

# Perris Union High School District

## Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic English 3</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <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	<b>Grade Level</b> <input type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>Transcript Title/Abbreviation:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic Eng 3</div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">401231/401232/401233</div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">           Clear Single Subject: English <sup>Auth. Authorization</sup>  <i>To be completed by Human Resources only.</i> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; width: 60%; text-align: center;"> </div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;">           1/15/19         </div> </div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Signature</span> <span>Date</span> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by:</b> Jesse Call, Norma Carrillo, Xochitl Almendarez, Natalia Orndoff, Jose De Vicente, German Loustaunau, Charles Tippie <b>Site:</b> PVHS, PHS, HHS, PMS, SSC <b>Date:</b> 1/15/2019	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Dir. of Curriculum & Instruction		1/15/19
Asst. Sup. of Ed. Services		1/16/19
PUHSD Board		

<b>Prerequisite(s) (REQUIRED):</b>
None. This course is designed for English Learners at the Intermediate stages of English Language Development. Students will be placed in this course with scores on the district English Learner Placement Matrix of a 735 Lexile score to 1065 and Emerging Levels on the State Approved English Language Development assessment.
<b>Corequisite(s) (REQUIRED):</b>
Academic English Elective is the Co-Requisite course.
<b>Brief Course Description (REQUIRED):</b>
This course is designed for English Learners at the Intermediate levels of English Language Development. Students will be placed in this course with scores on the district English Learner Placement Matrix of a 735 Lexile score to 1065 Lexile score and moderately 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 and access to the Core Curriculum.

**B. COURSE CONTENT**

<b>Course Purpose (REQUIRED):</b> <i>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.</i>
The purpose of this course is to develop English Language Development skills and move students from the Expanding level to the Bridging 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.
<b>Course Outline (REQUIRED):</b> <i>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.</i>

<b>Unit 1:</b>	
<b>Content</b>	<b>CCSS Standards</b>
<b>Unit Story Title:</b>	CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative

- The Good Samaritan
- Don't Go Gentle into that Good Expressway
- The World is in Their Hands
- Thank You, M'am
- Juvenile Justice from Both Sides of the Bench
- The Necklace
- The Fashion Show
- Excerpt: The Grapes of Wrath

**Writing Skill:**

Independent Clause  
Compound Sentence  
Complex Sentence

**Unit Project:**

TV Talk Show

**Writing Project:**

Autobiographical Narrative

**Common Assessment:**

Unit 1 Assessment

discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.SL.9-10.1b

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CC.RL.9-10.10

Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CC.RI.9-10.10

Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CC.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)

CC.RL.9-10.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Unit 2:**

Content	CCSS Standards
<p><b>Unit Story Titles:</b></p> <ul style="list-style-type: none"> <li>• Creativity at Work</li> <li>• The Hidden Secrets of a Creative Mind</li> <li>• Hip-Hop as a Culture</li> <li>• I Am Somebody</li> <li>• Slam: Performance Poetry Lives On</li> <li>• Euphoria</li> <li>• The Creativity Crisis</li> </ul> <p><b>Unit Project:</b></p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or</p>

<ul style="list-style-type: none"> <li>● Demonstration</li> </ul> <p><b>Writing Project:</b></p> <ul style="list-style-type: none"> <li>● Position Paper</li> </ul> <p><b>Common Assessment:</b> Unit 2 Assessment</p>	<p>exaggerated or distorted evidence.</p> <p>CC.RL.9-10.10 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CC.L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>CC.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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**Unit 3:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● The Sword in the Stone</li> <li>● Was There a Real King Arthur?</li> <li>● A Job for Valentin</li> <li>● Hero</li> <li>● In the Heart of a Hero</li> <li>● The Woman in the Snow</li> <li>● Rosa Parks</li> </ul> <p><b>Writing Skill:</b> Essay Structure</p> <p><b>Unit Project:</b> Documentary</p> <p><b>Writing Project:</b> Reflective Essay</p> <p><b>Common Assessment:</b> Unit 3 Assessment</p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>

	<p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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**Unit 4:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● Curtis Aikens and the American Dream</li> <li>● Think You Don't Need an Education?</li> <li>● Go for It!</li> <li>● Superman and Me</li> <li>● A Smart Cookie</li> <li>● It's Our Story, Too</li> <li>● The Fast and the Fuel-Efficient</li> <li>● The Hybrid</li> <li>● Teens Open Doors</li> </ul> <p><b>Writing Skill:</b> Response to Literature</p> <p><b>Unit Project:</b> Class Newspaper or Magazine</p> <p><b>Writing Project:</b> Research Report</p> <p><b>Common Assessment:</b> Unit 5 Assessment</p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and</p>

listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**Unit 5:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● The Interlopers</li> <li>● An Interview with the King of Terror</li> <li>● The Baby Sitter</li> <li>● Under the Bed</li> <li>● Beware: Do Not Read This Poem</li> <li>● The Tell-Tale Heart</li> <li>● The Raven</li> <li>● The Mysterious</li> </ul> <p><b>Writing Skill:</b> Written composition</p> <p><b>Unit Project:</b> Radio Drama or Podcast</p> <p><b>Writing Project:</b> Short Story</p> <p><b>Common Assessment:</b> Unit 5 Assessment</p>	<p>CC.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>CC.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.L.9-10.6 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>

**Unit 6:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● Ad Power</li> </ul>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>

<ul style="list-style-type: none"> <li>● Without Commercials</li> <li>● What's Wrong with Advertising</li> <li>● A Long Way to Go: Minorities and the Media</li> <li>● The Color Green</li> <li>● Persuasive Text - What is News?</li> <li>● How-To Article - How to Detect Bias in the News</li> </ul> <p><b>Writing Skill:</b> Essay Structure</p> <p><b>Unit Project:</b> Ad Campaign</p> <p><b>Writing Project:</b> Persuasive Essay Outline</p> <p><b>Common Assessment:</b> Unit 6 Assessment</p>	<p>partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.SL.9-10.1b</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><b>CC.RL.9-10.10</b> Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC.RI.9-10.10</b> Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>CC.RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CC.RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p><b>CC.RL.9-10.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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**Unit 7:**

Content	CCSS Standards
<p><b>Unit Titles:</b></p> <ul style="list-style-type: none"> <li>● A Raisin in the Sun</li> <li>● My Father is a Simple Man</li> <li>● My Mother Pieced Quilts</li> <li>● The Outsiders</li> <li>● Nothing Gold can Stay</li> <li>● If There be Pain</li> <li>● Sonnet 30</li> <li>● I Hear America Singing</li> </ul>	<p><b>CC.SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.SL.9-10.1b</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>

<ul style="list-style-type: none"> <li>● I, Too</li> <li>● Where is My Country?</li> <li>● Legal Alien</li> <li>● Human Family</li> </ul> <p><b>Writing Skill:</b> Essay Writing</p> <p><b>Unit Project:</b> Poetry Anthology</p> <p><b>Writing Project:</b> None</p>	<p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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**Writing Assignments (REQUIRED):**

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

- Unit 1: Autobiographical Narrative
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- Unit 2: Position Paper
  -
- Unit 3: Reflective Essay
  -
- Unit 4: Research Report
  -
- Unit 5: Short Story
  -
- Unit 6: Persuasive Essay Outline
  -
- Unit 7: None



**INSTRUCTIONAL MATERIALS (REQUIRED)**

<b>Textbook #1</b>	
Title: EDGE Level B	Edition: 2nd
Author(s): David W. Moore, Deborah J. Short, Michael W. Smith and Alfred W. Tatum	ISBN: 978-12854-39-587
Publisher: National Geographic/Cengage Learning	Publication Date:© 2014
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
EDGE Interactive Practice Workbook - Consumable ISBN: EDGE Grammar & Writing Practice Workbook - Consumable ISBN: 978-12857-67-314	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$4860	Description of Additional Costs: Teachers Textbook Consumables for students, cost is for one class set. Will need to be repurchased each year.
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Unit 1: Unit Project - Tv Talk Show  
 Unit 2: Unit Project - Demonstration  
 Unit 3: Unit Project - Documentary  
 Unit 4: Unit Project - Class Newspaper or Magazine  
 Unit 5: Unit Project - Radio Drama or Podcast  
 Unit 6: Unit Project - Ad Campaign  
 Unit 7: Unit Project - Poetry Anthology

**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

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

Please list different methods of assessments that will be used.

EDGE Unit assessments will be administered at the end of each unit, after approximately 6 weeks of instruction. A variety of projects will be incorporated into the units including creating a book of proverbs, creating a book poster, safety demonstrations, and Multimedia presentations.

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

Unit	Standards	Vocab	Reference
1 6 Wk	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>● Independent Clause</li> <li>● Subject</li> <li>● Predicate</li> <li>● Compound Sentence</li> <li>● Complex Sentence</li> <li>● Coordinating Junction</li> <li>● Subordinating Conjunction</li> <li>● clarify</li> <li>● affect</li> <li>● conflict</li> <li>● contribute</li> <li>● disrespect</li> <li>● generation</li> <li>● motivation</li> <li>● privilege</li> <li>● responsible</li> <li>● monitor</li> <li>● circumstances</li> <li>● commit</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Student Materials</b></li> <li>● Textbook: p. 2-103</li> <li>● IPB: p. 6-47</li> <li>● GWPB: p. 1-30</li> <li>●</li> <li>● <b>Teacher Materials</b></li> <li>● TE: p. T1A-T103</li> <li>● IP TE: p. 6-47</li> <li>● GWP TE: p. 1-30</li> <li>● Language &amp; Grammar Lab:p. 2-19</li> <li>●</li> <li>● <b>Transparencies</b></li> <li>● Reading and Writing: 1-4</li> <li>● Language Function: A, B, and C</li> <li>● Grammar: 1-15</li> </ul>

	<p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>● consequence</li> <li>● contact</li> <li>● empathy</li> <li>● juvenile</li> <li>● maturity</li> <li>● salvage</li> <li>● predict</li> <li>● humiliating</li> <li>● imitation</li> <li>● inspire</li> <li>● luxury</li> <li>● perceive</li> <li>● poverty</li> <li>● symbol</li> <li>● I value</li> </ul>	
<p>2 6 Wk</p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL. 9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.RL.9-10.10 read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity</p>	<ul style="list-style-type: none"> <li>● Claim</li> <li>● Evidence</li> <li>● Explanation</li> <li>● emphasize</li> <li>● career</li> <li>● collaborate</li> <li>● commitment</li> <li>● evaluate</li> <li>● expectation</li> <li>● insight</li> <li>● talent</li> <li>● transform</li> <li>● summarize</li> <li>● achieve</li> <li>● assert</li> <li>● culture</li> <li>● evolve</li> <li>● heritage</li> </ul>	<p><b>Student Materials:</b> Textbook: p. 104-189 IPB: p. 50-83 GWPB: p. 35-64</p> <p><b>Teacher Materials:</b> TE: p. T104-T189 IP TE: p. 50-83 GWP TE: p. 35-64 Language and Grammar Lab: p. 20-37</p> <p><b>Transparencies:</b> Reading and Writing: 5-9 Language Function: D-F Grammar: 16-30</p>

	<p>band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CC.L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>CC.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● innovator</li> <li>● perspective</li> <li>● self-esteem</li> <li>● compose</li> <li>● euphoria</li> <li>● expression</li> <li>● improvisation</li> <li>● phenomenon</li> <li>● recitation</li> <li>● structure</li> <li>● transcend</li> </ul>	
<p>3 6 Wk</p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Thesis</li> <li>● Body Paragraph</li> <li>● Conclusion</li> <li>● Transitions</li> <li>● inference</li> <li>● perception</li> <li>● conscientiously</li> <li>● endure</li> <li>● genuine</li> <li>● historian</li> <li>● investigation</li> <li>● just</li> <li>● skeptic</li> <li>● perspective</li> <li>● anxiety</li> <li>● distracted</li> <li>● inherent</li> <li>● inhibit</li> <li>● prejudiced</li> <li>● protest</li> <li>● survivor</li> <li>● tragedy</li> </ul>	<p><b>Student Materials:</b> Textbook: p. 190-293 IPB: p. 86-127 GWPB: p. 69-98</p> <p><b>Teacher Materials:</b> TE: p. T190-T293 IP TE: p. 86-127 GWP TE: p. 69-98 LGL TE: pp. 38-55</p> <p><b>Transparencies:</b> Reading and Writing: 10-13 Language Function: G – I Grammar: 31-45</p>

	<p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>● reliable</li> <li>● authority</li> <li>● boycott</li> <li>● compassion</li> <li>● desperately</li> <li>● discrimination</li> <li>● persistent</li> <li>● provoke</li> <li>● segregation</li> </ul>	
<p>4 6 Wk</p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> <li>● clarify</li> <li>● ambitious</li> <li>● cause</li> <li>● confession</li> <li>● discourage</li> <li>● fate</li> <li>● literacy</li> <li>● profession</li> <li>● reputation</li> <li>● orient</li> <li>● arrogant</li> <li>● assume</li> <li>● constant</li> <li>● disgusted</li> <li>● prodigy</li> <li>● recall</li> <li>● Shame</li> <li>● standard</li> <li>● sequence</li> <li>● aggressive</li> <li>● assemble</li> <li>● device</li> <li>● efficient</li> </ul>	<p><b>Student Materials:</b> TextBook:p 294-387 IPB p 130-167 GWPB: p 103-132</p> <p><b>Teacher Materials:</b> TE p T294-T387 IP TE: p. 130-167 GWP TE: pp 103-132 LGL TE: p 56-73</p> <p><b>Transparencies:</b> Reading and Writing 14-18 Language Function J-L Grammar 46-60</p>

	<p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<ul style="list-style-type: none"> <li>● environment</li> <li>● obstacle</li> <li>● solution</li> <li>● technology</li> </ul>	
<p>5 6 Wk</p>	<p>CC.L.9-10.1.b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<ul style="list-style-type: none"> <li>● category</li> <li>● boundary</li> <li>● feud</li> <li>● grant</li> <li>● identification</li> <li>● obvious</li> <li>● reconciliation</li> <li>● release</li> <li>● terror</li> <li>● guarantee</li> <li>● capable</li> <li>● precision</li> <li>● rely</li> <li>● resist</li> <li>● ritual</li> <li>● subside</li> <li>● trace</li> <li>● vulnerable</li> <li>● burden</li> <li>● cease</li> <li>● dread</li> <li>● ominous</li> <li>● ponder</li> </ul>	<p><b>Student Materials:</b></p> <ul style="list-style-type: none"> <li>● Student Book:pp 388-485</li> <li>● Interactive Practice Book: pp.170-213</li> <li>● Grammar &amp; Writing Practice Book: pp. 137-170</li> </ul> <p><b>Teacher Materials:</b></p> <ul style="list-style-type: none"> <li>● Teacher Edition text: pp. T388-T485</li> <li>● Interactive Practice Book: pp.170-213</li> <li>● Grammar and Writing Practice: pp. 137-170</li> <li>● Language and Grammar Lab: pp. 74-91</li> </ul> <p><b>Transparencies:</b> Reading and Writing: 19-23 Language Function: M-O</p>

	<p>CC.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>CC.L.9-10.6 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>● prophet</li> <li>● relevance</li> <li>● suspect</li> </ul>	<p>Grammar: 61-75</p>
<p>6 6 Wk</p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.4</p>	<ul style="list-style-type: none"> <li>● ethics</li> <li>● advertising</li> <li>● appeal</li> <li>● consumer</li> <li>● convince</li> <li>● impact</li> <li>● manipulate</li> <li>● persuasive</li> <li>● profit</li> <li>● evidence</li> <li>● alternative</li> <li>● expand</li> <li>● influence</li> <li>● media</li> <li>● minority</li> <li>● racism</li> <li>● stereotype</li> <li>● token</li> <li>● logic</li> <li>● access</li> <li>● bias</li> <li>● deliberate</li> <li>● detect</li> <li>● distorted</li> <li>● engaged</li> <li>● objectivity</li> <li>● priority</li> </ul>	<p><b>Student Materials:</b> Textbook: p. 486-541 IPB: p. 214-251 GWPB: pp. 171-200</p> <p><b>Teacher Materials:</b> TE: p. T486-T541 IP TE: p. 214-251 GWP TE: pp. 171-200 LGL TE: p. 92-109</p> <p><b>Transparencies (Same as Unit 5):</b> Reading and Writing: 24-27 Language Function: P – R Grammar: 76-90</p>

	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		
<p>7 6 Wk</p>	<p>CC.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.RL.9-10.10 Read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RI.9-10.10 Read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.RL.9-10.4</p>	<ul style="list-style-type: none"> <li>● Aspect</li> <li>● Image</li> <li>● bond</li> <li>● collapse</li> <li>● integrity</li> <li>● invest</li> <li>● loyalty</li> <li>● pretense</li> <li>● provider</li> <li>● successful</li> <li>● interact</li> <li>● interpret</li> <li>● conquer</li> <li>● devotion</li> <li>● grief</li> <li>● issue</li> <li>● refuge</li> <li>● restore</li> <li>● subside</li> <li>● territory</li> <li>● mental</li> <li>● structure</li> <li>● alien</li> <li>● ashamed</li> <li>● feature</li> <li>● major</li> <li>● melodious</li> <li>● minor</li> <li>● variety</li> </ul>	<p><b>Student Materials:</b> Textbook: p. 578-674 IPB: p. 254-293 GWPB: p. 205-233</p> <p><b>Teacher Materials:</b> TE: p. T577-T674A IP TE: p 254-293 GWP TE: p. 254-293 Language and Grammar Lab: p. 110 - 127</p> <p><b>Transparencies:</b></p> <ul style="list-style-type: none"> <li>● Reading and Writing: 28-31</li> <li>● Language Function: S-U</li> <li>● Grammar: 91-105</li> </ul>



	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>CC.RL.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <i>if OWN</i> clearly and persuasively.</p>		
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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)**