
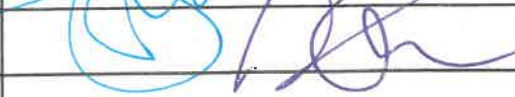


Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">English II</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other: 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? <div style="text-align: center;">No</div>	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">101021/101022</div> (To be assigned by Educational Services)	Required for Graduation: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC for PUHSD?</u> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>English Single Subject</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>Spish Walter</i> Signature </div> <div style="text-align: center;"> <i>3-02-2021</i> Date </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Xochilt Almendarez, Theresa Gonzalez Site: Various Date: March 2, 2021	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
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 students in 10th grade English/ Language Arts.

Corequisite(s) (REQUIRED):

English/ Language Arts 9

Brief Course Description (REQUIRED):

Throughout this course, students will engage in analysis of complex literary and non-fiction texts from a variety of genres, time periods and sources (including multimedia texts) to become well-informed, thoughtful readers. Students will use their experiences with expert writers to hone their own writing skills as they proceed through a variety of assignments utilizing the writing modes outlined by the California State Standards (argumentative, informative/explanatory, and narrative) and writing for a variety of purposes, audiences and disciplines. Each writing task will build off previous units, will be integrated with student reading, and will necessitate that students draw on evidence from these readings constructing their sophisticated written responses. Students will also be required to complete performance based assessments for each unit, with the ultimate goal of students mastering all of the skills necessary for college and career readiness. This course is designed with the appropriate rigor and attention to state standards meeting appropriate state ELA and ELD standards for the grade level, and meeting stated district guidelines for high school.

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.

Using the Common Core State Standards, English Language Arts 10 will continue the foundational building of English Language Arts for students entering year two of high school. This course will focus on reading, writing, language, oral communication, and research skills. These skills will be studied and applied with greater depth and breadth with each successive grade level. This will be done with the implementation of the Pearson publication, *myPerspectives*, as the required text.

Employing a connected approach to student learning, students in ELA 10 will read texts and engage in activities that inspire thoughtful conversation, discussion, and debate. Students will encounter the author's perspectives as they read world literature from across time periods and cultures. Students will listen to the perspectives of their peers through

conversations and collaborative activities. And, as students read the literature and engage in activities that stem from the text, they will formulate and defend their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/ listen to media selections, all related to an essential question. Students will use technology to interact with texts and activities, and they can write their annotations directly in their student edition to make interaction with texts more meaningful.

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 grapple with a variety of texts--including multimedia--that explore the essential question, "What is the allure of fear?" Key readings include, but are not limited to, "The Fall of the House of Usher" by Edgar Allan Poe and a choice between two novels: *Frankenstein* by Mary Shelley or *Dracula* by Bram Stoker.

Unit 1 key skills/concepts include, but are not limited to

- Annotation / close reading skills
- Genre
- mood and tone
- character analysis
- effective note-taking
- Author's purpose

Assignment Summary: Sticky Note or SOAPStone Annotations

For chosen readings, students will write five sticky notes: summary, key ideas, key quotes, questions, and predictions. This activity will help students develop a practice of reading for comprehension, reflecting on the text, differentiating between summary and key ideas, asking thoughtful questions, author's purpose, and using textual evidence to make informed predictions. The close-reading skills established in this activity will spiral through subsequent units.

In *Unit 2: Outsiders and Outcasts*, students will grapple with a variety of texts--including multimedia--that explore the essential question, "Do people need to belong?" Key readings include, but are not limited to, "The Metamorphosis" by Franz Kafka and watching the classic television episode, "The Monsters are Due on Maple Street" by The Twilight Zone.

Unit 2 key skills/concepts include, but are not limited to

- writing a catchy hook
- identifying and avoiding fallacies in arguments
- critical reasoning
- writing counter arguments
- correctly citing sources
- the various phases of the writing process

Performance Task:

Based upon their continued reading of the fiction and non-fiction selections, stories, poems, and essays on what it means to be an outsider, students will work with a small (2-5 people) collaborative group to develop an argument that addresses the question: Is difference a weakness? Is sameness a strength? Pulling their learning together and citing evidence in texts, students will learn to work collaboratively to create a presentation defending a claim regarding differences as a weakness or strength.

Performance-Based Assessment: Argumentative Speech

Throughout this unit, students will be writing an argumentative speech. Instruction will begin with lessons about “steak and oatmeal” hooks. Students identify fallacies in common advertisements and learn why excellent arguments rely on logic and evidence to persuade. Later, students learn how acknowledging the other side can be an effective persuasive tool and practice identifying counter arguments. Using a research organizer, students conduct online research to locate evidence to support their claims. Students then outline, draft, revise, and orally present their speech to an audience.

In *Unit 3: Extending Freedom’s Reach*, students will grapple with a variety of texts—including multimedia—that explore the essential question, “What is the relationship between power and freedom?” Key readings include, but are not limited to, “The ‘Four Freedoms’ Speech” by Franklin D. Roosevelt and “Inaugural Address” by John F. Kennedy, and a choice between the novels *Night* by Eli Wiesel, *The Book Thief* by Markus Zusak, or *The Diary of Anne Frank* by Anne Frank.

Unit 3 key skills/concepts taught include, but are not limited to

- creating a polished informative multimedia presentation
- comparing/contrasting historical events to current events
- comparing/contrasting video, audio, and written versions of a text
- Public speaking skills

Performance Task:

Students will read and discuss a number of essays (see unit readings) centered around the essential unit questions. Students will then work collaboratively with his or her group to create a podcast presentation addressing the question: When, if ever, are limits on freedom necessary?

Assignment Summary: Informative Multimedia Presentation

Students will develop a five to ten minute multimedia presentation that addresses the question, “What does it mean to be free?” As part of their body of evidence, students will incorporate at least two current events that demonstrate a lack of freedom. Students will choose various digital media to enhance the presentation. As they deliver their presentation, they will utilize public speaking techniques.

In *Unit 4: All That Glitters*, students will grapple with a variety of texts—including multimedia—that explore the essential question, “What do our possessions reveal about us?” Key readings include, but are not limited to, “The Necklace” by Guy de Maupassant, “The Golden Touch” by Nathaniel Hawthorne, and assorted poems by classic and contemporary authors.

Unit 4 key skills/concepts taught include, but are not limited to

- comparing and contrasting classic and contemporary texts

- Poetry analysis
- performing a close reading of a poem
- identifying figurative language
- poetry memorization and recitation in front of an audience

Performance Task: Poetry Recitation

Students will select a poem from a pre approved list to memorize and recite in front of an audience. Poems of greater length and complexity are worth more points than poems of lesser length and complexity. Throughout the unit, the student will work on memorizing and analyzing the poem they have selected. To successfully recite the poem, students must have a solid understanding of the poem’s theme, tone, diction, poetic devices, meter, etc. At the end of the unit, students will recite their poem from memory to an audience, using appropriate oral recitation strategies.

Performance-Based Assessment:

After reading several short stories, essays, articles and poems on this subject, working with their peers, students will create and present short presentations on the effect of materialism on our society: In what ways can material possessions create both a sense of comfort and of anxiety?

In *Unit 5: Virtue and Vengeance*, students will grapple with a variety of texts--including multimedia--that explore the essential question, “What motivates us to forgive?” Key readings include, but are not limited to, a play by William Shakespeare: *Othello*, *King Lear*, *Hamlet*, *Macbeth*, or *The Tempest*.

Unit 5 key skills/concepts taught include, but are not limited to

- discovering the importance of historical context to enrich comprehension
- identifying key characteristics of drama
- studying an author’s biographical information to better understand their perspectives and passions
- “translating” a Shakespearean passage into modern English
- writing a literary criticism paper

Performance based Assessment: Modern English Shakespeare

Using modern English, students will rewrite a passage from the Shakespeare play they are studying. Students will create a two-column poster with the original text on the left and their translation on the right. They will perform a line-for-line translation, looking up unknown words as needed. The objective of this activity is to demystify the language of the original play, to equip students with the tools necessary for comprehending the text, and to encourage the habits that build vocabulary development and usage.

In *Unit 6: Blindness and Sight*, students will grapple with a variety of texts--including multimedia--that explore the essential question, “What does it mean to see?” Key readings include, but are not limited to, *Oedipus the King* by Sophocles.

Unit 6 key skills/concepts taught include, but are not limited to

- characteristics of Greek tragedy
- historical context, plot, conflict, sensory details, and rules for writing dialogue.

Performance based Assessment: Autobiographical Incident Essay

Throughout this unit, students will be writing a nonfiction narrative involving all stages of the writing process including brainstorming, outlining, drafting, revising, and publishing/presenting. To successfully write an engaging narrative, students must incorporate the five parts of plot (exposition, rising action, climax, falling action, and resolution). Students will learn how to incorporate dialogue and sensory details into their narrative. At the end of the unit, students will orally present their autobiographical incident essay to an audience using appropriate public speaking strategies.

Writing Assignments (REQUIRED):

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

Performance Task

Students will learn how to write an informative essay, citing evidence from at least three of the reading selections, to respond to the question: What can one person do to defend the human rights of all people?

Argumentative Speech

Throughout this unit, students will be writing an argumentative speech. Instruction will begin with lessons about “steak and oatmeal” hooks. Students identify fallacies in common advertisements and learn why excellent arguments rely on logic and evidence to persuade. Later, students learn how acknowledging the other side can be an effective persuasive tool and practice identifying counter arguments. Using a research organizer, students conduct online research to locate evidence to support their claims. Students then outline, draft, revise, and orally present their speech to an audience.

Performance-Based Assessment

At the end of the unit, students will pull together his or her learning by constructing an informative essay which addresses the question: What does it mean to “be free”? What is the relationship between power and freedom? This essay will be the basis for a multimedia presentation.

Autobiographical Incident Essay

Throughout this unit, students will be writing a nonfiction narrative involving all stages of the writing process including brainstorming, outlining, drafting, revising, and publishing/presenting. To successfully write an engaging narrative, students must incorporate the five parts of plot (exposition, rising action, climax, falling action, and resolution). Students will learn how to incorporate dialogue and sensory details into their narrative. At the end of the unit, students will orally present their autobiographical incident essay to an audience using appropriate public speaking strategies.

Additional constructed responses may include:

- Justifications and/or Explanations
- Cornell Notes
- 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)

Textbook #1	
Title: <i>myPerspectives English Language Arts 10</i> Teacher's Edition	Edition:
Author: Morell, Hiebert, Gallagher and Cummins	ISBN: 9780133339482
Publisher: Pearson Education, Inc.	Publication Date: 2017
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Textbook #2	
Title: <i>myPerspectives English Language Arts 10</i> (Student Edition)	Edition:
Author: Morell, Hiebert, Gallagher and Cummins	ISBN: 9780133340778
Publisher: Pearson Education, Inc.	Publication Date: 2017
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

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

Pearson Realize - Accompanying online software learning management system

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: \$5,400	Description of Additional Costs:
Additional costs:\$0	
Total cost per class set of instructional materials:	\$5,400

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

Reading Guides / Close Reading Annotations

At the end of each reading, students will write annotations: summary, key ideas, key quotes, questions, and predictions. This activity will help students develop a practice of reading for comprehension, reflecting on the text, differentiating between summary and key ideas, asking thoughtful questions, author's purpose, and using textual evidence to make informed predictions. The close-reading skills established in this activity will spiral through subsequent units.

Informative Multimedia Presentation

Students will develop a five to ten minute multimedia presentation that addresses the question, "What does it mean to be free?" As part of their body of evidence, students will incorporate at least two current events that demonstrate a lack of freedom. Students will choose various digital media to enhance the presentation. As they deliver their presentation, they will utilize public speaking techniques.

Performance-Based Task

After reading several short stories, essays, articles and poems on materialism, working with their peers, students will create and present short presentations on the effect of materialism on our society: In what ways can material possessions create both a sense of comfort and of anxiety?

Performance -Based Task

Students will read and discuss a number of essays (see unit readings) centered around the essential unit questions. Students will then work collaboratively with his or her group to create a podcast presentation addressing the question: When, if ever, are limits on freedom necessary?

Other key assignments may include:

- 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 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 figurative language, connotation, and denotation to convey meaning and add variety to their writing</i> 	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	Unit 1	

	<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> 			
Weeks 7-12	<p>Unit 2: Outsiders and Outcasts Essential Question: Do people need to belong?</p> <p>Objectives:</p> <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> 	<p>RL.9-10.2 RL.9-10.5 RL.9-10.4 RL.9-10.5 RL.9-10.9 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.5 RI.9-10.8</p> <p>L.9-10.4 L.9-10.4a L.9-10.4b L.9-10.4d L.9-10.6 L.9-10.1 L.9-10.1a L.9-10.1b L.9-10.3 L.9-10.4 L.9-10.4c L.9-10.5 L.9-10.5b 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>	Unit 2	
Weeks 13-18	<p>Unit 3: Extending Freedom's Reach Essential Question: What is the relationship</p>	<p>RI.9-10.1 RI.9-10.2</p>	Unit 3	

	<p>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>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 L.9-10.1 L.9-10.1a L.9-10.1b L.9-10.4 L.9-10.4b L.9-10.4c L.9-10.4d L.9-10.5a RL.9-10.4</p> <p>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>		
<p>SM 2 Weeks 1-6</p>	<p>Unit 4: All That Glitters 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</i> 	<p>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</p>	<p>Unit 4</p>	

	<p><i>express ideas</i></p> <ul style="list-style-type: none"> ● <i>Learn the elements of writing an informative essay</i> ● <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>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>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> <p>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</p> <p>Essential Question: What motivates us to forgive?</p> <p>Objectives:</p>	<p>RI.9-10.2 RI.9-10.10 RL.9-10.1 RL.9-10.2</p>	Unit 5	

	<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 restating them in their own words</i> ● <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.9-10.5 RL.9-10.10 L.9-10.4a L.9-10.4b 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>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 SL.9-10.3 SL.9-10.4b SL.9-10.6 RL.9-10.9</p>		
Weeks 13-18	<p>Unit 6: Blindness and Sight 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> 	<p>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 L.9-10.1 L.9-10.1b L.9-10.4 L.9-10.4b</p>	Unit 6	

	<ul style="list-style-type: none"> Learn to incorporate audio, visuals, and text in presentations. 	L.9-10.4c L.9-10.5 L.9-10.5a RL.9-10.2 RL.9-10.4 RL.9-10.5 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)	



