

- Course Goals:**
- Apply knowledge of literary forms, elements and techniques to comprehend a variety of texts.
 - Apply reading strategies to comprehend text in a variety of literary genres.
 - Organize and express ideas in writing for a variety of purposes.
 - Develop advanced knowledge of English grammar and sentence structure.
 - Increase background knowledge, with an emphasis on literature and world cultures.
 - Develop academic English and academic vocabulary.

UNIT 1 (August-September): About People

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>6.0 (Levels II & III)</p> <ul style="list-style-type: none"> • Compose original texts <p>8.0 (Levels II & III)</p> <ul style="list-style-type: none"> • Follow oral directions <p>10.0 (Levels II & III)</p> <ul style="list-style-type: none"> • Develop active listening & speaking skills 	<p>Classroom routines & Study skills</p>	<p>How can we create a good environment for learning?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • use English to work successfully in a cooperative learning environment. • know and follow classroom routines . • use study skills such as taking notes, maintaining a neat binder, and recording homework assignments. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • participate in icebreaker and team-building activities. • develop classroom rules. • describe and perform classroom routines. 	<ul style="list-style-type: none"> • Daily performance & behavior • Journal entries • Binder maintenance 	<ul style="list-style-type: none"> • Miscellaneous ice-breaker and team-building activities • Binders & journals
<p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write informative papers that develop a topic • Write responses to literature <p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Generate ideas for writing with attention to audience and purpose. • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of usage and grammar • Use varied sentence structure • Apply rules of punctuation, capitalization, spelling 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • paragraph/essay form • capitalization and end-of-sentence punctuation rules • simple sentences/parts of a sentence • editing symbols • expository/biographical composition 	<p>What is the correct form for submitting handwritten or typed compositions?</p> <p>What rules govern capitalization in English?</p> <p>How do we use end-of-sentence punctuation in English?</p> <p>What are <i>subjects</i> and <i>verbs</i> in a sentence? What is a sentence <i>complement</i>?</p> <p>What are <i>simple sentences</i>?</p> <p>What are <i>editing symbols</i>, and how can I use them to revise and improve my writing?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • compose titles, indent and skip lines when writing compositions to turn in. • use capitalization correctly in titles, sentences, and proper nouns. • define and identify subjects, verbs and complements in sentences. • describe and identify complete simple sentences. • compose and edit paragraphs or essays using biographical and autobiographical details. • recognize and use editing symbols to revise text. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • make corrections to text. • identify sentence parts. • identify complete and incomplete sentences. • write, edit and revise an autobiographical portrait. • write, edit and revise a biographical portrait. • peer edit other students' writing. 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts 	<p>Introduction to Academic Writing (UNIT 1)</p>

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UNIT 1 (August-September): About People *(continued)*

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum • Apply various word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Select and refine pre-reading strategies to aid comprehension <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze and evaluate ways authors use imagery to elicit reader response. • Analyze...the historical and cultural context of literature <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Reflect on main ideas and supporting details • Read and apply 4-5 step directions <p>10.0 (Level IV)</p> <ul style="list-style-type: none"> • Participate in conversation and group discussion 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • using context clues • literal vs. figurative language • word derivations • “Looking for a Rain God” • “Ashes for Sale” • “Longevity” 	<p>What are <i>context clues</i>, and how can I use them to understand new vocabulary and text?</p> <p>What is <i>figurative</i> language?</p> <p>How can knowing Greek and Latin word parts help me understand new vocabulary?</p> <p>What is the <i>context</i> of a story, and what <i>pre-reading</i> activities can help understand it?</p> <p>Why do writers divide their work into <i>paragraphs</i>? What does a new paragraph usually tell the reader?</p> <p>What are <i>main ideas</i> and <i>supporting ideas</i> in non-fiction paragraphs and passages?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • use context clues to understand new vocabulary and text. • define and identify figurative language. • use knowledge of Greek and Latin word parts to understand new vocabulary. • recognize the context of a story, and use it to help understand the text. • explain why writers use paragraphing. • distinguish main and supporting ideas in non-fiction texts. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • analyze word meanings. • identify the context of a story. • identify the main and supporting ideas of paragraphs and texts. • respond analytically to the plot, theme and other elements of a text. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Textbook activities and worksheets • Small group and whole class discussions. • Exit tickets • Written quizzes • Written exam 	<p><i>Passing the Nevada High School Proficiency Exam in Reading</i> (UNIT 1)</p> <p><i>Views and Voices</i> (UNIT 12)</p> <p><i>The Emerald Lizard</i> (“Ashes”)</p> <p><i>Beyond True Stories</i> (UNIT 1)</p>

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UNIT 2 (October-November): Narration, Love & Marriage

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Select and refine pre-reading strategies to aid comprehension <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze and make inferences regarding elements of literature. • Analyze...the historical and cultural context of literature <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Use knowledge of rhetorical strategies to analyze text <p>10.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Participate in problem-solving conversations and group discussions. 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • literature genres • point of view • characterization • plot • setting • theme • visualization • “Finding the Right Person to Marry” • “Gift of the Magi” • “The Lady and the Tiger” • “The Wedding Feast” • “Clothes” 	<p>What is <i>literature</i>? What are different <i>genres (forms)</i> of literature?</p> <p>What is <i>point of view</i> in literature?</p> <p>What is a <i>setting</i> in literature? How is it important in a narrative?</p> <p>What are <i>characters</i>? What is <i>characterization</i>?</p> <p>What is the <i>plot</i> of a story? What are the elements of plot?</p> <p>What is <i>theme</i> in literature?</p> <p>What are <i>main ideas</i> and <i>supporting ideas</i> in non-fiction passages?</p> <p>How can <i>visualization</i> help you understand a text?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • describe different genres of literature. • identify the point of view in a narrative. • describe the characters in short stories based on different elements of characterization. • identify the elements of plot in a variety of stories. • analyze a variety of stories to determine the theme(s) present. • distinguish main and supporting ideas in non-fiction texts. • visualize details of a text based on descriptive language. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • discuss the literary elements of a variety of texts. • identify the main and supporting ideas of paragraphs and texts. • respond analytically to the plot, theme and other elements of a text. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Guided reading worksheets • Textbook activities • Small group and whole class discussions. • Exit tickets • Written quizzes • Written exam 	<p><i>Passing the Nevada High School Proficiency Exam in Reading</i> (UNIT 5)</p> <p><i>Beyond True Stories</i> (UNIT 4)</p> <p><i>All American Stories</i> (INTRO, UNIT 5)</p> <p><i>Views and Voices</i> (UNITS 8,9)</p>
<p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write responses to literature <p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Generate ideas for writing with attention to audience and purpose. • Use organizing techniques appropriate to content area • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of usage and grammar • Use varied sentence structure • Apply rules of punctuation, capitalization, spelling 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • freewriting • time order • time order words & phrases; adverbs of frequency • compound sentences with <i>and, but, so, or</i> 	<p>What is <i>freewriting</i>?</p> <p>What is <i>narration</i> and <i>narrative</i> writing?</p> <p>What is <i>time order</i>?</p> <p>What words and phrases are used to indicate time order and frequency?</p> <p>What is a <i>compound sentence</i>?</p> <p>How do we combine and punctuate sentences using <i>coordinating conjunctions</i>?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • use freewriting to generate ideas for a narrative. • define and recognize narrative writing. • recognize and compose compound sentences with coordinating conjunctions. • write time order narratives, indicating time order with appropriate words and phrases. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • freewrite • form compound sentences • write, edit and revise narrative paragraphs and essays. • peer edit other students’ writing. 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts 	<p><i>Introduction to Academic Writing</i> (UNIT 2)</p>

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UNIT 3 (November-December): Description, Mystery

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Select and refine pre-reading strategies to aid comprehension <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze and make inferences regarding elements of literature. • Analyze...the historical and cultural context of literature <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Use knowledge of rhetorical strategies to analyze text <p>10.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Participate in problem-solving conversations and group discussions. 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • “Tell-Tale Heart” • “An Occurrence at Owl Creek Bridge” • “Two Thanksgiving Day Gentlemen” • “A Guardian Angel?” • “Every Light in the House Burnin’” • “Spring Love” 	<p>What is <i>description</i>? What is <i>descriptive language</i>?</p> <p>What are <i>similes</i> and <i>metaphors</i>?</p> <p>What are <i>idioms</i> and <i>idiomatic expressions</i>?</p> <p>What are the <i>elements of literature</i>? (review)</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • recognize descriptive language. • visualize details of a text based on descriptive language. • identify/describe the literary elements present in a variety of short stories. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • discuss the literary elements of a variety of texts. • respond analytically to the plot, theme and other elements of a text. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Guided reading worksheets • Textbook activities • Small group and whole class discussions. • Exit tickets • Written quizzes • Written exam 	<p><i>All American Stories / Great American Stories</i> (UNITS 3 / 7)</p> <p><i>Discovering Fiction</i> (CHAPTER 6)</p> <p><i>The Wild Side: Beyond Belief</i> (LESSON 11)</p> <p><i>Views and Voices</i> (UNITS 2,5)</p>
<p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write responses to literature <p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Generate ideas for writing with attention to audience and purpose. • Use organizing techniques appropriate to content area • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of usage and grammar • Use varied sentence structure • Apply rules of punctuation, capitalization, spelling 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • clustering • spatial order • spatial order words & phrases • subject <i>it</i> • <i>there is/there are</i> • compound sentences with <i>yet, for, nor</i> 	<p>How is <i>clustering</i> used in pre-writing?</p> <p>What is <i>description</i> and <i>descriptive</i> writing?</p> <p>How is <i>spatial order</i> used to create a physical description?</p> <p>What words and phrases are used to describe spatial order?</p> <p>When do we use <i>it</i> as a subject in English?</p> <p>When do we use <i>there is/there are</i> in descriptions?</p> <p>When are <i>yet, for</i> and <i>nor</i> used to combine sentences?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • use clustering to generate ideas for a description. • define and recognize descriptive writing. • recognize and compose compound sentences with coordinating conjunctions. • write descriptive compositions, indicating spatial order with appropriate words and phrases. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • develop an idea cluster • form compound sentences • write, edit and revise descriptive paragraphs and essays. • peer edit other students’ writing. 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts 	<p><i>Introduction to Academic Writing</i> (UNIT 3)</p>

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UNIT 4 (December-January): Paragraph Organization, Extreme Sports

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Select and refine pre-reading strategies to aid comprehension • Clarify understanding of text by summarizing <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze and make inferences supported by the text. • Analyze the effects of an author’s choice of literary form <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Use knowledge of rhetorical strategies to analyze text <p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write summaries or abstracts <p>10.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Participate in problem-solving conversations and group discussions. 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • finding main ideas • inferences, generalizations, predictions & conclusions • “Snowboarding Out of Bounds” • “Bungee Jumping” • “The Last Great Race on Earth” 	<p>What are two kinds of <i>main ideas</i>? How can we identify <i>main ideas</i>? How are <i>supporting ideas</i> related to main ideas? What are <i>inferences</i>? What is a <i>faulty inference</i>? What are <i>generalizations, predictions and conclusions</i>? How can <i>summarizing</i> help you understand a text?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • describe the two ways main ideas appear in reading passages, and identify main ideas in paragraphs and stories. • explain what an inference is, and make inferences while reading (including generalizations, predictions and conclusions). • identify ideas that support the main ideas of a passage. • use main ideas and key supporting details to paraphrase or summarize paragraphs and passages. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • analyze and discuss the main and supporting ideas of texts. • analyze and discuss texts in order to make different types of inferences. • summarize texts. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Textbook activities • Small group and whole class discussions. • Exit tickets • Written quizzes • Written exam 	<p><i>Passing the Nevada High School Proficiency Exam in Reading</i> (UNITS 2, 4)</p> <p><i>The Wild Side: Extreme Sports</i> (LESSONS 1,2, 10)</p>
<p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Generate ideas for writing with attention to audience and purpose. • Use organizing techniques appropriate to content area • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of usage and grammar • Use varied sentence structure • Apply rules of punctuation, capitalization, spelling 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • brainstorming • parts of a paragraph • outlining 	<p>How is <i>brainstorming</i> used in pre-writing? What is <i>expository writing</i>? What are the parts of a paragraph (<i>topic sentence, supporting sentences, concluding sentence</i>) and what are their functions? What is an <i>outline</i>, and how can we use one to organize writing?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • use brainstorming to generate ideas for a description. • define and recognize expository writing. • define and identify parts of a paragraph. • use outlines to organize ideas for writing. • compose paragraphs that contain coherent topic, supporting, and concluding sentences. 	<p>Use written and oral English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • brainstorm ideas for writing. • outline ideas for writing. • compose, edit and revise coherent paragraphs • peer edit other students’ writing 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts 	<p><i>Introduction to Academic Writing</i> (UNIT 4)</p>

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UNIT 5 (January-February): More Paragraph Organization, Animals

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Select and refine pre-reading strategies to aid comprehension • Clarify understanding of text by summarizing <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze and make inferences supported by the text. • Analyze...the historical and cultural context of literature <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Use knowledge of rhetorical strategies to analyze text <p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write summaries or abstracts <p>10.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Participate in group discussions. 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • “The Man-Eaters of Tsavo” • “Too Clever” 	<p>How are <i>supporting ideas</i> related to main ideas? (review)</p> <p>What are <i>inferences</i>? What is a <i>faulty inference</i>? (review)</p> <p>What are the <i>elements of literature</i>? (review)</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • identify the main and supporting ideas of a passage. • explain what an inference is, and make inferences while reading (including generalizations, predictions and conclusions). • identify/describe the literary elements present in a short stories • use main ideas and key supporting details to summarize stories. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • analyze and discuss main and supporting ideas. • analyze and discuss texts in order to make different types of inferences. • discuss the literary elements of a story. • summarize texts. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Guided reading worksheets • Textbook activities • Small group and whole class discussions. • Exit tickets • Written quizzes 	<p><i>The Wild Side: Beyond Belief</i> (LESSON 11)</p> <p><i>The Emerald Lizard</i> (“Clever”)</p>
<p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Generate ideas for writing with attention to audience and purpose. • Use organizing techniques appropriate to content area • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of usage and grammar • Use varied sentence structure, including subordination • Apply rules of punctuation, capitalization, spelling 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • independent clauses • dependent clauses & complex sentences • adverb clauses / subordinating conjunctions • unity • coherence 	<p>What is an <i>independent clause</i>?</p> <p>What is a <i>dependent clause</i>?</p> <p>What do dependent <i>adverb clauses</i> tell us? How do we make <i>adverb clauses</i>?</p> <p>What does it mean to have <i>unity</i> in writing?</p> <p>What is <i>coherence</i> in writing, and how is it achieved?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • identify independent and dependent clauses. • form complex sentences using adverbs as subordinating conjunctions. • recognize unity (or lack thereof) in paragraphs. • create coherence in a composition using transition signals and consistent pronouns. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • brainstorm ideas as a group • form complex sentences • write, edit and revise a unified and coherent expository composition. • peer edit other students’ writing. 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts 	<p><i>Introduction to Academic Writing</i> (UNIT 5)</p>

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UNIT 6 (February-March): Essay Organization, Technology

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Select and refine pre-reading strategies to aid comprehension • Use specific repair strategies <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze and make inferences supported by the text. • Analyze...the historical and cultural context of literature <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Use knowledge of rhetorical strategies to analyze text <p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write summaries or abstracts <p>10.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Participate in group discussions. 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • “The Fun They Had” • “Geeks” 	<p>What is <i>technology</i>, and how does it affect our lives?</p> <p>What is <i>science fiction</i>? How does science affect how we see our current world or situation?</p> <p>What strategies can we use when we don’t understand a text?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • identify the main and supporting ideas of a story. • make inferences while reading (including generalizations, predictions and conclusions). • make comparisons between fiction and real life. • use main ideas and key supporting details to summarize stories. • use specific reading strategies to help clarify text that is difficult to understand. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • analyze and discuss main and supporting ideas. • analyze and discuss texts in order to make different types of inferences. • discuss the literary elements of a story. • summarize texts. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Guided reading worksheets • Textbook activities • Small group and whole class discussions. • Exit tickets • Written quizzes • Written test 	<p><i>Discovering Fiction</i> (CHAPTER 7)</p> <p><i>Beyond True Stories</i> (UNIT 2)</p>
<p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • write informative papers that develop a topic <p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Generate ideas for writing with attention to audience and purpose. • Use organizing techniques appropriate to content area • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of usage and grammar • Use varied sentence structure, including subordination • Apply rules of punctuation, capitalization, spelling 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • brainstorming: lists • parts of an essay • outlining an essay • quotations • paragraph transitions • present perfect vs. simple past • essay 	<p>What is an <i>essay</i>?</p> <p>What are the <i>parts of an essay</i>? How is the structure of an essay similar to and different from the structure of paragraphs?</p> <p>What is an <i>outline</i>, and how can we use one to organize an essay?</p> <p>What are <i>quotations</i>, and how are they used in essays?</p> <p>How can we signal transitions between paragraphs in an essay?</p> <p>What is <i>present perfect</i>, and when do we use it?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • compare paragraph and essay purpose and structure. • identify the parts of an essay. • use outline form to organize an essay. • use transition signals at the beginning and end of paragraphs in an essay. • use appropriate quotations to support the main ideas in an essay. • determine when to use present perfect tense. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • brainstorm ideas in list form • identify and punctuate appropriate supporting quotations. • write, edit and revise a unified and coherent expository essay. • peer edit other students’ writing. 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts • Written test 	<p><i>Introduction to Academic Writing</i> (UNIT 6)</p>

- Course Goals:**
- Apply knowledge of literary forms, elements and techniques to comprehend a variety of texts.
 - Apply reading strategies to comprehend text in a variety of literary genres.
 - Organize and express ideas in writing for a variety of purposes.
 - Develop advanced knowledge of English grammar and sentence structure.
 - Increase background knowledge, with an emphasis on literature and world cultures.
 - Develop academic English and academic vocabulary.

UNIT 7 (March-April): Logical Division, *The Pearl*

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Select and refine pre-reading strategies to aid comprehension • Use specific repair strategies • Plan, monitor and assess comprehension strategies <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze and make inferences supported by the text. • Analyze...the historical and cultural context of literature • Analyze and evaluate author's use of [language & literary elements] for rhetorical and aesthetic purposes <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Use knowledge of rhetorical strategies to analyze text <p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write responses to literature <p>10.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Participate in group discussions. 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • <i>The Pearl</i> 	<p>What are the key literary elements of John Steinbeck's <i>The Pearl</i>? Why/how do these elements (<i>setting, characterization, plot, theme, etc.</i>) affect the impact of the story?</p> <p>What strategies can we use when we don't understand a text? (<i>review</i>) <i>We can...</i></p> <ul style="list-style-type: none"> • analyze the key literary elements of a short novel. • analyze the messages and themes of a short novel • discuss the effect of the author's choices of literary form, style and setting on our responses to a short novel. • use specific reading strategies to help clarify text that is difficult to understand. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • analyze and discuss texts in order to make different types of inferences. • discuss and evaluate the literary elements of a story. • ask questions, write summaries, and use other strategies to clarify text. • write and discuss responses to <i>The Pearl</i>. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Guided reading worksheets • Journal entries • "Literature circle" activities • Exit tickets • Written quizzes 	<p><i>The Pearl</i> (novella by John Steinbeck)</p>
<p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write responses to literature supported by examples from the text <p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Use organizing techniques appropriate to content area • Write coherent compositions that include well-defined topics/controlling impressions/theses • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of Standard English usage, grammar and mechanics • Use varied sentence structure, including subordination 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • grouping ideas logically • using examples for support • appositives • adjective clauses 	<p>What is <i>logical</i> division of ideas? How can we use examples to support main ideas in an essay?</p> <p>How are <i>appositives</i> used to give more information about nouns (<i>people, places, things, ideas</i>) in a text?</p> <p>How are <i>adjective clauses</i> used to give more information about nouns in a text? <i>We can...</i></p> <ul style="list-style-type: none"> • organize ideas for an essay in logical order. • use examples to support main ideas in an essay. • identify and use appositives and adjective clauses as elaboration in texts. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • write responses to literature. • complete textbook activities. • identify and use examples from the text to write a response to literature. • write, edit and revise a unified and coherent expository essay. • peer edit other students' writing. 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts • Written test 	<p><i>Introduction to Academic Writing</i> (UNIT 7)</p>

- Course Goals:**
- Apply knowledge of literary forms, elements and techniques to comprehend a variety of texts.
 - Apply reading strategies to comprehend text in a variety of literary genres.
 - Organize and express ideas in writing for a variety of purposes.
 - Develop advanced knowledge of English grammar and sentence structure.
 - Increase background knowledge, with an emphasis on literature and world cultures.
 - Develop academic English and academic vocabulary.

UNIT 8 (April-May): Supporting an Opinion, Gender, *The Pearl*

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Select and refine pre-reading strategies to aid comprehension • Use specific repair strategies • Plan, monitor and assess comprehension strategies <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze and make inferences supported by the text. • Analyze...the historical and cultural context of literature • Analyze and evaluate author's use of [language & literary elements] for rhetorical and aesthetic purposes <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Use knowledge of rhetorical strategies to analyze text <p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write responses to literature <p>10.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Participate in group discussions. 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • <i>The Pearl</i> (continued) • "Amina" • "Second Class Citizen" • "The Tigress and Her Mate" 	<p>What are the key <i>literary elements</i> of different fictional narratives? Why/how do these elements affect the impact of the story? (continuation/review)</p> <p>What strategies can we use when we don't understand a text? (review)</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • analyze the key literary elements of different works of short fiction. • analyze the messages and themes of different works of short fiction with regard to gender. • discuss the effect of the author's choices of literary form, style and setting on our responses to different works of short fiction. • use specific reading strategies to help clarify text that is difficult to understand. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • analyze and discuss texts in order to make different types of inferences. • discuss and evaluate the literary elements of a story. • ask questions, write summaries, and use other strategies to clarify text. • write and discuss responses to <i>The Pearl</i> and other works of short fiction. • reflect on gender roles in different countries and cultures. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Guided reading worksheets • Journal entries • "Literature circle" activities • Exit tickets • Written quizzes • Written test 	<p><i>The Pearl</i> (novella by John Steinbeck)</p> <p>Views and Voices (UNITS 1, 10)</p> <p>Discovering Fiction (CHAPTER 13)</p>
<p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write analytic responses to literature supported by examples from the text • Write persuasive texts, support assertions, clarify and defend with evidence <p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Use organizing techniques appropriate to content area • Write coherent compositions that include well-defined topics/controlling impressions/theses • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of Standard English usage, grammar and mechanics • Use varied sentence structure, including subordination 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • supporting an opinion • using reasons • order of importance • modal verbs • clauses: reason, contrast, result • response essay: persuasive 	<p>What is the difference between <i>fact</i> and <i>opinion</i>? How can we use <i>reasons</i> to support main ideas in a persuasive essay</p> <p>What are <i>modal verbs</i> and how do we use them? What transition signals are used to form <i>reason, contrast</i> and <i>result</i> clauses?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • distinguish between fact and opinion in writing. • use reasons to support main ideas in an essay. • recognize and use modal verbs to express possibility, probability, necessity, and ability. • identify and use <i>reason, contrast</i> and <i>result</i> clauses as elaboration in texts. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • write responses to literature. • complete textbook activities. • identify and use examples from the text to write a response to literature. • write, edit and revise a unified and coherent persuasive essay. • peer edit other students' writing. 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts • Written test 	<p>Introduction to Academic Writing (UNIT 8)</p>

- Course Goals:**
- Apply knowledge of literary forms, elements and techniques to comprehend a variety of texts.
 - Apply reading strategies to comprehend text in a variety of literary genres.
 - Organize and express ideas in writing for a variety of purposes.
 - Develop advanced knowledge of English grammar and sentence structure.
 - Increase background knowledge, with an emphasis on literature and world cultures.
 - Develop academic English and academic vocabulary.

UNIT 9 (May): Comparison-Contrast, Culture

ESL/ELA Standards	Content	Essential Questions & Objectives	Skills & Activities	Assessments	Resources
<p>1.0 Level (IV & V)</p> <ul style="list-style-type: none"> • Apply word analysis skills to unknown vocabulary <p>2.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Plan, monitor and assess comprehension strategies <p>3.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Analyze...the historical and cultural context of literature • Analyze and evaluate author's use of [language & literary elements] for rhetorical and aesthetic purposes • Analyze the effects of an author's choice of literary form <p>4.0 (Level IV)</p> <ul style="list-style-type: none"> • Use knowledge of rhetorical strategies to analyze text <p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write responses to literature <p>10.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Participate in group discussions. 	<p>Reading & Vocabulary:</p> <ul style="list-style-type: none"> • "More Alike Than Different" • "Poor Visitor" • "The Bracelet" 	<p>What is <i>culture</i>? What are some ways that cultures can be different from each other?</p> <p>What are some similarities and differences between my experiences in a new country and those of the people in these stories?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • analyze the messages and themes of different works of short fiction and non-fiction. • discuss the effect of the author's choices of literary form, style and setting on our responses to different works of short fiction. • use specific reading strategies to help clarify text that is difficult to understand. • use context and word clues to understand new vocabulary. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • analyze and discuss texts in order to make different types of inferences. • ask questions, write summaries, and use other strategies to clarify text. • write and discuss responses to short stories. • reflect on personal experiences and make comparisons with others. • complete a variety of vocabulary-building activities. 	<ul style="list-style-type: none"> • Guided reading worksheets • Journal entries • "Literature circle" activities • Exit tickets • Written quizzes 	<p><i>Even More True Stories</i> (UNIT 3)</p> <p><i>Views and Voices</i> (UNIT 7)</p> <p><i>Discovering Fiction</i> (CHAPTER 3)</p>
<p>5.0 (Level IV)</p> <ul style="list-style-type: none"> • Write reflective texts that draw comparisons between specific incidents and broader themes <p>6.0 (Levels IV & V)</p> <ul style="list-style-type: none"> • Use organizing techniques appropriate to content area • Write coherent compositions that include well-defined topics/controlling impressions/theses • Revise and edit writing for use of Standard English using given criteria <p>7.0 (Level IV & V)</p> <ul style="list-style-type: none"> • Apply rules of Standard English usage, grammar and mechanics 	<p>Writing, Grammar & Sentence Structure:</p> <ul style="list-style-type: none"> • block organization • comparison/contrast structure words and phrases • comparisons with adjectives, adverbs & nouns • expressions of equality & inequality • letter: compare, contrast, advise 	<p>What does it mean to <i>make a comparison</i>? What do <i>compare</i> and <i>contrast</i> mean?</p> <p>Which words and phrases signal comparison and contrast? How do we make comparisons using <i>adjectives</i> and <i>adverbs</i>?</p> <p>How can we express <i>equality</i> and <i>inequality</i>?</p> <p><i>We can...</i></p> <ul style="list-style-type: none"> • recognize comparisons and contrasts. • use transition signals and comparative/ superlative adjectives and adverbs to write about comparisons and contrasts. • write a letter comparing and contrasting two cultures, and giving advice about living in a different culture. 	<p>Use oral and written English to...</p> <ul style="list-style-type: none"> • respond to journal questions/prompts. • write responses to literature. • complete textbook activities. • identify and use examples from the text to write a response to literature. • write, edit and revise a unified and coherent comparison-contrast letter. • peer edit other students' writing. 	<ul style="list-style-type: none"> • Journal entries • Textbook activities • Process writing: <ul style="list-style-type: none"> - prewriting - rough drafts - editing - final drafts • Written quizzes 	<p><i>Introduction to Academic Writing</i> (UNIT 9)</p>