OFFICE OF CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT

ACADEMIC COURSE OUTLINE

Department	English	Course Title	English 3-4 Accelerated	Course Code		1407	
Grade Level	10	**Short Title**	Eng 3-4 Acc	**Grad Requirement Subject**		Yes	
Course Length	2 semesters	**Credits per Semester**	5	**Approved for Honors**	No	**Required**	Yes	**Elective**	No
Prerequisites	English 1-2						
Co-requisites	None						
Articulated with LBCC		No		**Articulated with CSULB**		No	
Meets UC "a-g" Requirement		Yes (b)		**Meets NCAA Requirement**		Yes	
Teaching Credential(s)		English					

COURSE OVERVIEW:
This course, aligned to the Common Core State Standards, is designed to provide 10th grade students instruction in both literary and informational texts that is more rigorous and challenging than regular course work in order to prepare them better for AP Language and Composition in their junior year and/or AP Literature and Composition in their senior year, as well as AP Capstone Seminar and Research. It also serves to support all content area AP courses which require extensive text analysis and writing. The course develops college-ready skills in essay composition and critical thinking through response in three writing genres: argumentative, expository, and narrative. Writing instruction and carefully-designed prompts aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments in response to analyzing text is essential to the success of an accelerated level course. This course includes a comprehensive final examination which addresses the range of content learned during the year. The format of this assessment will allow students to practice next-generation assessment formats such as selected response, short constructed response, and written response, requiring substantive evidence, to grade level texts. Reading and writing sections of the assessment will highlight the connectivity between the two, while the grammar and mechanics sections will assess an authentic application of these skills.

EXPECTED OUTCOMES
Students are expected to perform at a mastery ("Standard Exceeded") level on a variety of tasks and assessments aligned to the Common Core Standards for English Language Arts / Literacy addressed in English 3-4 Accelerated. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

Common Core State Standards

Reading Standards for Literature

Key Ideas and Details:
CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail 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.
CCSS.ELA-LITERACY.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.

Craft and Structure:
CCSS.ELA-LITERACY.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).
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RL.9-10.7
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
CCSS.ELA-LITERACY.RL.9-10.8
(RL.9-10.8 not applicable to literature)
CCSS.ELA-LITERACY.RL.9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.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 complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details:
CCSS.ELA-LITERACY.RI.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.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:
CCSS.ELA-LITERACY.RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-LITERACY.RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
CCSS.ELA-LITERACY.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.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-LITERACY.RI.9-10.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
CCSS.ELA-LITERACY.RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RI.9-10.10
By the end of grade 9, 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.
By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes:
CCSS.ELA-LITERACY.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.9-10.1.B
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CCSS.ELA-LITERACY.W.9-10.1.C
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-LITERACY.W.9-10.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.1.E
Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.W.9-10.2.A
Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.9-10.2.B
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.9-10.2.C
Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-LITERACY.W.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.2.F
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCSS.ELA-LITERACY.W.9-10.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.9-10.3.A
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-LITERACY.W.9-10.3.B
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-LITERACY.W.9-10.3.C
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-LITERACY.W.9-10.3.D
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCSS.ELA-LITERACY.W.9-10.3.E
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:
CCSS.ELA-LITERACY.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
CCSS.ELA-LITERACY.W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.W.9-10.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.9-10.9.A
Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
CCSS.ELA-LITERACY.W.9-10.9.B
Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing:
CCSS.ELA-LITERACY.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration:
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.9-10.1.A
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
CCSS.ELA-LITERACY.SL.9-10.1.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.
CCSS.ELA-LITERACY.SL.9-10.1.C
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-LITERACY.SL.9-10.1.D
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-LITERACY.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.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
CCSS.ELA-LITERACY.SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Language Standards

Conventions of Standard English:
CCSS.ELA-LITERACY.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.9-10.1.A
Use parallel structure.*
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.9-10.2.A
Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
CCSS.ELA-LITERACY.L.9-10.2.B
Use a colon to introduce a list or quotation.
CCSS.ELA-LITERACY.L.9-10.2.C
Spell correctly.

Knowledge of Language:
CCSS.ELA-LITERACY.L.9-10.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.9-10.3.A
Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use:
CCSS.ELA-LITERACY.L.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.9-10.4.A
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
CCSS.ELA-LITERACY.L.9-10.4.B
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
CCSS.ELA-LITERACY.L.9-10.4.C
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.
CCSS.ELA-LITERACY.L.9-10.4.D
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CCSS.ELA-LITERACY.L.9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.9-10.5.A
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
CCSS.ELA-LITERACY.L.9-10.5.B
Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.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.

EXPECTED INTEGRATED OUTCOMES
(From the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013)

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.

Standards for Career Ready Practice (CR)

1. Apply appropriate technical skills and academic knowledge.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. Develop an education and career plan aligned with personal goals.
Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. Apply technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

6. Practice personal health and understand financial literacy.
Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. Act as a responsible citizen in the workplace and the community.
Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. Model integrity, ethical leadership, and effective management.
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. Work productively in teams while integrating cultural and global competence.
Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:
Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

CCSS   refers to the high school Grades 9 and 10 standards of the Common Core State Standards
CR   refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards

CONSIDERATIONS FOR TEACHING ACCELERATED LEARNERS:

If time permits, consider teaching the Optional Unit (Unit 1) and/or add the thematically-aligned novel called out in the unit introduction. Accelerated students do not necessarily need to move "faster" through the curriculum; rather, they often need to engage in deeper and more complex assignments. This can be accomplished by differentiating the CONTENT, PROCESS, or PRODUCT as suggested here (partial list):

Content	Process	Product
- provide students with choice - provide students with additional resources that match their levels of understanding - encourage journals, Thinking Maps, and other student reflection tools to monitor comprehension/analysis - use hands on activities - present information whole-to-part and part-to-whole - use a variety of paired reading to support and challenge students when working with different texts - use computer programs, audio recordings, and videos to convey key concepts	- give choices about how students express their understanding - offer different amounts of teacher and student support for a task - provide varied options at different levels of difficulty or based on differing student interests - vary the length of time a student may take to complete a task to encourage pursuit of a topic in greater depth - establish areas for inquiry-based, independent activities - use flexible grouping and regroup students according to content, ability, and interests	- provide challenge, variety, and choice - allow students to help design products around learning intentions/goals - allow students to express what they have learned in varied ways - allow for varied working arrangements - use a wide variety of assessments - work with students to develop a rubric that matches and extends students' varied skill levels

Unit 1: Inside the Nightmare – **Optional Unit / Recommended for English 3-4 Accelerated**

Duration: 30 - 45 days

Description: In this unit, students will read many examples of what scares people and why some individuals enjoy being scared. They will consider questions such as, "How and when does imagination overcome reason" and "How does a sense of uncertainty help to create an atmosphere of fear?" They will read about and respond in writing to ideas about what draws us to explore and in some cases, to enjoy, frightening themes.
Required Assignments:
- Writing Performance Task: *Write an Explanatory Essay* – Students will be prompted to apply their own experiences, as well as the content of the selections, to write an explanatory essay that answers this question: "How and when does imagination overcome reason?" They will be promoted to include both internal and external factors which contribute to fear in general.
- Speaking and Listening Performance Task: *Deliver an Explanatory Presentation* – Students will work with a group to develop a presentation that addresses this question: "In literature, how does a sense of uncertainty help to create an atmosphere of fear?" This presentation should include the types of situations or dilemmas that different characters face in the various selections.
- Analyze Craft and Structure: Literary style, Gothic literature, magical realism, speaker's claims and evidence, narrative poetry
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

Suggested Assignments:
- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests

Materials: Pearson **myPerspectives** (2017) Grade 10, Unit 1 student consumable workbook, LBUSD Writing Portfolio

Standards Addressed:

CCSS: RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.6, RL.10.10, RI.10.1, RI.10.3, RI.10.4, RI.10.10, W.10.2, W.10.2a, W.10.2b, W.10.2c, W.10.2d, W.10.2e, W.10.2f, W.10.3, W.10.4, W.10.5, W.10.7, W.10.9, W.10.9a, W.10.10, SL.10.1, SL.10.1b, SL.10.2, SL.10.4, SL.10.5, SL.10.6, L.10.1, L.10.1b, L.10.2c, L.10.4, L.10.4a, L.10.4b, L.10.4d, L.10.5, L.10.5b, L.10.6

ELD: PI.10.1, PI.10.2, PI.10.3, PI.10.6, PI.10.6c, PI.10.7, PI.10.8, PI.10.9a, PI.10.10, PI.10.12, PII.10.2, PII.10.2a, PII.10.3, PII.10.4, PII.10.5, PII.10.7

Unit 2: Outsiders and Outcasts

Duration: 30 days

Description: Students will be exposed to numerous texts about people who don't conform to what is socially considered to be "normal". Because the idea of social isolation is a common thread throughout literature, students will be asked, "Is this because being alone is just a natural part of life?"

Required Assignments:
- Writing Performance Task: *Write an Argument* – Students will be prompted to apply their own experiences, as well as the content of the selections and related video to write an argumentative essay on this question: "Are outsiders simply those who are misjudged or misunderstood?"
- Speaking and Listening Performance Task: *Deliver a Multimedia Presentation* – Students will work with a group to develop a position on the following questions: "Is difference a weakness? Is sameness a strength?"
- Analyze Craft and Structure: Modernism, absurdist literature, ambiguity, fantastic or dreamlike elements, themes of alienation, symbol and theme, poetic form, reasoning and evidence, literary nonfiction
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

Suggested Assignments:
- Interim Unit Assessment

- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 2 Guide for English 3-4

Materials: Pearson **myPerspectives** (2017) Grade 10, Unit 2 student consumable workbook, LBUSD Writing Portfolio

Standards Addressed:

CCSS: RL.10.2, RL.10.4, RL.10.5, RL.10.9, RL.10.10, RI.10.1, RI.10.2, RI.9=10.5, RI.10.8, RI.10.10, W.10.1, W.10.1a, W.10.1b, W.10.1c, W.10.1d, W.10.1e, SL.10.1, SL.10.1b, SL.10.3, SL.10.4, SL.10.4b, SL.10.5, SL.10.6, L.10.1,L.10.1a, L.10.1b, L.10.3, L.10.3a, L.10.4, L.10.4a, L.10.4b, L.10.4c, L.10.4d, L.10.5, L.10.5b, L.10.6

ELD: PI.10.5, PI.10.6, PI.10.6a, PI.10.6c, PI.10.7, PI.10.8, PI.10.9, PI.10.10a, PII.10.1, PII.10.3

Unit 3: Extending Freedom's Reach

Duration: 30 days

Description: Students will be engaged in both literary and informational texts which seek to explore the relationship between power and freedom. They will work to answer various universal questions such as, "Are there any protections that all people should have? If so, what are they?" Further, they will explore what people do to defend the human rights of all people and determine when, if ever, limits on freedom are necessary.

Required Assignments:
- Writing Performance Task: *Write an Informative Essay*– Students will take into account various viewpoints on the topic of freedom and power by explaining how the actions of individuals can contribute to the expansion of human rights.
- Speaking and Listening Performance Task: *Deliver a Multimedia Presentation*– Students will work with a group to discuss the purposes and messages of the selections they have read to develop, refine, and deliver a multimedia presentation that addresses this question: "When, if ever, are limits on freedom necessary?"
- Analyze Craft and Structure: Seminal documents, persuasive appeals, emotional appeals, rhetorical devices, author's purpose, figurative language, satire, tone
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

Suggested Assignments:
- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary

- Conventions activities
- Selection tests
- See the Unit 3 Guide for English 3-4

Materials: Pearson **myPerspectives** (2017) Grade 10, Unit 3 student consumable workbook, LBUSD Writing Portfolio

Standards Addressed:

CCSS: RL.10.1, RL.10.4, RL.10.6, RL.10.10, RI.10.1, RI.10.2, RI.10.3, RI.10.5a, RI.10.6, RI.10.7, RI.10.8, RI.10.9, RI.10.10, W.10.2, W.10.2a, W.10.2b, W.10.2b, W.10.2c, W.10.2d, W.10.2e, W.10.2f, W.10.3, W.10.3d, W.10.5, W.10.6, W.10.7, W.10.8, W.10.9b, W. 10.10, SL.10.1, SL.10.1a, SL.10.1b,SL.10.3, SL.10.4, SL.10.5, SL.10.6, L.10.1,L.10.1a, L.10.1b, L.10.2, L.10.2c, L.10.4, L.9.4a, L.10.4a, L.10.4b, L.10.4c, L.10.4c, L.10.4d, L.10.5, L.10.5a, L.10.6

ELD: PI.10.2, PI.10.4, PI.10.6, PI.10.6c, PI.10.7, PI.10.8, PI.10.9, PI.10.10, PI.10.10a, PI.10.10b, PI.10.11

Unit 4: All That Glitters

Duration: 30 days

Description: This unit prompts students to consider the difference between what individuals say they "want" versus what they really "need". Beyond the basic necessities of life, the question is, "Why do most of us always want more?" For many people the longing for material goods extends well beyond the needs for survival; in this unit, students will read and write about why this might be.

Required Assignments:
- Writing Performance Task: *Write an Informative Essay* – Students will use what they have learned in this unit to explain the different reasons that objects either have or lack value. They will answer the question, "What makes something valuable? What makes something a treasure?"
- Speaking and Listening Performance Task: *Deliver a Multimedia Presentation* – Students will work with a group to consider the positive and negative aspects of the hunt for material possessions and incorporate media and information from outside sources to create a multimedia presentation.
- Analyze Craft and Structure: Literary devices, irony, situational irony, theme, journalism, speaker and point of view, narrative structure, poetic structure, literary nonfiction, feature story
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

Suggested Assignments:
- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 4 Guide for English 3-4

Materials: Pearson **myPerspectives** (2017) Grade 10, Unit 4 student consumable workbook, LBUSD Writing Portfolio

Standards Addressed:

CCSS: RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.10, RI.10.4, RI.10.5, RI.10.6, RI.10.10, W.10.2, W.10.2a, W.10.2b, W.10.2c, W.10.2d, W.10.2e, W.10.2f, SL.10.1a, SL.10.1c, SL.10.1d, SL.10.4, SL.10.4a, SL.10.4b, SL.10.5, SL.10.6, L.10.1b, L.10.2, L.10.2a, L.10.2c, L.10.3, L.10.4, L.9.4a, L.10.4a, L.10.4b, L.10.4c, L.10.4d, L.10.5, L.10.5b, L.10.6

ELD: PI.10.6, PI.10.6a, PI.10,6c, PI.10.7, PI.10.8, PI.10.10a, PII.10.1, PI.II.4, PI.II.6

Unit 5: Virtue and Vengeance

Duration: 45 days

Description: This unit focuses on the difference between "virtue" and "vengeance" and what motivates individuals to forgive. Students will read about and respond to questions about the benefits and challenges with offering forgiveness as well as determine if it is ever easy to forgive a wrong. Students will consider this question: "How do we choose to move on from painful situations?"

Required Assignments:
- Writing Performance Task: *Write an Argument* – Students will use their knowledge gained from reading various selections, both literary and informational, to craft an argumentative essay stating their support for the following question: "Is there more value in vengeance or virtue?"
- Speaking and Listening Performance Task: *Present an Argument* (Talk Show Segment) – Students will work with a group to create a talk show segment during which time they will address how they think the speakers in various texts would answer this question: "Does forgiveness first require an apology?"
- Analyze Craft and Structure: Shakespearean romances, poetic structures, dramatic structures, dramatic structures, plot structures, speaker, persuasive techniques
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

Suggested Assignments:
- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 5 Guide for English 3-4

Materials: Pearson **myPerspectives** (2017) Grade 10, Unit 5 student consumable workbook, LBUSD Writing Portfolio

Standards Addressed:

CCSS: RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.9, RL.10.10, RI.10.2, RI.10.6, W.10.1, W.10.1a, W. 10.1b, W.10.1c, W.10.1d, W.10.1e, W.10.2, W.10.4, W.10.5, W.10.6, W.10.7, W. 10.9, W.10.9a, W.10.10, SL.10.1a, SL.10.1c, SL.10.1d, SL.10.3, SL.10.4, SL.10.6, L.10.1,L.10.1b, L.10.2c, L.10.4, L.10.4a, L.10.4b, L.10.4c, L.10.4d, L.10.5, L.10.6

ELD: PI.10.6, PI.10.6a, PI.10.6c, PI.10.7, PI.10.8, PI.10.9, PI.10.10, PI.10.12b, PII.10.1

Unit 6: Blindness and Sight

Duration: 45 days

Description: When we say, "I see," what do we mean? How many ways are there to see – or fail to see – the world? In this unit, students will explore the many ways that individuals "see" the world, including senses other than sight. They will grapple with universal questions such as, "Can one have sight but no vision, or vision but no sight?" and "Is there a difference between seeing and knowing?"

Required Assignments:
- Writing Performance Task: *Write a Nonfiction Narrative*– Students will write a nonfiction narrative considering the differences between how people see themselves and how they are perceived by others. They will respond to this prompt: "Can we see ourselves as clearly as others see us?"
- Speaking and Listening Performance Task: *Present an Oral Retelling*– Students will work with a group to develop and refine an oral retelling of one of the selections that attempts to answer this question: "Can one have sight but no vision, or vision but no sight?"
- Analyze Craft and Structure: Structure of Greek plays, elements of Greek tragedy, word choice, figurative language, plot, development of ideas
- Pathway Aligned Linked Learning Integrated Texts: Resources designed to supplant textbook selections in order to integrate Linked Learning. See Unit Guide to locate these resources.

Suggested Assignments:
- Interim Unit Assessment
- Constructed Responses: writing to sources, writing to compare, research, quick writes, summary writing
- Speaking and Listening: collaborative conversations
- Close Reading Techniques: annotations, comprehension questions, analyze the text questions, close read and text responses
- Concept vocabulary
- Conventions activities
- Selection tests
- See the Unit 6 Guide for English 3-4

Materials: Pearson **myPerspectives** (2017) Grade 10, Unit 6 student consumable workbook, LBUSD Writing Portfolio

Standards Addressed:

CCSS: RL.10.1, RL.10.2, RL.10.3, RL.10.4, RL.10.5, RL.10.7, RL.10.10, RI.10.1, RI.10.3, RI.10.4, RI.10.10, W.10.2, W.10.2a, W.10.2b, W.10.2c, W.10.2d, W.10.2e, W.10.2f, W.10.3,W.10.4, W.10.5, W.10.7, W. 10.9, W.10.9a, W.10.10, SL.10.1, SL.10.1b, SL.10.2, SL.10.4, SL.10.5, SL.10.6, L.10.1, L.10.1b, L.10.2c, L.10.4, L.10.4a, L.10.4b, L.10.4d, L.10.5, L.10.5b, L.10.6

ELD: PI.10.1, PI.10.2, PI.10.3, PI.10.6, PI.10.6c, PI.10.7, PI.10.8, PI.10.9a, PI.10.10, PI.10.12, PII.10.2, PII.10.2a, PII.10.2, PII.10.3, PII.10.4, PII.10.5, PII.10.7

INSTRUCTIONAL METHOD AND/OR STRATEGIES:
A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, "Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY".

COURSE MATERIALS:

Core Textbook(s):   Grade 10 *myPerspectives,* Pearson Education, Inc., 2017,
                               Pearsonschool.com/CAmyPerspectives

Supplemental Materials:
Unit 1: *Dracula* (Stoker)*, Frankenstein* (Shelley)*, The Time Machine and The Invisible Man* (Wells)
Unit 2: *The Alchemist* (Coelho)*, The Hobbit* (Tolkien)*, The Scarlet Letter* (Hawthorne)
Unit 3: *Incidents in the Life of a Slave Girl* (Jacobs)*, Things Fall Apart* (Achebe)
Unit 4: *Great Expectations* (Dickens)*, The Great Gatsby* (Fitzgerald)*, Treasure Island* (Stevenson)
Unit 5: *The Count of Monte Cristo* (Dumas)*, Hamlet* (Shakespeare)*, Moby Dick* (Melville)
Unit 6: *All the Light We Cannot See* (Doerr)*, Blindness* (Saramago)*, King Lear* (Shakespeare)

RESOURCES:
Documents
- ❑ CCSS for ELA: .... http://www.cde.ca.gov/be/st/ss/documents/finaleleccssstandards.pdf
- ❑ Using Formative Assessment for Differentiation.............................. LBUSD ELA Curriculum Documents
- ❑ CTE Standards .... http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp
- ❑ Work-Based Learning Continuum.. LBUSD Work-Based Learning webpage
- ❑ ELD Standards .... http://www.cde.ca.gov/sp/el/er/eldstandards.asp

District Offices
- ❑ 6-12 ELA Curriculum Office .... (562) 997-8000, ext. 2955
- ❑ Special Education Curriculum Office .... (562) 997-8000, ext. 2905
- ❑ Research Office .... (562) 997-8143

CLASSROOM PERFORMANCE CRITERIA:
Defines how good is good enough on which measures to demonstrate achievement of content standards.

Classroom Performance Standards
The objective of instruction is to move all students to achieve at the mastery "Standard Exceeded" level and receive a "B" or better in the course.

	F	D	C	B	A
Reading Tasks	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%
Writing Tasks	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%
Speaking and Listening Tasks	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%

Assessments
    Formative
    Interim
	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%

Homework	0 – 59%	60 – 69%	70 – 79%	80 – 89%	90 – 100%

Standard Grading Scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Suggested Grade Weighting:

- **Interim Assessments**   **25%**
  These are end-of-learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:
  - o   Interim District Assessments
  - o   Unit tests - Recommended
  - o   Portfolios

- **Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks   25%**
  These tasks provide students with opportunities to "attempt" or "discover" multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher-guided or collaborative tasks that may include scaffolded supports. Some examples include the following:
  - o   Performance Task: Writing Focus (teacher-guided process essay), including pre-writes, Thinking Maps, Flee Maps, drafts, peer feedback, etc.
  - o   Thinking Maps
  - o   Unit and section introduction tasks: section overview activities, Launch Text activities
  - o   Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
  - o   Language Development tasks: concept vocabulary, word study, conventions, author's style
  - o   Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, WriteNow tasks
  - o   Preparation for performance assessments, Unit reflections, evidence logs, word networks
  - o   Short-constructed response, Cornell notes, double-entry journals, journal quick writes
  - o   Teacher-modeled writing lesson activities

- **Speaking & Listening Tasks**   **20%**
  Preparation and participation in effective collaborative conversations. These conversations are built around important content so that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:
  - o   Performance Task: Speaking and Listening Focus (small-group presentation)
  - o   Effective Expression Speaking & Listening tasks
  - o   Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader's theatre, choral response, recitations

- **Formative Assessments/Quizzes**   **20%**
  These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next. These are quick

assessments to check for understanding of the content and skills taught so far. These mini-assessments can be oral, multiple-choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- o Brief quizzes and general comprehension checks
- o Thinking Maps
- o Selection Tests

- **Homework   (*District Recommendation*)**   **10% (*at the most*)**
  This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill. Homework could be: spelling, reading logs, SSR, vocabulary, grammar practice, rough draft revision, long term project work, journal writing, annotation/note-taking, etc.

Submitted by: Shelley Gustafson
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