

El Monte Union High School District

Course Outline

High School _____ District _____

Title: English 2 P

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: English

Grade Level (s): 10

Semester _____ Year X

Standards: CCSS

This course meets graduation requirements:

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

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. hribing howStti

3. Describe how this course integrates the schools ESLRs (Expected School-wide 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 presenting in all classrooms a curriculum rich in a variety of multicultural literature that fosters self-esteem and cultural worth,
- b. by probing prior knowledge to connect existing knowledge with knowledge to be learned,
- c. by teaching concepts for which English Learners may not have a cultural reference, including historical and mythological references, obscure terms, and dialect,
- d. by defining abstract concepts in concrete terms, and using specific examples,
- e. by using graphic organizers and rubrics to set expectations and facilitate organization of thought,
- f. by using a variety of other visual aids during instruction, such as pictures, films, realia, and audio,
- g. by using strategies such as those presented in SIOP as well as AVID, Marzano, and STRP strategies to improve reading and thinking skills,
- h. by using strategies such as those presented in SIOP as well as AVID, Marzano, and STRP strategies to improve reading and thinking skills,
- i. by reading literature aloud, as necessary,
- j. by encouraging students to express themselves in a variety of modalities.

5. Describe the interdepartmental articulation process for this course:

This course provides the fundamentals of reading and writing skills used in all other classes.

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:

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B. Supplemental Materials and Resources:

McDougal Littell Grade 10 California Resource Manager
McDougal Littell Ca Common Core Standards Companion
McDougal Littell Common Core Exemplar Resource
Power Presentations
McDougal Little eEdition DVD-rom
Various novels

See curricular map attached

Student performance standards

See curricular map with CCSS details

Evaluation/Assessment/Rubrics (under review 2013)

Assessments (District Assessments, Tests, Quizzes, Final, other...)*	35
Essays/Writing	40
Projects, participation/Class work/Homework	25

District Mandated Assessments are **at least 10% of the Assessments category.

Include minimal attainment for student to pass course

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

Year-at-a-Glance

10th Grade Curricular Map with CCSS Details

Fall Semester

Reading Standards for Literature 6-12

- RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.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).
- RL.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.

Reading Standards for Informational Text 6-12

- RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.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.
- RI.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).
- RI.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).

Writing Standards 6-12

- W.3 Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points(s) of view, and introducing a narrator and /or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.

- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- W.1a-e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.

Language Standards 6-12

- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use parallel structure.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
- L.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.
- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
- L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.

Spring Semester

W.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.

Language Standards 6-12

- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- SL.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.
- SL.3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.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.
- SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)