

ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – ENGLISH LANGUAGE ARTS

<u>COURSE TITLE:</u>	ENGLISH 2
<u>GRADE LEVEL:</u>	10
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	Meets UC/CSU credit for English requirement; subject area (“b”)
<u>GRADUATION REQUIREMENT:</u>	Fulfills one year of four-year English requirement for graduation
<u>STANDARDS AND BENCHMARKS:</u>	California Common Core State Standards, English Language Arts
<u>ADOPTED:</u>	June 5, 2019
<u>INSTRUCTIONAL MATERIALS:</u>	District Literature and Non Fiction List

COURSE DESCRIPTION:

English 2 builds and extends the knowledge learned in English 1 and focuses on the study of reading, writing, language, and speaking and listening as outlined in the California Common Core State Standards. There is an increased emphasis on critical thinking, increasingly complex texts, informational text and nonfiction, integrating technology, and academic vocabulary.

COURSE OBJECTIVES:

Content and Skill Objectives

LANGUAGE

The language standards dictate the teaching of the elements of language necessary to communicate effectively in the real world.

Students will:

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Evaluate texts and writing for precision and/or wordiness.
- Spell correctly.
- Develop knowledge of vocabulary relevant to subject matter.

READING

The reading standards require students to make meaning of complex fiction and non-fiction. Students are building the skills to make literal meaning of the assigned texts, as well as interpretive skills that will enable them to infer thematic or suggested meanings.

When reading all texts, students will:

- Learn the meaning of unfamiliar words.
- Distinguish between denotative and connotative meaning of words.
- Identify major ideas and themes.
- Synthesize major components of a work or set of works.
- Make predictions, construct theories, draw analogies, and think abstractly about texts.

- Analyze various accounts of a subject told in different mediums.
- Evaluate the aesthetic qualities of a text.

When reading fiction texts, students will:

- Analyze characterization and interactions between characters.
- Identify, interpret, and evaluate the significance of various literary and rhetorical devices.
- Consider how narrative perspective affects meaning.

When reading non-fiction texts, students will:

- Engage with the main premises of texts and understand how the writer establishes claims.
- Determine arguments within texts.
- Analyze structure and elements of writing.
- Analyze organization of information.
- Identify perspective or bias.

WRITING

The writing standards are aimed at engaging students in writing skillfully and with purpose. The emphasis is on employing literary devices and making structural choices that support the writer's purpose. Types of writing will include argumentative, informative and narrative.

When writing, students will:

- Understand and analyze structure and key elements of writing within a variety of texts.
- Engage in the writing process:
 - Use a variety of pre-writing strategies.
 - Write multiple drafts.
 - Engage in various types of editing and revision.
- Adhere to MLA citation guidelines as appropriate.
- Write full-process essays, timed essays and shorter pieces.
- Use technology to enhance the writing process (e.g. conduct research, write collaboratively, share/peer-edit, and publish work).

- Produce clear and coherent writing of various types that includes key elements appropriate for the particular type of writing.
- Establish purpose and consider audience(s).

When writing argumentative pieces, students will:

- Establish a clear claim and include supporting evidence and analysis.
- Identify and address counterclaims as appropriate.

When writing informative pieces, students will:

- Conduct and synthesize research on a topic relevant to the course or student.
- Write to inform the audience about the research topic.

When writing narrative pieces, students will:

- Establish clear point of view.
- Create a deliberate narrative structure.
- Include literary devices such as figurative language and sensory details as appropriate.

SPEAKING AND LISTENING

The speaking and listening standards aim to engage our students in academic discussion. Formal presentations are one important way such talk occurs, as is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems in one-on-one, small-group, and whole-class settings.

When speaking and listening, students will:

- Identify and summarize main and subordinate ideas.
- Analyze and evaluate ideas presented in class discussions or media genres, formulating clear opinions.
- Understand and value diverse perspectives and opinions.
- Analyze a speaker's ideas to offer constructive feedback.
- Ask and answer questions coherently.
- Ask effective clarifying questions.
- Collaborate effectively in small groups and with partners.
- Ask relevant questions to elicit revealing responses during an interview.
- Learn skills in logic and reasoning to support arguments on conflicting sides of a question.
- Plan presentations with regard to audience.
- Practice oral interpretation; (e.g. readers theater, delivery of spoken word.)

DEFINITION OF TERMS AS RELATED TO THE COMMON CORE

Claim: A statement or assertion, requiring defense through evidence; effective claims are arguable, precise, clear, properly qualified, and affirmative. A thesis statement is a writer's main claim.

Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or analysis and can be evaluated by others.

Analysis: A focused study of the parts, features, and structure of a work to make meaning of these parts and their relation to each other and the piece as a whole.

Argument: A reasoned, logical way of demonstrating the validity of a writer's position, belief, or conclusion.

Synthesis: Combination and evaluation of multiple sources to create an original and coherent product.

ASSESSMENT:

Assessments should be designed to promote and evaluate critical thinking and skills as outlined in the California Common Core State Standards. Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes, essays, and other writing assignments that require them to apply the thinking and writing skills they are developing. Use of variety of assessments is to be used with a purpose of helping students practice the taught material and assess their mastery of the learned material.

GRADING GUIDELINES:

See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

COURSE CONTENT:

Course content outlined below is supported by the selected, appropriate works of literature and nonfiction. The District approved list of titles shall be considered when selecting the appropriate books to support the skills outlined in the course content standards below. To ensure alignment with the California Standards for Evaluation of Instructional Materials for Social Content and AUHSD Board Policy 6161.1 Selection and Evaluation of Instructional Materials, a diverse set of titles shall be selected. Three titles at each grade level must be read from each of the following categories: Traditional, Representative of Multicultural Society – Female Authors, and Representative of Multicultural Society – Authors of Color. Teachers are encouraged to select nonfiction and contemporary titles as well. Approved book title lists are provided at each grade level providing guidance and available choices within each category. Reading of additional titles is encouraged and may be selected from various categories at the teacher’s discretion.

Reading Standards for Literature (Grades 9-10)	
<i>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. (California Common Core State Standards for English Language Arts 2013)</i>	

	Common Core Standard	Suggested Practice	Assessment/Measurement
Key Ideas and Details	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. 	Options for types of assessments and measurements of content mastery: <ul style="list-style-type: none"> • Claim-based writing • Summaries • Response journals • Tests and quizzes on reading
	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how	<ul style="list-style-type: none"> • Make claims (verbal or written) regarding the main or thematic idea of a text and provide quotations to 	

	Common Core Standard	Suggested Practice	Assessment/Measurement
	it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>support those claims during discussion or in written work.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Class discussions • Socratic Seminars • Student presentations • Dramatic presentations • Extension activities requiring research and real-world connections
	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.	<ul style="list-style-type: none"> • 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. 	
Craft and Structure	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<ul style="list-style-type: none"> • Close-read and annotate text to analyze how diction and imagery create tone and how connotative meanings and personal associations affect tone. • Identify the tone of a piece and support with textual evidence, verbally or in writing • Examples include highlighting important words and phrases, paraphrasing poetry. 	

	Common Core Standard	Suggested Practice	Assessment/Measurement
	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.	<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. 	
	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.	<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. 	
Integration of Knowledge and	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 (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s “Landscape with the Fall of Icarus”).	<ul style="list-style-type: none"> Compare and contrast different pieces of art, music, dance, or other arts. 	
	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).	<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. 	
Text Complexity	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.	<ul style="list-style-type: none"> Read texts of varying difficulty and complexity. (<i>See attached appendix of grade level readings</i>) 	

Reading Standards for Informational Text (Grades 9 and 10)

	Common Core Standard	Suggested Practice	Assessment/Measurement
Key Ideas and Details	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. 	Options for types of assessments and measurements of content mastery: <ul style="list-style-type: none"> • Claim-based writing Summaries • Response journals • Tests and quizzes on reading • Class discussions/Socratic Seminars • Student presentations • Dramatic recitations • Extension activities requiring research and real-world connections
	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.		
	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. 	
Craft and Structure	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. 	
	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.	<ul style="list-style-type: none"> • Annotate text to identify elements that contribute to tone. 	

	Common Core Standard	Suggested Practice	Assessment/Measurement
	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. 	
Integration of Knowledge and	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. 	
	8. 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. 	
Text Complexity	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. 	

Writing Standards (Grades 9 and 10)

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.

(California Common Core State Standards for English Language Arts 2013)

	Common Core Standard	Suggested Practice	Assessment/Measurement
Text Types and Purposes	<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • 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 essay 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. 	<p>Options for types of assessments and measurements of content mastery:</p> <p>Timed or process writing including:</p> <ul style="list-style-type: none"> • Analytical/literary essays • Argumentative/persuasive essays • Position papers • Compare/contrast papers • Reflective essays • Synthesis essays • Narrative writing • Biographical writing • Editorials

	Common Core Standard	Suggested Practice	Assessment/Measurement
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>		<ul style="list-style-type: none"> • Dictionary or encyclopedia entries • Short responses • Journal responses • Works Cited or bibliographies

	Common Core Standard	Suggested Practice	Assessment/Measurement
	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> 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. 	
Production and Distribution of Writing	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.)	<ul style="list-style-type: none"> 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	<ul style="list-style-type: none"> Use graphic organizers, outlines, multiple drafts, and peer editing. 	

	Common Core Standard	Suggested Practice	Assessment/Measurement
	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.	<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. 	
Research to Build and Present Knowledge	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.	<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 context of a work or theme. 	
	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.	<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). 	

	Common Core Standard	Suggested Practice	Assessment/Measurement
	<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. 	
Range of Writing	<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. 	

Speaking and Listening (Grades 9 and 10)

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 appropriately 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 change. (California Common Core State Standards for English Language Arts 2013)

	Common Core Standard	Suggested Practice	Assessment/Measurement
Comprehension and Collaboration	<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 reasoning presented.</p>	<ul style="list-style-type: none"> • Read and annotate a variety of texts in order to determine 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. 	<p>Options for types of assessments and measurements of content mastery:</p> <ul style="list-style-type: none"> • Speeches • Socratic Seminar • Fishbowl • Pair-share • Small group discussion • Dramatic recitation of texts • Formal presentation (individual, partner, or small group) • Debate (formal/informal) • Timed discussions
	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. 	

	Common Core Standard	Suggested Practice	Assessment/Measurement
Presentation of Knowledge and Ideas	<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 formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Participate in formal class discussions, Socratic Seminars, speeches, and presentations. 	

Language Standards (Grades 9 and 10 Students)	
<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 as 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 flexibility from an array of strategies to aid them. They must learn to see an individual word as part of 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.</i></p> <p><i>(California Common Core State Standards for English Language Arts 2013)</i></p>	

	Common Core Standard	Suggested Practice	Assessment/Measurement
Conventions of Standard English	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> Use language appropriately 	Options for types of assessments and measurements of content mastery: Formal Writing Class Discussion Language (Grammar) Tests or Quizzes Visual Displays or Presentations, Annotated Essays
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	<ul style="list-style-type: none"> Use accurate and appropriate capitalization, punctuation, and spelling. 	

	Common Core Standard	Suggested Practice	Assessment/Measurement
Knowledge of Language	<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 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>	<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. 	
Vocabulary Acquisition and Use	<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. 	

	Common Core Standard	Suggested Practice	Assessment/Measurement
	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, 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.	<ul style="list-style-type: none"> Evaluate multiple words or phrases to identify which is more appropriate for the context. Learn skills to acquire and use new vocabulary. 	