

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 Elective II</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <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	Grade Level <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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <p style="text-align: center;">No</p>	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">401221/401222</div> (To be assigned by Educational Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject English w/ Ec Auth.</i> <i>To be completed by Human Resources only.</i> </div> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="text-align: center;"> <i>Shirley Hillman</i> Signature </div> <div style="text-align: center;"> <i>3-02-2021</i> Date </div> </div>	
Required for Graduation: <input type="checkbox"/> Yes <input type="checkbox"/> No	Meets "Honors" Requirements? <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 type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	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:	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Submitted by: Site: Various Date:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		<i>3/2/21</i>
Asst. Superintendent of Educational Services		<i>3/2/21</i>
Governing Board		

Prerequisite(s) (REQUIRED):

This course is designed for 10th grade English Learners at the Emerging/Bridging Level

Corequisite(s) (REQUIRED):

English Language Arts 9

Brief Course Description (REQUIRED):

This Designated ELD course is designed for 10th 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 10, 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 10th 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. 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 10, 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.

In *Unit 1: Inside the Nightmare*, students will deepen their understanding of Gothic literature and explanatory nonfiction 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 connotations, possessives, suffixes, multisyllabic words, and Latin Roots
- Reading Comprehension practice includes drawing conclusions, asking questions, taking notes, cause and effect, paraphrasing, and summarizing
- 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 nouns without plurals and irregular plural nouns
- Structuring Cohesive Texts using pronouns as subjects and objects as well as noun-pronoun agreement

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic: *In what ways does transformation play a role in stories meant to scare us?*

Part 2 – Speaking & Listening: Informal Talk

After completing the final draft of their essay, students will use it as a foundation for a three- to five-minute informal talk.

In *Unit 2: Outsiders and Outcasts*, students will deepen their perspective of outsiders, outcasts and argumentative writing by reading, writing, speaking, listening, and presenting. 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 compound words, analogies, inflected endings, suffixes *-ion*, *-ation*, *-tion*, *-sion*, prefixes *un-*, *re-*, and related words
- Reading Comprehension practice includes analyze word choice, recognize generalizations, retell, compare and contrast, ask questions, and identify theme
- 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 using possessive pronouns
- Expanding and Enriching Ideas using articles with singular nouns and articles with plural nouns

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument on the following topic: *Is the experience of being an outsider universal?*

Part 2 – Speaking & Listening: Collaborative Conversation

After writing the argument, students will use it as the foundation for a three- to five-minute collaborative conversation.

In *Unit 3: Extending Freedom's Reach*, students will deepen their perspective on the literature of freedom and informative writing by reading, writing, speaking, listening, and presenting. 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 multiple-meaning words, Greek and Latin Roots and Affixes, homographs, homonyms, syllable pattern CV/VC, and syllable patterns VC/CCV and VC/CV
- Reading Comprehension practice includes support facts with evidence, text structure, compare and contrast, and evaluating sources
- 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 forms of *to be* and past tense verbs as well as articles with proper nouns

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic: *What does it mean to “be free”?*

Part 2 – Speaking & Listening: Multimedia Presentation

After writing their essay, students use it as a foundation for a five- to ten-minute multimedia presentation.

In *Unit 4: All That Glitters*, students will deepen their perspective of materialism and informative texts by reading, writing, speaking, listening, and presenting. 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 topics of time, money, distance, and weight, Greek Word Parts, synonyms, prefixes, contractions, abbreviations, and antonyms
- Reading Comprehension practice includes synthesizing information and ideas, main idea and supporting details, previewing and setting a purpose for reading, and asking and answering questions
- 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 progressive tense verbs and subject-verb agreement

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an essay on the following topic: *How do we decide what we want versus what we need? What can result from an imbalance between want and need?*

Part 2 – Speaking & Listening: Oral Presentation

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

In *Unit 5: Virtue and Vengeance*, students will deepen their perspective of forgiveness by reading, writing, speaking, listening, and presenting. 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 multisyllabic words, compound words, related words, collocations, open syllable patterns, and closed syllable patterns
- Reading Comprehension practice includes main idea and supporting details, evaluating language choices, paraphrasing, figurative language, making connections, and visualization
- 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, prepositions with location, and pronouns in prepositional phrases

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following question: *Can Justice and forgiveness go hand in hand?*

Part 2 – Speaking & Listening: Informal Speech / Collaborative Conversation

Students use their writing as the foundation for a three- to five minute informal speech or collaborative conversation.

In *Unit 6: Blindness and Sight*, students will deepen their perspective of sight, blindness, and fiction narrative writing by reading, writing, speaking, listening, and presenting. 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 the influence of Spanish on English, Latin Roots, Prefixes *un-*, *ex-*, *sub-*, Suffixes *-ly*, *-able*, *-est*, multiple-meaning words, and word families
- Reading Comprehension practice includes making inferences, identifying theme, previewing and setting a purpose for reading, visualization, and text structure

- Writing, Speaking, and Listening through engaging in collaborative conversation, writing in response to text, and write a narrative essay

Learn About How English Works

- Expanding and Enriching Ideas using adverbs in sentences and order of adjectives

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative on the following topic: *Is there a difference between seeing and knowing?*

Part 2 – Speaking & Listening: Storytelling

After completing the final draft of their writing, students will use it as the basis for a three- to five-minute storytelling session.

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: *In what ways does transformation play a role in stories meant to scare us?*

Performance-Based Assessment

Writing to Sources: Argument

Students will write an argument on the following topic: *Is the experience of being an outsider universal?*

Performance-Based Assessment

Writing to Sources: Informative Essay

Students will write an essay on the following topic: *How do we decide what we want versus what we need? What can result from an imbalance between want and need?*

Additional 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: <i>myPerspectives ELD Companion</i> (Teacher and Student Digital App)	Edition:
Author: Morell, Hiebert, Gallagher and Cummins	ISBN:
Publisher: Savvas Learning Company LLC	Publication Date: 2020
Usage: <ul style="list-style-type: none"> ✓ Primary Text ✓ Read in entirety or near 	
Textbook #2	
Title: <i>ELD Companion Skills Practice Workbook Grade 10</i> (Student Workbook)	Edition:
Author: Morell, Hiebert, Gallagher and Cummins	ISBN: ISBN-13: 978-0-3289-7503-7 ISBN-10: 0-3289-7503-6
Publisher: Savvas Learning Company LLC	Publication Date: 2020
Usage: <ul style="list-style-type: none"> ✓ Primary Text ✓ Read in entirety or near 	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
<ul style="list-style-type: none"> ● <i>ELD Companion Skills Practice Workbook Grade 9</i> (Student Workbook) \$19.95 ● <i>myPerspectives ELD Companion Teacher's Resource Guide</i> \$99.95 ● High School Library Collection (Independent Reading) \$879.95 ● Professional Development Services: \$1200/ 3 hours virtual and \$550/ 1 hour follow ups 	
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: <i>ELD Companion Student App License</i> \$75.00 36 Licenses @ \$75.00= \$2,700 <i>Student Workbook</i> \$19.95 36 Workbooks @ \$19.95= \$718.20 <i>Teacher's Resource Guide</i> \$99.95	Description of Additional Costs: <ul style="list-style-type: none"> ● High School Library Collection (Independent Reading) \$879.95 ● Professional Development Services: \$1200/ 3 hours virtual and \$550/ 1 hour follow ups
Additional costs:\$2,629.95 (extra)	
Total cost per class set of instructional materials:	\$3,518.15

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

Speaking & Listening: Informal Talk

After completing the final draft of their writing on the following topic: *In what ways does transformation play a role in stories meant to scare us?*, students will use it as a foundation for a three- to five-minute informal talk.

Speaking & Listening: Multimedia Presentation

After writing their essay on the following topic: *What does it mean to “be free”?*, students use it as a foundation for a five- to ten-minute multimedia presentation.

Speaking & Listening: Storytelling

After completing the final draft of their nonfiction narrative on the following topic: *Is there a difference between seeing and knowing?*, students will use it as the basis for a three- to five-minute storytelling session.

Speaking & Listening: Informal Speech / Collaborative Conversation

Students use their writing as the foundation for a three- to five minute informal speech or collaborative conversation on the following question: *Can Justice and forgiveness go hand in hand?*

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	Unit 1: Inside the Nightmare - Gothic Literature Explanatory Nonfiction Essential Question: What is the allure of fear? Objectives: <ul style="list-style-type: none"> ● <i>Read and evaluate written narratives</i> ● <i>Learn the elements of explanatory nonfiction writing</i> ● <i>Write an explanatory nonfiction narrative</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of</i> 	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	Unit 1	

	<p><i>figurative language, connotation, and denotation to convey meaning and add variety to their writing</i></p> <ul style="list-style-type: none"> • <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> • <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>ELD.PII.9-10.6 ELD.PII.9-10.7 ELD.PIII.9-10 RL.9-10.1 RL.9-10.2 RL.9-10.5 RL.9-10.6 RL.9-10.10 RI.9-10.3 RI.9-10.10 L.9-10.4 L.9-10.4a L.9-10.4b 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.9-10.1b L.9-10.2c L.9-10.3 L.9-10.4b L.9-10.4d L.9-10.5 L.9-10.5b L.9-10.6 RI.9-10.4 RL.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</p>		
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		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.9-10.3 W.9-10.7 W.9-10.9 W.9-10.9b RL.9-10.5 SL.9-10.1 SL.9-10.5 SL.9-10.6		
Weeks 7-12	Unit 2: Outsiders and Outcasts Argument Essential Question: Do people need to belong? Objectives: <ul style="list-style-type: none"> ● <i>Read and evaluate written arguments</i> ● <i>Read fiction texts, a myth, memoir, and news articles to better understand the ways writers express ideas</i> ● <i>Learn the elements of argumentative writing</i> ● <i>Write their own argument as well as write for a variety of other reasons including organizing and sharing ideas</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of correctly using phrases and clauses to convey to convey meaning and add variety to their writing</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	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.9-10.2 RL.9-10.5 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.5 RI.9-10.8 RI.9-10.10 L.9-10.4 L.9-10.4a L.9-10.4b L.9-10.4d L.9-10.6 Language Development: ELD.PI.9-10.2	Unit 2	

		<p> 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.9-10.1a L.9-10.1b L.9-10.3 L.9-10.4 L.9-10.4b L.9-10.4c L.9-10.5 L.9-10.5b RL.9-10.4 RL.9-10.5 RL.9-10.9 </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.9-10.2 W.9-10.4 W.9-10.6 W.9-10.8 SL.9-10.1 SL.9-10.1b SL.9-10.3 SL.9-10.4 SL.9-10.4b SL.9-10.5 SL.9-10.6 </p>		
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<p>Weeks 13-18</p>	<p>Unit 3: Extending Freedom’s Reach Informative Essential Question: What is the relationship between power and freedom?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Read and evaluate written informative texts</i> ● <i>Read essays, speeches, and nonfiction texts to understand the ways writers express ideas</i> ● <i>Learn the elements of writing an informative essay</i> ● <i>Write informative essays that effectively introduces and develops a thesis with well-chosen evidence</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of how to correctly integrate quotations and other evidence into written texts and presentations</i> ● <i>Conduct research projects</i> ● <i>Collaborate with peers to build on one another’s ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<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.9-10.5a RI.9-10.6 RI.9-10.8 RI.9-10.9 RI.9-10.10 RL.9-10.1 RL.9-10.4 RL.9-10.6 RL.9-10.10 SL.9-10.3 L.9-10.4 L.9-10.4a L.9-10.4b L.9-10.4d L.9-10.6</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 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.9-10.1a</p>	<p>Unit 3</p>	
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		<p>L.9-10.1b L.9-10.4 L.9-10.4b L.9-10.4c L.9-10.4d L.9-10.5a L.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.9-10.2 W.9-10.3 W.9-10.3d W.9-10.6 W.9-10.9b RI.9-10.7 RI.9-10.9 SL.9-10.1 SL.9-10.1b SL.9-10.4 SL.9-10.5</p>		
SM 2 Weeks 1-6	<p>Unit 4: All That Glitters Informative Text Essential Question: What do our possessions reveal about us?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Read and evaluate written arguments</i> ● <i>Read articles and various nonfiction texts to better understand the ways writers express ideas</i> ● <i>Learn the elements of writing an</i> 	<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 ELD.PI.9-10.8 ELD.PII.9-10.1 ELD.PII.9-10.2</p>	Unit 4	

	<p><i>informative essay</i></p> <ul style="list-style-type: none"> ● <i>Write their own informative essay that conveys complex ideas, concepts and information.</i> ● <i>Conduct research to clarify and explore ideas</i> ● <i>Develop a deeper understanding of correctly using conjunctive adverbs and semicolons to link two or more closely related independent clauses.</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>ELD.PII.9-10.6 ELD.PII.9-10.7 RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.10 RI.9-10.6 RI.9-10.10 L.9-10.4 L.9-10.4a L.9-10.4b L.9-10.4d 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.9-10.1b L.9-10.2 L.9-10.2a L.9-10.2c L.9-10.3 L.9-10.4 L.9-10.4b L.9-10.4c L.9-10.5 RL.9-10.2 RL.9-10.3 RL.9-10.4 RI.9-10.4 RI.9-10.5</p>		
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		<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.9-10.2 W.9-10.3 W.9-10.6 W.9-10.9a RL.9-10.7 RL.9-10.9 SL.9-10.1a SL.9-10.1c SL.9-10.1d SL.9-10.4 SL.9-10.4a SL.9-10.4b SL.9-10.5 SL.9-10.6</p>		
Weeks 7-12	<p>Unit 5: Virtue and Vengeance Argument Essential Question: What motivates us to forgive?</p> <p>Objectives:</p> <ul style="list-style-type: none"> • <i>Read and evaluate written arguments by analyzing how authors state and support claims</i> • <i>Learn the elements of argumentative essay writing</i> • <i>Write their own argumentative essay using valid reasoning and relevant evidence to support claims</i> • <i>Conduct research to clarify and explore ideas</i> • <i>Develop a deeper understanding of quoting directly from the text with exact quotations and paraphrasing ideas by</i> 	<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 RI.9-10.2 RI.9-10.10 RL.9-10.1 RL.9-10.2 RL.9-10.5</p>	Unit 5	

	<p><i>restating them in their own words</i></p> <ul style="list-style-type: none"> ● <i>Practice using resources in their own writing</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<p>RL.9-10.10 L.9-10.4a L.9-10.4b</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.9-10.1b L.9-10.4 L.9-10.4b L.9-10.4c L.9-10.4d L.9-10.5 L.9-10.6 RL.9-10.3 RL.9-10.4 RL.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 ELD.PI.9-10.12 ELD.PII.9-10.6 ELD.PII.9-10.7 W.9-10.1 W.9-10.1b W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.9a</p>		
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		SL.9-10.3 SL.9-10.4b SL.9-10.6 RL.9-10.9		
Weeks 13-18	<p>Unit 6: Blindness and Sight Nonfiction Narrative Essential Question: What does it mean to see?</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● <i>Read and evaluate a variety of written narratives texts</i> ● <i>Learn the elements of writing a narrative</i> ● <i>Write a narrative in which you convey experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i> ● <i>Develop a deeper understanding of using varied sentence structures correctly to add interest to writing and presentations.</i> ● <i>Collaborate with peers to build on one another's ideas, develop consensus, and communicate with one another</i> ● <i>Learn to incorporate audio, visuals, and text in presentations.</i> 	<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 RL.9-10.2 RL.9-10.4 RL.9-10.5 RL.9-10.10 RI.9-10.4 RI.9-10.5 RI.9-10.10 L.9-10.4 L.9-10.4a L.9-10.4b L.9-10.4d L.9-10.5 L.9-10.5a</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</p>	Unit 6	

		L.9-10.1b L.9-10.4 L.9-10.4b L.9-10.4c L.9-10.5 L.9-10.5a RL.9-10.2 RL.9-10.4 RL.9-10.5 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.9-10.3 W.9-10.6 W.9-10.7 SL.9-10.1 SL.9-10.1a SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.4a		

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)