

Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic Language Development</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">English Language Development</div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">928913(7) and 928913(8)</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px;">9104</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	Elective	9104	<p>Subject Area:</p> <p> <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input checked="" type="checkbox"/> MS <input type="checkbox"/> HS <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>
CREDIT TYPE EARNED:	CALPADS CODE:					
Elective	9104					
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>(Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">N/A - Middle School</div>	<p style="text-align: center;">Credential Required to teach this course: To be completed by Human Resources only.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>English Learner Auth: Full English Learner Authorization Bilingual Authorization SS: World Language: English Language Development Specific Supplementary Auth: English as a Second Language</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 3/6/2024 Date </td> </tr> </table>		 Signature	3/6/2024 Date		
 Signature	3/6/2024 Date					
<p>Submitted by: Educational Services Site: Student Services Center Date: 02/09/2024 Email: shannyn.cahoon@puhsd.org and charles.tippie@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>					
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
<p>Director of Curriculum & Instruction</p>	<p></p>	<p>03/13/2024</p>				
<p>Asst. Superintendent of Educational Services</p>	<p><i>Kindylee Mackanul</i></p>	<p>3/14/24</p>				
<p>Governing Board</p>						

Prerequisite(s) (REQUIRED):

None. This course is designed for English Learners at the mid-advanced stages of English Language Development. Students will be placed in this course with scores on the district English Learner Placement Matrix of a 740 Lexile score to 980 and Expanding and Bridging Levels on the State Approved English Language Development assessment.

Corequisite(s) (REQUIRED):

Grade Level Core English Language Arts class

Brief Course Description (REQUIRED):

This course is designed for English Learners at the mid-advanced of English Language Development. Students will be placed in this course with scores on the district English Learner Placement Matrix of a 740 Lexile score to 980 and somewhat functional receptive and productive English skills as measured by the State Approved English Language Development assessment. The course will provide students with protected Designated English Language Development.

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. The goal is to practice and apply the areas of building concepts and language, analyze and discuss text, academic writing, and presenting ideas. Students will use three essential routines along with fourteen instructional routines in order to meet the goal of mastering the English Language Development standards.

Essential Routines:

Partner and Group Interactions

Using Response Frames

Setting up and Monitoring

Instructional Routines:

- Routine 1: Daily Do Now
- Routine 2: Building Reading Fluency
- Routine 3: Words to Know
- Routine 4: Building Concepts
- Routine 5: Academic Discussion
- Routine 6: Ten- Minute Response
- Routine 7: Words To Go
- Routine 8: Quick Teach Words
- Routine 9: Section Shrink
- Routine 10: Analyzing Multimedia
- Routine 11: Student Writing Model
- Routine 12: Planning to Write
- Routine 13: Writing a Draft
- Routine 14: Peer Feedback

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.

Issue 1 Focus: Gaming**Guiding Question: Can video games take your brain to the next level?**

Issue Titles:

- Game on or Game over?
- New study links video gaming to creativity
- The Supreme Court Looks at Violent Video Games

Building Concepts and Language:

- Academic Vocabulary
- Academic Discussion:
- 10 minute paper (Speaking and Writing)

Analyzing and discussing Text:

- Close Reading
- Summarizing (Asking and Answering Questions)
- Responding to Text (Paraphrasing)

Academic Writing:

- Write A Justification
- Rate your justification
- Final Draft

Presenting Ideas:

- 30/60 Second speech
- Present your speech
- Rate your speech

Common Assessment:

- Daily Do Now- Formative
- Justification Writing - Performance Based
- Issue 1 Test - Curriculum Embedded Assessment

Issue 2 Focus: Healthy Choices

Guiding Question: Does school food make the grade?

Issue Story Titles:

- Food Fight
- The First Lady Discusses New School Wellness Standards
- Food Packages Get Improved Information
- Multimedia: The First Lady Discusses New School Wellness Standards

Building Concepts and Language:

- Academic Vocabulary
- Academic Discussion:
- 10 minute paper (Speaking and Writing)

Analyzing and discussing Text:

- Close Reading
- Summarizing (Asking and Answering Questions)
- Responding to Text (Paraphrasing)

Academic Writing:

- Write A Justification
- Rate your justification
- Final Draft

Presenting Ideas:

- 30/60 Second speech
- Present your speech
- Rate your speech

Common Assessment:

- Daily Do Now- Formative
- Justification Writing - Performance Based
- Issue 2 Test - Curriculum Embedded Assessment

Issue 3 Focus: Street Art

Guiding Question: Where's the fine line between art and vandalism??

Issue Titles:

- The Writing on the Wall
- Graffiti on Christina Street
- Who Owns Street Art
- Multimedia: Spirit of the Streets

Building Concepts and Language:

- Academic Vocabulary
- Academic Discussion:
- 10 minute paper (Speaking and Writing)

Analyzing and discussing Text:

- Close Reading
- Summarizing (Asking and Answering Questions)
- Responding to Text (Paraphrasing)

Academic Writing:

- Write A Justification
- Rate your justification
- Final Draft

Presenting Ideas:

- 30/60 Second speech
- Present your speech
- Rate your speech

Common Assessment:

- Daily Do Now- Formative
- Justification Writing - Performance Based
- Issue 3 Test - Curriculum Embedded Assessment

Issue Focus 4: Plastic Pollution

Guiding Question: Should plastic bags be free or cost a fee?

Issue Titles:

- Ban it or Bag it?
- With millions of Tons of Plastic in Oceans, More Scientists Studying Impact
- Bye- Bye Plastic Bottles: This Woman Lives Plastic- Free
- Local Governments Ban Plastic Bags
- Multimedia: Saving Our Synthetic Seas

Building Concepts and Language:

- Academic Vocabulary
- Academic Discussion:
- 10 minute paper (Speaking and Writing)

Analyzing and discussing Text:

- Close Reading
- Summarizing (Asking and Answering Questions)
- Responding to Text (Paraphrasing)

Academic Writing:

- Write A Justification
- Rate your justification
- Final Draft

Presenting Ideas:

- 30/60 Second speech
- Present your speech

- Rate your speech

Common Assessment:

- Daily Do Now- Formative
- Justification Writing - Performance Based
- Issue 4 Test - Curriculum Embedded Assessment

Issue 5 -Media and Image

Guiding Question: Could text talk actually be better than real talk?

Issue Titles:

- Luv to Text
- In Texting Era, Crisis Hotlines Put Help at Youth's fingertips
- Is 2 much Texting Bad 4 U
- Multimedia: Crisis Texting with Bob Filbin

Building Concepts and Language:

- Academic Vocabulary
- Academic Discussion:
- 10 minute paper (Speaking and Writing)

Analyzing and discussing Text:

- Close Reading
- Summarizing (Asking and Answering Questions)
- Responding to Text (Paraphrasing)

Academic Writing:

- Write A Justification
- Rate your justification
- Final Draft

Presenting Ideas:

- 30/60 Second speech
- Present your speech
- Rate your speech

Common Assessment:

- Daily Do Now- Formative
- Justification Writing - Performance Based
- Issue 4 Test - Curriculum Embedded Assessment

Issue Focus 6: Fast Friends

Guiding Question: What makes someone a good friend?

Issue Titles:

- Bridge to Terabithia: A Play with Music
- Our Good Day

- It's a Puzzle
- Multimedia: Bridge to Terabithia

Building Concepts and Language:

- Academic Vocabulary
- Academic Discussion:
- 10 minute paper (Speaking and Writing)

Analyzing and discussing Text:

- Close Reading
- Summarizing (Asking and Answering Questions)
- Responding to Text (Paraphrasing)

Academic Writing:

- Write A Justification
- Rate your justification
- Final Draft

Presenting Ideas:

- 30/60 Second speech
- Present your speech
- Rate your speech

Common Assessment:

- Daily Do Now- Formative
- Justification Writing - Performance Based
- Issue 6 Test - Curriculum Embedded Assessment

Writing Assignments (REQUIRED):

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

- Issue/ Unit 1: Writing a Justification- Students will read, analyze text structure, discuss elements, identify transitions, plan to write, cite evidence, identify synonyms, write a draft, revise and edit final draft. Prompt: Are Video games harmful or beneficial? Write a justification that states and supports your claim.
- Issue/Unit 2: Writing a Formal Summary - Students will read, identify key ideas and details, discuss elements, take notes, identify nouns and pronouns, plan to write, cite evidence, identify citation verbs, write a draft, revise and edit final draft. Prompt: Write a formal summary of "Food Fight"
- Issue/Unit 3: Writing a summary and response - Students will read, analyze text structure, discuss elements, identify transitions, plan to write, cite evidence and present reasons, identify compound/complex sentences, write a draft, revise and edit final draft. Prompt: Write a summary and response to "The Writing on the Wall"
- Issue/Unit 4: Writing an Argument- Students will read, analyze text structure, discuss elements, identify verbs, plan to write, cite evidence, identify transitions, write a draft, revise and edit final draft. Prompt: Should cities outlaw plastic bags? Write an argument that states your claim and supports it with text evidence.
- Issue/Unit 5: Writing a Research paper- Students will read, analyze text structure, discuss elements, identify homophones, plan to write, cite evidence, use precise language, write a draft, revise and edit final draft. Prompt: How is texting affecting the way we communicate? Write an informative text that provides important details to develop the topic.
- Issue?Unit 6: Writing a narrative- Students will read, analyze text structure, discuss elements, brainstorm ideas,

plan to write, cite evidence, identify synonyms, write a draft, revise and edit final draft. Prompt: Are Think about one of your closest friends. Write a narrative that describes when you realized that he or she was a true friend.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: English 3D - Course B - Volume 1

Edition:

Author(s): Dr. Kate Kinsella

ISBN: 9781328000620

Publisher: Houghton Mifflin Harcourt

Publication Date:©

Usage:

- ✓ Primary Text
- ✓ Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- ✓ Primary Text
- ✓ Read in entirety or near

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

Language and Writing Portfolio Workbook - Consumable ISBN: 9780545899239

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$5,682

Description of Additional Costs:

Additional costs: \$1,548

\$1,548 for consumable student workbooks, annually.

Total cost per class set of instructional materials: \$7,230

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

Issue/Unit 1-6: Students will complete 10-15 lessons in each issue/unit of study practicing and applying a wide range of CCCS and specifically targeted English Language Development standards. Daily formatives, unit ending performance tasks, and a unit/issue test will be completed by each student.
Each unit/issue will practice and apply the for four domains of listening, speaking, reading, and writing of the ELD standards.

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
- Partner and Group Interactions
- Response Frames

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

English 3D curriculum assessments will be administered at the end of each issue/unit, after approximately 6 weeks of instruction. A variety of writing and speaking projects will be incorporated into the units.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Issue 1	Text/ Reference	Vocabulary/Materials	ELD Standards
1 6 Wk	<p>Issue Focus: Gaming</p> <p>Guiding Question: Can video games take your brain to the next level?</p> <p>Story Titles:</p> <ul style="list-style-type: none"> ● Game on or Game over? ● New study links video gaming to creativity ● The Supreme Court Looks at Violent Video Games <p>Building Concepts and Language:</p> <ul style="list-style-type: none"> - Academic Vocabulary - Academic Discussion: 	<ul style="list-style-type: none"> ● Interactive ● Violence ● Violent ● Social ● Addiction ● Addictive ● Addicted ● Influence(n) ● influence(p) ● Benefit ● Beneficial ● Coordination ● Distract ● Creative ● Creativity ● Issue 	<p>Interacting in Meaningful Ways</p> <p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

	<ul style="list-style-type: none"> - 10 minute paper (Speaking and Writing) <p>Analyzing and discussing Text:</p> <ul style="list-style-type: none"> - Close Reading - Summarizing (Asking and Answering Questions) - Responding to Text (Paraphrasing) <p>Academic Writing:</p> <ul style="list-style-type: none"> - Write A Justification - Rate your justification - Final Draft <p>Presenting Ideas:</p> <ul style="list-style-type: none"> - 30/60 Second speech - Present your speech - Rate your speech <p>Common Assessment:</p> <ul style="list-style-type: none"> - Daily Do Now- Formative - Justification Writing - Performance Based - Issue 1 Test - Curriculum Embedded Assessment 	<ul style="list-style-type: none"> • Validating • Optimize <p>Student Materials:</p> <p>Language and Writing Portfolio- Pages 8-27</p> <p>Issues - Pages 4-12</p> <p>Teacher Materials:</p> <p>English 3D Teaching Guide- Pages 8-27</p> <p>Pacing Guide Overview - Pages 8a-8d</p>	<p><u>B. Interpretive</u></p> <p>5. Listening actively to spoken English in a range of social and academic contexts</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p> <p><u>C. Productive</u></p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. 11. Justifying own arguments and evaluating others' arguments in writing.</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p> <p>Understanding how English Works</p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> 1. Understanding text structure. 2. Understanding cohesion. <p><u>B. Expanding and Enriching Ideas</u></p> <ol style="list-style-type: none"> 3. Using verbs and verb phrases 4. Using nouns and noun phrases. 5. Modifying to add details. <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> 6. Connecting ideas 7. Condensing ideas.
Issue 2	Text/ Reference	Vocabulary/Materials	ELD Standards
2	Issue Focus: Healthy Choices	<ul style="list-style-type: none"> • Calorie 	Interacting in Meaningful Ways

<p>6 Wk</p>	<p>Guiding Question: Does school food make the grade?</p> <p>Issue Story Titles:</p> <ul style="list-style-type: none"> ● Food Fight ● The First Lady Discusses New School Wellness Standards ● Food Packages Get Improved Information ● Multimedia: The First Lady Discusses New School Wellness Standards <p>Building Concepts and Language:</p> <ul style="list-style-type: none"> - Academic Vocabulary - Academic Discussion: - 10 minute paper (Speaking and Writing) <p>Analyzing and discussing Text:</p> <ul style="list-style-type: none"> - Close Reading - Summarizing (Asking and Answering Questions) - Responding to Text (Paraphrasing) <p>Academic Writing:</p> <ul style="list-style-type: none"> - Write A Justification - Rate your justification - Final Draft <p>Presenting Ideas:</p> <ul style="list-style-type: none"> - 30/60 Second speech - Present your speech - Rate your speech <p>Common Assessment:</p> <ul style="list-style-type: none"> - Daily Do Now- Formative - Justification Writing - Performance Based - Issue 2 Test - Curriculum Embedded Assessment 	<ul style="list-style-type: none"> ● Expensive ● Habit ● Obese ● Obesity ● Nutrition ● Nutritious ● Nutritional ● Appeal ● Appealing ● Epidemic ● Trend ● Prevent ● Prevention ● Indicate ● Fund ● Guidelines ● Available ● Impact ● Options ● Financial ● restrict ● Select ● Role ● technically <p>Student Materials:</p> <p>Language and Writing Portfolio- Pages 28-53</p> <p>Issues - Pages 14-21</p> <p>Teacher Materials:</p> <p>English 3D Teaching Guide- Pages 28- 53</p> <p>Pacing Guide Overview - Pages 28A-28D</p> <p>Unit Assessment- Online</p>	<p>A. Collaborative</p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) <p>B. Interpretive</p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts. 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language." 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area. 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. <p>C. Productive</p> <ol style="list-style-type: none"> 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. 11. Justifying own arguments and evaluating others' arguments in writing. 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas. <p>Learning About How English Works</p>
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			<p><u>A. Structuring Cohesive Texts</u> 1. Understanding text structure. 2. Understanding cohesion.</p> <p><u>B. Expanding and Enriching Ideas</u> 3. Using verbs and verb phrases 4. Using nouns and noun phrases. 5. Modifying to add details.</p> <p><u>C. Connecting and Condensing Ideas</u> 6. Connecting ideas 7. Condensing ideas.</p>
Issue 3	Text/ Reference	Vocabulary/Materials	ELD Standards
3 6 Wk	<p>Issue Focus: Street Art</p> <p>Guiding Question: Where's the fine line between art and vandalism??</p> <p>Issue Titles:</p> <ul style="list-style-type: none"> • The Writing on the Wall • Graffiti on Christina Street • Who Owns Street Art • Multimedia: Spirit of the Streets <p>Building Concepts and Language:</p> <ul style="list-style-type: none"> - Academic Vocabulary - Academic Discussion: - 10 minute paper (Speaking and Writing) <p>Analyzing and discussing Text:</p> <ul style="list-style-type: none"> - Close Reading - Summarizing (Asking and Answering Questions) - Responding to Text (Paraphrasing) <p>Academic Writing:</p> <ul style="list-style-type: none"> - Write A Justification - Rate your justification - Final Draft <p>Presenting Ideas:</p> <ul style="list-style-type: none"> - 30/60 Second speech - Present your speech - Rate your speech <p>Common Assessment:</p> <ul style="list-style-type: none"> - Daily Do Now- Formative - Justification Writing - Performance Based - Issue 3 Test - Curriculum 	<ul style="list-style-type: none"> • Artistic • Community • Express • Vandal • Vandalism • Culture • Cultural • Culturally • Critic • Criticism • Deface • Political • Target • Remove • Removal • Represent • Intervention • Deteriorate • Identity • Damage • Gallery • Victimless • Interpret • Legal • Offenders • Affiliation • Border • Chronicle • Haunt • sojourners <p>Student Materials:</p> <p>Language and Writing Portfolio- Pages 54-77</p> <p>Issues - Pages 24-32</p>	<p>Interacting in Meaningful Ways</p> <p><u>A. Collaborative</u> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p> <p><u>B. Interpretive</u> 5. Listening actively to spoken English in a range of social and academic contexts. 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language." 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area. 8. Analyzing how writers and</p>

	<p align="center">Embedded Assessment</p> <p>Student Materials:</p> <p>Teacher Materials:</p>	<p>Teacher Materials:</p> <p>English 3D Teaching Guide- Pages 54-57</p> <p>Pacing Guide Overview - Pages 54A-54D</p>	<p>speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p> <p><u>C. Productive</u> 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology. 11. Justifying own arguments and evaluating others' arguments in writing. 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p> <p>Learning About How English Works</p> <p><u>A. Structuring Cohesive Texts</u> 2. Understanding cohesion.</p> <p><u>B. Expanding and Enriching Ideas</u> 3. Using verbs and verb phrases 4. Using nouns and noun phrases. 5. Modifying to add details.</p> <p><u>C. Connecting and Condensing Ideas</u> 6. Connecting ideas 7. Condensing ideas.</p> <p>Understanding how English Works</p> <p><u>A. Structuring Cohesive Texts</u> 1. Understanding text structure. 2. Understanding cohesion</p> <p><u>C. Connecting and Condensing Ideas</u> 6. Connecting ideas 7. Condensing ideas.</p>
Issue 4	Text/ Reference	Vocabulary/Materials	ELD Standards
4 6 Wk	<p>Issue Focus: Plastic Pollution</p> <p>Guiding Question:Should plastic bags be free or cost a fee?</p> <p>Issue Titles:</p> <ul style="list-style-type: none"> ● Ban it or Bag it? ● With millions of Tons of 	<ul style="list-style-type: none"> ● Dispose ● Legislation ● Litter ● Pollute ● Pollution ● Environment ● Environmental ● Environmentalist 	<p>Interacting in Meaningful Ways</p> <p><u>A. Collaborative</u> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 2. Interacting with others in written English in various communicative</p>

<p>Plastic in Oceans, More Scientists Studying Impact</p> <ul style="list-style-type: none"> ● Bye- Bye Plastic Bottles: This Woman Lives Plastic-Free ● Local Governments Ban Plastic Bags ● Multimedia: Saving Our Synthetic Seas <p>Building Concepts and Language:</p> <ul style="list-style-type: none"> - Academic Vocabulary - Academic Discussion: - 10 minute paper (Speaking and Writing) <p>Analyzing and discussing Text:</p> <ul style="list-style-type: none"> - Close Reading - Summarizing (Asking and Answering Questions) - Responding to Text (Paraphrasing) <p>Academic Writing:</p> <ul style="list-style-type: none"> - Write A Justification - Rate your justification - Final Draft <p>Presenting Ideas:</p> <ul style="list-style-type: none"> - 30/60 Second speech - Present your speech - Rate your speech <p>Common Assessment:</p> <ul style="list-style-type: none"> - Daily Do Now- Formative - Justification Writing - Performance Based - Issue 4 Test - Curriculum Embedded Assessment <p>Writing Skill:</p> <p>Unit Project:</p> <p>Writing Project:</p> <p>Common Assessment:</p>	<ul style="list-style-type: none"> ● Recycle ● Retailer ● Reusable ● Reuse ● Tax ● Resource ● Support ● Supporter ● Decompose ● Toxic ● Consumer ● Produce ● Production ● Industry ● Fundamental ● Occur ● Relevant ● Durable ● Generation ● Potential ● Ineffective ● Debris ● Dilemma ● Generate ● Alternative ● Albatross ● version <p>Student Materials:</p> <p>Language and Writing Portfolio- Pages 78-108</p> <p>Issues - Pages 34-45</p> <p>Teacher Materials:</p> <p>English 3D Teaching Guide- Pages 78-108</p> <p>Pacing Guide Overview - Pages 78C-78G</p> <p>Online Unit assessment</p>	<p>forms (print, communicative technology and multimedia)</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>B. Interpretive</p> <p>5. Listening actively to spoken English in a range of social and academic contexts.</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language."</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p> <p>C. Productive</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p> <p>11. Justifying own arguments and evaluating others' arguments in writing.</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p> <p>Learning About How English Works</p> <p>A. Structuring Cohesive Texts</p> <ol style="list-style-type: none"> 1. Understanding text structure. 2. Understanding cohesion. <p>B. Expanding and Enriching Ideas</p> <ol style="list-style-type: none"> 3. Using verbs and verb phrases 4. Using nouns and noun phrases.
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			5. Modifying to add details. <u>C. Connecting and Condensing Ideas</u> 6. Connecting ideas 7. Condensing ideas.
Issue 5	Text/ Reference	Vocabulary and Materials	ELD Standards
5 6 Wk	<p>Issue Focus: Texting</p> <p>Guiding Question: Could text talk actually be better than real talk?</p> <p>Issue Titles:</p> <ul style="list-style-type: none"> ● Luv to Text ● In Texting Era, Crisis Hotlines Put Help at Youth's fingertips ● Is 2 much Texting Bad 4 U ● Multimedia: Crisis Texting with Bob Filbin <p>Building Concepts and Language:</p> <ul style="list-style-type: none"> - Academic Vocabulary - Academic Discussion: - 10 minute paper (Speaking and Writing) <p>Analyzing and discussing Text:</p> <ul style="list-style-type: none"> - Close Reading - Summarizing (Asking and Answering Questions) - Responding to Text (Paraphrasing) <p>Academic Writing:</p> <ul style="list-style-type: none"> - Write A Justification - Rate your justification - Final Draft <p>Presenting Ideas:</p> <ul style="list-style-type: none"> - 30/60 Second speech - Present your speech - Rate your speech <p>Common Assessment:</p> <ul style="list-style-type: none"> - Daily Do Now- Formative - Justification Writing - Performance Based - Issue 4 Test - Curriculum Embedded Assessment 	<ul style="list-style-type: none"> ● Distract ● Formal ● Informal ● Technical ● Technology ● Communicate ● Communication ● Communicative ● Bond ● Code ● Improper ● Norm ● Proper ● Connect ● Connection ● Constant ● Survey ● On the rise ● Admit ● Medium ● Constructive ● Constructively ● Undivided attention ● Affects ● Shortcuts ● Concise ● Demonstrate ● Convenience ● Convenient ● Ubiquitous ● Decline ● Reflection ● Crisis ● Prevalent ● Counseling ● Counselor ● Moderate ● <p>Student Materials:</p> <p>Language and Writing Portfolio- Pages 110-130</p>	<p>Interacting in Meaningful Ways</p> <p><u>A. Collaborative</u></p> <ol style="list-style-type: none"> 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) <p><u>B. Interpretive</u></p> <ol style="list-style-type: none"> 5. Listening actively to spoken English in a range of social and academic contexts. 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language." 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area. 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area. <p><u>C. Productive</u></p> <ol style="list-style-type: none"> 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.

		<p>Issues - Pages 48-57</p> <p>Teacher Materials:</p> <p>English 3D Teaching Guide- Pages 110-130</p> <p>Pacing Guide Overview - Pages 110A-110D</p>	<p>11. Justifying own arguments and evaluating others' arguments in writing.</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p> <p>Learning About How English Works</p> <p><u>A. Structuring Cohesive Texts</u></p> <p>1. Understanding text structure.</p> <p>2. Understanding cohesion.</p> <p><u>B. Expanding and Enriching Ideas</u></p> <p>3. Using verbs and verb phrases</p> <p>4. Using nouns and noun phrases.</p> <p>5. Modifying to add details.</p> <p><u>C. Connecting and Condensing Ideas</u></p> <p>6. Connecting ideas</p> <p>7. Condensing ideas.</p>
Issue 6	Text/ Reference	Vocabulary/Materials	ELD Standards
6 6 Wk	<p>Issue Focus: Fast Friends</p> <p>Guiding Question: What makes someone a good friend?</p> <p>Issue Titles:</p> <ul style="list-style-type: none"> ● Bridge to Terabithia: A Play with Music ● Our Good Day ● It's a Puzzle ● Multimedia: Bridge to Terabithia <p>Building Concepts and Language:</p> <ul style="list-style-type: none"> - Academic Vocabulary - Academic Discussion: - 10 minute paper (Speaking and Writing) <p>Analyzing and discussing Text:</p> <ul style="list-style-type: none"> - Close Reading - Summarizing (Asking and Answering Questions) - Responding to Text (Paraphrasing) <p>Academic Writing:</p> <ul style="list-style-type: none"> - Write A Justification - Rate your justification - Final Draft <p>Presenting Ideas:</p>	<ul style="list-style-type: none"> ● Admire ● Adore ● Adoringly ● Chorus ● Predator ● Relationship ● Relate ● Relation ● Related ● Enchanted ● Insult ● Insulting ● Kingdom ● Stronghold ● emphatic ● Emphatically ● Expression ● Elaborately ● Guffaws ● Priority ● Assess ● Reassess ● Reckon ● Extinct ● Rulers ● Collaborate ● Fauns ● gully ● Complicated 	<p>Interacting in Meaningful Ways</p> <p><u>A. Collaborative</u></p> <p>1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</p> <p>2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)</p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</p> <p>4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p><u>B. Interpretive</u></p> <p>5. Listening actively to spoken English in a range of social and academic contexts.</p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language."</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or</p>

	<ul style="list-style-type: none"> - 30/60 Second speech - Present your speech - Rate your speech <p>Common Assessment:</p> <ul style="list-style-type: none"> - Daily Do Now- Formative - Justification Writing - Performance Based - Issue 6 Test - Curriculum Embedded Assessment 	<ul style="list-style-type: none"> ● Negotiate ● Crumbly ● Chip in <p>Student Materials:</p> <p>Language and Writing Portfolio- Pages 136-160</p> <p>Issues - Pages 62-75</p> <p>Online Assessment- Unit Test</p> <p>Teacher Materials:</p> <p>English 3D Teaching Guide- Pages 136-160</p> <p>Pacing Guide Overview - Pages 136A- 136D</p>	<p>evidence depending on modality, text type, purpose, audience, topic, and content area.</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.</p> <p><u>C. Productive</u></p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p> <p>11. Justifying own arguments and evaluating others' arguments in writing.</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas.</p> <p>Learning About How English Works</p> <p><u>A. Structuring Cohesive Texts</u></p> <ol style="list-style-type: none"> 1. Understanding text structure. 2. Understanding cohesion. <p><u>B. Expanding and Enriching Ideas</u></p> <ol style="list-style-type: none"> 3. Using verbs and verb phrases 4. Using nouns and noun phrases. 5. Modifying to add details. <p><u>C. Connecting and Condensing Ideas</u></p> <ol style="list-style-type: none"> 6. Connecting ideas 7. Condensing ideas.
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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)