

El Monte Union High School District

Course Outline

April 2011

High School District-Wide

Title English 2 P Accelerated

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

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

Department/Cluster Approval

Date

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*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:

Night, To Kill A Mockingbird, Julius Caesar, Antigone, A Tale of Two Cities, The Chosen, A Stillness At Appomattox, Pygmalion, Dr. Faustus, A Christmas Carol, Farewell to Manzanar, The Old Man and The Sea, Cry The Beloved Country, Heart of Darkness, Animal Farm, One Hundred Years of Solitude, Frankenstein, A Raisin in The Sun, Bless Me Ultima, The Stranger, Siddhartha, All Quiet On the Western Front, The Good Earth, The Metamorphosis, Othello, Fahrenheit 451, and Lord of The Flies.

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**

TASK	PERCENT
Semester District-wide CFBAAs (two required)	10%
Assessments (Tests, Quizzes, Final, other...)*	25%
Essays/Writing	40%
Projects, participation/Class work/Homework	25%

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

90-100 A
80-89 B
70-79 C
60-69 D
Below 60 F

<p>First Three Weeks Theme Unit 4</p>	<p>Second Three Weeks Author's Purpose Unit 5</p>	<p>Third Three Weeks Argument and Persuasion Unit 6</p>
<p><u>CA Content Standards</u> R1.1, 3.2, 3.3, 3.5, 3.7, 3.8 W1.2, 1.9, 2.2 LC1.2</p>	<p><u>CA Content Standards</u> R1.1, 2.4, 2.5, 3.2, 3.6, 3.7, 3.11 W1.2, 2.2 LC1.1</p>	<p><u>CA Content Standards</u> R1.1, 1.2, 2.8 W1.2, 1.5, 1.9, 2.2, 2.3, 2.4 LS 1.5, 1.12, 1.13 SA 2.5</p>
<p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p>	<p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p>	<p><u>Common Core Standards</u> <i>Reading Standards For Literature N/A</i></p>
<p>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>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>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).</p>
<p><i>Reading Standards for Informational Texts</i></p>	<p><i>Reading Standards for Informational Texts</i></p>	<p><i>Reading Standards for Informational Texts</i></p>
<p>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).</p>	<p>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>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><i>Writing Standards</i></p>	<p><i>Writing Standards</i></p>	<p><i>Writing Standards</i></p>
<p>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.)</p>	<p>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>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.</p>
<p>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.</p>	<p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p>
<p>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.</p>	<p>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").</p>	<p>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").</p>
<p><i>Speaking and Listening Standards</i></p>	<p><i>Speaking and Listening Standards</i></p>	<p><i>Speaking and Listening Standards</i></p>
<p>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>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>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><i>Language Standards</i></p>	<p><i>Language Standards</i></p>	<p><i>Language Standards</i></p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>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.</p>	<p>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>

Fourth Three Weeks Poetry Unit 7	Fifth Three Weeks Author’s Style/ Voice Unit 8	Sixth Three Weeks History, Culture & the Author Unit 9
<p><u>CA Content Standards</u> R2.5, 3.7 W1.2, 2.2</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p> <p>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>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><i>Reading Standards for Informational Texts</i> N/A</p> <p><i>Writing Standards</i></p> <p>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.)</p> <p>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.</p> <p>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.</p> <p><i>Speaking and Listening Standards</i></p> <p>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><i>Language Standards</i></p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>CA Content Standards</u> R1.1, 3.7, 3.9, 3.11 W1.1, 1.2, 1.5, 2.2 LC1.1</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p> <p>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><i>Reading Standards for Informational Texts</i></p> <p>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><i>Writing Standards</i></p> <p>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.)</p> <p>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.</p> <p>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.</p> <p><i>Speaking and Listening Standards</i></p> <p>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><i>Language Standards</i></p> <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><u>CA Content Standards</u> R1.1, 2.5, 3.12 W2.2, 2.4 LC1.1, 1.2</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p> <p>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.</p> <p>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).</p> <p><i>Reading Standards for Informational Texts</i></p> <p>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.</p> <p><i>Writing Standards</i></p> <p>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.)</p> <p>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.</p> <p>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.</p> <p><i>Speaking and Listening Standards</i></p> <p>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><i>Language Standards</i></p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies</p>

Seventh Three Weeks Research Unit 12	Eighth Three Weeks Research Unit 12	Ninth Three Weeks CAHSEE Prep
<p><u>CA Content Standards</u> R1.3, 2.2, 2.3, 2.4, 2.5 W1.6, 1.7, 1.8, 1.9, 2.3 LC1.4</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature N/A</i></p>	<p><u>CA Content Standards</u> R1.3, 2.2, 2.3, 2.4, 2.5 W1.6, 1.7, 1.8, 1.9, 2.3 LC1.4</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature N/A</i></p>	<p><u>CA Content Standards</u> Standards Review- Focus on Released CAHSEE questions and essay prompts W2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p>
<p><i>Reading Standards for Informational Texts</i></p>	<p><i>Reading Standards for Informational Texts</i></p>	<p>Review all CA standards</p>
<p>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>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><i>Reading Standards for Informational Texts</i></p>
<p>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>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>Review all CA standards</p>
<p>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.</p>	<p>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.</p>	<p><i>Writing Standards</i></p>
<p><i>Writing Standards</i></p>	<p><i>Writing Standards</i></p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p><i>Speaking and Listening Standards</i></p>
<p>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.</p>	<p>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.</p>	<p>N/A</p>
<p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research</p>	<p><i>Language Standards</i></p>
<p><i>Speaking and Listening Standards</i></p>	<p><i>Speaking and Listening Standards</i></p>	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>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.</p>	<p>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.</p>	<p>Use parallel structure.*</p>
<p>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.</p>	<p>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.</p>	<p>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><i>Language Standards</i></p>	<p><i>Language Standards</i></p>	<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>
		<p>Use a colon to introduce a list or quotation.</p>
		<p>Spell correctly.</p>

Tenth Three Weeks Pre-AP	Eleventh Three Weeks Pre-AP	Twelfth Three Weeks Pre-AP
<p><u>CA Content Standards</u> R2.4 3.7, 3.8, 3.9, 3.10, 3.11, 3.12 SA 2.4</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p> <p>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.</p> <p><i>Reading Standards for Informational Texts</i></p> <p>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.</p> <p><i>Writing Standards</i></p> <p>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.</p> <p><i>Speaking and Listening Standards</i></p> <p>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.</p> <p><i>Language Standards</i></p> <p>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>	<p><u>CA Content Standards</u> R2.4 3.7, 3.8, 3.9, 3.10, 3.11, 3.12 SA 2.4</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p> <p>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.</p> <p><i>Reading Standards for Informational Texts</i></p> <p>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.</p> <p><i>Writing Standards</i></p> <p>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.</p> <p><i>Speaking and Listening Standards</i></p> <p>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.</p> <p><i>Language Standards</i></p> <p>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>	<p><u>CA Content Standards</u> R2.4 3.7, 3.8, 3.9, 3.10, 3.11, 3.12 SA 2.4</p> <p><u>Common Core Standards</u> <i>Reading Standards For Literature</i></p> <p>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.</p> <p><i>Reading Standards for Informational Texts</i></p> <p>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.</p> <p><i>Writing Standards</i></p> <p>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.</p> <p><i>Speaking and Listening Standards</i></p> <p>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.</p> <p><i>Language Standards</i></p> <p>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>

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