

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: English Language Development 2 (#0107L2)

TABLE OF CONTENTS

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
I.A.1 I.A.2 I.A.4 I.B.5 I.B.6a I.B.6c I.C.9 I.C.10a I.C.10b I.C.12b II.B.3 II.B.4	Think Again	6-8
I.A.1 I.A.2 I.A.3 I.A.4 I.B.5 I.B.6a I.B.7 I.C.9 I.C.10a I.C.10b I.C. 11a II.A.1 II.A.2a II.A.2b II.B.3 II.B.4	Family Matters	9-11
I.A.1 I.A.2 I.A.3 I.A.4 I.B.5 I.B.6a I.B.6b I.B.6c I.B.7 I.B.8 I.C.9	True Self	12-14

I.C.10a
I.C.10b
I.C.11a
I.C.11b
I.C.12a
I.C.12b
II.A.1
II.A.2a
II.A.2b
II.B.3
II.B.4

Give & Take

15-17

I.A.1
I.A.2
I.B.5
I.B.6a
I.B.7
I.B.8
I.C.9
I.C.10a
I.C.10b
I.C.11b
I.C.12a
I.C.12b
II.A.1
II.A.2a
II.A.2b
II.B.5

Fair Play

18-20

I.A.1
I.A.2
I.A.3
I.A.4
I.B.5
I.B.6a
I.B.6b
I.B.6c
I.B.7
I.B.8
I.C.9
I.C.10a
I.C.10b
I.C.11a
I.C.11b
I.C.12a
I.C.12b
II.A.1
II.A.2a
II.A.2b
II.B.5

Coming of Age

21-23

I.A.1
I.A.2
I.A.3
I.A.4
I.B.5
I.B.6a
I.B.6b

I.B.6c
I.B.7
I.B.8
I.C.9
I.C.10a
I.C.10b
1.C.11a
I.C.11b
I.C.12a
I.C.12b
II.A.1
II.A.2a
II.A.2b
II.C.6
II.C.7

Making Impressions

24-26

I.A.1
I.A.2
I.A.4
I.B.6b
I.B.8
I.C.9
I.C.10a
I.C.10b
I.C.11a
I.C.12b
II.B.3
II.B.4
II.B.5
II.C.6
II.C.7

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 2**

Course Number: **(#0107L2)**

Unit Title: **Think Again**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

California Department of Education--English Language Development Standards for Grades 9–10

ELD 2 will work toward on the standards listed in the "Expanding Learner" category on the English Language Development Level Continuum.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. .

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 6c: Use knowledge of morphology (e.g. Greek and Latin Roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using a growing understanding of register.

Strand 10a: Write longer literary and informational texts (e.g. an argument about free speech) collaboratively and independently.

Strand 10b: Write increasingly concise summaries summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 12b: Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).

Part II: Learning How English Works

B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create a variety of texts that explain, describe and summarize concrete and abstract thoughts and ideas.

Strand 4: Expand noun phrases in a growing number of ways to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Influences How You Act?

Students will read a variety of texts including short stories, magazine articles, a folk tale, and a memoir. Students will learn key terminology including plot, setting, and character. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn strategies for clarifying ideas and unfamiliar vocabulary. Students will write, publish, and present a children's book, as well as write a response to literature, a narrative paragraph, and a comparison essay. Students will take on the persona of one of the characters from their favorite story from the unit; each group will present their role-play to the class. Students will be able to write in complete sentences, make subjects and verbs agree, and fix sentence fragments.

Core Text: Unit 1, The Edge (Level A)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: Key terms (plot, setting, character), features of key texts in unit (short stories, magazine articles, folk tales, and memoirs), how to clarify while reading (ideas and vocabulary), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), structure and organization of different types of writing done in unit (children's book, response to literature, narrative, and comparison), how to role-play, complete sentences vs. sentence fragments, making subjects and verbs agree in a sentence.

Independent Practice

Model reading strategies

Role-Play

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 2**

Course Number: **(#0107L2)**

Unit Title: **Family Matters**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. .

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing evidence to support claims or connecting points in an argument) or create other specific effects, with moderate support.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using a growing understanding of register.

Strand 10a: Write longer literary and informational texts (e.g. an argument about free speech) collaboratively and independently.

Strand 10b: Write increasingly concise summaries summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 11a: Justify opinions by making connections between ideas and articulating relevant textual evidence or background knowledge.

Part II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.

Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using nominalizations to refer back to an action or activity described earlier) to comprehending and writing cohesive texts for specific purposes and audience.

Strand 2b: Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g. using connecting/transition words and phrases such as meanwhile, however, on the other hand) to write increasingly cohesive texts for specific purposes and audiences.

B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create a variety of texts that explain, describe and summarize concrete and abstract thoughts and ideas.

Strand 4: Expand noun phrases in a growing number of ways to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: How Do Families Affect Us?

Students will read a variety of texts including science articles, a research report, an anecdote, a memoir, and news commentary. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn how to ask questions while reading, how to analyze an author's purpose and viewpoint, and how to use context clues. Students will write a response to literature, an expository paragraph, and a biographical sketch. Students will plan and conduct an interview with someone who has influenced them. Students will create a short (three minute) documentary about a family and present their documentary to the class at the end of the unit. Students will be able to use subject pronouns, action verbs in the present tense, and verbs to talk about the present tense.

Core Text: Unit 2, The Edge (Level A)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: key features of texts featured in unit (science articles, research report, anecdote, memoir, news commentary), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), how to ask questions, how to analyze an author's purpose and viewpoint, how to use context clues, how to write an organize a response to literature, expository paragraph, and a biographical sketch, how to plan and conduct an interview, subject pronouns, present tense verbs, action verbs.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 2**

Course Number: **(#0107L2)**

Unit Title: **True Self**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. .

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia, using familiar verbs.

Strand 6c: Use knowledge of morphology (e.g. Greek and Latin Roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing evidence to support claims or connecting points in an argument) or create other specific effects, with moderate support.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. using figurative language or words with multiple meanings to describe an event or character) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using a growing understanding of register.

Strand 10a: Write longer literary and informational texts (e.g. an argument about free speech) collaboratively and

independently.

Strand 10b: Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 11a: Justify opinions by making connections between ideas and articulating relevant textual evidence or background knowledge.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. possibly/likely, could/would)

Strand 12a: Use an increasing variety of grade-appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., chromosome, federalism) academic words accurately and appropriately when producing increasingly complex written and spoken texts.

Strand 12b: Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).

Part II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.

Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using nominalizations to refer back to an action or activity described earlier) to comprehending and writing cohesive texts for specific purposes and audience.

Strand 2b: Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g. using connecting/transition words and phrases such as meanwhile, however, on the other hand) to write increasingly cohesive texts for specific purposes and audiences.

B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create a variety of texts that explain, describe and summarize concrete and abstract thoughts and ideas.

Strand 4: Expand noun phrases in a growing number of ways to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: Do We Find or Create Our True Selves?

Students will read a variety of texts including short stories, an informative article, poetry, and an essay. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn how to analyze an author's point of view and make inferences. Students will create a project that answers the unit's essential question, then present their project in a classroom gallery walk. Students will write a response to literature, a compare/contrast piece, and a short story about an everyday conflict. Students will practice retelling a story and learn how to write an email requesting information from a company. Students will learn Latin and Greek roots. Students will be able to use and identify verb tenses and subject and object pronouns.

Core Text: Unit 3, The Edge (Level A)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: key features of texts featured in unit (short stories, informative articles, poetry, essays), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), analyzing point of view and making inferences, gallery walk project, organization and format of different types of writing (response to literature, compare/contrast, short story), techniques for retelling a story, how to write a formal email requesting information from a company, Greek and Latin roots, verb tenses, subject and object pronouns.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 2**

Course Number: **(#0107L2)**

Unit Title: **Give & Take**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. .

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing evidence to support claims or connecting points in an argument) or create other specific effects, with moderate support.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. using figurative language or words with multiple meanings to describe an event or character) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using a growing understanding of register.

Strand 10a: Write longer literary and informational texts (e.g. an argument about free speech) collaboratively and independently.

Strand 10b: Write increasingly concise summaries summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. possibly/likely, could/would)

Strand 12a: Use an increasing variety of grade-appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., chromosome, federalism) academic words accurately and appropriate when producing increasingly complex written and spoken texts.

Strand 12b: Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).

Part II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.

Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using nominalizations to refer back to an action or activity described earlier) to comprehending and writing cohesive texts for specific purposes and audience.

Strand 2b: Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g. using connecting/transition words and phrases such as meanwhile, however, on the other hand) to write increasingly cohesive texts for specific purposes and audiences.

B. Expanding & Enriching Ideas--

Strand 5: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details about familiar or new processes or activities.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: How Much Should People Help Each Other?

Students will read a variety of texts including informational texts, essays, an autobiography, song lyrics, a memoir, a eulogy, and poetry. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn to analyze the development of ideas and analyzing text structure (chronology). Students will learn to identify similes and metaphors. Students will create a multimedia presentation about the unit's essential question to share with the class. Students will write a response to literature, an idea paragraph, a personal essay, and an argument. Students will plan, create, and deliver an oral report that informs their peers about an organization that helps people. Students will learn how to show possession, use prepositions correctly, and use the correct pronoun.

Core Text: Unit 4, The Edge (Level A)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: features of various types of texts (informational, essays, autobiographical, song lyrics, memoir, eulogy, poetry), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), analyzing development of ideas and analyzing text structure, similes, metaphors, how to create a multimedia presentation, how to organize and write various pieces of writing (response to literature, idea paragraph, personal essay, argument), how to plan, create, and deliver an oral report, how to show possession, use prepositions correctly, use the correct pronoun.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 2**

Course Number: **(#0107L2)**

Unit Title: **Fair Play**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. .

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia, using familiar verbs.

Strand 6c: Use knowledge of morphology (e.g. Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing evidence to support claims or connecting points in an argument) or create other specific effects, with moderate support.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. using figurative language or words with multiple meanings to describe an event or character) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using a growing understanding of register.

Strand 10a: Write longer literary and informational texts (e.g. an argument about free speech) collaboratively and

independently.

Strand 10b: Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 11a: Justify opinions by making connections between ideas and articulating relevant textual evidence or background knowledge.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. possibly/likely, could/would)

Strand 12a: Use an increasing variety of grade-appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., chromosome, federalism) academic words accurately and appropriate when producing increasingly complex written and spoken texts.

Strand 12b: Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).

Part II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.

Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using nominalizations to refer back to an action or activity described earlier) to comprehending and writing cohesive texts for specific purposes and audience.

Strand 2b: Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g. using connecting/transition words and phrases such as meanwhile, however, on the other hand) to write increasingly cohesive texts for specific purposes and audiences.

B. Expanding & Enriching Ideas--

Strand 5: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details about familiar or new processes or activities.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: Do People Get What They Deserve?

Students will read a variety of texts including short stories, personal narratives, magazine articles, and a speech. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn to analyze theme and the development of ideas. Students will learn to identify the three types of irony and explain why an author might use irony in a story. Students will create a comic book or graphic novel to present to the class. Students will participate in a panel discussion to answer the unit's essential question. Students will write a response to literature, an expressive paragraph, and a character sketch. Students will learn to use adjectives correctly, use adjectives to elaborate, and use adverbs correctly.

Core Text: Unit 5, The Edge (Level A)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: features and organization of various texts in unit (short stories, personal narratives, magazine articles, speeches), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), analyzing theme and the development of ideas, the three types of irony, how to plan/structure a comic book or graphic novel, how to conduct/participate in a panel discussion, how to plan, organize, and create various types of writing in the unit (response to literature, expressive paragraph, character sketch), how to use adjectives correctly, using adjectives to elaborate, using adverbs correctly.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 2**

Course Number: **(#0107L2)**

Unit Title: **Coming of Age**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. .

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 3: Negotiate with or persuade others in conversations (e.g. ask for clarification or repetition) using learned phrases.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 5: Demonstrate comprehension of oral presentation and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

Strand 6a: Explain ideas, phenomena, processes, and text relationships (e.g. compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various formats, using phrases, short sentences, and a select set of general academic and domain-specific words.

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia, using familiar verbs.

Strand 6c: Use knowledge of morphology (e.g. Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

Strand 7: Explain how successfully writers and speakers structure texts and use language (e.g. specific word or phrasing choices) to persuade the reader (e.g. by providing evidence to support claims or connecting points in an argument) or create other specific effects, with moderate support.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. using figurative language or words with multiple meanings to describe an event or character) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using a growing understanding of register.

Strand 10a: Write longer literary and informational texts (e.g. an argument about free speech) collaboratively and

independently.

Strand 10b: Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 11a: Justify opinions by making connections between ideas and articulating relevant textual evidence or background knowledge.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. possibly/likely, could/would)

Strand 12a: Use an increasing variety of grade-appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., chromosome, federalism) academic words accurately and appropriate when producing increasingly complex written and spoken texts.

Strand 12b: Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).

Part II: Learning How English Works

A. Structuring Cohesive Texts—

Strand 1: Apply analysis of the organizational structure of different text types (e.g. how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.

Strand 2a: Apply knowledge of familiar language resources for referring to make texts more cohesive (e.g. using nominalizations to refer back to an action or activity described earlier) to comprehending and writing cohesive texts for specific purposes and audience.

Strand 2b: Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g. using connecting/transition words and phrases such as meanwhile, however, on the other hand) to write increasingly cohesive texts for specific purposes and audiences.

C. Connecting and Condensing Ideas

Strand 6: Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas..

Strand 7: Condense ideas in a growing number of ways to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the changing climate eventually disappeared.).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Rights and Responsibilities Should Teens Have?

Students will read a variety of texts including an argument, expository nonfiction, a magazine opinion piece, commentary, an essay, an interview, and functional workplace documents. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn how to analyze an author's viewpoint, argument, and evidence. Students will learn to how to analyze text structure and differentiate between main ideas and supporting details. Students will learn to evaluate evidence for credibility and determine an author's purpose. Students will create an ad campaign that answers the unit's essential question. Students will plan, write, and deliver a persuasive speech about an issue that they feel strongly about. Students will write a response to literature, a letter to the editor, and an expository essay. Students will be able to differentiate multiple-meaning words using context clues. Students will learn to identify and use analogies. Students will learn to use indefinite pronouns, create compound sentences, and write varied sentence structures.

Core Text: Unit 6, The Edge (Level A)

Supplemental Texts: Novels provided by the publisher and/or pieces chosen by the teacher

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text structure and organization of texts found in unit (argument, expository nonfiction, magazine opinion piece, commentary, essays, interviews, functional workplace documents), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance, analyzing author's viewpoint, argument, and evidence, main ideas vs. supporting details, credibility of evidence, how to create/structure an ad campaign, how to plan, write, and deliver a persuasive speech, how to plan, organize, and write various types of pieces (response to literature, letter to editor, expository essay), how to differentiate multiple meaning words, analogies, indefinite pronouns, creating compound sentences, varying sentence structure.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English Language Development 2**

Course Number: **(#0107L2)**

Unit Title: **Making Impressions**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Part I: Interacting in Meaningful Ways

A. Collaborative Mode--

Strand 1: Contribute to class, group, and partner discussions, sustaining conversational exchanges on a variety of grade-appropriate topics by asking and answering relevant, on topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. .

Strand 2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.

Strand 4: Adjust language choices according to the context (e.g. classroom, community), task, and audience (e.g. peers, teachers).

B. Interpretive Mode--

Strand 6b: Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia, using familiar verbs.

Strand 8: Explain how a writer's or speaker's choice of paraphrasing or specific words (e.g. using figurative language or words with multiple meanings to describe an event or character) produces nuances or different effects on the audience.

C. Productive Mode--

Strand 9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas using a growing understanding of register.

Strand 10a: Write longer literary and informational texts (e.g. an argument about free speech) collaboratively and independently.

Strand 10b: Write increasingly concise summaries summaries of texts and experiences using complete sentences and key words (e.g. from notes or graphic organizers).

Strand 11a: Justify opinions by making connections between ideas and articulating relevant textual evidence or background knowledge.

Strand 11b: Express attitude with opinions or temper statements with familiar modal expressions (e.g. possibly/likely, could/would)

Strand 12b: Use knowledge of morphology to appropriately select affixes in a growing number of ways to manipulate language (e.g., The cardiac muscle works continuously.).

Part II: Learning How English Works

B. Expanding & Enriching Ideas--

Strand 3: Use a variety of verbs in different tenses and aspects appropriate for the text type and discipline to create a variety of texts that explain, describe and summarize concrete and abstract thoughts and ideas.

Strand 4: Expand noun phrases in a growing number of ways to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics.

Strand 5: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details about familiar or new processes or activities.

C. Connecting and Condensing Ideas

Strand 6: Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas..

Strand 7: Condense ideas in a growing number of ways to create more precise and detailed simple, compound, and complex sentences (e.g., Species that could not adapt to the changing climate eventually disappeared.).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Essential Question: What Do You Do to Make an Impression?

Students will read a variety of texts including a play, poetry, and letters. Students will learn reading strategies such as planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance. Students will learn how to analyze the elements, style, and structure of poetry. Students will learn how to identify key terms in poetry analysis (simile, metaphor, alliteration, personification, symbol, idiom). Students will plan, create, and perform a skit that answers the unit's essential question. Students will participate in a classroom poetry slam. Students will learn the difference between denotation and connotation. Students will write a response to literature, a script, and theme analysis. Students will learn to write complex sentences.

Core Text: Unit 7, The Edge (Level A)

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Direct Instruction: text structure and organization of pieces found in unit (play, poetry, letters), reading strategies (planning and monitoring, visualizing, making inferences, asking questions, synthesizing, making connections, and determining importance), elements, style, and structure of poetry, literature terms (simile, metaphor, alliteration, personification, symbol, idiom), poetry slam, denotation vs. connotation, how to plan and write various pieces (response to literature, script, theme analysis), how to write complex and compound sentences.

Independent Practice

Model reading strategies

Review key literary terms

Collaborative group work

Vocabulary development

Activities that utilize technology

Student presentations

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students will be assessed throughout the unit on a daily basis through formative assessments which may include but are not limited to white board activities, partner activities, class discussions, verbal responses, teacher observation, dialogues, quizzes, daily warm-ups and in-class practice.

Students will be assessed at the end of the unit through summative assessments which may include but are not limited to: oral presentations, projects, formal writing assignments and written exams.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

One-on-one instruction

Web based programs (for additional clarification and re-teaching)

Graphic organizers

Audio/Visual support

Peer tutoring

Scaffolded lessons/assignments

Modified pacing