

Glendale Unified School District

High School

June 18, 2019

Department: English Language Development

Course Title: ELD 11 Bridging

Course Code: 1509D11/1510D11

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 11

Recommended

Textbook: *SpringBoard English Language Development Grade 11*

Course Overview: ELD 11 Bridging is a designated English Language Development (ELD) course for English Learners at the bridging levels 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 11 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 11 Bridging course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

**Course Content-First Semester**

**Unit 1: The American Dream: Drafting an Argument**

*(7 weeks)*

**STANDARDS**

PI.11-12 Br, PII.11-12 Br

- A. In this unit, students will explore a variety of American ideas and define what it is to be an American. In the first part of the unit, students will closely read an excerpt of the short story, "America and I" by Anzia Yezierska, and explain inferences and conclusions within the text. Students will read an informational text about immigration to build and activate background knowledge of the unit theme, the American Dream. In part two, students read the essay, "Growing Up Asian in America" by Kesaya E. Noda to evaluate a writer's language to support key ideas and arguments. Students will learn about using adverbials and creating compound sentences as they revisit argument writing. In the third part of the unit, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse as they read the poem, "Ellis Island" by Joseph Bruchac. Throughout the unit, students engage in academic conversations around the close reading focus. Students will practice expanding noun phrases to create detailed sentences and condense ideas into complex sentences as they write and revise an argument.
- B. In the Embedded Assessment, students demonstrate understanding of what they have learned throughout the unit by writing an argument essay that states the qualities an immigrant must have to achieve the American Dream. Student will write a five-paragraph argument essay using the following guidelines:
- Reviewing all the texts within unit 1
  - Stating a clearly worded claim with three reasons for the claim
  - Citing at least one piece of direct text evidence for each reason to justify the claim

**Unit 2: The Power of Persuasion: Delivering a Persuasive Speech**

*(7 weeks)*

**STANDARDS**

PI.11-12 Br, PII.11-12 Br

- A. In unit 2, students will examine how the legacy of persuasive oral presentations and art has changed American society. In part one of the unit, students will closely read an excerpt of the drama, The Crucible by Arthur Miller to make inferences and evaluate how well a writer uses language for persuasive purposes. Students will write and present a brief argument focusing on the use of verb phrases and tenses. Finally, students will read an informational text, "Daily Life in the 1600s" by Anne de Ocejo, to

build background knowledge on what life was like then, helping them to contextualize the dramatic scene.

The second part of the unit focuses on the vocabulary and language necessary for understanding a seminal American speech. As students closely read "Speech to the Virginia Convention" by Patrick Henry, they will explain text relationships and ideas as they explore persuasive techniques. Students will also read an informational text about the Glory Soldiers, a group of black Civil War soldiers, to build their background knowledge about the American Civil War.

In the final part of the unit, students will closely read "The Gettysburg Address" by Abraham Lincoln, exploring how deliberate language choices can help them argue persuasively and justify their opinions.

- B. In the Embedded Assessment, students will write and deliver a persuasive speech about the importance of freedom of speech. Students will address the following questions:  
How does freedom of speech affect the country as a whole?  
How does it give power to people?  
The speech should:
- include claims, reasons, and supporting evidence
  - address possible counterclaims
  - include rhetorical devices and appeals to pathos, logos, and ethos
  - show cohesion of ideas using compound and complex sentences
  - use language that is appropriate to the task, purpose, and audience

## Course Content-Second Semester

### Unit 3: American Forums: Writing a Satirical Essay

(7 weeks)

#### STANDARDS

PI.11-12 Br, PII.11-12 Br

- A. In unit 3, students will study how American forums use satire as a persuasive technique in opinion essays and editorials. The first part of the unit focuses on the vocabulary and language necessary for understanding an editorial. Students will closely read the editorial, "Why I Hate Cell Phones" by Sara Reihani, to evaluate how the writer chooses language to persuade readers. Students use the elements of satire to write an argument, focusing on nouns, noun phrases, and pronouns. Students will then read an informational text, "Taking on Money Kings" by Gina DeAngelis, to build background knowledge about the role of the media in American democracy.

In the second part of the unit, students focus on the vocabulary and language of a satirical article, "Girl Moved to tears by Of Mice and Men Cliff Notes" by The Onion, explaining inferences and drawing conclusions. Students write a satirical argument, focusing on combining clauses to create compound and complex sentences, and condensing ideas with prepositional phrases. Students read the informational text, "South Africa's fresh Face of Comedy: Trevor Noah" by Marcia Amidon Lusted, to understand how comedy is another example of an American forum.

In the final part of the unit, students closely read the satirical essay, "How to Poison the Earth" by Linnea Saukko, to examine evidence-based arguments and the use of irony to make a point. Students analyze argument text structure, adding a focus on modal verb phrases. Students conduct online research and summarize their findings to prepare for their culminating writing of a satirical essay.

- B. In the Embedded Assessment, students will write a satirical essay on an aspect of our society. Students will review the texts from this unit and argue on one of these topics or a topic of their choosing. The essay should include the following:
- a claim, reasons, and supporting evidence
  - address possible counterclaims
  - Show cohesion of ideas and appropriate grammatical use
  - Use sarcasm, hyperbole, litotes, or irony to create ridicule

Unit 4: **The Pursuit of Happiness: Crafting a Personal Essay**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12 Br

- A. In unit 4, students will examine the ideas proposed by the Transcendentalists, who valued a simple life, nature, and learning from feelings rather than proof of evidence, and how these values continue to appeal to many people in America. Students will study the writing of Henry David Thoreau, Tupac Shakur, and Jon Krakauer, who all embraced the American Dream while seeking solitude within themselves, in nature, and in the wild. Students will gain a deeper grasp of the power of language choices in essays, poetry, and biographies. The culminating writing assessment will require students to craft a personal essay about their own pursuit of happiness.

Students will closely read the following texts in this unit:

- Essay Excerpt: "Where I Lived, and What I Lived For" by Henry David Thoreau
- Informational Text: "Thoreau, Following a Different Drummer" by Craig F. Blohm
- Poetry: "In the Depths of Solitude" by Tupac Shakur
- Informational Text: "Influenced by Transcendentalists" by D.P.Brown
- Biography Excerpt: *Into the Wild* by Jon Krakauer

- B. In the Embedded Assessment, student will write a personal essay an experience from their lives that involves the pursuit of happiness or a quest to achieve something. The essay should include the following:
- a story of a personal incident
  - response to the incident and reflection
  - graphic imagery and metaphors
  - cohesion through connecting and condensing ideas with compound and complex sentences
  - noun phrases and modal verb use
  - language appropriate to purpose, task, context, and audience

Unit 5: **An American Journey: Presenting a Literary Movement**

(7 weeks)

STANDARDS

PI.11-12 Br, PII.11-12 Br

- A. In unit 5, students will study the poetry and prose of the Harlem Renaissance and analyze its literary criticism. In the first part of the unit, students will closely read an adapted informational text, "The Harlem Renaissance" by Kathleen Drowne and Patrick Huber, to explain the authors' claims and evidence. They will then read the informational text, "The Harlem renaissance: Who's Who" by Lisa Clayton Robinson, to build background knowledge of the literary movement known as the Harlem renaissance. In the second part of the unit, students focus on the vocabulary and language of a literary criticism selection, "On 'From the Dark Tower" by Eugenia W. Collier, and explain how the writer's word choices affect the audience. Students practice expanding sentence with noun phrases and adverbials, and how to cite sources. In the third part of the unit, students read the short story excerpt, "Sweat" by Zora Neale Hurston, to explain inferences and draw conclusions. Students practice connecting and condensing ideas with a focus on pronouns and nominalizations. Students conduct online research and write a literary narrative.
- B. In the Embedded Assessment, students will write and present a slideshow on the Harlem Renaissance literary movement and how what it means to them. The presentation should include:
- Student's favorite aspect of the history of the movement
  - a reflection on student's favorite text from the movement
  - a reflection on favorite symbolism from the movement
  - how learning about the Harlem Renaissance changed student's view, values, or life
  - noun phrases and adverbials to add details
  - cohesion through connecting and condensing ideas, and the use of pronouns and nominalizations
  - language adapted to purpose, task, context, and audience

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