

**Murrieta Valley Unified School District  
HIGH SCHOOL COURSE OUTLINE**

**Board Submission:**

<b>Course Title:</b>	English II Intensive
<b>Department:</b>	English
<b>Course Number:</b>	1052
<b>Grade Level/s:</b>	10
<b>Length of Course:</b>	Year
<b>Prerequisite/s:</b>	Students will be identified for this course based on, but not limited to Lexile score below 850 on the HMH Reading Inventory and an end-of-course grade of C or below in English 9. (Recommended)
<b>UC/CSU (A-G) Req:</b>	English B
<b>Brief Course Description:</b>	<p>English 10 Intensive is a year long course that provides rigorous English Language Arts curriculum as well as supports for struggling readers. This University of California A-G approved course fulfills the B requirement. By integrating the California ELA/ELD-aligned READ 180 Universal workshops and the integrated college-preparatory curriculum, English 10 Intensive gives at-risk students the opportunity to further develop strong literacy and communication skills while remaining on track for university admittance.</p> <p>Rigorous and relevant key assignments require students to demonstrate the acquisition of the skills as outlined in the state framework (reading, writing, listening, speaking and written and oral English Language conventions). These acquired skills will readily transfer into all other core content curricular areas to further support student achievement in the classroom and in their communities.</p> <p>Research has taught us that the learning brain is social and seeks to engage as part of its quest to acquire knowledge. Throughout English 10 Intensive, students will develop learning strategies to preserve and read increasingly challenging texts. English 10 Intensive also facilitates student turnaround with explicit instruction in Growth Mindset. Teachers will support students as they build their brains with positive beliefs about reading and intelligence. English 10 Intensive encourages learning strategies critical for success in college and career.</p>

## I. GOALS

The student will:

- A. Communicate clearly and coherently in writing and through oral presentations within a wide range of styles. (W.9-10.1, W.9-10.2, W.9-10.4, SL.9-10.1, SL.9-10.4, SL.9-10.6)
- B. Read and comprehend a wide range of fiction and non-fiction in grade appropriate materials. (RL.9-10.10, RI.9-10.10)
- C. Think critically and problem solve by effectively completing challenging group and individual projects and assignments. (SL.9-10.1, SL.9-10.1.a, SL.9-10.1.c, SL.9-10.1.d)
- D. Demonstrate an understanding of the complexities of global and societal issues through reading, writing, and discussion. (RL.9-10.2, RL.9-10.4, RL.9-10.6, RI.9-10.2, RI.9-10.4, RI.9-10.6,
- E. Write clear and concise essays that support theses with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas. (W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.9.a, W.9-10.9.b, W.9-10.10, L.9-10.1, L.9-10.2.c, L.9-10.4.a, L.9-10.4.b, L.9-10.4.c, L.9-10.4.d, L.9-10.6)

## II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

### Semester I

#### A. Workshop 1: D-Day - Part I

- 1. Unit One Description: The D-Day invasion of northern France in 1944 was the most significant victory of the Western Allies in World War II. This event would change the tide of the war in Europe. From this point forward, the Nazis would continue to lose ground in Europe and would eventually surrender on May 7, 1945. The Workshop opens with the Anchor Video depicting the historic Operation Overlord, now known as D-Day. Three texts that follow explore the circumstances and significance of the invasion, spotlighting paratrooper Lynn D. "Buck" Compton and the contributions of black US soldiers. The unit concludes with a somber poetic ode to the "real heroes" of D-Day.
- 2. Unit One Key Assignment Summary: Students will write an informative essay to share ideas, concepts, and information about a topic. To accomplish this task, they will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan their own writing. They will also quote or paraphrase sources. When talking about a topic, students will include related evidence from earlier texts or discussions. Students will write a thesis statement and support it with evidence, using transitions to add the evidence. Students will revise and edit their work to ensure adequate structure and use of evidence. Lastly, after reading about D-Day and the people who served in World War II, students will read an argument about journalists who report from wars. They will then plan and present a debate on the topic.

#### B. Workshop 2: D-Day - Part II

- 1. Unit Two Description: This unit starts by examining "Hobart's Funnies," the innovative tanks Allies created to overcome German fortifications on the Normandy beaches. The following text details the battle at Omaha, where US forces suffered mass casualties but ultimately prevailed. The Workshop

concludes with a look at the career of Army nurse. Students will participate in close reading of a variety of texts; for each, students will identify the most important details in an informational or literary text, use evidence to question and reflect on ideas, identify important events in a text and cite evidence, and use academic words to explain the text topic. Students will use academic words when speaking and writing, as well as reflect on ideas that have been discussed. They will explain how an author's point of view is shown or reflected in a text and use this information to analyze how a central idea and supporting details develop throughout a text

2. Unit Two Key Assignment Summary: Students will write a literary analysis essay to share ideas, concepts, and information about a topic. Students will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan writing. They will also quote or paraphrase sources. When talking about a topic, students will include related evidence from earlier texts or discussions. They will use transition words to connect details, evidence, and ideas. Students will revise and edit their work to ensure adequate structure and use of evidence. Lastly, students will engage in a project that honors veterans by sharing information about their needs. Students will present their projects to the class.
- C. Workshop 3: To Mars and Beyond Part 1
1. Unit Three Description: As scientists learn more and more about Earth's cosmic neighbor, the likelihood of finding life on Mars and starting a human colony on Mars becomes a greater possibility. As scientists reach for this new frontier, they push the boundaries of what is scientifically achievable. Scientists have found evidence of water on Mars. Is human life on Mars possible? What can we learn from the cosmos? Students will explore what scientists hope to learn from exploring outer space.
  2. Unit Three Key Assignment Summary: Students will write an argumentative essay about a topic, by choosing organizing, and analyzing information, develop a claim, and support it with evidence. Students will collect relevant information from multiple sources, take brief notes and sort evidence into categories, follow a series of steps and use strategies to plan writing. Students will quote or paraphrase sources. When talking about a topic, include related evidence from earlier texts or discussions. Students will use precise language and academic to write and support a claim, using transitions to create cohesion. Students will revise and edit their work to ensure adequate structure and use of evidence. Lastly, students will read articles on whether the US government should fund space exploration and then plan to present a debate on the topic.

## Semester II

- A. Workshop 4: To Mars and Beyond Part II
1. Unit Four Description: This unit starts with a look at how private companies are in a "space race" to be the first to launch and land reusable rockets. Students entertain the possibility of Martian-human relations in an excerpt from Ray Bradbury's classic science-fiction short story, "The Martian Chronicles." Students will identify main ideas or events in literary and informational texts, cite evidence, reflect on ideas and information that have discussed and draw conclusions about them.
  2. Unit Four Key Assignment Summary: This unit starts with a look at how private companies are in a "space race" to be the first to launch and land reusable

rockets. Students entertain the possibility of Martian-human relations in an excerpt from Ray Bradbury's classic science-fiction short story, "The Martian Chronicles." Students will identify main ideas or events in literary and informational texts, cite evidence, reflect on ideas and information that have discussed and draw conclusions about them.

B. Workshop 5: Money Matters – Part I

1. Unit Five Description: The Workshop provides a window into the world of entrepreneurship, starting with an Anchor Video in which students meet "disruptive" young innovator Shubham Banerjee. After an NBA player shares how he learned financial literacy the hard way, a text explores how three young entrepreneurs came up with and developed their business ideas. As students prepare for life outside of school, one of the most important skills they can develop is money management. Learning how to earn and save money appropriately can help students become independent, successful, and happy adults. Students will explore how they can make and hold on to their money.
2. Unit Five Key Assignment Summary: After reading about whether it is better to spend money on things or experiences, students will plan and present a debate on the topic. Provide guidance as students evaluate sources and prepare their last debate. Students will be given examples of how best to communicate with their teacher and peers in an academic environment ensuring these strategies are incorporated in their debate process. Students will also write an essay using organizers and responses that are completed thoughtfully and include necessary elements of the writing type. Text marking, evaluation frames, and practice items must be accurate and complete. Finally, self- and peer-assessment feedback will be completed, and writing will be revised and edited before it is published.

C. Workshop 6: Money Matters – Part II

1. Unit Outline: Students will analyze what a text clearly says and make inferences about what a text does not clearly say, identify important events in a text, cite evidence, and report on a topic or text using facts or details to express important ideas. They will compare and contrast different accounts of the same topic, including text focus. Students will use details in a literary text to analyze how an author develops and contrasts the points of view of different characters. They will also explain how the author's viewpoint is shown in the text, making note of details that help to determine the author's purpose. They will also summarize key supporting details and ideas, determine the central idea or theme of a text, and summarize it without including opinions. The Workshop concludes with a profile of entrepreneur Premal Shah, whose organization lets people help entrepreneurs in need through microlending, engaging students in a project that gets them thinking like an entrepreneur.
2. Unit Two Description: Students will analyze dialogue and imagery within a model. Students will then make an outline to organize their narratives before writing a first draft. Students will self- and peer assess their narratives. Then they will write and publish their final drafts. Students will read about one entrepreneur who started a company to help other entrepreneurs from around the world. Then use this extended whole-group lesson to wrap up the Workshop, engaging students in a project that gets them thinking like an entrepreneur as they write a business plan for a new business.

### **III. ACCOUNTABILITY DETERMINANTS**

#### **A. Assessment Methods:**

##### **1. Summative Performance Task 1: Assessment Description:**

This summative performance assessment is a research project in which students choose a topic, research and evaluate resources, and use the process and strategies they have learned for argument writing to write a research paper and deliver a multimedia presentation based on their research outcomes. This assessment shows student transfer of reading skills and comprehension to the written page to assess their understanding of Workshop content and their ability to extend their learning.

##### **2. Summative Performance Task 2:**

Students will choose a topic to research, collect information from multiple sources, and determine whether each source is credible, use precise language to evaluate and discuss research sources. Students will analyze a model research paper and evaluate its different parts, using precise academic language to discuss their findings. Students will organize and write their research paper, including the following elements: an engaging introduction, strong thesis statement, supporting ideas, relevant details, citations, and an interested conclusion. Students will collect and organize information to use in a research paper, paraphrasing and citing evidence correctly, using precise language academic words, to evaluate and discuss the text evidence as well as introduce their thesis statement. Students will revise and edit their work, and evaluate their peers' work for adequate essay structure, citations, and use of evidence. Students will present their research, using eye contact, adequate volume, pronunciation, and multimedia.

#### **B. Other Assessments:**

1. SBAC Interim Block Assessments, Universal Screening and Progress Monitoring: Reading Inventory assessment.

### **IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES**

#### **A. Required Textbook(s):**

Required Textbook(s)  
Title: READ 180 Universal Stage C Real Book  
ISBN: 9781328003379  
Format: Print  
Author(s): Hasselbring, Ted  
Publisher: Houghton Mifflin Harcourt  
Year: 2017

#### **B. Supplemental Materials:**

Title: READ 180 Universal Stage C Independent Reading Library (various titles)  
ISBN: 97811328007483  
Format: Print and Digital  
Author: HMH  
Publisher: Houghton Mifflin Harcourt  
Year: 2017

Title: System 44 Secondary Independent Reading Library (various titles)

ISBN: 9781328015181

Format: Print and Digital

Author: HMH

Publisher: Houghton Mifflin Harcourt

Year: 2017

C. Instructional Methodologies:

1. Blended Learning
2. Student Application Rotation
3. Independent Reading Rotation
4. Whole Group and Small Group Rotations
5. Teacher Central Digests for Whole and Small Group
6. Assessment and Progress Monitoring
7. Collaborative Conversations
8. Project-based learning