

Glendale Unified School District

High School

June 18, 2019

Department: English Language Development

Course Title: ELD 10 Bridging

Course Code: 1509D10/1510D10

Grade Level(s): 10

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 10 or English 10 Honors

Recommended

Textbook: *SpringBoard English Language Development Grade 10*

Course Overview: ELD 10 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 10 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 10 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

Course Content-First Semester

Unit 1: Cultural Conversations: Writing about Cultural Identity

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. In this unit, students will explore how different cultural experiences shape, impact, and influence one's identity and perceptions. Students will read texts in a variety of genres that reflect on the connection between a person's heritage and his or her sense of identity.

In the first part of the unit, students build academic and domain-specific vocabulary and language necessary for understanding a memoir. Students will closely read the memoir, "By Any Other Name" by Santha Rama Rau, using a variety of strategies and engage in academic conversations around the text. To learn how English works, students will focus on text structure and parallel structure and write a summary. To build background knowledge on the theme of cultural identity, students will read the informational text, "How Salt Shook an Empire" by Sara Wilson Etienne, about India's fight for independence.

In part two, students will closely read and engage in academic conversations around the poem, "My Mother Pieced Quilts" by Teresa Acosta, to draw inferences and conclusions and to evaluate the writer's language choices. Students learn about adding details to sentences and how to connect ideas using transition words. Students will write a reflective poem about a cultural element and read an informational text, "When Clothes Do the Talking" by Amita Sarin, about Gandhi's clothing style changes throughout his life.

In part three, students will build the vocabulary and language necessary for understanding a personal essay, "Two Ways to Belong in America" by Bharati Mukherjee. Students will closely read and engage in academic conversations around the text to apply their understanding of text structure. Students connect and condense ideas by writing compound and complex sentences as they write, revise, and present their own essays.

- B. In the Embedded Assessment, students will create a reflective essay describing their cultural identity. Students will describe the world they come from - your family or community - and describe how their culture has shaped their dreams and aspirations. The may include a reflection upon a conflict or conflicting perspectives about their culture. The essay should:
- follow a five-paragraph format
 - use parallel structure in sentences

- include a variety of sentence structures
- use vivid verbs and adjectives to add detail
- include imagery to help readers picture images in their minds
- use transition words to move the essay along

Unit 2: **Cultural Perspectives: Writing a Narrative**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. The selections in this unit will explore how culture influences the way we view and interact with others and the ways in which we perceive the world. Students will examine the role that culture plays in forming one’s identity and how that identity changes through experiences with others by reading an excerpt from a memoir by an Iranian-American writer, an excerpt from a graphic novel, and a speech. The unit will culminate with students writing their own narrative about culture.

In part one of the unit, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing about narratives throughout the unit. They will focus on the vocabulary and language necessary for understanding the memoir, *Funny in Farsi* by Firoozeh Dumas. Students will closely read the memoir to make inferences and conclusions and to analyze a writer’s language choices. To learn *How English Works*, students focus on chronological, or sequential, text structure and time order transition words. Finally, students read the informational text, “Pilgrim Feet” by Kathiann Kowalski, on immigration to build and activate background knowledge on the unit theme, cultural perspectives.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding a graphic novel excerpt from *Persepolis* by Marjane Satrapi. Students closely read the graphic novel excerpt using a variety of strategies and engage in academic conversations around the close reading focus, examining the language choices of the author. Students learn about using adverbials and noun phrases to write detailed sentences and write a short graphic novel. At the end of part two students read an informational text, “Viva la Causa” by Diane Brooks, about Cesar Chavez and his fight for migrant farm workers.

Part three of the unit engages students to build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on narratives for the unit. They focus on the vocabulary and language necessary for understanding the speech, “On Civil Disobedience” by Mohandas Ghandi. Students closely read the speech to explain cause and effect relationships and to evaluate a writer’s language

choices. Students use transitions to create compound sentences and condense ideas to create precise sentences as they focus on writing and presenting a narrative.

- B. In the Embedded Assessment, students will be given the following narrative writing prompt:

People have different perspectives on culture - their own culture as well as other cultures. Think about an incident that conveys a perspective on culture. This event can be a real event in your own life or it can be an imagined event. This can be a serious narrative on religion or family history, or it can be a light-hearted story about a funny cultural tradition. Then decide on whether you want to tell your narrative in the first-person or third-person point of view. Your narrative should include:

- a consistent point of view, whether first-person or third-person
- compound and complex sentences that use a variety of transitions
- a clear purpose explained in the narrative
- details through the use of adverbials and noun phrases to support, enhance, and explain the story
- a cohesive text structure or story format

Course Content-Second Semester

Unit 3: Cultures in Conflict: Writing a Literary Analysis

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. The selections in this unit will explore how a culture might change when it encounters new ideas and members. The selections from the first two parts of the unit are excerpts from the novel *Things Fall Apart* by Chinua Achebe. The novel uses fictional characters and events to explore change within a culture. In the third part of the unit, students will read an interview with Achebe that discusses historical, social, and cultural influences that informed his novel. Using these texts, students will write a literary analysis about *Things Fall Apart*.

In part one of the unit, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. Students focus on the vocabulary and language necessary for understanding a novel excerpt. They will closely read to understand and explain cause and effect relationships and analyze how a writer's language choices create different effects on the audience. Students engage in academic conversations around the close reading focus. Students learn *How English Works* by focusing on cause/effect text structure and transitions for linking events. Students read an informational text, "The Niger River:

One of Africa’s Main Roads” by Ann Stalcup, on the Niger River to build and activate background knowledge on the unit theme, cultures in conflict.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding an additional excerpt from the novel. They closely read the excerpt to make inferences and draw conclusions and revisit how a writer’s language choices create different effects on the audience. Students engage in academic conversations around the close reading focus. Students learn about using verb phrases and adverbials to add details and focus on researching and writing a compare-and-contrast paragraph. Students continue learning about African culture by reading an informational text, “They Couldn’t Possibly Have Done It!” by Jans Beem, on theories about how Great Zimbabwe was built.

In part three, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse for the unit. They focus on the vocabulary and language necessary for understanding an interview, “An African Voice” by Katie Bacon.. Students closely read the interview to analyze causes and effects and to evaluate a writer’s language choices and engage in academic conversations around the close reading focus. Students explore identifying and citing text evidence, adding a focus on transitions. Finally, students write a review of *Things Fall Apart*.

- B. In the Embedded Assessment, students will write a literary analysis to address the following prompt:

In this lesson, you will create a literary analysis. Think of a character from *Things Fall Apart*. How does he or she talk, think, and act? In what ways do his or her actions and attitudes change over time in response to the new culture? Write a literary analysis explaining what your character’s actions and words say about them. To do this, your analysis should:

- Use adverbials to provide details about time, manner, place, or cause.
- Include expanded sentences that use a variety of transitions.
- Have a clear thesis statement explained in the introduction.
- Follow a cohesive five-paragraph text structure.
- Use a variety of sentence structure.
- Make clear inferences and draw detailed conclusions that you support with specific evidence from the text.
- Offer a detailed analysis of a character from *Things Fall Apart*.

Unit 4: **Dramatic Justice: Presenting an Interpretation**

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. In this unit, students will explore how different societies address the complex issues of right and wrong. In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding a drama selection, *The Tragedy of Romeo and Juliet* by William Shakespeare. Students closely read the drama to explain inferences and conclusions and analyze how a writer's language choices create different effects on the audience. Students engage in academic conversations around the close reading focus by asking and answering questions. To learn *How English Works*, they will focus on text structure and cohesion as they write an explanatory paragraph interpreting a character. Students will read an informational text, "A Rose by Any Other Name" by Marcia Amidon Lusted, to build and activate background knowledge on Shakespearean drama.

In part two and three, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the drama *Antigone* by Sophocles. Students closely read a drama excerpt to compare and contrast text relationships and analyze a writer's language choices. Students engage in academic conversations with a focus on offering and supporting opinions, and learn about expanding sentences with noun phrases and adverbials as they research and write a short report and a persuasive argument. Finally students read "...A Dancing Place" by Rosalie Baker, an informational text about theater in ancient Greece.

- B. In the Embedded Assessment, students will research, analyze, and present an oral presentation of a monologue by a character in one of the dramas students have read. To accomplish this, students must draw conclusions about the character based on a monologue. Students will write a character sketch to interpret the character's voice and motivations, and support their opinion with reasons and evidence from the text. In addition, students should:
- Combine and condense ideas with precise and detailed sentences.
 - Expand sentences with simple modifiers to provide details.
 - Use transition words to move the scene along.
 - Cite evidence from the work of literature they are interpreting.
 - Give persuasive reasons to support their opinions.
 - Speak loudly, enunciate clearly, and set a good pace.
 - Make eye contact when speaking to the audience.

Unit 5: Building Cultural Bridges: Presenting a Solution

(7 weeks)

STANDARDS

PI.9-10 Ex, PII.9-10Ex

- A. In this unit, students will examine one issue in depth - sea lions feeding on endangered salmon - and the controversy that surrounds it. Students will read texts in a variety of genres that study and examine this issue. They will analyze how writers use evidence to impact the persuasiveness of a claim, and how perceptions of a writer's ethics affect the credibility of a text. Students will work in small groups to research and present a solution to a current environmental conflict.

In part one, students build the academic and domain-specific vocabulary necessary for engaging in speaking, listening, reading, and writing throughout the unit. They focus on the vocabulary and language necessary for understanding an informational article, "A Roaring Battle over Sea Lions" by Bill Hewitt. Students will closely read the informational article to make inferences and conclusions about different stakeholders in the issue and analyze a writer's language choices in presenting the issue. Students will engage in academic conversations around the close reading focus. To learn How English Works, students will focus on expanding noun phrases and creating cohesion as they write a position paper. Students will read "All Bottled Up" by Jodie Mangor and Elizabeth Taft, an informational text on the growing use of bottled water to build and activate background knowledge on the unit theme, building cultural bridges.

In part two, students continue to build the academic and domain-specific vocabulary necessary for engaging in academic discourse throughout the unit. They focus on the vocabulary and language necessary for understanding the press release, "The HSUS and Wild Fish Conservancy File Suit to Stop Sea Lion Killing" by the Humane Society of the United States. Students will closely read the press release to identify supporting details of an argument and revisit how a writer's language choices affect the audience. Students will engage in academic conversations around the close reading focus, honing their persuasion skills. They will learn about text structure, modals, and verbs, to write and present. They will read "A Warning to the World" by Virginia Wadsworth, an informational text about Rachel Carson and environmental concerns.

In part three, students focus on the vocabulary and language necessary for understanding an editorial, "Sea Lions vs. Salmon: Restore Balance and Common Sense" by Fidelia Andy.. They closely read the editorial to explain evidence-based arguments and analyze the writer's language choices that appeal to the reader's emotions (pathos). Students engage in academic conversations around the close reading focus. To write and present, they will work to connect ideas and add details to their writing.

- B. In the Embedded Assessment, students present a solution to an environmental conflict that they researched in groups. Students will work collaboratively to deliver a group presentation that will explain the conflict to their classmates and justify their approach for resolving it. The presentation should include:
- a well-structured presentation of the issue

- evidence from credible sources that supports the claim
- a clear call to action
- integrated oral citations
- persuasive language adapted to the audience
- adverbials and noun phrases that add details
- modals, conjunctive adverbs, and transitions to connect ideas.

Additional Recommended Materials - *Must be approved by Board of Education.*