.2b W.9-10.4 W.9-10.5 WHST.9-10.7 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.5 SL.9-10.6		
SM 2 Weeks 1-6	4. Argument Theme: Star-Crossed Romances Essential Question: Do we determine our own destinies? Objectives: <ul style="list-style-type: none"> <li>● <i>Read and evaluate a written argument</i></li> <li>● <i>Read a myth, poetry, and a news article to better understand the ways writers express ideas</i></li> <li>● <i>Learn the elements of writing an argument or taking a position</i></li> <li>● <i>Write their own arguments along with organizing and sharing ideas, reflecting on experiences, and gathering evidence</i></li> <li>● <i>Conduct research to clarify and explore ideas</i></li> <li>● <i>Develop a deeper understanding of correctly integrating quotations to convey meaning</i></li> <li>● <i>Practice correctly integrating quotations here in their own writing</i></li> <li>● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i></li> </ul>	Making Meaning: ELD.PI.9-10.1 ELD.PI.9-10.2 ELD.PI.9-10.4 ELD.PI.9-10.5 ELD.PI.9-10.6 ELD.PI.9-10.7 ELD.PI.9-10.8 ELD.PII.9-10.1 ELD.PII.9-10.2 ELD.PII.9-10.6 ELD.PII.9-10.7 ELD.PIII.9-10 ELD.PIII.9-10 RL.9-10.3 RL.9-10.5 RL.9-10.8 RL.9-10.9 RI.9-10.7 L.9-10.1b L.9-10.4b L.9-10.5 L.9-10.5a L.9-10.6 W.9-10.2	Unit 4	

	<ul style="list-style-type: none"> <li>Learn to incorporate audio, visuals, and text in presentations.</li> </ul>	<p>Language Development:            ELD.PI.9-10.2            ELD.PI.9-10.4            ELD.PI.9-10.7            ELD.PI.9-10.8            ELD.PI.9-10.9            ELD.PI.9-10.12            ELD.PII.9-10.3            ELD.PII.9-10.4            ELD.PII.9-10.5            L.9-10.1a            L.9-10.5a            RI.9-10.2            RI.9-10.3            W.9-10.2c</p> <p>Effective Expression:            ELD.PI.9-10.1            ELD.PI.9-10.2            ELD.PI.9-10.3            ELD.PI.9-10.9            ELD.PI.9-10.10            ELD.PI.9-10.11            ELD.PI.9-10.12            ELD.PII.9-10.6            ELD.PII.9-10.7            W.9-10.1            W.9-10.9a            SL.9-10.4            SL.9-10.6            RI.9-10.7            RI.9-10.8            WHST.9-10.1a</p>		
Weeks 7-12	<p>5. Explanatory Text/ Writing</p> <p>Theme: Journeys of Transformation</p> <p>Essential Question: What can we learn from a journey?</p> <p>Objectives:</p>	<p>Making Meaning:            ELD.PI.9-10.1            ELD.PI.9-10.2            ELD.PI.9-10.4            ELD.PI.9-10.5            ELD.PI.9-10.6            ELD.PI.9-10.7</p>	Unit 5	

	<ul style="list-style-type: none"> <li>● <i>Read and evaluate an explanatory essay</i></li> <li>● <i>Read a fiction, poetry, and an interview to better understand the ways writers express ideas</i></li> <li>● <i>Learn the elements of explanatory writing</i></li> <li>● <i>Write their own explanatory text and will write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence</i></li> <li>● <i>Conduct research to clarify and explore ideas</i></li> <li>● <i>Develop a deeper understanding of using resources to clarify word meanings</i></li> <li>● <i>Practice using resources in their own writing</i></li> <li>● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i></li> <li>● <i>Learn to incorporate audio, visuals, and text in presentations.</i></li> </ul>	<p>ELD.PI.9-10.8  ELD.PII.9-10.1  ELD.PII.9-10.2  ELD.PII.9-10.6  ELD.PII.9-10.7  ELD.PIII.9-10  RI.9-10.5a  RL.9-10.3  RL.9-10.4  RL.9-10.5  RL.9-10.6  RL.9-10.7  L.9-10.1  L.9-10.4  L.9-10.4b  L.9-10.5  L.9-10.6</p> <p>Language  Development:  ELD.PI.9-10.2  ELD.PI.9-10.4  ELD.PI.9-10.7  ELD.PI.9-10.8  ELD.PI.9-10.9  ELD.PI.9-10.12  ELD.PII.9-10.3  ELD.PII.9-10.4  ELD.PII.9-10.5  L.9-10.1  L.9-10.3  L.9-10.4b  L.9-10.5</p> <p>Effective  Expression:  ELD.PI.9-10.1  ELD.PI.9-10.2  ELD.PI.9-10.3  ELD.PI.9-10.9  ELD.PI.9-10.10  ELD.PI.9-10.11</p>		
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		ELD.PI.9-10.12 ELD.PII.9-10.6 ELD.PII.9-10.7 SL.9-10.1 SL.9-10.1a SL.9-10.1b SL.9-10.3 RL.9-10.7 RL.9-10.9 W.9-10.2 W.9-10.4 W.9-10.7 W.9-10.9		
Weeks 13-18	6. Fiction Narrative  Theme: World's End  Essential Question: Why do we try to imagine the future?  Objectives: <ul style="list-style-type: none"> <li>● <i>Read and evaluate an written narratives</i></li> <li>● <i>Read news and magazine articles, poetry, watch a video, and listen to a radio broadcast to better understand the ways writers express ideas.</i></li> <li>● <i>Learn the elements of writing a narrative</i></li> <li>● <i>Write for a number of reasons, including reflecting on experience, and gathering evidence</i></li> <li>● <i>Conduct research to explore ideas</i></li> <li>● <i>Develop a deeper understanding of using adverbials and other types of clauses to convey precise meaning</i></li> <li>● <i>Practice using adverbials and other types of clauses in their own writing</i></li> <li>● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i></li> <li>● <i>Learn to incorporate audio, visuals, and text in presentations.</i></li> </ul>	Making Meaning: ELD.PI.9-10.1 ELD.PI.9-10.2 ELD.PI.9-10.4 ELD.PI.9-10.5 ELD.PI.9-10.6 ELD.PI.9-10.7 ELD.PI.9-10.8 ELD.PII.9-10.1 ELD.PII.9-10.2 ELD.PII.9-10.6 ELD.PII.9-10.7 ELD.PIII.9-10 RL.9-10.1 RL.9-10.4 RL.9-10.5 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.7 RI.9-10.8 RI.9-10.10 L.9-10.4a L.9-10.4b L.9-10.4d L.9-10.5 L.9-10.6	Unit 6	

		<p>Language Development:</p> <p>ELD.PI.9-10.2 ELD.PI.9-10.4 ELD.PI.9-10.7 ELD.PI.9-10.8 ELD.PI.9-10.9 ELD.PI.9-10.12 ELD.PII.9-10.3 ELD.PII.9-10.4 ELD.PII.9-10.5 L.9-10.1a L.9-10.2 L.9-10.3 L.9-10.4b L.9-10.5 L.9-10.6 RL.9-10.2 RL.9-10.5</p> <p>Effective Expression:</p> <p>ELD.PI.9-10.1 ELD.PI.9-10.2 ELD.PI.9-10.3 ELD.PI.9-10.9 ELD.PI.9-10.10 ELD.PI.9-10.11 ELD.PI.9-10.12 ELD.PII.9-10.6 ELD.PII.9-10.7 W.9-10.1 W.9-10.3 W.9-10.3b W.9-10.3d W.9-10.7 W.9-10.9 SL.9-10.2 SL.9-10.4 SL.9-10.4b SL.9-10.5</p>		

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**C. HONORS COURSES ONLY**

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

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**D. BACKGROUND INFORMATION**

**Context for course (optional)**

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**History of Course Development (optional)**

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