



# Palm Springs Unified School District Secondary Course Description

**Please read:** Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

\*\*\*NOTE: If this is a COD "Dual Enrollment" course then the course cannot be changed.

## District Office Use Only

Transcript Title(s)/Abbreviation: English II for English Learners

Transcript Course Code(s)/Number(s): 1004 Cabinet/ July 25, 2017  
BOE Approval Date: \_\_\_\_\_

## Section 1: Course Content

1. Course Title: English II for English Learners

Date this course was first submitted to the Curriculum Advisory: June 13, 2017

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: \_\_\_\_\_

3. CALPADS Code : 2131

4. PSUSD graduation requirement subject area: English II

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: -- 10 11 12

Course can be repeated for Credit?

*Note: Grade level pertains to which grades the course has been designed.*

7. PSUSD Department: English

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

Dual Enrollment?  If "Yes," list the online provider: \_\_\_\_\_

*Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.*

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship

*Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38*

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? \_\_\_\_\_

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? \_\_\_\_\_

### 13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

#### **Unit 1: Destiny**

In this unit, students will have an opportunity to read the following texts and practice the skills required by the ELD standards: *The Sports Gene*, *Outliers*, and *Macbeth*. In addition, this unit includes the selections "The Importance of Mindset" and "The Game Ritual," texts that have been written at three different proficiency levels. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

#### **Objectives:**

1. Explore background information about the concepts of destiny and free will.
2. Use the meanings of common Latin prefixes along with context clues to determine the meanings of unfamiliar words.
3. Practice and apply concrete strategies for analyzing language choices.
4. Have students compare and contrast Donald Thomas and Stefan Holm.
5. Practice and apply concrete strategies for recognizing and using persuasive language.
6. Give opinions on a topic, using modal expressions.
7. Practice and apply concrete strategies for using verbs and verb phrases.
8. Contribute to group discussions by following turn-taking rules.
9. Close read a small passage of created, level-appropriate text.
10. Practice and apply concrete strategies for using knowledge of morphology to select affixes.
11. Debate a key question, providing well-articulated comments and additional relevant information.
12. Demonstrate an understanding of how to connect ideas using compound and complex sentences.
13. Complete a short informational writing assignment using the skill of connecting ideas.
14. Explore examples of outliers, as defined by Malcolm Gladwell.
15. Identify and apply rules for appositives.
16. Practice and apply concrete strategies for understanding and using referring words and phrases.
17. Provide coherent and well-articulated comments and additional relevant information during a discussion.
18. Practice and apply identifying signal words and phrases in order to understand the causes and the effects in the plot of a story.
19. Explain the cause and effect relationships in the plot of a story.
20. Practice and apply concrete strategies for identifying and defining figurative language.
21. Make inferences and draw conclusions from the text, and share them in a whole-class discussion.
22. Explore background information about the concept of how much of what happens in our lives we actually control.
23. Combine participial phrases to create compound and complex sentences.
24. Explore how writers use specific language for a desired effect.
25. Practice making inferences and drawing conclusions from texts.

#### **Assignment**

Students will complete one of the following writing assignments:

**Literary Analysis:** In this unit, you have read a variety of selections, including informational text, drama, and poetry, about the role of destiny in human lives. The subjects of the selections have concerned everything from real-life global science to individual wilderness survival, from fictional tales of power to real war in the present day. Write a literary analysis of at least three works from the unit in which you discuss how the role of destiny plays a role in the texts. How do events take over the character or subject? In what ways does the character or subject influence the course of events? What common themes or ideas connect the idea of destiny in all three texts? Be sure to cite the texts you use as sources to support your claims.

**Informative/Explanatory:** Throughout history, writers, politicians, thinkers, artists, and workers have wondered about

human destiny. How much control do we have over our own lives? How much is left to chance or divine control? Recall the selections you have read in this unit and how they explore and evaluate the idea of human control. Write an informative essay in which you use the texts to answer the question: In what ways have human beings learned to control their fate with success? Think of one area you would like to write about. To develop and support your thesis, choose two selections from the unit, as well as two credible print or digital sources from outside the unit. Be sure to cite the sources of facts and details that support your ideas.

**Narrative:** In this unit, you have read a variety of selections, including nonfiction, drama, and poetry, about the role of destiny in human lives. The subjects of the selections have been in the areas of everything from sports to wilderness survival, from ancient struggles to war in the present day. For this project, write a fictional narrative in which your main character faces a situation he or she wants to control, but cannot. Remember to set out a specific problem, establish a clear point of view, use narrative techniques such as dialogue and description, and use precise words to provide a vivid picture of characters and events.

## **Unit 2: Taking a Stand**

In this unit, students will have an opportunity to read the following texts and practice the skills required by the ELD standards: *The Whisperers: Private Life in Stalin's Russia*, *Animal Farm*, and "Remarks to the Senate in Support of a Declaration of Conscience." In addition, this unit includes the selections "The Peasant Revolt" and "The Dinner of the Lion," texts that have been written at three different levels for Emerging, Expanding, and Bridging students. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

### **Objectives**

1. Explore background information about the concept of what happens when an individual or group takes a stand.
2. Practice identifying and understanding how context clues can help a reader understand the meanings and connotations of words and their intended effects on an audience.
3. Practice using suffixes and prefixes to make new words and determine meaning.
4. Understand the cause-and-effect structure of a text.
5. Practice and apply concrete strategies for using noun phrases to expand sentences.
6. Practice using concrete strategies for identifying and explaining the central or main idea.
7. Practice and apply concrete strategies for using context clues.
8. Practice and apply concrete strategies for analyzing language choices.
9. Prepare for and participate in a whole-class discussion.
10. Practice and apply concrete strategies for identifying and defining multiple-meaning words.
11. Ask and answer questions about the problem and solution in a fictional text.
12. Practice and apply concrete strategies for identifying affixes and using knowledge of morphology to select appropriate affixes.
13. Participate in a whole-class debate about the character trait that most contributed to the story's outcome.
14. Explore background information about an allegory intended to critique communism and the Soviet Union under Stalin.
15. Identify and apply rules for expanding sentences with adverbs and adverbial phrases and clauses.
16. Practice and apply concrete strategies for using transition words and phrases to comprehend texts.
17. Participate in a collaborative discussion to practice paraphrasing key ideas.
18. Practice identifying and using strong support for opinions.
19. Write a short persuasive argument.
20. Practice and apply concrete strategies for using verb tenses and moods.
21. Practice identifying and using domain-specific vocabulary.
22. Complete a short informational writing assignment using domain-specific vocabulary.

### **Assignment**

Students will complete one of the following writing assignments:

**Argumentative:** The driving question for this unit asks, "When is it appropriate to challenge the rules?" Using at least two texts from this unit and two outside sources, write an argumentative essay in which you defend a claim for just such a time. Use your sources to provide reasons and evidence for your claim, stated in your thesis, as well as counterclaims for your argument. In addition, remember to establish and maintain a formal style and objective tone,

even as you use persuasive techniques to strengthen your argument. Be sure to cite all sources for facts and details that either support your claim or help refute any counterclaims.

**Informative/Explanatory:** From times of war to civil unrest, this unit has explored accounts both fictional and true of when a time comes for someone to take a stand for something he or she believes in. Using at least one selection from the unit and two additional resources, write an essay in which you explain the repercussions of a stand someone took. What happened after the events? What were the long-reaching effects? After examining the evidence, was the person right to take a stand? Be sure to include a clear thesis statement, body paragraphs with relevant evidence to support the thesis, and citations from your research. Remember to establish and maintain a formal style and objective tone throughout the essay.

**Narrative:** What does it mean to take a stand? In this unit, you have read about fictional characters as well as real people who take stands against rules or ideas they don't believe in. Think about times when a rule or law might need to be challenged. Next, think of a setting (imaginary or historical), characters (fictional or real), and a rule that at least one of the characters wants to challenge. Write a narrative with a clear point of view and sequence of events that explores what it means to take a stand.

### **Unit 3: Technical Difficulties**

In this unit, students will have an opportunity to read the following texts and practice the skills required by the ELD standards: *Frankenstein*, *Silent Spring*, and "De-Extinction: The Science and Ethics of Bringing Lost Species Back to Life." In addition, this unit includes the selections "Fate or Foolishness" and "The Science of Genetically Altering Foods: Should We Do It?" texts that have been written at three different proficiency levels. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

### **Objectives**

1. Explore background information about the concept of technology and its unexpected effects.
2. Identify and apply rules for using Latin prefixes that refer to numbers.
3. Practice defining vocabulary words using context.
4. Practice and apply concrete strategies for identifying noun phrases.
5. Identify cause and effect relationships in the plot.
6. Practice and apply concrete strategies for identifying and using adverbs and adverb clauses.
7. Participate in a small-group discussion using strategies to make inferences about a character.
8. Practice and apply concrete strategies for defining multiple-meaning words.
9. Practice using concrete strategies for identifying the mood in a text.
10. Explore background information about our interactions with powerful technology.
11. Identify and apply rules for using participial phrases to condense ideas.
12. Identify and apply rules for using verb tenses to signal a sequence of events.
13. Determine the connotations of words using context clues and reference materials.
14. Practice using concrete strategies for comparing and contrasting information from multimedia.
15. Practice and apply concrete strategies for identifying the meaning of figurative language.
16. Practice using concrete strategies for identifying and explaining the central or main idea.
17. Practice defining vocabulary words using context.
18. Practice and apply concrete strategies for using reference materials to determine the meanings of unfamiliar words.
19. Practice paraphrasing key ideas from a non-fiction text.
20. Practice and apply concrete strategies for using morphology to select appropriate affixes.
21. Prepare and participate in a whole-class discussion, taking a position on an issue.
22. Practice using concrete strategies for identifying author's purpose and point of view.
23. Practice and apply concrete strategies for using noun phrases.
24. Practice and apply concrete strategies for using the conditional mood.
25. Debate a concept with the whole class while using learned phrases.
26. Practice using concrete strategies for identifying the structure of an informational text and explaining how it helps support the central or main idea.

### **Assignment**

Students will complete one of the following writing assignments:

**Argumentative:** This unit explores the ethical and moral dilemmas behind scientific advances to improve human life. Using at least one text from this unit and two credible outside sources, make a claim that argues either for or against the use of science or technology in the case of the text of your choosing. Use specific examples, appropriate rhetorical devices, and relevant evidence to support your thesis. Cite the sources of any evidence that supports your reasoning, and be sure to establish and maintain a formal style and objective tone.

**Narrative:** Write a fictional narrative that explores the dilemmas that mankind faces when developing and implementing new technologies or new findings in science. Your narrative may reflect the characteristics of, for example, a myth, science fiction, historical fiction, or realistic fiction. Base your narrative on plausible or even existing technologies or scientific breakthroughs. Be sure you include characters, setting details, and a clear plot centered on an ethical dilemma involving science or technology, with a beginning, middle, and end.

**Literary Analysis:** Think about the many ways and various genres authors use to discuss the role of science and technology in human life. Choose two to three texts from this unit that intrigued you. Write an essay in which you analyze the ways in which the authors communicate ideas about science technology. What techniques help make a technical or scientific subject so interesting? Present a claim expressed in a clear thesis statement that states what makes the authors' approaches effective for developing their main ideas or themes. Cite relevant evidence from the texts, plus one or two additional credible sources, to help support your claim.

#### **Unit 4: The Human Connection**

In this unit, students will have an opportunity to read the following texts and practice the skills required by the ELD standards: *The Book Thief*, *Night*, and "Those Winter Sundays." In addition, this unit includes the selections "The Christmas Truce of 1914" and "When Everything Changed" texts that have been written at three different proficiency levels. These texts serve as structural and thematic models for the texts that follow them and help students access the complex authentic literature in the unit.

#### **Objectives**

1. Explore background information about the concept of what happens when humans connect.
2. Practice identifying and understanding how context clues can help a reader understand multiple-meaning words.
3. Explore background information about a literary text about grief, loss, and love that takes place during World War II.
4. Identify and apply rules for using transition words and phrases.
5. Practice and apply concrete strategies for analyzing context clues to comprehend figurative language in texts.
6. Participate in a collaborative discussion to practice asking and answering relevant, on-topic questions.
7. Identify and sort text-based responses and opinions.
8. Practice concrete strategies for identifying the connotations and denotations of words in a text in order to better understand the ideas an author seeks to convey.
9. Practice defining vocabulary words using context.
10. Practice and apply concrete strategies for using morphology to understand the meaning of unknown words.
11. Identify how the author supports the main ideas in the text.
12. Practice and apply concrete strategies for identifying nouns and noun phrases in texts.
13. Participate in a collaborative discussion to practice providing coherent and well-articulated comments and additional relevant information.
14. Practice concrete strategies for identifying the tone of a text.
15. Explore background information about the Holocaust.
16. Identify and apply rules for using affixes.
17. Practice and apply concrete strategies for using verb tenses.
18. Participate in a whole-class discussion, using coherent and well-articulated comments.
19. Practice using concrete strategies for identifying tone and using it to deepen an understanding of the text.
20. Practice using concrete strategies for identifying the meaning of words.
21. Practice and apply concrete strategies for using verb tenses appropriately.
22. Draw conclusions and make inferences about the text.
23. Practice and apply concrete strategies for analyzing referring words, such as pronouns, nominalizations, and synonyms, to comprehend cohesion within a text.
24. Debate a concept with the whole class while focusing on negotiating with and persuading others.
25. Practice using concrete strategies for identifying the author's tone and evaluating how effectively he or she uses language to create an effect on the audience.

26. Practice and apply concrete strategies for expanding noun phrases.
27. Participate in a collaborative discussion to consider how one line of the poem contributes to the theme.
28. Practice and apply concrete strategies for combining clauses to create compound and complex sentences.
29. Participate in a whole-class discussion with a focus on paraphrasing key ideas about the text.
30. Practice identifying main ideas and important details.

#### Unit 4 Novel Study: "Night" by Elie Wiesel

#### Assignment

Students will complete one of the following writing assignments:

**Argumentative:** The authors of the selections in this unit have focused on the interactions between human beings and their societies. What is the appropriate role of media in preserving, protecting, or advancing civilization and the lives of the human beings who inhabit a society? Write an essay with a claim in the form of a thesis statement that answers this question. Choose two texts from the unit as well as three additional credible sources to support your ideas. Cite sources of relevant evidence in the form of reasons, facts, definitions, and other details. Be sure to anticipate your audience's prior knowledge and possible biases, while maintaining a formal style and objective tone.

**Informative/Explanatory:** Select one of the texts and authors from this unit to research. What impact has this author had in terms of helping our understanding of technology or science in society? In what other ways has this author explored the theme or main idea concerning the connections between humans and the scientific world? Locate at least three credible sources to provide additional information to support your thesis. Cite your sources of information and be sure to include a conclusion that follows from your information and supports your thesis statement.

**Literary Analysis:** Think about the ways in which the authors in this unit wrote about the interactions between human beings and the civilizations they inhabit or create. Choose two to three texts read this unit from at least two different eras. Write an essay in which you analyze the ways in which the authors address the interactions of humans and their worlds. What theme or main idea is most prevalent? How are the themes or ideas connected across the texts, and why do you think this is? Present a claim expressed in a clear thesis statement. Cite information and evidence from the texts, as well as from one or two additional credible sources, to help support your claim.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

This course is designed to help English learner students develop high levels of academic achievement and proficiency across the core content areas in reading, writing, listening and speaking. The course itself is a combination of English Language Development using the curriculum of the English II courses at the student's school. English learners are expected to develop their target language while they interact with a variety of text types from which they must form meaning after analysis and interpretation.

This curriculum is meant to be adaptable to the various linguistic needs and levels of the students in the course. This course should reactivate prior linguistic knowledge while promoting new skill acquisition. As the language skills of the students increase, the teacher is expected to reflect this shift in their teaching and assessment style. Materials are left purposefully flexible as well, in order to be appropriately selected to be within the zone of proximal development of the students. It is expected that the teacher will be continuously monitoring the growth and progress of the students' language, and making text selections accordingly.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: StudySync

Supplemental Materials:

16. Will this course be submitted for approval by UC? Yes

## Section 2: School and District Information

### School Information

1. School Name: \_\_\_\_\_

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: <http://www.psusd.us>

### School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Eric Antuna

Position/Title: Coordinator of English Learners Email: eantuna@psusd.us

Phone #: 760-416-6080 Ext: \_\_\_\_\_

### Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Nancy Carrick

Position/Title: Secondary Literacy TOSA Email: ncarrick@psusd.us

Phone #: 760-416-6024 Ext: \_\_\_\_\_



# Palm Springs Unified School District Secondary Course Description

## Section 3: Course Information

1. Was this course "Previously Approved" by UC? No

*Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.*

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? No

*Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.*

If "Yes," list which school:

Exact Course Title: \_\_\_\_\_

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school? \_\_\_\_\_

Exact Course Title: \_\_\_\_\_

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? \_\_\_\_\_

Exact Course Title: \_\_\_\_\_

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: -- \_\_\_\_\_

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

*Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.*

If "In Progress," date submitted to AP: \_\_\_\_\_  
MM/DD/YYYY

Exact Program Course Title: -- \_\_\_\_\_

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #8?

No

7(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction?

No

*Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.*

8. If the answer to either 7(a) or (b) is "No," UC will not approve this course. If "Yes" to both 7(a) and (b)., then select the appropriate option from the Online Provider List below:

--

### 9. Seeking "Honors" Distinction

*Note: To receive "Honors" distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For "Previously Approved" courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.*

No

*Note: "Other Honors" is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11<sup>th</sup> and 12<sup>th</sup> grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.*

### 10. Subject Area and Category

"a" - History/Social Science

--

"b" - English

--

"c" - Mathematics

--

"d" - Laboratory Science

--

*Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the "g" elective requirement: the second and third years of the sequence then fulfill the two-year "d" laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the "d" subject area must be taken to fulfill the "d" requirement.*

--

*Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry*

"e" - Language Other than English

--

Language --

"f" - Visual and Performing Arts

--

"g" - Elective

--



# Palm Springs Unified School District High School Course Description

## Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

No

If no, skip item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

- |   |    |
|---|----|
| <input type="checkbox"/> Agriculture and Natural Resources                | -- |
| <input type="checkbox"/> Arts, Media, and Entertainment                   | -- |
| <input type="checkbox"/> Building and Construction Trades                 | -- |
| <input type="checkbox"/> Business and Finance                             | -- |
| <input type="checkbox"/> Education, Child Development and Family Services | -- |
| <input type="checkbox"/> Energy, Environment, and Utilities               | -- |
| <input type="checkbox"/> Engineering and Architecture                     | -- |
| <input type="checkbox"/> Fashion and Interior Design                      | -- |
| <input type="checkbox"/> Finance and Business                             | -- |
| <input type="checkbox"/> Health Science and Medical Technology            | -- |
| <input type="checkbox"/> Hospitality, Tourism, and Recreation             | -- |
| <input type="checkbox"/> Information and Communication Technologies       | -- |
| <input type="checkbox"/> Manufacturing and Product Development            | -- |
| <input type="checkbox"/> Marketing, Sales, and Service                    | -- |
| <input type="checkbox"/> Public Services                                  | -- |
| <input type="checkbox"/> Transportation                                   | -- |