

# El Monte Union High School District

July 2009

## Course Outline

High School \_\_\_\_\_ District-Wide \_\_\_\_\_

Title: <u>Academic Skill Building</u>  Transitional* _____ (Eng. Dept. Only)  Sheltered (SDAIE)* _____ Bilingual* _____  AP** _____ Honors** _____  Department: <u>English</u>  Grade Level (s): <u>9-10</u>  Semester _____ Year <u>X</u>  Year of State Framework Adoption _____	This course meets graduation requirements:  <input 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 checked="" type="checkbox"/> Elective	<table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Department/Cluster Approval</th> <th style="text-align: left;">Date</th> </tr> </thead> <tbody> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> <tr><td>_____</td><td>_____</td></tr> </tbody> </table>	Department/Cluster Approval	Date	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
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\*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): Any combination of two of the following:

- Gates MacGinitie score of 400 lexile or below
- Scholastic Reading Inventory (SRI) score of 400 lexile or below
- SPI (Scholastic Phonic Inventory) validating a need for the *System 44* program and indicating the entry level for the program
- 7<sup>th</sup> or 8<sup>th</sup> Grade ELA CST far below basic (this prerequisite alone may not indicate appropriate placement into Academic Skill Building)

A student may advance from *Academic Skill Building* to *Reading Advancement* as prescribed in the program.

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

This course is offered to help students acquire the foundational skills to be successful academically. *System 44* will be used in the course. *System 44* is designed for our most challenged students, those reading at a BR

(Beginning Reading) – 400 lexile level. This metacognitive program helps students understand that the English language is a finite system of sounds and letters that can be mastered.

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

- Academic achievers: Students acquire reading skills to succeed in classes.
- Critical thinker: Students analyze reading passages and apply new concepts to their academic and personal life.
- Competent users of technology: Students use computers daily in the *System 44* program.
- Ethical and respectful individuals: Students work in cooperative groups and maintain a respectful environment

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

The following practices will be used:

- Small group instruction
- SDAIE strategies/SIOP (Sheltered Instruction Observation Protocol)
- Directed instruction
- Oral reading
- Scaffolding
- Emphasis on vocabulary development
- Other practices suggested in *System 44*

5. Describe the interdepartmental articulation process for this course:

The English department collaborates with 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 necessary life skills:

- Study Skills
- Reading skills (phonemic awareness and decoding)
- Vocabulary development
- Comprehension skills

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):

*System 44 Program*

B. Supplemental Materials and Resources:

Additional Scholastic supplemental *System 44* materials

**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 Course:**

System 44 helps students acquire the foundational skills (decoding) to be successful academically and ultimately become proficient in meeting the California State Standards.

**Unit Detail (pacing)**

The student progresses through the skills taught in this course at their own pace determined by placement and periodic assessments administered through *System 44*. The **Unit Detail** will be explained in the *System 44* Teacher's Edition. Daily lesson plans are provided with suggested time frames in the *System 44* teacher's guide.

Direct instruction may be provided for the following topics for those students identified as deficient in these skills:

- Understanding the System (all students)
- Phonemic Awareness
- Phonics Foundation
- Word Analysis (syllabication and morphology)
- Spelling
- Sight Words
- Vocabulary Usage and Meaning

**Evaluations/assessments/rubrics:**

- Progress monitoring/RTI reports in *System 44*
- Combination of the following will be used:
  - Attendance
  - Performance on System 44 computer program
  - Attention/oral responses to explicit instruction lessons (whole and small group activities)
  - Reading – logs
  - Class participation

**Minimal Attainment:**

60% average on assessments, assignments, reading log, computer work

Sufficient progress on computer work to be assessed by the instructor (using *System 44* Management system)

Attendance must be considered