

El Monte Union High School District

Course Outline

High School _____ District _____

Title: English 1P Intensive

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: English

Grade Level (s): 9

Semester _____ Year X

Year of State Framework Adoption 1997

This course meets graduation requirements:	
<input checked="" type="checkbox"/>	English
<input type="checkbox"/>	Fine Arts
<input type="checkbox"/>	Foreign Language
<input type="checkbox"/>	Health & Safety
<input type="checkbox"/>	Math
<input type="checkbox"/>	Physical Education
<input type="checkbox"/>	Science
<input type="checkbox"/>	Social Science
<input type="checkbox"/>	Elective

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

CST ELA below 325; Gates McGinite Lexile score between 700 and 899

2. Short description of course which may also be used in the registration manual:

English I Intensive is a course that blends a rigorous English Language Arts Curriculum and support for struggling readers. This University of California A-G approved course will fulfill the B requirement. With the integration of Scholastic’s READ 180 Enterprise Edition and a college prep curriculum, comes a unique opportunity for at risk students to develop strong literacy skills, yet remain on track for university admittance.

English I Intensive is a yearlong course presented in a daily 90-minute instructional model. The research-based practices of whole group instruction, computer assisted support using READ 180 instructional software, small group instruction, and modeled and independent reading have a proven track record of improving students’ literacy skills. Integrated with grade level appropriate literature, students are able to transition their skills into the higher levels of learning for a college prep course.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

Students are expected to be:

Academic Achievers:

This course covers the English Language Arts Standards as outlined by the state of California. Successful completion of this course as well as the student's performance on the California Content Standards Test will further their development as an Academic Achiever.

Critical Thinkers:

This course requires students to use higher-level problem solving skills in order to analyze text and author's intent. Students will engage in a variety of different activities that will lead them to become more complex thinkers.

Competent Users of Technology

Students are required to interact with computer assisted software, utilize word processing software for this course when writing essays, integrate charts and graphs into their writing, use the internet and electronic databases to conduct research, and encouraged to explore multimedia software such as PowerPoint and Photoshop to complete class projects.

Ethical and Respectful Individuals:

The themes and ideas presented in English 1P Intensive strive to help readers become more knowledgeable about our multicultural society and tolerance of differences. Homework, classwork, exams, and study further help students become more responsible for their actions and performance.

Active Community Participants:

This course will help students further engage in oral and written activities, therefore helping them become better communicators. Specific argumentative skills will be focused on in this course, which will help in their involvement in community and political organizations.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

The special needs of English language learners are met throughout the course in a number of ways:

- (a) by presenting in all classrooms a curriculum rich in a variety of multicultural literature that fosters self-esteem and cultural worth,
- (b) by probing prior knowledge to connect existing knowledge with knowledge to be learned,
- (c) by teaching concepts for which English learners may not have a cultural reference, including historical and mythological references, obscure terms, and dialect,
- (d) by defining abstract concepts in concrete terms, and using specific examples,
- (e) by using graphic organizers and rubrics to set expectations and facilitate organization of thought,
- (f) by using a variety of other visual aids during instruction, such as pictures, films, realia, and audiotapes,
- (g) by using AVID, instructional strategies outlined in Robert Marzano's *Classroom Instruction that Works*, and STRP strategies to improve reading and thinking skills,
- (h) by reading literature aloud, as necessary,
- (i) by encouraging students to express themselves in a variety of modalities.

5. Describe the interdepartmental articulation process for this course:

This course provides the fundamentals of reading and writing skills used in all other classes.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students work on their four-year career plan with their counselor and read literature that references career opportunities embedded in the text.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

The core literary works chosen for the English I Intensive curriculum are:

- *Tangerine* Edward Bloor
- *Lord of the Flies*, William Golding
- *Fallen Angels*, Walter Dean Myers
- *Flowers for Algernon*, Daniel Keyes
- *The Odyssey, Part I*, Homer
- Selected Informational Texts
- Poetry in the adopted textbook
- *Romeo and Juliet*, William Shakespeare
- Selected short stories
- *To Kill A Mockingbird*, Harper Lee
- *Ballad of Birmingham*, Dudley Randall

B. Supplemental Materials and Resources:

Scholastic READ 180 Interactive materials (computer-assisted instructional materials, workbooks, grammar exercises, etc)

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Computer projectors, computer labs, video/DVD and television, Internet, selected video and audio-tapes, overhead projectors, and other multimedia.

Videos to support core readings:

- *Romeo and Juliet*
- *The Odyssey*

Holt Progress Assessment Materials

- *Writing, Listening and Speaking*
- *Reading, Vocabulary and Literature*

8. Objectives of Course

Course Goals and Major Student Outcomes

Students will

1. Communicate clearly and coherently in writing and through oral presentations within a wide range of styles.
2. Read and comprehend a wide range of fiction and nonfiction in grade appropriate materials.
3. Think critically and problem solve by effectively completing challenging group and individual projects and assignments.
4. Demonstrate an understanding of the complexities of global and societal issues through reading, writing, and discussion.
5. Write clear and concise essays that support theses with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas.

Course Objectives

Students will

1. Read and comprehend grade level appropriate material by analyzing features, rhetorical devices, organizational patterns, arguments, and positions advanced.
2. Understand that cultural and historical influences impact literary works.
3. Analyze the use of style and literary devices such as irony, metaphor and simile in terms of the impact of the reader. The students will identify the speaker, tone, point of view, and other literary characteristics and analyze literary works in these terms.
4. Write coherent and well-reasoned essays showing an understanding of the audience and purpose.
5. Compose multi-paragraph autobiographical, expository, analytical, reflective, persuasive, cause and effect, compare and contrast, and research essays. The students will understand and practice the stages of the writing process: prewriting, drafting, revising, editing, and final draft presentation and publication. The students will generate and express their own ideas with clarity, coherence, conciseness, and fluency in both written and oral communication.
6. Write and speak using correct grammar, usage, mechanics, and spelling of standard English conventions.
7. Understand the meaning of new words through the use of literal and figurative language, connotation and denotation, and word origins.
8. Respond to literature in written form. Students will use appropriate citations in MLA style and support their ideas through detailed analysis of the text.
9. Develop a theme in an essay and relate it to their own lives using correct sentence structure and demonstrating an understanding of paragraph and essay formats.
10. Analyze historically significant speeches to find the rhetorical devices that make them significant.

- **Unit detail including projects and activities including duration of units (pacing plan).**
- **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

UNIT 1 Central theme: Survivors

❖ **ELA Standards:**

- Reading: RC 2.5; LR 3.3, 3.4, 3.7, 3.9
- Writing: WS 1.1, 1.2, 1.9; WA 2.1, 2.2
- Written & Oral English Language Conventions: 1.1

❖ **READ 180 rBook** Workshops 1 & 2: Main Idea and Details and Sequence of Events

- ❖ Core text: *Tangerine* (L680)
- ❖ Key Assignment: Narrative Essay

UNIT 2 Central theme: Combat Zone

- ❖ **ELA Standards:**
 - Reading: RC 2.5; WA 1.3; LR 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.9, 3.12
 - Writing: WS 1.1, 1.9; WA 2.1, 2.5
 - Written & Oral English Language Conventions: 1.1, 1.2, 1.3
 - Listening & Speaking: SA 2.4
- ❖ **READ 180 rBook** Workshop 3: Literary Elements
- ❖ Core text: *Fallen Angels* (L650) and *The Odyssey*
- ❖ Key Assignment: Autobiographical Essay (important event)

UNIT 3 Central Theme: Lyrics: Innocence to Experience

- ❖ **ELA Standards:**
 - Reading: RC 2.1, 2.3, 2.6, 2.8; LR 3.7
 - Writing: WS 1.2; WA 2.4, 2.5
 - Listening & Speaking: L&S 1.1; SA 2.2
- ❖ **READ 180 rBook** Workshop 4: Summarizing
- ❖ Core text: Non-fictional text (provided)
- ❖ Key assignments: Song lyric/poem w/elements of poetry; Persuasive letter; mini research/presentation on controversial aspect of the music industry

UNIT 4 Central Theme: Choices or Consequences

- ❖ **ELA Standards:**
 - Reading: LR 3.1, 3.3, 3.5
 - Writing: WS 1.9; WA 2.1, 2.2
 - Written & Oral English Language Conventions: 1.1, 1.2, 1.3
 - Listening & Speaking: SA 2.5
- ❖ **READ 180 rBook** Workshop 5: Problem/Solution
- ❖ Core text: Short Stories
- ❖ Key assignments: Persuasive essay; mini debate

UNIT 5 Central Theme: Friends or Foes

- ❖ **ELA Standards:**
 - Reading: WA 1.1; LR 3.1, 3.3, 3.4, 3.5, 3.7, 3.9, 3.11
 - Writing: WA 2.3
 - Written & Oral English Language Conventions: 1.3
- ❖ **READ 180 rBook** Workshop 6: Story Elements
- ❖ Core text: *Lord of the Flies* (L770)
- ❖ Key assignments: Analytical Essay; literature critique

UNIT 6 Central Theme: Connecting the Inner Mind with the Outer World

- ❖ **ELA Standards:**
 - Reading: RC 2.5; LR 3.4, 3.9
 - Writing: WS 1.1, 1.3, 1.4, 1.6, 1.7, 1.9
- ❖ **READ 180 rBook** Workshop 7: Cause and Effect

- ❖ Core text: *Flowers for Algernon (L910)*
- ❖ Key assignments: 1000 word research paper (began w/4 paragraph essay Unit 1); Cause and Effect Essay (in class)

UNIT 7 Central Theme: Crime and Punishment

- ❖ **ELA Standards:**
 - Reading: LR 3.1, 3.3, 3.4, 3.9
 - Writing: WS 1.1, 1.2, 1.9
 - Listening & Speaking: SA 2.4
- ❖ **READ 180 rBook** Workshop 8: Compare and Contrast
- ❖ Core text: *Romeo and Juliet*
- ❖ Key Assignments: Compare and contrast Essay; Descriptive Essay; Persuasive letter; recite a soliloquy

UNIT 8 Central Theme: Front Lines of Justice

- ❖ **ELA Standards:**
 - Reading: RC 2.5; LR 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12
 - Writing: WS 1.9; WA 2.1, 2.2
 - Listening & Speaking: SA 2.4
- ❖ **READ 180 rBook** Workshop 9: Inference
- ❖ Core text: *To Kill a Mockingbird (L870)*
- ❖ Key Assignments: Narrative Essay

▪ Student performance standards

90 – 100 A
 89 – 80 B
 79 – 70 C
 69 – 60 D
 Below 60 Fail

50% “F” policy
 Retesting allowed/encouraged

▪ Evaluation/assessment/rubrics

Evaluation will be based on the following:

- Assessments (R-Book) and other assessments as indicated in course manual
- Essay scores using rubrics as indicated in the course manual

▪ Include minimal attainment for student to pass course

Student must attain a minimum of 60%.