

# El Monte Union High School District

## Course Outline

### High School District-Wide

Title: Strategies For Success

Transitional\* \_\_\_\_\_ (Eng. Dept. Only)

Sheltered (SDAIE)\* \_\_\_\_\_ Bilingual\* \_\_\_\_\_

AP\*\* \_\_\_\_\_

Department: \_\_\_\_\_

Grade Level (s): 9 - 11

Semester \_\_\_\_\_ Year X

Year of State Framework Adoption \_\_\_\_\_

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- 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):  
English Learner  
SRI results below 775 Lexile  
ELA CST below 325

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

This course is offered as a supplement to a student’s required English class. It is designed to help students to acquire the reading, writing, and comprehension skills that will enable them to achieve a grade of proficient on their CST and the CAHSEE ELA.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):
  - Academic achievers – Students acquire reading and writing skills necessary to succeed in their classes.

- Critical thinker – Students will analyze fiction and nonfiction passages and apply these concepts to real world situations.
  - Ethical and respectful individuals – Students will rigorously work in cooperative groups and participate in partner activities. Students will also maintain a healthy respectful environment.
4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:
- Think-Write-Pair-Share routines
  - Oral cloze and partner cloze reading
  - SDAIE strategies
  - RED Routine vocabulary strategies
  - Fluency Readings
  - Scaffolded Curriculum
5. Describe the interdepartmental articulation process for this course:

Course instructors will collaborate with English department and other departments regarding writing across the curriculum, reading comprehension, and vocabulary development.

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:

This course will integrate the following skills:

- Reading and interpreting functional documents
- Writing paragraphs for different purposes
- Finding meaningful information in texts
- Introducing a variety of writing styles
- Increasing reading comprehension ability
- Oral communication skills

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

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

- Edge Level B

B. Supplemental Materials and Resources:

- Strategies for Success Companion Book

8.

- Objectives of Course
- 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)
- Student performance standards
- Evaluation/assessment/rubrics
- Include minimal attainment for student to pass course

### **Objectives of the Course:**

The course objective will be to help English Learners to acquire the necessary reading and writing skills to be at grade level, become proficient in the ELA CST test, to pass the CAHSEE, and to pass other classes.

**Pacing Plan: See Attached**

**State Standards: See Performance Standards**

### **Student Performance Standards:**

- **Unit 1: “Choices”**
  - Main Ideas and Details
    - *Reading Comprehension – 2.1, 3.1*
    - *Written and Oral English Language Convention – 1.1,1.2,1.4*
  - Skimming and Scanning Texts
    - *Reading Comprehension 2.1, 2.4*
  - Note-taking
    - *Reading Comprehension – 2.1, 3.1*
    - *Written and Oral English Language Convention – 1.1,1.2,1.4*
    - *Reading Comprehension 2.3, 2.4*
  - Plot and Setting
    - *Writing Applications Standards 2.1, 2.2, 2.3, 2.4*
    - *Literary Response and Analysis Standards 3.1*
  - Characterization
    - *Writing Applications Standards 2.3, 2.4*
    - *Literary Response and Analysis Standards 3.1, 3.4, 3.9*
  - Theme
    - *Writing Applications Standards 2.3, 2.4*
    - *Literary Response and Analysis 3.1, 3.2*
  - Grammar
    - *Grammar and Mechanics 1.2, 1.3*

- **Unit 2: “The Art of Expression”**
  - Summarization
    - *Reading Comprehension 2.3, 2.4, 2.5*
    - *Listening and Speaking 1.9*
  - Analyzing Author’s Purpose
    - *Listening and Speaking Standards 1.5,2.4*
    - *Reading Comprehension 2.3, 2.7, 2.8*
  - Editing Paragraphs
    - *Written and Oral English Language Conventions Standards 1.1, 1.2. 1.3, 1.4*
    - *Writing Strategies 1.9*
  - Grammar
    - *Grammar and Mechanics 1.2, 1.3*
  
- **Unit 3: “The Hero Within”**
  - Point of View
    - *Literary Response and Analysis Standards 3.4*
  - Historical Approach
    - *Literary Response and Analysis Standards 3.12*
  - Characterization
    - *Writing Applications Standards 2.3, 2.4*
    - *Literary Response and Analysis Standards 3.1, 3.4, 3.9*
  - Theme
    - *Writing Applications Standards 2.3, 2.4*
    - *Literary Response and Analysis 3.1, 3.2*
  - Drawing Conclusions
    - *Reading Comprehension 2.4, 2.5, 2.8*
  - Grammar
    - *Grammar and Mechanics 1.2, 1.3*
  
- **Unit 4: “Opening Doors”**
  - Sequence of Events
    - *Reading Comprehension 2.1, 2.5, 2.7*
    - *Writing*
  - Facts and Opinions
    - *Written and Oral English Language Conventions Standards 1.1, 1.2. 1.3, 1.4*
    - *Writing 1.3, 1.9*
  - Grammar
    - *Grammar and Mechanics 1.1, 1.2, 1.3, 1.4*
  
- **Unit 5: “Fear This!”**
  - Plot and Setting
    - *Writing Applications Standards 2.1, 2.2, 2.3, 2.4*
    - *Literary Response and Analysis Standards 3.1*
  - Mood, Tone, and Diction
    - *Writing Applications Standards 3.6, 3.7, 3.8, 3.11*
    - *Literary Response and Analysis Standards 3.1, 3.4, 3.9*
  - Theme

- *Writing Applications Standards 2.3, 2.4*
    - *Literary Response and Analysis 3.1, 3.2*
  - Grammar
    - *Grammar and Mechanics 1.1, 1.2, 1.3, 1.4*
- **Unit 6: “Are You Buying It?”**
  - Facts and Opinions
    - *Written and Oral English Language Conventions Standards 1.1, 1.2, 1.3, 1.4*
    - *Writing Applications Standards 2.3, 2.4*
  - Supporting Judgments
    - *Written and Oral English Language Conventions Standards 1.1, 1.2, 1.3, 1.4*
    - *Listening and Speaking Standards 1.1, 1.2, 1.3, 1.4*
    - *Writing Applications Standards 2.3, 2.4*
    - *Writing Strategies 1.1, 1.2*
  - Supporting generalizations
    - *Written and Oral English Language Conventions Standards 1.1, 1.2, 1.3, 1.4*
    - *Writing Applications Standards 2.3, 2.4*
  - Inference
    - *Reading Comprehension Standards 2.4, 2.5*
  - Drawing Conclusions
    - *Reading Comprehension 2.4, 2.5*

#### **Evaluations/assessments/rubrics:**

- At minimum the SRI will be administered 2 times during the course of the year.
- Combination of the following will be used:
  - Strategies for Success Companion Book
  - Edge Level B Cluster Assessments
  - Edge Level B Grammar & Writing Practice Book
  - Think-Write-Pair-Share participation
  - Edge Level B Unit Assessments (Optional)
  - Edge Level B Interactive Practice Book (Optional)
  - Edge Level B Novel Activities (Optional)

#### **Minimal Attainment**

- **Strategies for Success Companion**
  - 60% completion of the Strategies for Success companion and supplemental lessons
- **Edge Level B Cluster Formal Assessments**
  - 60% accuracy
- **Edge Level B Grammar & Writing Practice Book**
  - 60% completion of the grammar exercises

## Semester 1

### Unit 1 – Choices

Week	Cluster	Edge Level B Texts	Companion Ancillary Texts	Grammar and Writing Practice	Objectives
1 - 2	1.1	<ul style="list-style-type: none"> <li>The Good Samaritan</li> <li>The World Is In Their Hands</li> </ul>	<ul style="list-style-type: none"> <li>The Town of Many Earthquakes</li> <li>Food Fighter</li> <li>They Took Away Our Rights</li> </ul>	Grammar: Sentences  Lessons 1-5	<ul style="list-style-type: none"> <li>Plot</li> <li>Main Idea and Details</li> <li>Skimming and Scanning</li> <li>Analyzing Text Features</li> <li>Sentence Structure</li> </ul>
3 - 4	1.2	<ul style="list-style-type: none"> <li>Thank You, M'am</li> <li>Juvenile Justice</li> </ul>	<ul style="list-style-type: none"> <li>Phillis Wheatley</li> <li>Arachne</li> <li>Maria saves the Day</li> </ul>	Grammar: Subject-Verb Agreement  Lessons 6-10	<ul style="list-style-type: none"> <li>Characterization</li> <li>Taking Notes</li> <li>Nonfiction Text Features</li> <li>Subject-Verb</li> </ul>
5 - 6	1.3	<ul style="list-style-type: none"> <li>The Necklace</li> <li>The Fashion Show</li> </ul>	<ul style="list-style-type: none"> <li>The Fall of the House of Usher</li> </ul>	Grammar: Fragments and Complete Sentences  Lessons 11-15	<ul style="list-style-type: none"> <li>Setting</li> <li>Theme</li> <li>Fragments and Complete Sentences</li> </ul>

### Unit 2 – The Art of Expression

Week	Cluster	Edge Level B Texts	Companion Ancillary Texts	Grammar and Writing Practice	Objectives
7 - 8	2.1	<ul style="list-style-type: none"> <li>Creativity at Work</li> <li>Hidden Secrets of the Mind</li> </ul>	<ul style="list-style-type: none"> <li>Just Another Day on the Moon</li> <li>Children at Work</li> </ul>	Grammar: Subject Pronouns  Lessons 16-20	<ul style="list-style-type: none"> <li>Self-Monitoring</li> <li>Author's Purpose</li> <li>Analyzing an Interview</li> <li>Subject Pronouns</li> </ul>
9 - 10	2.2	<ul style="list-style-type: none"> <li>Hip-Hop as Culture</li> <li>I am Somebody</li> </ul>	<ul style="list-style-type: none"> <li>The Eyes Have It</li> <li>Underwater Work</li> </ul>	Grammar: Present Tense Action Verbs  Lessons 21-25	<ul style="list-style-type: none"> <li>Summarization</li> <li>Author's Purpose</li> <li>Present Tense Action Verbs</li> </ul>
11 - 12	2.3	<ul style="list-style-type: none"> <li>Slam</li> <li>Euphoria</li> </ul>		Grammar: Present Tense Verbs  Lessons 26-30	<ul style="list-style-type: none"> <li>Author's Purpose</li> <li>Determining Importance</li> <li>Present Tense Verbs</li> </ul>

### Unit 3 – The Hero Within

<b>Week</b>	<b>Cluster</b>	<b>Edge Level B Texts</b>	<b>Companion Ancillary Texts</b>	<b>Grammar and Writing Practice</b>	<b>Objectives</b>
13 - 14	3.1	<ul style="list-style-type: none"> <li>• The Sword in the Stone</li> <li>• Was There a Real King Arthur?</li> </ul>	<ul style="list-style-type: none"> <li>• In His Own Voice</li> <li>• A Gift for Healing</li> <li>• The Great Fake</li> </ul>	Grammar: Verb Tenses  Lessons 31-35	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Historical Analysis</li> <li>• Inference</li> <li>• Drawing Conclusions</li> <li>• Verb Tense</li> </ul>
15 - 16	3.2	<ul style="list-style-type: none"> <li>• A Job for Valentin</li> <li>• In the Heart of a Hero</li> </ul>		Grammar: Verb Tenses  Lessons 36-40	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Compare and Contrast</li> <li>• Analyzing a Feature Article</li> <li>• Verb Tense</li> </ul>
17 – 18	3.3	<ul style="list-style-type: none"> <li>• The Woman in the Snow</li> <li>• Rosa Parks</li> </ul>	<ul style="list-style-type: none"> <li>• Traveling</li> </ul>	Grammar: Subject and Object Pronouns  Lessons 41-45	<ul style="list-style-type: none"> <li>• Point of View</li> <li>• Drawing Conclusions</li> <li>• Analyzing a Magazine Profile</li> <li>• Subject and Object Pronouns</li> </ul>

## Semester 2

### Unit 4 – Opening Doors

<b>Wee k</b>	<b>Cluster</b>	<b>Edge Level B Texts</b>	<b>Companion Ancillary Texts</b>	<b>Grammar and Writing Practice</b>	<b>Objectives</b>
1 - 2	4.1	<ul style="list-style-type: none"> <li>• Curtis Aikens and the American Dream</li> <li>• Go For It!</li> </ul>	<ul style="list-style-type: none"> <li>• The Secrets of Mummies</li> <li>• The Voice Behind Bart Simpson</li> </ul>	Grammar: Possessives  Lessons 46-50	<ul style="list-style-type: none"> <li>• Sequence of Events</li> <li>• Biographical Features</li> <li>• Fact and Opinion</li> </ul>
3 - 4	4.2	<ul style="list-style-type: none"> <li>• Superman and Me</li> <li>• A Smart Cookie/It's Our Story, Too</li> </ul>	<ul style="list-style-type: none"> <li>• Arctic Shortcut Sparks Worry</li> <li>• Forest Fires: You Make the Call</li> </ul>	Grammar: Prepositional Phrases  Lessons 51-55	<ul style="list-style-type: none"> <li>• Cause and Effect</li> <li>• Sequence of Events</li> </ul>
5 - 6	4.3	<ul style="list-style-type: none"> <li>• The Fast and the Fuel-Efficient</li> <li>• Teens Open Doors</li> </ul>	<ul style="list-style-type: none"> <li>• Baby-Sitting Kids Who Won't Behave</li> <li>• Lighting Up the World</li> </ul>	Grammar: Indefinite Pronouns  Lessons 56-60	<ul style="list-style-type: none"> <li>• Problem and Solution</li> </ul>

### Unit 5 – Fear This!

<b>Wee k</b>	<b>Cluster</b>	<b>Edge Level B Texts</b>	<b>Companion Ancillary Texts</b>	<b>Grammar and Writing Practice</b>	<b>Objectives</b>
7 - 8	5.1	<ul style="list-style-type: none"> <li>• The Interlopers</li> <li>• An Interview with the King of Terror</li> </ul>	<ul style="list-style-type: none"> <li>• Finders, Keepers?</li> </ul>	Grammar: Adjectives  Lessons 61-65	<ul style="list-style-type: none"> <li>• Plot Structure</li> <li>• Analogy</li> </ul>
9 - 10	5.2	<ul style="list-style-type: none"> <li>• The Baby-Sitter</li> </ul>		Grammar: Comparisons  Lessons 66-70	<ul style="list-style-type: none"> <li>• Mood, Tone, Diction</li> </ul>
11 - 12	5.3	<ul style="list-style-type: none"> <li>• The Tell-Tale Heart</li> <li>• The Raven</li> <li>• The Mysterious Edgar Allan Poe</li> </ul>		Grammar: Adverbs  Lessons 71-75	<ul style="list-style-type: none"> <li>• Mood, Tone, Diction</li> <li>• Imagery</li> <li>• Evaluating the Author</li> </ul>

## Unit 6 – Are You Buying It?

<b>Week</b>	<b>Cluster</b>	<b>Edge Level B Texts</b>	<b>Companion Ancillary Texts</b>	<b>Grammar and Writing Practice</b>	<b>Objectives</b>
13 - 14	6.1	<ul style="list-style-type: none"> <li>Ad Power</li> <li>What's Wrong with Advertising?</li> </ul>	<ul style="list-style-type: none"> <li>The Great Hunting Debate</li> </ul>	Grammar: Sentence Variety  Lessons 76-80	<ul style="list-style-type: none"> <li>Argument and Evidence</li> <li>Evaluating the Author's Viewpoint</li> <li>Persuasive Appeals</li> </ul>
15 - 16	6.2	<ul style="list-style-type: none"> <li>A Long Way to Go: Minorities and the Media</li> <li>The Color Green</li> </ul>	<ul style="list-style-type: none"> <li>Marisa Gonsalves for Mayor</li> </ul>	Grammar: Compound Sentences  Lessons 81-85	<ul style="list-style-type: none"> <li>Evaluating Evidence</li> <li>Fact and Opinion</li> </ul>
17 - 18	6.3	<ul style="list-style-type: none"> <li>How to Detect Bias In the News</li> </ul>	<ul style="list-style-type: none"> <li>Climate Fever</li> </ul>	Grammar: Complex Sentences  Lessons 86-90	<ul style="list-style-type: none"> <li>Analyzing Author's Tone</li> <li>Forming Generalizations</li> </ul>