



Victor Valley Union High School District  
Division of Educational Services

# Pacing Guides/ Curriculum Maps

## ENGLISH LANGUAGE ARTS

The following document is the current iteration of the 20-21 English Language Arts Curriculum Map or Pacing Guide.

The terms *curriculum map* and *pacing guide*, as well as *scope and sequence*, are sometimes used interchangeably. However, in the interest of clarity, the preferred term for English Language Arts is *curriculum map* as these guides do not require proscribed pacing, nor do they limit the scope of the curriculum. They serve as a veritable roadmap for teachers to consult when laying the foundation for their best first instruction. They focus on targeted standards designed to guide teachers in structuring and scaffolding the curriculum to be equitably accessible.

These guides are living documents, the work upon which began prior to the adoption of the California Common Core State Standards. As the standards have changed and become inclusive of not simply ELA standards, but also English Language Development as well as history and technical literacy standards, so have these guides changed. As the strengths and needs of our students change, so also will the curriculum maps in collaboration with the continued commitment of department chairs, and other teacher leaders proficient in understanding backward planning and standards-based instruction.

Achieve the Core and other support documents for reference: [https://drive.google.com/file/d/1OnMEfiB64o4ZoeF0P8Flr1-FV4Ggw\\_a\\_/view?usp=sharing](https://drive.google.com/file/d/1OnMEfiB64o4ZoeF0P8Flr1-FV4Ggw_a_/view?usp=sharing)

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## English Language Arts Priority Standards At-A-Glance

**Overarching standards that every grade will support and in which students will demonstrate proficiency.  
All districtwide CFAs for each grade will measure proficiency in these standards.**

R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
L.6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**Below are GRADE LEVEL ELA and English Language Development supporting standards which will support the student outcomes listed above.**

Semester 1						Semester 2				
<b>7</b>	W.7.2,3,4	RL.7.4, 6	RI.7.6,7	L.7.2,4	SL.7.4	W.7.5,6,7	RL.7.3,4	RI.7.3,6	L.7.1,6	SL.7.2,5
	ELD support	I.A.7.4.	I.B.7.6.	I.C.7.10.	II.C.7.6.	ELD support	I.A.7.4.	I.B.7.6.	I.C.7.10.	II.C.7.6.
<b>8</b>	W.8.3	RL.8.2,3	L.8.2	SL.8.3	RI.8.3	W.8.2,4	RL.8.	RI.8.6,7	L.8.5	SL.8.4,5
	ELD support	I.B.8.6	I.A.8.3	I.A.8.4	I.C.8.10	ELD support	I.B.8.6	I.A.8.4	I.C.8.10	II.C.8.6
<b>9</b>	W.9-10.3,4	RI.9-10.2,3	RI.9-10.5	L.9-10.5	SL.9-10.1,4	W.9-10.7,8	RI.9-10.6,8	RL.9-10.1,4	L.9-10-11.2,4	SL.9-10.5,6
	ELD support	I.A.9-10.3	I.A.9-10.4	I.B.9-10.6	I.B.9-10.7	ELD support	I.B.9-10.7	I.C.9-10.12	II.C.9-10.6	II.C.9-10.7
<b>10</b>	W.9-10.2,5	RI.9-10.4,5	RL.9-10.4	L.9-10.2	SL.9-10.2	W.9-10.8,9	RI.9-10.3,6	RL.9-10.8,9	L.9-10.3,5	SL.9-10.5,7
	ELD support	I.A.9-10.3	I.A.9-10.4	I.A.9-10.6	I.B.9-10.6	ELD support	I.B.9-10.7	I.C.9-10.12	II.C.9-10.6	II.C.9-10.7
<b>11</b>	W.11-12.3	RI.11-12.3,4	RL.11-12.2	L.11-12.4	SL.11-12.3	W.11-12.7,8	RI.11-12.2,5	RL.11-12.6	L.11-12.6	SL.11-12.5
	ELD support	I.A.11-12.3	I.A.11-12.4	I.B.11-12.7	I.C.11-12.12	ELD support	I.C.11-12.12	II.B.11-12.5	II.C.11-12.6	II.C.11-12.7
<b>12</b>	W.11-12.8	RI.11-12.6,7	RL.11-12.4	L.11-12.7	SL.11-12.4	W.11-12.9	RI.11-12.8,9	RL.11-12.8	L.11-12.9	SL.11-12.8
	ELD support	I.A.11-12.3	I.A.11-12.4	I.B.11-12.7	I.C.11-12.12	ELD support	I.C.11-12.12	II.B.11-12.5	II.C.11-12.6	II.C.11-12.7



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Integration of the CCR Anchor Standard Strands							
INPUT - How students take in and process information				How students process and share information - OUTPUT			
Speaking & Listening & Language		Reading Information/Literature		Writing		Speaking & Listening & Language	
Standards SL1-3 Comprehension and Collaboration	Speaking & Listening <ul style="list-style-type: none"><li>Acknowledge and respond to others' ideas.</li><li>Evaluate and select evidence in different forms and from different sources as needed for use in presentations.</li><li>Listen for key details and qualities to evaluate perspective, logic, evidence and use of rhetoric in presentations/speeches.</li></ul>	Standards 1-3 Key Ideas and Details	<ul style="list-style-type: none"><li>Focus on the <i>what</i> (the gist).</li><li>Focus on <b>reading to understand</b> in order to grasp the initial understanding.</li><li>Identify, evaluate, assess, and analyze the elements of the text for important <b>function and meaning within the text</b>.</li></ul>	Standards 1-3 Text Types and Purpose	<ul style="list-style-type: none"><li>Argument: Analyze text of topics and determine evidence to support the argument. <b>Write to change hearts, minds, and actions.</b></li><li>Informational/explanatory: Convey ideas, events, and findings by choosing and explaining the behavior, meaning and importance of key details. <b>Write to extend readers' knowledge and acceptance of ideas and procedures.</b></li><li>Narrative: Develop real or imagined experiences. <b>Write to inform, inspire, persuade, or entertain.</b></li></ul>	Standards SL4-6 Comprehension and Collaboration	Speaking & Listening <ul style="list-style-type: none"><li>Focus on <b>how best to organize and develop ideas</b> and evidence according to purpose, audience and task</li><li>Use digital media to <b>enhance, amplify, or otherwise improve presentations</b>, adapting language and delivery as needed.</li></ul>
		Standards 4-6 Craft and Structure	<ul style="list-style-type: none"><li>Focus on the <i>how</i>, analyzing how texts are made to serve a function or achieve a purpose</li><li>Examine the <b>choices authors make</b> and <b>how these choices contribute</b> to the meaning of the text and the author's purpose</li></ul>	Standards 4-6 Production and Distribution of Writing	<ul style="list-style-type: none"><li>Focus on the <b>stages of the writing process</b></li><li>Determine the <b>most appropriate style and format</b> to match the purpose and audience</li><li>Use technology to collaborate and publish</li></ul>		
		Standards 7-9 Integration of Knowledge and Ideas	<ul style="list-style-type: none"><li>Read to <b>deepen and extend knowledge</b></li><li><b>Compare sources</b> over time and across different media</li><li>Emphasize the ability to <b>read arguments</b></li><li><b>Identify the claims</b> a text makes</li><li><b>Evaluate the evidence</b> used to support claims</li><li><b>Analyze the choice</b> of means and media the author chooses and their effects</li></ul>	Standards 7-9 Research to Build and Present Knowledge	<ul style="list-style-type: none"><li>Focus on <b>inquiry processes of various lengths</b></li><li>Develop the ability to find, evaluate, and use a <b>range of sources</b></li><li><b>Cite the source</b> of all information to avoid plagiarism</li></ul>		
Standards L3-6 Knowledge of Language Vocabulary Acquisition and Use	Language <ul style="list-style-type: none"><li>Use general and specialized reference materials in print or online to determine the <b>etymology, various meanings, and usages of unknown words</b>.</li><li><b>Make intentional, informed choices</b> in diction and syntax to communicate to a <b>specific audience for a specific purpose</b>.</li></ul>	Standard 10 Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"><li>Grapple with <b>works of exceptional craft and thought</b> that serve as <b>models for students' own thinking and writing</b></li><li>Acquire a reservoir of <b>literary and cultural knowledge</b>, references, and images</li><li><b>Evaluate intricate arguments</b> and the challenges posed by complex texts</li></ul>	Standard 10 Range of Writing	<ul style="list-style-type: none"><li><b>Write routinely</b> over extended times and for shorter times</li><li>Write for an <b>array of reasons and audiences</b> in response to a mix of topics and tasks</li></ul>	Standards L1,2, 4-6 Knowledge of Language Vocabulary Acquisition and Use	Language <ul style="list-style-type: none"><li>Know and use the proper forms of English <b>when speaking or writing for public purposes or audiences</b> such as at work of school.</li><li><b>Make intentional, informed choices</b> in diction and syntax to communicate to a <b>specific audience for a specific purpose</b>.</li></ul>


CA ELD Standards							
Part I: Interacting in Meaningful Ways				Part II: Learning About How English Works			Part III: Using Foundational Literacy Skills
<b>A. Collaborative:</b> 1. Exchanging information/ideas 2. Interacting via written English 3. Supporting opinions and persuading others 4. Adapting language choices		<b>B. Interpretive:</b> 5. Listening actively 6. Reading/viewing closely 7. Evaluating language choices 8. Analyzing language choices		<b>C. Productive:</b> 9. Presenting 10. Writing 11. Justifying/arguing 12. Selecting language resources		<b>A. Structuring Cohesive Texts:</b> 1. Understanding text structure 2. Understanding cohesion	<b>B. Expanding &amp; Enriching Ideas:</b> 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details
						<b>C. Connecting and Condensing Ideas:</b> 6. Connecting ideas (within sentences) 7. Condensing ideas (within sentences)	<b>Literacy in an Alphabetic Writing System</b> <ul style="list-style-type: none"><li>Print concepts</li><li>Phonological awareness</li><li>Phonics &amp; word recognition</li><li>Fluency</li></ul>


**VVUHSD Instructional Strategy Focus**



Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.

Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.

Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
9 Weeks	<p><b>Writing:</b> W.7.2; W.7.3;</p> <p><b>Reading:</b> RL.7.1; RL.7.4; RL.7.6; RI.7.1; RI.7.6; RI.7.7; RI.7.9; RI.7.10</p> <p><b>Language:</b> L.7.1; L.7.2; L.7.4</p> <p><b>Speaking &amp; Listening:</b> SL.7.4</p> 	<p><b>Writing</b></p> <p>I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p>	<p><b>Performance Task :</b></p> <p>Essay and oral presentation, students write a nonfiction narrative using dialogue, description, and precise language to develop and convey experiences and events.</p> <hr/> <p>Use the following prompt: How do two people have an effect on each other, even though they were from different generations?</p>	<p><b>Unit 1: Rites of Passage</b></p> <p><b>Essential Question:</b> What can one generation learn from another? Who am I?</p> <p><b>Pearson Easy Bridge</b></p> <p><b>(Digital Resources)</b></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link</i></p>



		<p><b><u>Reading</u></b> I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in the text</p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and or/ideas</p> <p>I can analyze and compare how different authors approach similar themes or topics</p> <p><b><u>Language</u></b> I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b> I can effectively participate in conversations and discussions with a variety of peers.</p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p>	<p>Students should conclude with a reflection that shares their point of view on what they have learned about generations so far in their life. Connect examples from the selections.</p>	
	<b>Writing:</b> W.7.1; W.7.2;	<b><u>Writing</u></b>	<b><u>Performance Task :</u></b>	<b>Unit 2: Turning Points</b>

9 Weeks	<p>W.7.3; W.7.6; W.7.7</p> <p><b>Reading:</b> RL.7.1; RL.7.4; RL.7.3; RL.7.6; RI.7.1; RI.7.2; RI.7.4; RI.7.6</p> <p><b>Speaking &amp; Listening:</b> SL.7.4;</p>  	<p>I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b>Reading</b></p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p>I can analyze and compare how different authors approach similar themes or topics</p>	<p>Create an imaginative / fictional narrative describing an individual's 1st day of school, using all elements of plot. Students will create a time capsule from a selected time, era, or period (ie; 1860's) justify and evaluate the selected objects and explain their historical and cultural significance to the given time period. Students will create a journal of an historical figure detailing their experiences (ie. My Furthest Back Person and In Search of Our Mother's Garden) <del>Students will create a</del> journal / diary of a central character figure from media, detailing their experiences (ie. Seven Samurai film). Also connects to 7th grade Social Studies for Japan.</p>	<p><b>Essential Question:</b> What can cause a sudden change in someone's life? Who am I in Society? How do my actions affect those around me and/or others? What are the consequences of my choices?</p> <p>⌚ Personal ⌚ Community ⌚ Society ⌚ Law / legal</p> <p><b>How do my actions affect my choices?</b> ⌚ Personal ⌚ Community ⌚ Society ⌚ law/ legal</p> <p><b>Pearson Easy Bridge</b></p> <p><b>(Digital Resources)</b></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p>
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English Language Arts	Seventh Grade: <i>myPerspectives</i>
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		<p><b><u>Language</u></b> I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b> I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p>		
9 Weeks	<p><b>Writing:</b> W.7.1 W.7.7; W.7.8; W.7.9;</p> <p><b>Reading:</b> RI.7.1; RI.7.2; RI.7.4;</p> <p><b>Speaking &amp; Listening:</b> SL.7.4; SL.7.5</p>	<p><b><u>Writing</u></b> I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, <i>using appropriate transitions</i></p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p>	<p><b><u>Performance Task</u></b> After completing the unit students will write an argument about people's impact on the environment. To help them prepare, encourage students to think about the topic as they progress through the selections and as they participate in the Whole-Class Learning experience.</p>	<p><b>Unit 3: People and the Planet</b> <b>Essential Question:</b> What effects do people have on the environment? What does the environment and people have in common?</p>



	 	<p><b><u>Reading</u></b>  I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in the text</p> <p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p><b><u>Language</u></b>  I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b>  I can effectively participate in conversations and discussions with a variety of peers</p>		<p>Pearson Easy Bridge (Digital Resources)</p> <p>Note: Only teachers of the specified courses can access the digital curriculum through this link.</p>
9 Weeks	<p><b>Writing:</b> W.7.2; W.7.7; W.7.8; W.7.9</p> <p><b>Reading:</b> RL.7.1; RL.7.2; RL.7.4; RL.7.5; RI.7.1; RI.7.2; RI.7.4;</p>	<p><b><u>Writing</u></b>  In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can organize my ideas for clarity and cohesion,</p>	<b><u>Performance Task:</u></b>	<b>Unit 4: Facing Adversity</b>




	<p><b>Speaking and Listening:</b> SL.7.1; SL.7.2</p> <p><b>Language:</b> L.7.1; L.7.2; L.7.4; L.7.6</p>  	<p><i>using appropriate transitions</i></p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b><u>Reading</u></b></p> <p>I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in the text</p> <p>I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and presentation is appropriate to task, purpose and audience</p>		<p><i>Pearson Easy Bridge (Digital Resources)</i></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link</i></p>
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### VVUHSD Teaching and Learning Framework Focus Elements

Teacher uses intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in intellectually challenging discussions.


Instructional projects, activities, and assignments are aligned to the instructional standards, require higher levels of thinking, are culturally relevant, and may include real-world application. Most students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated, as necessary, to meet the learning needs of student subgroups.


Teacher's feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.


TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
8 - 10 Weeks	<b>Writing:</b> W.8.3, <b>Reading:</b> RL.8.1, RL.8.2, <b>Language:</b> L.8.1, L.8.2 <b>Speaking &amp; Listening:</b> SL.8.3 	<b>Writing</b> I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences  I can produce clear and coherent writing appropriate to task, purpose, and audience  I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing  <b>Reading</b> I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas  I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes	<b>Extended Writing Project</b> Write your own <b>suspenseful narrative</b> based on real or imagined experiences and events.	<b>Unit I: Rites of Passage</b>

English Language Arts	Eighth Grade: <i>myPerspectives</i>
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		<p>I can analyze how a writer’s word choice shapes the meaning and tone of the text</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers</p>		
8 - 10 Weeks	<p><b>Writing:</b> W.8.1,</p> <p><b>Reading:</b> RL.8.3, RI.8.3</p> <p><b>Language:</b> L.8.5</p> <p><b>Speaking &amp; Listening:</b> SL.8.3</p>	<p><b><u>Writing</u></b></p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p>I can conduct research that is grounded in a self-generated question that propels me to explore and synthesize multiple sources to demonstrate my understanding of a topic</p>	<p><b><u>Extended Writing Project</u></b></p> <p>Pick two of the selections from the unit and write an <b>argumentative essay</b> that presents a claim in answer to the following question: how can people best respond to conflict?</p>	Unit II: Holocaust/Drama

		<p><b><u>Reading</u></b></p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p>I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence so that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience</p>		
8 - 10 Weeks	<b>Writing:</b> W.8.4,	<p><b><u>Writing</u></b></p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p>	<p><b><u>Extended Writing Project</u></b></p> <p>Choose two</p>	<b>Unit III: What Matters</b>

	<p><b>Reading:</b> RL.8.2, RL.8.3, RI.8.2</p> <p><b>Language:</b> L.8.1</p> <p><b>Speaking &amp; Listening:</b> SL.8.4</p> 	<p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p><b><u>Reading</u></b></p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can analyze how a writer uses syntax and text structure to develop their claims, themes, and or/ideas</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p>	<p>selections from this unit and think about the main character or the narrator in each one. Write a <b>literary analysis</b> that shows how personal experience can change people for better or sometimes for worse.</p>	
8 - 10 Weeks	<p><b>Writing:</b> W.8.2,</p> <p><b>Reading:</b> RL.8.6,</p>	<p><b><u>Writing</u></b></p> <p>I can write a well-structured informative essay to examine a complex subject, using information to support my claim, analysis, and/or ideas</p> <p>I can organize my ideas for clarity and cohesion, using</p>	<p><b><u>Extended Writing Project</u></b></p> <p>Write an <b>informative</b></p>	<p><b>Unit IV: Human Intelligence and Society</b></p>


	<p>RI.8.7</p> <p><b>Language:</b> L.8.5</p> <p><b>Speaking &amp; Listening:</b> SL.8.5</p> 	<p>appropriate transitions.</p> <p>I can produce clear and coherent writing appropriate to task, purpose and audience</p> <p>I can conduct research that is grounded in a self-generated question that propels me to explore and synthesize multiple sources to demonstrate my understanding of a topic</p> <p><b><u>Reading</u></b></p> <p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p>I can analyze how a writer uses syntax and text structure to develop their claims, themes, and/or ideas</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p>I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p> <p>I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding</p>	<p><b>essay</b></p> <p>analyzing their ideas about society, freedom and intelligence. Use ideas and information expressed in at least two unit texts to reinforce your analysis.</p>	
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**VVUHSD Instructional Strategy Focus**


Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.



Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.


Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.


TIME	California Common Core State Standards	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
6 - 8 Weeks	<p><b>Writing:</b> W.9-10.3; W.9-10.4; W.9.5; W.9 - 10.9</p> <p><b>Reading:</b> RI.9-10.2; RI.9-10.3; RI.9-10.5; RL.9.2; RL.9.4; RL.9.5</p> <p><b>Language:</b> L.9-10.1b; L.9-10.5</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1; SL.9-10.4</p> 	<p><b>Writing</b> I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions.</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b>Reading</b> I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text</p>	<p><b>Part 1: Writing</b> Write a <b>nonfiction narrative</b> on the following topic: <b>How is an American identity created?</b> (118)</p> <p><b>Part 2: Speaking &amp; Listening</b> After completing the final draft of your nonfiction narrative, plan</p>	<p><b>Unit 1: American Voices</b></p> <p><b>Essential Question:</b></p> <p><b>How is an American identity created?</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p>







	 <p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p>I can analyze how a writer’s word choice shapes the meaning and tone of the text</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers.</p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p>	and present a <b>brief oral presentation</b> (120)	Novels (optional):	
6 - 8 Weeks	<p><b>Writing:</b> W.9-10.1; W.9-10.4; W.9-10.5; W.9-10.8; W.9-10.9</p> <p><b>Reading:</b> RI.9-10.1; RI.9-10.3; RI.9-10.4; RI.9-10.6; RI.9-10.8; RL.9-10.1; RL.9-10.4;</p>	<p><b><u>Writing</u></b></p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas.</p>	<p><b><u>Part I: Writing</u></b></p> <p>Write an <b>argument</b> in which you state and defend a claim responding to the following</p>	<p><b>Unit 2: Survival</b></p> <p><b>Essential Question:</b> <b>What does it take to survive?</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p>

	<p>RL.9-10.5</p> <p><b>Language:</b> L.9-10.1; L.9-10.3</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1; SL.9-10.4</p>  	<p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b><u>Reading</u></b></p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p>I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p>	<p>question: <b>Should people in life-or-death situations be held accountable for their actions?</b> (246)</p> <p><b><u>Part II:</u></b> <b><u>Speaking and Listening</u></b></p> <p>After completing the final draft of your argument, use it as the foundation for a three-to-five minute <b>oral presentation</b> (248)</p>	<p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p>Novels (optional): <a href="#"><u>Call of the Wild</u></a> <a href="#"><u>Lord of the Flies</u></a> <a href="#"><u>The Odyssey</u></a> <a href="#"><u>Jurassic Park</u></a></p>
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		<p><b>Speaking &amp; Listening</b></p> <p>I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence where the audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience</p>		
6 - 8 Weeks	<p><b>Writing:</b> W.9-10.2; W.9-10.4; W.9-10.5; W.9-10.8</p> <p><b>Reading:</b> RI.9-10.2; RI.9-10.4; RI.9-10.5; RL.9-10.5</p> <p><b>Language:</b> L.9.10-2a; L.9-10.2b; L.9-10.4b</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1c-d; SL.9-10.2; SL. 9-10.5</p> 	<p><b>Writing</b></p> <p>I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts <i>to</i> clarify my perspective</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p><b>Reading</b></p> <p>I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in the text</p> <p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p>	<p><b>Part 1: Writing</b></p> <p>Write an <b>informative essay</b> on the following issue: <b>Explain how words have the power to provoke, calm, or inspire (352)</b></p> <p><b>Part 2: Speaking &amp; Listening</b></p> <p>After completing the final draft of your informative essay, use it as the foundation</p>	<p><b>Unit 3: The Literature of Civil Rights</b></p> <p><b>Essential Question:</b></p> <p><b>How can words inspire change?</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p>Novels (optional): <u>To Kill a Mockingbird</u> <u>Go Tell it On the Mountain</u></p>

		<p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p><b><u>Language</u></b> I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b> I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience’s understanding</p>	for a <b>three -to - five - minute multimedia presentation</b> (354)	
6 - 8 Weeks	<p><b>Writing:</b> W.9-10.1; W.9-10.7; W.9-10.9</p> <p><b>Reading:</b> RI.9-10.1; RI.9-10.6; RI.9-10.7; RI.9-10.8; RL.9-10.2; RL.9-10.3; RL.9-10.5; RL.9-10.9</p> <p><b>Language:</b> L.9-10.4a-b; L.9-10.5</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1; SL.9-10.2; SL.9-10.5</p>	<p><b><u>Writing</u></b> In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions.</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p>I can conduct research that is grounded in a self-generated</p>	<p><b><u>Part 1: Writing</u></b> Write a <b>literary criticism</b> offering insightful analysis and your own evaluation of how the texts answer the following question: <b>Should the opinions of others affect</b></p>	<p><b>Unit 4: Star-Crossed Romances</b></p> <p><b>Essential Question:Do we determine our own destinies?</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p>



	 	<p>question that propels me to explore in depth and synthesize multiple resources to demonstrates my understanding on of the subject.</p> <p><b><u>Reading</u></b>  I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p><b><u>Language</u></b>  I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b>  I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can evaluate information presented in a variety of media and</p>	<p><b>our own choices or destinies? (538)</b></p> <p><b><u>Part 2:</u></b>  <b><u>Speaking &amp; Listening</u></b>  After completing the final draft of your literary criticism essay, use it as the foundation for a <b>three - to - five - minute multimedia presentation</b> (540)</p>	<p>Novels (optional):  <u>The Fault in Our Stars</u>  <u>Wuthering Heights</u></p>
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		formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding		
6 -8 Weeks	<p><b>Writing:</b> W.9-10.2; W.9-10.4; W.9-10.5;</p> <p><b>Reading:</b> RL.9-10.1; RL.9-10.3; RL.9-10.5; RL.9-10.6</p> <p><b>Language:</b> L.9-10.4; L.9-10.5;</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1; SL.9-10.4; SL.9-10.5; SL.9-10.6</p>  	<p><b>Writing</b></p> <p>I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b>Reading</b></p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in the text</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p><b>Language</b></p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases</p>	<p><b>Part 1: Writing</b></p> <p>Write an <b>explanatory essay</b> in which you examine a topic and convey ideas, concepts, procedures, and information related to the following question: <b>When does the journey matter more than the destination?</b> (690)</p> <p><b>Part 2: Speaking &amp; Listening</b></p> <p>After completing the final draft of your explanatory essay, use it as</p>	<p><b>Unit 5: Journeys of Transformation</b></p> <p><b>Essential Question:</b></p> <p><b>Why do we try to imagine the future?</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p>Novels (optional):  <a href="#">The Road</a>  <a href="#">Fahrenheit 451</a></p>

English Language Arts	Ninth Grade: <i>myPerspectives</i>
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		<p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking and Listening</u></b></p> <p>I can present information with supporting evidence so that the audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p> <p>I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience’s understanding</p>	<p>the foundation for a <b>three - to - five - minute podcast</b> (692)</p>	
6 -8 Weeks	<p><b>Writing:</b> W.9-10.3; W.9-10.4; W.9-10.5;</p> <p><b>Reading:</b> RI.9-10.3; RI.9-10.6; RL.9-10.5; RL.9-10.6</p> <p><b>Language:</b> L.9-10.1a; L.9-10.4b; L.9-10.5</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.5; SL.9-10.6</p>	<p><b><u>Writing</u></b></p> <p>I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b><u>Reading</u></b></p> <p>I can determine central ideas and/or themes of a text and analyze the how the details of a text develop and interact in</p>	<p><b><u>Part 1: Writing</u></b></p> <p>Write a <b>short story</b> in which you develop a theme related to the following question: <b>Which matters more--the present, or the future?</b> (794)</p> <p><b><u>Part 2: Speaking &amp; Listening</u></b></p> <p>After completing the</p>	<p><b>Unit 6: World’s End</b></p> <p><b>Essential Question:</b></p> <p><b>What matters more, the present or the future?</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p>




	 	<p>the text</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking and Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers.</p> <p>I can present information with supporting evidence so that the audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience.</p>	<p>final draft or your narrative, <b>record your narrative to present to the class</b> (796)</p>	
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## VVUHSD Instructional Strategy

Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.

Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.



Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
6 -8 Weeks	<p><b>Writing:</b> W.9-10.2; W.9-10.4; W.9-10.5; W.9-10.8</p> <p><b>Reading:</b> RI.9-10.2; RI.9-10.4; RI.9-10.5; RL.9-10.5</p> <p><b>Language:</b> L.9-10.2a; L.9-10.2b; L.9-10.4b</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1c-d; SL.9-10.2; SL. 9-10.5</p> 	<p><b>Writing</b> I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p><b>Reading</b> I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact to</p>	<p><b>Writing:</b> <b>Part 1:</b> Write an <b>explanatory essay</b> on the following topic: <b>In what ways does transformation play a role in stories meant to scare us?</b> (122)</p> <p><b>Speaking &amp; Listening</b> <b>Part 2:</b> After completing the final draft of</p>	<p><b>Unit 1: Inside the Nightmare</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (optional):</i></p>


	 <p>shape those ideas or themes</p> <p>I can analyze how a writer’s word choice shapes the meaning and tone of the text</p> <p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers.</p> <p>I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience’s understanding</p>	your explanatory essay, use it as the foundation for a <b>three-to-five minute informal talk</b> (124)		
6 -8 Weeks	<p><b>Writing:</b> W.9-10.1; W.9-10.4; W.9-10.5; W.9-10.8; W.9-10.9</p> <p><b>Reading:</b> RI.9-10.1; RI.9-10.3; RI.9-10.4; RI.9-10.6; RI.9-10.8;</p>	<p><b><u>Writing</u></b></p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my</p>	<p><b><u>Writing</u></b></p> <p><b>Part 1:</b> Write an <b>argument</b> in which you state and defend a claim about the following</p>	<p><b>Unit 2: Outsiders and Outcasts</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the</i></p>

## English Language Arts

## Tenth Grade: *myPerspectives*



<p>RL.9-10.1; RL.9-10.4; RL.9-10.5</p> <p><b>Language:</b> L.9-10.1; L.9-10.3</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1; SL.9-10.4</p>  		<p>claim, analysis, and/or ideas</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b><u>Reading</u></b></p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact to shape those ideas or themes</p> <p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p>I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose,</p>	<p>question: <b>Is the experience of being an outsider universal?</b> (254)</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p><b>Part 2:</b> After completing the final draft of your argument, use it as the foundation for a three-to-five minute <b>oral presentation</b> (256)</p>	<p><i>specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (optional):</i></p>
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English Language Arts	Tenth Grade: <i>myPerspectives</i>
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		<p>and audience</p> <p><b><u>Speaking &amp; Listening</u></b> I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence so that the audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p>		
6 - 8 Weeks	<p><b>Writing:</b> W.9-10.2; W.9-10.4; W.9.-10.5; W.9-10.8</p> <p><b>Reading:</b> RI.9-10.2; RI.9-10.4; RI.9-10.5; RL.9-10.5</p> <p><b>Language:</b> L.9.10-2a; L.9-10.2b; L.9-10.4b</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1c-d; SL.9-10.2; SL. 9-10.5</p> 	<p><b><u>Writing</u></b> I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p><b><u>Reading</u></b> I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact to shape those ideas or themes</p> <p>I can analyze how a writer’s word choice shapes the meaning and tone of the text</p>	<p><b><u>Writing</u></b> <b>Part 1:</b> Write an <b>informative essay</b> in which you gather and present information to respond to the following question: <b>What does it mean to “be free”?</b> (358)</p> <p><b><u>Speaking &amp; Listening</u></b> <b>Part 2:</b> After completing the final draft of your informative essay, use it as</p>	<p><b>Unit 3: Expanding Freedom’s Reach</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (optional):</i></p>

English Language Arts	Tenth Grade: <i>myPerspectives</i>
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		<p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p><b><u>Language</u></b> I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b> I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding</p>	the foundation for a <b>five-to-ten minute multimedia presentation</b> (360)	
6 - 8 Weeks	<p><b>Writing:</b> W.9-10.2; W.9-10.4; W.9-10.5;</p> <p><b>Reading:</b> RL.9-10.1; RL.9-10.3; RL.9-10.5; RL.9-10.6</p> <p><b>Language:</b> L.9-10.4; L.9-10.5;</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1; SL.9-10.4; SL.9-10.5; SL.9-10.6</p>	<p><b><u>Writing</u></b> I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p>	<p><b><u>Writing</u></b> <b>Part 1:</b> Write an <b>informative essay</b> in which you examine a topic and convey ideas, concepts, and information related to the following questions: <b>How do we decide what we want</b></p>	<p><b>Unit 4: All That Glitters</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novel (optional):</i></p>



	 	<p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p><b><u>Reading</u></b>  I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact to shape those ideas or themes</p> <p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p><b><u>Language</u></b>  I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b>  I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence so that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience</p>	<p><b>versus what we need? What can result from an imbalance between want and need?</b>  (488)</p> <p><b><u>Speaking &amp; Listening</u></b>  <b>Part 2:</b> After completing the final draft of your informative essay, use it as the foundation for a <b>three - to - five - minute oral presentation</b> (490).</p>	
6 -8 Weeks	<b>Writing:</b> W.9-10.1; W.9-10.2.7; W.9.10.8;	<b><u>Writing</u></b> In the support of the analysis of an important and relevant	<b><u>Writing</u></b> <b>Part 1:</b> Write an	<b>Unit 5: Virtue and Vengeance</b>



	<p>W.9-10.9</p> <p><b>Reading:</b> RI.9-10.1; RI.9-10.6; RI.9-10.7; RI.9-10.8; RL.9-10.2; RL.9-10.3; RL.9-10.5; RL.9-10.9</p> <p><b>Language:</b> L.9-10.4a-b; L.9-10.5</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1; SL.9-10.2; SL.9-10.5</p>  	<p>topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas.</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p><b>Reading</b></p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p>I can evaluate an argument and assess the validity, relevance, and sufficiency of the evidence presented</p> <p><b>Language</b></p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases.</p>	<p><b>argument</b> in which you state and defend a claim responding to the following question: <b>Can justice and forgiveness go hand in hand?</b> (652)</p> <p><b>Speaking &amp; Listening</b></p> <p><b>Part 2:</b> After completing the final draft of your argument, use it as the foundation for a <b>three - to - five - minute public service announcement</b> (654).</p>	<p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (optional):</i></p>
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English Language Arts	Tenth Grade: <i>myPerspectives</i>
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		<p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence so that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience</p> <p>I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding</p>		
6 -8 Weeks	<p><b>Writing:</b> W.9-10.3; W.9-10.4; W.9.5; W.9 - 10.9</p> <p><b>Reading:</b> RI.9-10.2; RI.9-10.3; RI.9-10.5; RL.9.2; RL.9.4; RL.9.5</p> <p><b>Language:</b> L.9-10.1b; L.9-10.5</p> <p><b>Speaking &amp; Listening:</b> SL.9-10.1; SL.910.4a</p>	<p><b><u>Writing</u></b></p> <p>I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p>	<p><b><u>Writing</u></b></p> <p><b>Part 1:</b> Write a <b>nonfiction narrative</b> in which you tell a true story related to the following question: <b>Is there a difference between seeing and knowing?</b> (810)</p>	<p><b>Unit 6: Blindness and Sight</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (optional):</i></p>


	 	<p><b><u>Reading</u></b>  I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p><b><u>Language</u></b>  I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b>  I can present information with supporting evidence so that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience</p>	<p><b><u>Speaking &amp; Listening</u></b>  <b>Part 2:</b> After completing the final draft of your nonfiction narrative, use it as the basis for a <b>three - to - five - minute storytelling session</b> (812).</p>	
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**VVUHSD Instructional Strategy**

Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.



Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.

Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.


TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.1; W.11-12.2.7; W.11-12.8; W.11-12.9</p> <p><b>Reading:</b> RI.11-12.1; RI.11-12.2; RI.11-12.3; RI.11-12.5; RI.11-12.6; RI.11-12.8; RI.11-12.9</p> <p><b>Language:</b> L.11-12.1; L.11-12.3; L.11-12.5</p> <p><b>Speaking &amp; Listening:</b> SL. 11-12.1; SL.11-12.2; SL.11-12.4</p> 	<p><b>Writing</b></p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can use multiple revision techniques to develop and strengthen my writing</p>	<p><b>Writing</b></p> <p><b>Part I:</b> Write an <b>argument</b> in which you respond to this question: <b>What are the most effective tools for establishing and preserving freedom?</b> (134)</p> <p><b>Speaking &amp; Listening</b></p> <p><b>Part II:</b> Imagine that a television station has called on you to</p>	<p><b>Unit I: Writing Freedom</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (optional):</i></p>

	 	<p><b><u>Reading</u></b></p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p>I can analyze seminal seventeenth, eighteenth, and nineteenth-century texts and evaluate the reasoning of the arguments presented in the text(s)</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence so that</p>	<p>be their expert on the concept of freedom.</p> <p><b>Present a video recorded commentary, based on the final draft of your argument, to be used during coverage of a presidential debate (136)</b></p>	
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English Language Arts	Eleventh Grade: <i>myPerspectives</i>
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		an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience		
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.3; W.11-12.4; W.11-12.5; W.11-12.9</p> <p><b>Reading:</b> RL.11-12.2, RL.11-12.4; RL.11-12.5; RL.11-12.6; RL.11-12.9</p> <p><b>Language:</b> L.11-12.1; L.11-12.2</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.1; SL.11-12.4a</p>  	<p><b>Writing</b></p> <p>I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b>Reading</b></p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p>I can analyze how a writer use syntax and text structure to develop their claims, themes, and/or ideas</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p>	<p><b>Writing</b></p> <p><b>Part I:</b> Write a <b>personal narrative</b> in which you describe a specific event from your life that answers this question: <b>What significant incident from my past helped me to realize that I am a unique individual?</b> (270)</p> <p><b>Speaking &amp; Listening</b></p> <p><b>Part II:</b> Even if you have never seen a professional storyteller, you have probably witnessed great</p>	<p><b>Unit II: The Individual and Society</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional):</i></p>

English Language Arts	Eleventh Grade: <i>myPerspectives</i>
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		<p><b><u>Language</u></b> I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p><b><u>Speaking &amp; Listening</u></b> I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p>	<p>storytelling. <b>Prepare your personal narrative and present it as a storyteller would (272)</b></p>	
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.2; W.11-12.4; W.11-12.5; W.11-12.8</p> <p><b>Reading:</b> RI.11-12. 4; RI.11-12.5; RI.11-12.6; RI.11-12.7; RL.11-12.1; RL.11-12.5</p> <p><b>Language:</b> L.11-12.2; L.11-12.4a-b</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.4; SL.11-12.5</p> 	<p><b><u>Writing</u></b> I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas.</p> <p><b><u>Reading</u></b> I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p>	<p><b><u>Writing</u></b> <b>Part 1:</b> Write an <b>informational essay</b> in which you explore this question: <b>What motivates people to struggle for change?</b> (388)</p> <p><b><u>Speaking &amp; Listening</u></b> <b>Part II:</b> After completing the final draft of your informational text, make a</p>	<p><b>Unit 3: Power, Protest, and Change</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional):</i></p>



		<p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p>I can analyze how writers use syntax and text structure to develop their claims</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p><b><u>Language</u></b></p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p> <p>I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding</p>	<p><b>podcast</b> or audio recording that could be uploaded for listeners (390)</p>	
6- 8 Weeks	<p><b>Writing:</b> W.11-12.2; W.11-12.4; W.11-12.5; W.11-12.8</p> <p><b>Reading:</b> RI.11-12.1; RI.11-12.3; RI.11-12.6;</p>	<p><b><u>Writing</u></b></p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can organize my ideas for clarity and cohesion, using</p>	<p><b><u>Writing</u></b></p> <p><b>Part 1:</b> Write an <b>explanatory essay</b> in which you use examples from</p>	<p><b>Unit 4: Grit and Grandeur</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the</i></p>

	<p>RL.11-12.1; RL.11-12.3; RL.11-12. 5; RL.11-12.6; RL.11-12.9</p> <p><b>Language:</b> L.11-12.1; L.11-12.3; L.11-12.5</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.1; SL.11-12.3; SL.11-12.4</p>  	<p>appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p><b><u>Reading</u></b></p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers</p>	<p>the texts in this unit and from your own life to answer this question: <b>What makes certain places live on in our memory?</b> (540)</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p><b>Part II:</b> After completing the final draft of your explanatory essay, <b>use it as the foundation for a three-to-five minute oral presentation</b> (542)</p>	<p><i>specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional):</i></p>
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English Language Arts	Eleventh Grade: <i>myPerspectives</i>
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		I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience		
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.1; W.11-12.2.7; W.11-12.8; W.11-12.9</p> <p><b>Reading:</b> RI.11.-12.3; ; RI.11-12.6; RL.11-12.1; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.6; RL.11-12.7</p> <p><b>Language:</b> L.11-12.1; L.11-12.2; L.11-12.5</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.4b</p>  	<p><b>Writing</b></p> <p>I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can use multiple revision techniques to develop and strengthen my writing</p> <p><b>Reading</b></p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can analyze how a writer's word choice shapes the</p>	<p><b>Writing</b></p> <p><b>Part I:</b> Write an <b>argument</b> that responds to this question: <b>Is fear always a harmful emotion?</b> (746)</p> <p><b>Speaking &amp; Listening</b></p> <p><b>Part II:</b> After completing a final draft of your argument, <b>prepare a dramatic reading of your argument</b> (748)</p>	<p><b>Unit 5: Facing Our Fears</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional):</i></p>

		<p>meaning and tone of the text</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p>		
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.3; W.11-12.4; W.11-12.5; W.11-12.9</p> <p><b>Reading:</b> RI.11-12.3; RI.11-12.5; RI.11-12; RL.11.12.3; RL.11-12.4; RL.11-12.6</p> <p><b>Language:</b> L.11-12.1; L.11-12.4; L.11-12.5</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.4b</p>	<p><b><u>Writing</u></b></p> <p>I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p>	<p><b><u>Writing</u></b></p> <p><b>Part I:</b> Write a <b>short story</b> that develops a protagonist and sets up a situation that reveals tension between your protagonist and another character or some outside</p>	<p><b>Unit 6: Ordinary Lives, Extraordinary Tales</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional):</i></p>



**myPerspectives**  
ENGLISH LANGUAGE ARTS

### **Reading**

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how a writer's word choice shapes the meaning and tone of the text

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

### **Language**

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can demonstrate an understanding of the intricacies of words and word relationships

I can use multiple methods to determine or clarify the meanings of words and phrases

### **Speaking & Listening**

I can present information with supporting evidence that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience

force. Use the third-person point of view (866).

### **Speaking & Listening**

**Part II:** After completing a final draft or your narrative, **tell your story to your class.**


Memorize the key plot points, character descriptions, and most important lines of dialogue from your narrative...Select digital audio to add interest and enhance effects in your story (868)

**VVUHSD Instructional Strategy**

Teachers use intentional, differentiated strategies to engage all students in discussion, attempting gradual release from teacher-directed to student-initiated conversation. Students participate in collaborative, intellectually challenging discussions.

Instructional projects, activities, and assignments are aligned to the instructional standards, require increasingly higher levels of thinking, are culturally relevant, and may include real-world application. Students are cognitively engaged constructing their own understanding and exploring content. The learning activities are differentiated to meet the learning needs of students.

Teacher feedback to students is timely, frequent, relevant, accurate, and aligned to the instructional outcome. Specific feedback guides students to revise and improve their work.

TIME	CONTENT, LANGUAGE, AND ISTE STANDARDS	LEARNING TARGETS	ASSESSMENTS	CURRICULUM UNIT AND RESOURCE CONNECTIONS
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.1; W.11-12.2.7;</p> <p><b>Reading:</b> RI.11-12.1; RI.11-12.2; RI.11-12.3;</p> <p><b>Language:</b> L.11-12.1; L.11-12.3; L.11-12.5</p> <p><b>Speaking &amp; Listening:</b> SL. 11-12.1; SL.11-12.2; SL.11-12.4</p> 	<p><b>Writing</b></p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can use multiple revision techniques to develop and strengthen my writing</p>	<p><b>Writing</b></p> <p>Write an <b>argument</b> in which you respond to this question:</p> <p><b>What makes a hero?</b></p>	<p><b>Unit I: Forging a Hero</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (optional):</i>  <i>Don Quixote,</i>  <i>Narrative of Sojourner Truth</i>  <i>Flatland: A Romance of Many Dimensions</i></p>




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**Reading**

I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how writers use syntax and text structure to develop their claims, themes, and/or ideas

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

**Language**

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience



I can use multiple methods to determine or clarify the meanings of words and phrases

**Speaking & Listening**

I can effectively participate in conversations and discussions with a variety of peers


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I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task and purpose



6 - 8 Weeks	<p><b>Writing:</b> W.11-12.3; W.11-12.4; W.11-12.5; W.11-12.9</p> <p><b>Reading:</b> RL.11-12.2, RL.11-12.4; RL.11-12.5; RL.11-12.6; RL.11-12.9</p> <p><b>Language:</b> L.11-12.1; L.11-12.2</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.1; SL.11-12.4a</p>  	<p><b>Writing</b></p> <p>I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p> <p><b>Reading</b></p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p>I can analyze how a writer use syntax and text structure to develop their claims, themes, and/or ideas</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p>	<p><b>Writing</b></p> <p>Write an explanatory essay that answers this question:</p> <p><b>In what way may our image of a social group clash with our everyday experience of that group?</b></p>	<p><b>Unit II: Reflecting on Society</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional):</i>  <i>A Connecticut Yankee in King Arthur's Court</i>  <i>The Importance of Being Earnest</i>  <i>Pride and Prejudice</i></p>
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English Language Arts	Twelfth Grade: <i>myPerspectives</i>
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		<p><b><u>Language</u></b> I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p><b><u>Speaking &amp; Listening</u></b> I can effectively participate in conversations and discussions with a variety of peers</p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p>		
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.2; W.11-12.4; W.11-12.5; W.11-12.8</p> <p><b>Reading:</b> RI.11-12. 4; RI.11-12.5; RI.11-12.6; RI.11-12.7; RL.11-12.1; RL.11-12.5</p> <p><b>Language:</b> L.11-12.2; L.11-12.4a-b</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.4; SL.11-12.5</p> 	<p><b><u>Writing</u></b> I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas.</p> <p><b><u>Reading</u></b> I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p>	<p><b><u>Writing</u></b>  Write an <b>informational essay</b> in which you explore this question:  <b>How do our attitudes towards the past and future shape our actions?</b></p>	<p><b>Unit 3: Facing the Future, Confronting the Past</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional): Julius Caesar King Lear</i></p>

		<p>I can analyze how a writer's word choice shapes the meaning and tone of the text</p> <p>I can analyze how writers use syntax and text structure to develop their claims</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p><b><u>Language</u></b></p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p> <p>I can evaluate information presented in a variety of media and formats to be able to strategically integrate digital media in a presentation to further support the audience's understanding</p>		
6- 8 Weeks	<p><b>Writing:</b> W.11-12.2; W.11-12.4; W.11-12.5; W.11-12.8</p> <p><b>Reading:</b> RI.11-12.1; RI.11-12.3; RI.11-12.6;</p>	<p><b><u>Writing</u></b></p> <p>In the support of the analysis of an important and relevant topic, I can write an argument grounded in valid, logical reasoning and pertinent evidence</p> <p>I can organize my ideas for clarity and cohesion, using</p>	<p><b><u>Writing</u></b></p> <p>Write an <b>explanatory essay</b> in which you use examples from</p>	<p><b>Unit 4: Seeing Things New</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p>

English Language Arts	Twelfth Grade: <i>myPerspectives</i>
<p>RL.11-12.1; RL.11-12.3; RL.11-12. 5; RL.11-12.6; RL.11-12.9</p> <p><b>Language:</b> L.11-12.1; L.11-12.3; L.11-12.5</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.1; SL.11-12.3; SL.11-12.4</p>  	<p>appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p><b><u>Reading</u></b></p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can recognize an author’s point of view and purpose and analyze how it influences the content and style of the text</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can demonstrate an understanding of the intricacies of words and word relationships</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can effectively participate in conversations and discussions with a variety of peers</p> <p>the texts in this unit and from your own life to answer this question:</p> <p><b>Why are both vision and disillusion necessary?</b></p> <hr/> <p>or: <b>What factors lead people to look at their society from the outside, rather than simply accepting it?</b></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional):</i> <i>Crime and Punishment</i> <i>Jude the Obscure</i> <i>The Alchemist</i></p>

English Language Arts	Twelfth Grade: <i>myPerspectives</i>
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		I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience		
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.1; W.11-12.2.7; W.11-12.8; W.11-12.9</p> <p><b>Reading:</b> RI.11.-12.3; ; RI.11-12.6; RL.11-12.1; RL.11-12.3; RL.11-12.4; RL.11-12.5; RL.11-12.6; RL.11-12.7</p> <p><b>Language:</b> L.11-12.1; L.11-12.2; L.11-12.5</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.4b</p>  	<p><b>Writing</b></p> <p>I can write a well-structured informative essay to examine a complex subject, using relevant evidence from a variety of texts to clarify my perspective</p> <p>I can assess the credibility and accuracy of a variety of sources to determine relevant information to support my claim, analysis, and/or ideas</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I can use multiple revision techniques to develop and strengthen my writing</p> <p><b>Reading</b></p> <p>I can cite evidence from a text, draw conclusions from it, and explain how it supports my claim, analysis, and/or ideas</p> <p>I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes</p> <p>I can analyze how a writer's word choice shapes the</p>	<p><b>Writing</b></p> <p>Write an <b>argument</b> that responds to this question:</p> <p>What makes a self, and what does it mean to find it -- or lose it?</p> <p><b>Speaking &amp; Listening</b></p> <p><b>Part II:</b> After completing a final draft of your argument, prepare a dramatic reading of your argument</p>	<p><b>Unit 5: Discovering the Self</b></p> <p><a href="#">Pearson Easy Bridge (Digital Resources)</a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p> <p><i>Novels (Optional):</i>  <i>Into the Wild</i>  1984  <i>Brave New World</i></p>

		<p>meaning and tone of the text</p> <p>I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text</p> <p><b><u>Language</u></b></p> <p>I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience</p> <p>I can use multiple methods to determine or clarify the meanings of words and phrases</p> <p><b><u>Speaking &amp; Listening</u></b></p> <p>I can present information with supporting evidence so that an audience can follow the reasoning, and the presentation is appropriate to the task, purpose, and audience</p>		
6 - 8 Weeks	<p><b>Writing:</b> W.11-12.3; W.11-12.4; W.11-12.5; W.11-12.9</p> <p><b>Reading:</b> RI.11-12.3; RI.11-12.5; RI.11-12; RL.11.12.3; RL.11-12.4; RL.11-12.6</p> <p><b>Language:</b> L.11-12.1; L.11-12.4; L.11-12.5</p> <p><b>Speaking &amp; Listening:</b> SL.11-12.4b</p>	<p><b>Writing</b></p> <p>_____</p> <p>I can write a narrative (fiction or nonfiction) with effective description, well-chosen details, and well-structured event sequences</p> <p>I can organize my ideas for clarity and cohesion, using appropriate transitions</p> <p>I can produce clear and coherent writing appropriate to task, purpose, and audience</p> <p>I fully engage in the writing process, producing multiple drafts, to develop and strengthen my writing</p>	<p><b>Writing</b></p> <p>Conduct Research to write an informative essay in response to this question: How does time or distance sharpen our perceptions of home?</p>	<p><b>Unit 6: Finding Home</b></p> <p><a href="#"><u>Pearson Easy Bridge (Digital Resources)</u></a></p> <p><i>Note: Only teachers of the specified courses can access the digital curriculum through this link.</i></p>



**myPerspectives**  
ENGLISH LANGUAGE ARTS

### Reading

I can determine central ideas and/or themes of a text and analyze how the details of a text develop and interact in the text to shape those ideas or themes

I can analyze how a writer's word choice shapes the meaning and tone of the text

I can recognize an author's point of view and purpose and analyze how it influences the content and style of the text

### Language

I can use a variety of grammatical structures when writing and/or speaking that are appropriate to the task, purpose, and audience

I can demonstrate an understanding of the intricacies of words and word relationships

I can use multiple methods to determine or clarify the meanings of words and phrases

### Speaking & Listening

I can present information with supporting evidence that an audience can follow the reasoning and the presentation is appropriate to the task, purpose, and audience

### Speaking & Listening

**Part II:** After completing a final draft or your narrative, **tell your story to your class.** Select digital audio to add interest and enhance effects in your presentation.

*Novels (Optional):*  
*The House of Seven Gables*  
*Wuthering Heights*  
*Travels with Charley:*  
*In Search of America*