El Monte Union High School District

Course Outline

April 2011

High School District-Wide

Title English 2 P Accelerated

This course meets graduation requirements:

<table>
<thead>
<tr>
<th>Department/Cluster Approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
<td>_______</td>
</tr>
</tbody>
</table>

Transitional* ______ (Eng. Dept. Only)

Sheltered (SDAIE)* ___ Bilingual* ___

AP** ______ Honors** _______

Department: __ English __________

Grade Level (s): ______ 10

Semester ________ Year __ X

Year of State Framework
Adoption 2007/ California Common State Standards

*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): Any two of the following is suggested:

   - Score of 370 or above on Grade 9 CST ELA
   - 1200 Lexile score
   - Completion of English 1P with an A
   - English 1P ACC with a C or better
   - Department Recommendation
   - Student or parent request (signature on an agreement may be required)

2. Short description of course, which may also be used in the registration manual:

   Accelerated English is a course designed to train students to read critically and analyze a wide range of literature across genres, themes, and contexts. Through close critical analysis students learn to read a work
while focusing on structure, style, and themes. They investigate and understand how a writer uses the tools of figurative language, literary devices, rhetoric and other elements of language to create meaning. Students also prepare for writing at the college level through a variety of writing genres, including expository, analytical, argumentative, and research writing. Students should expect to write frequently, with the intention of becoming proficient self-editors and critical thinkers. All readings and skills demand the highest levels of intellectual rigor.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):

Varies by site.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

The special needs of English language learners are met throughout the course in a number of ways:

a. by using the sheltered instruction, observation protocol (SIOP) once the protocol has been implemented and training has occurred
b. by presenting a curriculum rich in multicultural literature
c. by probing prior knowledge to connect existing knowledge with knowledge to be learned
d. by teaching concepts for which English learners may not have a cultural reference
e. by defining abstract concepts in concrete terms, and using specific examples
f. by using graphic organizers and rubrics to set expectations and facilitate organization of thought
g. by using a variety of other visual aids during instruction, such as, but not limited to, pictures, films, and audiotapes
h. by reading literature aloud, as necessary
i. by incorporating elements of SIOP (Sheltered Instruction Observation Protocol) in daily lessons

5. Describe the interdepartmental articulation process for this course:

This course provides the fundamentals of reading and writing skills used in all other classes and references historical periods, events, and significant dates related to the literature and authors studied.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students work on their four-year school plan with their counselor, and read literature that references various career opportunities.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s): McDougal Littell Literature California 2010 Edition

Although the literature studied follows the readings listed in each year’s College Board AP Literature/Language and Composition course descriptions, recommended works include:

B. Supplemental Materials and Resources: (any of the following may be used but are not required)

- McDougal Littell Grammar for Writing
- McDougal Littell Workbooks: Grammar for Writing, Interactive Reader...
- Dictionaries, thesauruses
- newspapers, magazines, teacher-developed guides for learning and review, rubrics for assessing writing provided in the program (McDougal Littell)
- Classzone.com - on-line resource provided by McDougal Littell
  - Literature and Reading Center
  - Writing and Grammar Center
  - Media Center
  - Vocabulary Center
  - Research Center

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- Laptop carts with printer, computer labs, video/DVD and television, Internet, selected video and audio tapes, overhead projectors, and other multimedia such as ELMO's, white boards...
- eEdition - provided by McDougal Littell

8.

- Objectives of Course

In the class, students read varied genres of high literary merit. They build upon vocabulary and skills learned in previous English classes. Students regularly participate in discussions and write timed essays, as well as analytical and research papers complete with annotation, multiple drafts, and editing. Students write analyses on themes, literary devices, as well as on structure, rhetoric and the historical, social and philosophical approaches to literature. This course prepares students for Advanced Placement English Language and Composition.

- Unit detail including projects and activities including duration of units (pacing plan)

See attached Pacing Plan

- Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)

See attached Pacing Plan
- **Student performance standards/ Evaluation/assessment/rubrics**

<table>
<thead>
<tr>
<th>TASK</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester District-wide CFBAs (two required)</td>
<td>10%</td>
</tr>
<tr>
<td>Assessments (Tests, Quizzes, Final, other…)*</td>
<td>25%</td>
</tr>
<tr>
<td>Essays/Writing</td>
<td>40%</td>
</tr>
<tr>
<td>Projects, participation/Class work/Homework</td>
<td>25%</td>
</tr>
</tbody>
</table>

- **Include minimal attainment for student to pass course**

90-100 A
80-89 B
70-79 C
60-69 D
Below 60 F
<table>
<thead>
<tr>
<th>First Three Weeks</th>
<th>Second Three Weeks</th>
<th>Third Three Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Author's Purpose</strong></td>
<td><strong>Argument and Persuasion</strong></td>
</tr>
<tr>
<td>Unit 4</td>
<td>Unit 5</td>
<td>Unit 6</td>
</tr>
<tr>
<td><strong>CA Content Standards</strong></td>
<td><strong>CA Content Standards</strong></td>
<td><strong>CA Content Standards</strong></td>
</tr>
<tr>
<td>R1.1, 3.2, 3.3, 3.5, 3.7, 3.8</td>
<td>R1.1, 2.4, 2.5, 3.2, 3.6, 3.7, 3.11</td>
<td>R1.1, 1.2, 2.8</td>
</tr>
<tr>
<td>W1.2, 1.9, 2.2</td>
<td>W1.2, 2.2</td>
<td>W1.2, 1.5, 1.9, 2.2, 2.3, 2.4</td>
</tr>
<tr>
<td>LC1.2</td>
<td>LC1.1</td>
<td>LS 1.5, 1.12, 1.13</td>
</tr>
<tr>
<td><strong>Common Core Standards</strong></td>
<td><strong>Common Core Standards</strong></td>
<td><strong>Common Core Standards</strong></td>
</tr>
<tr>
<td><strong>Reading Standards For Literature</strong></td>
<td><strong>Reading Standards For Informational Texts</strong></td>
<td><strong>Reading Standards For Literature N/A</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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).</td>
</tr>
<tr>
<td><strong>Writing Standards</strong></td>
<td><strong>Speaking and Listening Standards</strong></td>
<td><strong>Writing Standards</strong></td>
</tr>
<tr>
<td>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.)</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>Language Standards</td>
<td>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>Apply grades 9–10 Reading standards to literary nonfiction (e.g., &quot;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&quot;).</td>
</tr>
<tr>
<td><strong>Speaking and Listening Standards</strong></td>
<td><strong>Language Standards</strong></td>
<td><strong>Speaking and Listening Standards</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| **Language Standards** | **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.**
### Fourth Three Weeks
**Poetry**  
**Unit 7**

**CA Content Standards**  
R2.5, 3.7  
W1.2, 2.2

**Common Core Standards**  
*Reading Standards For Literature*  
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).

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.

*Reading Standards for Informational Texts*  
N/A

**Writing Standards**  
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.)

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.

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.

**Speaking and Listening Standards**  
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.

**Language Standards**  
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

---

### Fifth Three Weeks
**Author's Style/ Voice**  
**Unit 8**

**CA Content Standards**  
R1.1, 3.7, 3.9, 3.11  
W1.1, 1.2, 1.5, 2.2  
LC1.1

**Common Core Standards**  
*Reading Standards For Literature*  
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).

*Reading Standards for Informational Texts*  
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.

**Writing Standards**  
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.)

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.

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.

**Speaking and Listening Standards**  
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.

**Language Standards**  
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

---

### Sixth Three Weeks
**History, Culture & the Author**  
**Unit 9**

**CA Content Standards**  
R1.1, 2.5, 3.12  
W2.2, 2.4  
LC1.1, 1.2

**Common Core Standards**  
*Reading Standards For Informational Texts*  
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.

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).

**Reading Standards For Informational Texts**  
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.

**Writing Standards**  
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.)

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.

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.

**Speaking and Listening Standards**  
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.

**Language Standards**  
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.
### Seventh Three Weeks
#### Research
#### Unit 12

**CA Content Standards**
- R1.3, 2.2, 2.3, 2.4, 2.5
- W1.6, 1.7, 1.8, 1.9, 2.3
- LC1.4

**Common Core Standards**

- **Reading Standards For Informational Texts**
  - N/A
- **Writing Standards**
  - N/A
- **Speaking and Listening Standards**
  - N/A

**Language Standards**
- L9.10.4. 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.

### Eighth Three Weeks
#### Research
#### Unit 12

**CA Content Standards**
- R1.3, 2.2, 2.3, 2.4, 2.5
- W1.6, 1.7, 1.8, 1.9, 2.3
- LC1.4

**Common Core Standards**

- **Reading Standards For Informational Texts**
  - N/A
- **Writing Standards**
  - W9.1–10.7. 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.
- **Speaking and Listening Standards**
  - N/A

**Language Standards**
- L9.10.4. 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.

### Ninth Three Weeks
#### CAHSEE Prep

**CA Content Standards**
- W2.1, 2.2, 2.3, 2.4, 2.5, 2.6

**Common Core Standards**

- **Reading Standards For Informational Texts**
  - N/A
- **Writing Standards**
  - W9.10-10. 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**
  - N/A

**Language Standards**
- L9.10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L9.10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Spell correctly.
<table>
<thead>
<tr>
<th>Tenth Three Weeks Pre-AP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CA Content Standards</strong></td>
</tr>
<tr>
<td>R2.4 3.7, 3.8, 3.9, 3.10, 3.11, 3.12</td>
</tr>
<tr>
<td>SA 2.4</td>
</tr>
<tr>
<td><strong>Common Core Standards</strong></td>
</tr>
<tr>
<td>Reading Standards For Literature</td>
</tr>
<tr>
<td>10. 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.</td>
</tr>
<tr>
<td>Reading Standards for Informational Texts</td>
</tr>
<tr>
<td>10. 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.</td>
</tr>
<tr>
<td>Writing Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Speaking and Listening Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Language Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eleventh Three Weeks Pre-AP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CA Content Standards</strong></td>
</tr>
<tr>
<td>R2.4 3.7, 3.8, 3.9, 3.10, 3.11, 3.12</td>
</tr>
<tr>
<td>SA 2.4</td>
</tr>
<tr>
<td><strong>Common Core Standards</strong></td>
</tr>
<tr>
<td>Reading Standards For Literature</td>
</tr>
<tr>
<td>10. 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.</td>
</tr>
<tr>
<td>Reading Standards for Informational Texts</td>
</tr>
<tr>
<td>10. 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.</td>
</tr>
<tr>
<td>Writing Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Speaking and Listening Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Language Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Twelfth Three Weeks Pre-AP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CA Content Standards</strong></td>
</tr>
<tr>
<td>R2.4 3.7, 3.8, 3.9, 3.10, 3.11, 3.12</td>
</tr>
<tr>
<td>SA 2.4</td>
</tr>
<tr>
<td><strong>Common Core Standards</strong></td>
</tr>
<tr>
<td>Reading Standards For Literature</td>
</tr>
<tr>
<td>10. 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.</td>
</tr>
<tr>
<td>Reading Standards for Informational Texts</td>
</tr>
<tr>
<td>10. 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.</td>
</tr>
<tr>
<td>Writing Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Speaking and Listening Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Language Standards</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Pre-AP Suggested Strategies/ Activities

Reading:
- SOAPSTone
- DIDLS
- TPCASTT
- SayMeanMatter
- Text Annotation
- Focus on Non-fiction texts

Writing:
- AP Released Prompts (Language & Literature)
- Free Response
- Analysis
- Synthesis
- Rhetorical Analysis (with a focus on non-fictional texts)
- Argument/ Editorial essays
- Timed Writes (mock AP 40 minutes essays)

Discussion:
- Harkness
- Socratic Seminar
- Philosophical Chairs
- 4-Corners

Literary Devices:
- Tropes
- Schemes
- Grade 9/10 Accelerated/ AP Vertical Teams decide on grade level terms list by site