

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE:	ENGLISH/LANGUAGE ARTS II, GRADE 10
COURSE NUMBER:	0060
DEPARTMENT:	English
LENGTH OF COURSE:	One year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	10
REQUIRED OR ELECTIVE:	Required
PREREQUISITES:	Ninth (9th) Grade English
BOARD OF EDUCATION ADOPTION:	March 2000

COURSE DESCRIPTION

~~English II is a required one-year sophomore class. This course continues the emphasis on the four language arts: reading, writing, speaking, and listening. Additional exposure to various types of literature and continued emphasis on developing written expression are stressed. Skills and concepts are taught in an integrated way to be mutually reinforcing. (This course is aligned with the MDUSD adopted Language Arts Content Standards.)~~

COURSE OVERVIEW

English II is a required one-year sophomore course designed to help students continue development in the language arts. This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way to be mutually reinforcing and to align with the state and district adopted standards. There is an emphasis on critical thinking, increasingly complex texts, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes canonical authors, as well as writers from diverse backgrounds.

~~1. MAJOR GOALS (CCSS for ELA/Literacy Standards)~~

~~1.1 To develop permanent habits of critical and appreciative reading~~

~~1.2 To develop the ability to listen critically and effectively~~

~~1.3 To speak clearly, fluently, and thoughtfully~~

~~1.4 To compose in an effective, well-organized fashion, free from gross errors in mechanics and structure~~

1.5 To understand how language works and how it develops

Students ready for college, careers, and civic life demonstrate the following capabilities as literate individuals. They

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand the perspectives of others.

COURSE OBJECTIVES (*ELA Framework*)

The five KEY THEMES of ELA/Literacy instruction are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA/Literacy Standards

- Meaning Making
 - Students engage in increasingly sophisticated levels of analysis and interpretation in their reading, listening, speaking, and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives, and points of view, themes and ideas, and interpretations as they read, write, speak, and listen.
- Language Development
 - Students come to understand and analyze how the structure and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks.
- Effective Expression
 - Students become increasingly effective at expressing themselves through different genres of writing using specific rhetorical devices to support assertions. They synthesize multiple sources in their writing and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions. Students develop and deliver increasingly sophisticated presentations on complex and varied topics. They use words, phrases, clauses, and varied syntax to link major sections of text.
- Content Knowledge
 - Literacy is an essential tool for learning in every content area and preparing for

postsecondary futures. Students wield appropriate literacy tools in all the disciplines they study. They engage with literary and informational text participating in cross disciplinary exploration and research projects. Wide reading supports their acquisition of knowledge in ELA and other disciplines. Participating in an organized independent reading program contributes to their knowledge.

- **Foundation Skills**

- Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

~~2. PERFORMANCE OBJECTIVES~~

READING

~~2.1 Word Analysis, Fluency, and Systematic Vocabulary Development~~

Vocabulary and Concept Development:

~~2.1.1 Distinguish between the denotative and connotative meaning of words and interpret the connotative power of words~~

~~2.1.1.1 Increase vocabulary encountered in reading through the following means:~~

- ~~using dictionary effectively~~
 - ~~using thesaurus for synonym and antonym selection~~
- ~~using context clues~~
 - ~~defining and using Greek and Latin prefixes, suffixes, and roots in decoding unfamiliar words~~
- ~~decoding common abbreviations~~

~~2.2 Reading Comprehension (Focus on Informational Materials)~~

Structural Features of Informational Materials:

~~2.2.1 Read and understand informational materials such as:~~

- ~~recipes~~
- ~~maps~~
- ~~job applications~~
- ~~library and reference materials~~
- ~~news media~~
- ~~personal and business letters~~
- ~~consumer information~~

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2.2 Generate questions and issues based on readings:

- research issues when appropriate
- synthesize the content from several sources dealing with a single issue
- paraphrase ideas
- infer implied ideas
- identify author's stance

Expository Critique:

2.2.3 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence • read critically from a variety of texts (such as editorials, professional journals, political speeches and essays, and primary source materials)

2.3 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text:

2.3.1 Recognize and use the appropriate literary terms associated with the literary forms of a short story, novel, drama, and poetry:

- protagonist / antagonist
- main character / minor character
- conflict / climax / resolution / denouement
- setting
- point of view
- theme
 - narrative techniques: reflection, flashback, and stream-of-consciousness
- major plot / minor plot
- act / scene / line
- dialogue / aside / soliloquy
- stanza / rhyme / rhythm
- symbolism
 - figurative language (simile, metaphor, alliteration, onomatopoeia, allusion, personification, irony, ambiguities, contradictions)

2.3.2 Explain how characterization, tone, plot, and credibility of a text are affected by:

- voice
- persona
- choice of narrator

2.3.3 Read a variety of works of literature based on personal choice

READING: LITERATURE

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS-ELA)

Content Standards

Suggested Practices

RL 9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- Write analytical paragraphs correctly, quoting text or citing examples from text
- Annotate in order to craft short responses
- Use quotations from the text to support interpretations of the text during discussions

RL 9–10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- Make claims (verbal or written) regarding the main or thematic idea of a text and provide quotations to support those claims during discussion or in written work.
- Articulate how the author's message is revealed in the text through class discussion, written work, artistic projects, or class presentations.
- Examples include thematic essays, art projects incorporating thematic interpretation.

RL. 9–10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

- Make claims (verbal or written) regarding the development of characters in a text and provide quotations and examples to support those claims during discussion
- Articulate what each character reveals about the theme in the text through class discussion, written work, artistic projects or dramatic presentations
- Examples include character study essays, dramatic readings

RL.9–10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the

- Close-read and annotate text to analyze how diction and imagery create tone and how connotative meanings and personal associations affect tone.

<p>language evokes a sense of time and place; how it sets a formal or informal tone</p>	<ul style="list-style-type: none"> ● Identify the tone of a piece and support with textual evidence, verbally or in writing ● Examples include highlighting important words and phrases, paraphrasing poetry.
<p>RL. 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<ul style="list-style-type: none"> ● Identify main events in a text and how they are related to one another ● Defend (verbally or in writing) why certain events are important and how the author controls the reader’s experience by manipulating the order of events ● Examples include plot mapping, flow charts, reordering or rewording scenes, or reevaluating text as plot unfolds.
<p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<ul style="list-style-type: none"> ● Identify perspectives and voices in world literature and relate them to differences in cultural experience through research of other culture(s) ● Examples include creating Venn Diagrams, participating in cultural immersion experiences in class, conducting research, and writing research papers
<p>RL.9–10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p>	<ul style="list-style-type: none"> ● Compare and contrast different pieces of art, music, dance, or other arts.

<p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<ul style="list-style-type: none"> ● Research original sources and explain (verbally or in writing) the effect of the author’s use of certain references or allusions.
<p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> ● Read texts of varying difficulty and complexity. (See “Course Materials” for lists of grade level readings).

Sample Unit Assignment: Poetry Recitation

Students will select a poem from a pre approved list to memorize and recite in front of an audience. Poems of greater length and complexity are worth more points than poems of lesser length and complexity. Throughout the unit, the student will work on memorizing and analyzing the poem they have selected. To successfully recite the poem, students must have a solid understanding of the poem's theme, tone, diction, poetic devices, meter, etc. At the end of the unit, students will recite their poem from memory to an audience, using appropriate oral recitation strategies.

READING: INFORMATIONAL TEXTS

Content Standards	Suggested Practices
RI.9–10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none">• Write analytical paragraphs correctly, quoting text or citing examples from text.• Annotate in order to craft short responses.• Use quotations from the text to support interpretations of the text during discussions.
RI.9–10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none">• Annotate a text by determining the main idea and supporting evidence throughout the text, commenting on its development• Examples include a rhetorical precis or summary of a text using annotations as a guide
RI.9–10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none">• Articulate how the author constructs an argument in a piece of writing.• Examples include close-reading, creating flow charts or graphic organizers, outlining, or paraphrasing. *Add rhetorical precis to this list
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).	<ul style="list-style-type: none">• Identify academic vocabulary within the text in order to state literal meaning, as well as, connotative/denotative meaning.• Examples include brainstorming common associations, close reading, writing paragraphs and excerpts. Also, vocabulary self-assessments pre-made by the teacher for a specific text or excerpt.
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by	<ul style="list-style-type: none">• Annotate text to identify elements that contribute to tone.

particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> ● Use graphic organizers to organize annotations and create a verbal or written response or visual representation
RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> ● Research historical context of a work ● Annotate text to identify literary devices such as repeated words or phrases, allusions, figurative language, or imagery.
RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	<ul style="list-style-type: none"> ● Compare and contrast two or more works of non-fiction. ● Use graphic organizers to organize information
RI.9-10.9 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	<ul style="list-style-type: none"> ● Close read in order to paraphrase and assess the validity of the main claims. ● Research claims made in text to determine its validity ● Use graphic organizers to write author claims/evidence and allow students to respond verbally or in writing
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> ● Complete a graphic organizer or flow chart showing understanding of key ideas from appropriately complex text.

Sample Unit Assignment

At the end of each chapter in the novel they are reading, students will write five sticky notes: summary, key ideas, key quotes, questions, and predictions. This activity will help students develop a practice of reading for comprehension, reflecting on the text, differentiating between summary and key ideas, asking thoughtful questions, and using textual evidence to make informed predictions. The close-reading skills established in this activity will spiral through subsequent units.

ASSESSMENT OPTIONS:

- Claim-based writing
- Summaries
- Response journals
- Tests and quizzes on reading
- Class discussions
- Socratic Seminars
- Student presentations
- Extension activities requiring research and real-world connections

WRITING

Writing Strategies:

~~2.4 Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument~~

Organization and Focus:

~~Review and reinforce from 9th grade course of study the following:~~

~~2.4.1 Establish a controlling impression or coherent thesis:~~

- ~~• convey a clear and distinctive perspective on the subject~~
- ~~• maintain a consistent tone and focus~~

~~2.4.2 Use precise language:~~

- ~~• action verbs~~

~~C:\Documents and Settings\sass_seniorsec1\My Documents\Courses of Study\High School Word\English II.doc Page 3 of~~

~~10~~

- ~~• sensory details~~

- ~~• appropriate modifiers~~

- ~~• active and passive voice~~

~~2.4.3 Recognize and use transitions effectively~~

~~2.4.4 Map and/or outline ideas to organize and sequence multi-paragraph compositions~~

Research and Technology:

~~2.4.5 Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources, which may include:~~

- ~~• library~~
- ~~• electronic media~~
- ~~• personal interview~~
- ~~• observation~~
- ~~• personal experience~~

~~2.4.6 Use appropriate conventions for documentation by adhering to those in style manuals when using:~~

- ~~• parenthetical citations within the body of the text~~
- ~~• footnotes or end-of-paper notes~~
- ~~• bibliographies/works cited~~

Evaluation and Revision:

2.4.7 Revise writing to improve:

- logic and coherence
- precision of word choice
- tone
- addressing intended audience appropriately
- purpose

2.5 Writing Applications (Genres and Their Characteristics)

2.5.1 Write expository compositions, including analytical essays and research reports which:

- create a clear and focused thesis
- draw from primary and secondary sources
- evaluate data critically
- use technology to process and enhance writing
- anticipate and address reader's potential misunderstandings, biases, and expectations

2.5.2 Write persuasive compositions which:

- structure ideas and arguments in a sustained and logical fashion
- support arguments by use of specific rhetorical devices, including (appeal to reason, appeal to ethical belief, appeal to emotion, personal anecdotes, analogies)
- clarify and defend positions with precise and relevant evidence, including (facts, expert opinions, quotations, commonly accepted beliefs)
- address reader's concerns, counterclaims, biases, and expectations

2.5.3 Write business letters which:

- provide clear and purposeful information
- address the intended audience appropriately
- use appropriate vocabulary, tone, and style
- emphasize central ideas
- follow conventional format

2.5.4 Expand personal writing experiences through:

- journals
- logs
- reflections
- diaries

WRITING

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be

college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within an argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. (CCSS-ELA)

Content Standards

1. 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 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 reasons, between reasons and evidence, and 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.

Suggested Practices

- Write an analytical essay making a claim about the meaning of the text, supported with textual evidence within the form of an introduction, body paragraphs, and a conclusion.
- Write synthesis essays focusing on a variety of texts, summarizing and analyzing them, and creating a claim that is supported by evidence.
- Write a unified piece that includes a claim, evidence (usually quotations), and a conclusion. In multi-paragraph writing, employ transitions (usually transitional topic sentences).
- Write a position paper, stating a position on a controversial or arguable topic, support with evidence, and conclude.

Sample Unit Assignment

Assignment Summary: Argumentative Speech

Throughout this unit, students will be writing an argumentative speech. Instruction will begin with lessons about “steak and oatmeal” hooks. Students identify fallacies in common advertisements and learn why excellent arguments rely on logic and evidence to persuade. Later, students learn how acknowledging the other side can be an effective persuasive tool and practice identifying counter arguments. Using a research organizer, students conduct online research to locate evidence to support their claims. Students then outline, draft, revise, and orally present their speech to an audience.

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.

a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- Write an analytical essay making a claim about the meaning of the text, supported with textual evidence within the form of an introduction, body paragraphs, and a conclusion.
- Write synthesis essays focusing on a variety of texts, summarizing and analyzing them, and creating a claim that is supported by evidence.
- Write a unified piece that includes a claim, evidence (usually quotations), and a conclusion. In multi-paragraph writing, employ transitions (usually transitional topic sentences).
- Write a position paper, stating a position on a controversial or arguable topic, support with evidence, and conclude.

Sample Unit Assignment:

Assignment Summary: Informative Multimedia Presentation

Students will develop a five to ten minute multimedia presentation that addresses the question, "What does it mean to be free?" As part of their body of evidence, students will incorporate at least two current events that demonstrate a lack of freedom. Students will choose various digital media to enhance the presentation. As they deliver their presentation, they will utilize public speaking techniques.

3. Write narratives 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 point(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.

- Write a reflective piece focused on an experience in life using descriptive writing ("show not tell"), and vivid imagery, to observe and reflect on the importance of experience.
- Write a piece re-telling a story from diverse narrative perspectives or new points of view.

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.)

- Determine the audience(s) of a piece of writing and produce an editorial, website, blog, encyclopedia entry, or other non-fiction or argumentative text, geared towards the audience(s).

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.

- Use graphic organizers, outlines, multiple drafts, and peer editing.

<p>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>	<ul style="list-style-type: none"> ● Share documents using online depositories or Cloud services (e.g., Google Drive). ● Collaborate on documents, projects, images, and videos to enhance presentations. ● Create an online editorial, website, blog, online encyclopedia entry, online book, or online course. This can include hyperlinking.
<p>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>	<ul style="list-style-type: none"> ● Develop a research question on a topic, find multiple sources, synthesize, and write about a subject in short or longer pieces. ● Create presentations on background or other topics in relation to other fiction or non-fiction texts, or history, in order to provide understanding of the context of a work or theme.
<p>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 including footnotes and endnotes.</p>	<ul style="list-style-type: none"> ● Use library, librarian, and other resources to search for and find relevant sources, and create a piece of writing that integrates those sources, using a properly formatted document and Works Cited page (e.g., MLA).
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<ul style="list-style-type: none"> ● Write a piece relating one text to another text, making an argument about how an allusion or source affects the other text.

<p>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>	<ul style="list-style-type: none"> • Write pieces of diverse lengths and for different purposes. Examples include journals, quick-writes, text in project slides, personal narratives, in-class essays, extended essays, term papers, and large research projects.
<p>Sample Unit Assignment</p> <p>Assignment Summary: Autobiographical Incident Essay</p> <p>Throughout this unit, students will be writing a narrative essay involving all stages of the writing process including brainstorming, outlining, drafting, revising, and publishing/presenting. To successfully write an engaging narrative, students must incorporate the five parts of plot (exposition, rising action, climax, falling action, and resolution). Students will learn how to incorporate dialogue and sensory details into their narrative. At the end of the unit, students will orally present their autobiographical incident essay to an audience using appropriate public speaking strategies.</p>	
<p>Assessment Options:</p> <ul style="list-style-type: none"> • Analytical / Literary essays • Argumentative / Persuasive essays • Positions papers • Compare / Contrast papers • Reflective essays • Synthesis essays • Narrative writing • Biographical writing • Editorials • Blogs • Short responses • Journal responses 	

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

2.6 Written and Oral English Language Conventions

Grammar and Mechanics of Writing:

2.6.1 Identify and correctly use main and subordinate clauses

2.6.2 Identify and correctly use phrases, such as:

- gerund
- infinitive
- participial
- prepositional
- adjectival
- adverbial

2.6.3 Identify and correctly use the following punctuation:

- semi-colons
- colons
- ellipses
- hyphens
- end punctuation for all types of sentences
- commas
- quotation marks
- apostrophes
- parenthesis

2.6.4 Demonstrate mastery of standard English:

- grammar
- vocabulary
- syntax
- diction
- capitalization
- spelling
- paragraph and sentence structure

2.6.5 Develop the habit of proofreading:

- subject / verb agreement
- pronoun/antecedent agreement
- verb tense shift
- run-ons / fragments
- modifier misuse
- spelling

2.6.6 Improve writing by use of computer programs for grammar, mechanics, and spelling

Manuscript Form:

2.6.7 Produce legible work (written, printed, word-processed) that uses correct:

- spelling
- punctuation
- capitalization

2.6.8 Reflect appropriate manuscript requirements:

- title page
- pagination
- spacing and margins
- integration of source and support materials with appropriate citations (in text citation, direct quotations, appropriate bibliographic/work cited structure)

2.6.9 Demonstrate editing and revision skills (with and without computer assistance)

LANGUAGE CONVENTIONS	
<p><i>To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words— words, for example, that have similar denotations but different connotations. The inclusion of Language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. (CCSS-ELA)</i></p>	
Content Standards	Suggested Practices
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>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.</p>	<ul style="list-style-type: none"> ● Use language appropriately
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<ul style="list-style-type: none"> ● Use accurate and appropriate capitalization, punctuation, and spelling.
<p>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</p>	<ul style="list-style-type: none"> ● Determine how a writer's choice of words affects meaning. ● Examples include writing and editing essays and short responses.

<p>listening.</p> <p>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.</p>	
<p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ● Identify context clues in order to discern meaning of words. ● Identify how and why words can have multiple meanings.
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> ● Annotate text to identify and interpret figurative language, figures of speech, and other literary devices.
<p>6. Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing,</p>	<ul style="list-style-type: none"> ● Evaluate multiple words or phrases to identify which is more appropriate for the context.

<p>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>	<ul style="list-style-type: none"> • Learn skills to acquire and use new vocabulary.
<p>Sample Unit Assignment</p> <p>Vocabulary, Sentence structure, and Grammar assignments</p> <p>Students will be taught word origin with vocabulary each week. Greek and Latin roots surround us on a daily basis. Words like "geography," "astronomy," and "biology" all are based in Latin. Giving students the building blocks of language can help them formulate a better and deeper understanding of their language. They will have a better grasp of complex vocabulary and will even be better foreign language learners.</p>	
<p>Assessment Options:</p> <ul style="list-style-type: none"> • Formal writing • Class discussion • Tests or Quizzes • Visual displays • Presentations • Annotated Essays 	

LISTENING AND SPEAKING

~~2.7 Listening and Speaking Strategies~~

~~Organization and Delivery of Oral Communication:~~

~~2.7.1 Develop a main idea and support it~~

~~2.7.2 Demonstrate organizational strategies appropriate to presentation 2.7.3~~

~~Use appropriate rules and standards of grammar, vocabulary, and syntax~~

~~2.7.4 Use passages, specific words, and phrases from a primary text to support class discussion~~

~~2.7.5 Recognize persuasive techniques such as slant, bias, and manipulative language that are found in literature and mass media~~

~~Analysis and Evaluation of Oral and Media Communication:~~

- ~~2.7.6 Identify various modes of discourse such as monologue, dialogue, and personal reflection and use them as models~~
- ~~2.7.7 Take discriminating notes from lecture, media presentations, or dictated material from teachers and other students~~
- ~~2.7.8 Respond to works of literature read aloud by peers and professionals with particular emphasis on poetry and drama~~
- ~~2.7.9 Identify points made by others in class discussion and respond to those points~~
- ~~2.7.10 Participate in class discussion, expressing individual points of view and supporting statements~~
- ~~2.7.11 Recognize emotion, nuances, and subtleties of meaning in oral presentations~~
- ~~2.7.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax~~

2.8 Speaking Applications

~~2.8.1 Deliver persuasive arguments which:~~

- ~~• structure ideas coherently~~
- ~~• support assertions through rhetorical devices~~
- ~~• use precise and relevant evidence~~
- ~~• anticipate and address listener's concerns~~

~~2.8.2 Deliver expository presentations~~

~~2.8.3 Create appropriate visual aids and use them to enhance oral presentations~~

~~2.8.4 Participate in interviews developing, using, and answering a variety of questions~~

~~2.8.5 Use vocabulary and technical terms accurately~~

~~2.8.6 Read aloud, expressing emotion, nuances, and subtleties of meaning~~

To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to changes.

Content Standards	Suggested Practices
<p>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>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> ● Read and annotate a variety of texts in order to determine the author's main idea, purpose, and style. ● Annotate in order to build claims and questions to initiate classroom discussion. ● Examples include informally pair sharing ideas in order to transition into formal whole-class discussions, and paraphrasing peers' comments in order to respond thoughtfully.

reasoning presented.	
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.	<ul style="list-style-type: none"> ● Identify and analyze different characteristics of sources to evaluate the credibility and accuracy of the information in the sources.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<ul style="list-style-type: none"> ● Evaluate narrative point of view in order to determine subjectivity versus objectivity. ● Close read passages in order to draw conclusions about point of view.
<p>4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA</p> <p>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.</p> <p>b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect.</p>	<ul style="list-style-type: none"> ● Present speeches, participate in Socratic Seminars, and deliver informal/formal presentations or recitations with appropriate delivery using effective public speaking techniques. ● Consider purpose, audience, and occasion when preparing for speaking assignments and opportunities. ●
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	<ul style="list-style-type: none"> ● Use electronic devices to enhance informal and formal presentations. For example, adding videos, images, or other multimedia to projects.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of	<ul style="list-style-type: none"> ● Participate in formal class discussions, Socratic

formal English when indicated or appropriate.	Seminars, speeches, and presentations.
<p>Sample Unit Assignment After choosing a ballot issue, students will create a persuasive media technology project in which they try to sway voter opinion. Students should research using different mediums (video and print) In this unit, students will focus on argument writing to examine and convey complex ideas and concepts. Students will then present to an audience in a 3-5 minute presentation.</p>	
<p>Assessment Options:</p> <ul style="list-style-type: none"> ● Speeches ● Socratic Seminar ● Fishbowl ● Pair-Share ● Small group discussion ● Formal presentation (individual, partner, or small group) ● Debate (formal/informal) ● Timed discussions 	

3. CONTENT OUTLINE

In general, courses are presented with either literature, vocabulary, grammar, usage and/or composition as the organizing factors. Typical units of study use as the title and the unifying element the following: a literary concept such as genre, theme, historical period, author or title with skill development areas such as grammar, usage, composition, or vocabulary. Representative units for English are as follows:

- 3.1 Diary, journal, or log
- 3.2 Drama
- 3.3 Grammar usage
- 3.4 Letter writing
- 3.5 Listening skill development
- 3.6 Media communications
- 3.7 Mythology
- 3.8 Nonfiction
- 3.9 Novel
- 3.10 Poetry
- 3.11 Prefixes, suffixes, and roots
- 3.12 Punctuation
- 3.13 Short story
- 3.14 Speech
- 3.15 Technology
- 3.16 Vocabulary development
- 3.17 Writing process

4. TIME ESTIMATES

~~4.1 Most literature units last from three to five weeks~~

~~4.2 Skill units may be intensive, lasting a week or two, or may be reviewed over a semester or a year~~

- Most units last from three to five weeks
- Units may be intensive, lasting a week or two, or may be taught periodically over a semester or a year

5. INSTRUCTIONAL MATERIALS

~~5.1 District-adopted texts~~

~~5.2 Supplementary materials~~

~~5.3 Multi-media technology and materials related to district curriculum~~

COURSE MATERIALS

Title	Publisher	Date
Language of Literature	McDougal Littell	2002
ELA/ELD Framework	California Department of Education	2016
ELA Content Standards/CCSS	California Department of Education	2000

- Supplemental Online Curriculum (eg; Apex)
- Teacher support resources can also be found in the [Educational Services Website](#).
- Master List of MDUSD High School Core and Extended Core List [HERE](#)- (Last revised 2/10/10)
 - **NOTE:** This list shall be revised and brought before the Board of Education for approval in the 2021-22 school year.

6. EVALUATION OF STUDENT PROGRESS

~~6.1 Classwork/homework~~

~~6.2 Quizzes~~

~~6.3 Tests~~

6.4 Class discussions

6.5 Compositions

6.6 Projects (individual/collaborative)

6.7 Oral presentations

6.8 Rubrics

6.9 Peer evaluations

6.10 Self evaluations

6.10 Portfolio

Assessment Methods:

- **Formative Assessment**
Summative Assessment

- **Reading Literature / Informational Text**
 - Claim-based writing
 - Summaries
 - Response journals
 - Tests and quizzes
 - Class discussions
 - Socratic Seminars
 - Philosophical Chairs
 - Student presentations
 - Extension activities requiring research and real-world connections

- **Writing**
 - Quickwrites
 - Analytical / Literary essays
 - Argumentative / Persuasive essays
 - Positions papers
 - Compare / Contrast papers
 - Reflective essays
 - Synthesis essays
 - Narrative writing
 - Informative writing
 - Biographical writing
 - Portfolio
 - Editorials
 - Blogs

- Journal responses
- **Language**
 - Formal writing
 - Class discussion
 - Tests or Quizzes
 - Presentations
 - Annotated Essays
- **Speaking and Listening**
 - Speeches
 - Socratic Seminar
 - Fishbowl
 - Pair-Share
 - Small group discussion
 - Dramatic recitations of texts
 - Formal presentation (individual, partner, or small group)
 - Debate (formal/informal)

Committee Members:

~~Jan Bergamini Retired~~
~~Jan Duarte Olympic High School~~
~~Evie Groch Curriculum Specialist~~
~~Connie Hunnell College Park High School~~
~~Jeff Kahl Concord High School~~
~~Christine King Mt. Diablo High School~~
~~Jenny Lambert Ygnacio Valley High School~~
~~Cate Sundling Clayton Valley High School~~
~~Jim Whalen Northgate High School~~

College Now:	Miranda Broder, Teacher
College Park:	Adam Huntley, Teacher
Concord:	Elizabeth Herring, Teacher
	Gabrielle Murphy, Teacher
Mt. Diablo High:	Ruben Quinones, Teacher
	Tyler Mintzer, Teacher
Dent Center:	Susan Hartwig, Curriculum Specialist
Willow Creek:	Jeanne Johnson, Instructional Coach
	Jodi Masongson, Instructional Coach

