High School Course Description for **English II Intensive**

Course Title: English II Intensive

Curricular Area: English/ Language Arts

Course Number: ENG241; ENG242

Length: One year, Two Period Block

Grade Level: 10th

Prerequisites:
Enrollment in English I Intensive

Meets a UC a-g Requirement: Yes - (B)English

Meets NCAA Requirement: No

Meets High School Graduation Requirement for:
English I (10 Units)
AND Elective (10 Units)

Course Description
This course is a continuation of the high school Intensive Language Arts program for struggling readers. Designed to accelerate students' reading levels, it is expanded into a double block period to meet course requirements and the California Common Core State Standards for grade 10. The class uses Harcourt Houghton Mifflin's READ 180 program in tandem with district core literature to build on and practice reading comprehension strategies, approaches to essay writing, and vocabulary development skills to students, as well as literary analysis skills and strategies.

Alignment
This course is aligned to the California Common Core State Standards in English-Language Arts/Literacy for grade 10.

Instructional Materials

Required Textbook(s)
1. Read 180 Universal, FLEX *ReaL Book* (2017)
2. SpringBoard Grade 10 English Language Arts

Online Program
READ 180 suite:
1. READ 180 Student Application
2. Scholastic Reading Inventory
3. Scholastic Reading Counts
4. rSkills Tests

Novels and Other Readings
1. READ 180 Stage C Independent Reading Library
2. *Lord of the Flies* by William Golding
3. *Antigone* by Sophocles
4. *Julius Caesar* by Wm. Shakespeare

Instructor Materials
1. READ 180 online Dashboard and Student Achievement Manager
2. ReaL Book Teacher Edition
3. English I Intensive Teacher's Guide (CJUSD)
4. READ 180 ancillary materials

Exit Criteria
A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. Grades will be computed as follows:

Activities	Percentage
Class/Whole Group Activities	30%
Independent Reading Activities	25%
R180 Student Application	25%
ReaL Book	10%
rSkills Tests/Final Examination	10%
Total:	100%

Development Team
This Course of Study was Revised 2017 by Katharine Applebee (BHS), Rosemary Miller (BHS), and Rodolpho Sanchez (BHS) .

Pacing Guide: Part 1 —**English II Intensive**

UNIT	Pacing # of Days Needed	VIEWING Objectives	VOCABULARY Objectives	READING COMPREHENSION Objectives
In All Units	**180**		• learn and practice vocabulary; generate examples to reinforce meaning • practice previously taught words • review and apply meaning of target vocabulary	• preview text or genre to activate prior knowledge about a specific topic • preview text features and story elements to make predictions about the reading • respond to questions, stating and supporting opinions with reasons • preview text features to activate prior knowledge, set purpose, and generate questions before reading • respond to reading through discussion and writing • read to find out about careers (not for *Lord of the Flies, short stories,* or *Julius Caesar*) • identify aspects of a specific job, including qualifications, prerequisites, and salary (not for *Lord of the Flies, short stories,* or *Julius Caesar*)
FLEX Workshop 1: "Eyes on the Graduation Prize"	9-15 days	• use strategies to build background about the importance of graduating from high school		• distinguish between the topic and the main idea of a news report • identify the steps used to find the main idea • find details to support the main idea • use a graphic organizer to organize information around the main idea • practice identifying the topic, important details, and the main idea of a text • use text marking to identify the main idea and supporting details • apply strategies for finding the main idea and details of a book excerpt • review strategies for reading for details • read and interpret a bar graph • read and use information from a brochure
FLEX Workshop 2: "Tsunami: Disaster of the Century"	9-15 days	• use viewing strategies to build background about tsunamis		• identify the steps used to find sequence of events in an online news article • use strategies such as identifying signal words to find sequence of events • use a graphic organizer to sequence events • practice finding sequence of events in a personal narrative • use text marking to identify sequence signal words • practice using signal words to identify sequence of events • apply strategies to find sequence of events in a social studies text • use text marking to identify sequence of events • review strategies for finding main ideas and details in a text • read and interpret a map • read and use information about presenting a budget

Pacing Guide Part 1—**English II Intensive**

UNIT	Pacing # of Days Needed	VIEWING Objectives	VOCABULARY Objectives	READING COMPREHENSION Objectives
Lord of the Flies (replaces Workshop 3)	30-40 days			• review strategies for finding sequence of events • analyze setting, including setting changes and their effect on character and plot • analyze character, including motives, actions, words, and character changes • analyze plot, identifying the conflict, important events, and resolution • analyze theme to determine author's message • use a graphic organizer to organize information around story elements • use text marking to identify details about setting and characters • read a biography of an author • relate literary works to the historical context in which they were created • identify the features of an Author Home Page
FLEX Workshop 4: "Crime Lab Science"	9-15 days	• use viewing strategies to build background about forensic science		• identify the steps used to summarize an encyclopedia article • organize important details to use in a summary • practice summarizing a magazine article • -use text marking to identify details for a summary • use a graphic organizer to summarize important details about a topic • apply strategies for summarizing a science text • review strategies for finding sequence of events in a text • read and interpret a diagram • understand and analyze data
FLEX Workshop 5: "Wired for Trouble"	9-15 days	• use viewing strategies to build background about teens and technology		• identify the facts and opinions in a debate • use signal words to help identify opinions • practice identifying facts and opinions in a magazine article and life skills text • use text marking to identify facts and opinions • use a graphic organizer to distinguish between facts and opinions • review strategies for summarizing • read and interpret a bar graph • read and use information from a cell phone minutes plan

UNIT	Pacing # of Days Needed	VIEWING Objectives	VOCABULARY Objectives	READING COMPREHENSION Objectives
Short Stories from Prentice Hall (replaces Workshop 6)	15-20 days			• review strategies for finding facts and opinions • analyze setting and its effect on character and plot • analyze character, including motives, actions, words, and character changes • analyze plot, identify conflict, important events, and resolution • analyze story theme to determine author's message • use a graphic organizer to organize information around story elements • use text marking to identify details about setting, character, and plot • draw upon and discuss visual and mental images based on texts • read a biography of an author • read and compare DVD reviews
Antigone (replaces Workshop 7)	15-20 days			• use a graphic organizer to show cause-and-effect relationships • use text marking to identify cause-and-effect relationships • use text markings to identify details that include and cause-and-effect • review strategies for summarizing a text • read and follow a set of instructions
FLEX Workshop 8: "Going Global"	9-15 days	• use viewing strategies to build background about globalization		• compare and contrast subjects in a news report • use signal words to help identify comparisons • use a graphic organizer to pinpoint comparisons • practice comparing and contrasting facts in a magazine article • -practice identifying comparisons and signal words • use a graphic organizer to compare-and-contrast information • apply strategies for identifying comparisons and contrasts in a social studies text • review strategies for finding cause and effect • read and use information from an editorial cartoon • read and use information from a form

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UNIT	Pacing # of Days Needed	VIEWING Objectives	VOCABULARY Objectives	READING COMPREHENSION Objectives
Julius Caesar (replaces Workshop 9)	20-25 days			• use a graphic organizer to organize information about making inferences • practice making inferences from details • read and use information from a map • use a graphic organizer and a text marking to organize information about making inferences • draw conclusions about character • review compare/contrast strategy • identify theme • read biographies of factual-based fictional characters • relate literary works to the cultural context in which they were created • analyze flight schedules

Pacing Guide Part 2: **English II Intensive**

UNIT	CRITICAL THINKING Objectives	WORD STUDY Objectives	GRAMMAR & MECHANICS Objectives	TEST-TAKING & SKILLS REVIEW Objectives	WRITING Objectives
All Units	• state a point of view and support it using text information • justify and explain responses to an assessment			• demonstrate understanding of text selections, vocabulary, and skills • practice answering multiple-choice questions • practice on-demand writing by responding to an open-ended, short answer prompt	• use a clear thesis • use specific details to support the thesis and the main ideas • maintain a consistent tone and focus • identify the target audience and use the appropriate voice • -use precise language, action verbs, sensory details, appropriate modifiers, and the active voice • use a variety of sentence types • revise writing to improve organization, refine ideas, and bring clarity to word choice and sentence structure
FLEX Workshop 1: "Eyes on the Graduation Prize"	• analyze and rate abilities to do a job	• identify and choose appropriate synonyms and antonyms • apply knowledge of synonyms and antonyms to determine the meanings of words	• identify subject/predicate and correct sentence fragments • -use correct end punctuation		• Intro to Essay • relate a sequence of events • communicate the significance of events • locate scenes in specific places • use concrete details to describe
FLEX Workshop 2: "Tsunami: Disaster of the Century"	• analyze and rate abilities to do a job	• apply knowledge of prefixes to determine the meanings of words • identify and add appropriate suffixes to change verbs into nouns	• identify and correct sentence fragments • identify and correct capitals		• biographical/personal narrative • relate a sequence of events • communicate the significance of events • locate scenes in specific places • use concrete details to describe
Lord of the Flies (replaces Workshop 3)	• evaluate point-of-view of an author home page	• correctly use verb endings –ed, -ing • develop vocabulary by expanding on base words	• correct run-on sentences and apply to own writing • identify and use correct word order		• response to literature • identify the main themes of the work • use quotes to support the thesis • identify literary devices and how they are used in the work
	• analyze and rate abilities	• use guide words to locate	• identify and use correct		• expository composition

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Pacing Guide Part 2: **English II Intensive**

UNIT	CRITICAL THINKING Objectives	WORD STUDY Objectives	GRAMMAR & MECHANICS Objectives	TEST-TAKING & SKILLS REVIEW Objectives	WRITING Objectives
	to do a job	words in a dictionary • identify and use multiple-meaning words in context	verb tense • identify and use commas in a series		• use evidence to support a thesis and related claims • accurately communicate information from primary and secondary sources • address readers' potential misunderstandings, biases, and expectations • use technical terms correctly
FLEX Workshop 5: "Wired for Trouble"	• analyze and rate abilities to do a job	• identify and choose appropriate homophones • apply knowledge of compound words to understand vocabulary	• identify and correct irregular verbs • use commas with introductory words		• persuasive composition • logically structure ideas and arguments • use specific rhetorical devices • use precise and relevant evidence • address readers' concerns, counterclaims, biases, and expectations
Short Stories from SpringBoard (replaces Workshop 6)	• analyze opinions expressed in DVD reviews	• identify and choose appropriate synonyms • develop vocabulary by expanding on base words	• identify subject-verb agreement • correct possessive errors		• response to literature • identify the main themes of the work • use quotes to support the thesis • identify literary devices and how they are used in the work
Antigone **(replaces Workshop 7)**	•	• identify and choose idioms • use a dictionary pronunciation guide to determine the pronunciation of words • analyze and rate abilities to do a job	• identify and distinguish between subject and object pronouns • use negatives correctly		• response to literature • identify the main themes of the work • use quotes to support the thesis • identify literary devices and how they are used in the work
Workshop 8: "Going Global"	• analyze and rate abilities to do a job	• use context clues to find the meaning of unfamiliar words	• identify adjectives that compare in sentences • correct quotation mark		• persuasive composition • logically structure ideas and arguments

UNIT	CRITICAL THINKING Objectives	WORD STUDY Objectives	GRAMMAR & MECHANICS Objectives	TEST-TAKING & SKILLS REVIEW Objectives	WRITING Objectives
		• choose appropriate noun endings	errors		• use specific rhetorical devices • use precise and relevant evidence • address readers' concerns, counterclaims, biases, and expectations
Julius Caesar (replaces Workshop 9)	• evaluate the purpose of a flight schedule	• identify and choose appropriate multiple-meaning words • use Greek roots to determine word meanings	• use adverbs correctly • correct sentence fragments		• business letter • provide clear and purposeful information • appropriately address the intended audience • use appropriate vocabulary • use a conventional style

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Learning Experiences and Instruction:

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the CAHSEE standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the "I do, We do, You do" scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups/ peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

Support for English Language Learners:

- ELD standards will be integrated into Lesson Design, Implementation, and Assessment
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

Support for Special Education Students:

As this is an SDC class, it is designed to meet the needs of the class and of individuals. All students' IEP goals and accommodations will be addressed using a combination of the following:

- Instructional Aide
- Audio & visual aids
- Modified texts
- Flexible grouping
- Testing accommodations
- Tutoring (peer & teacher)
- Computer-Guided instruction

Stretching the Lesson for GATE Students:
Independent study supplemented with mentoring/tutoring
Depth & Complexity icons
Enriched materials and learning experiences

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