

# El Monte Union High School District

## Course Outline

Revised on April 2024

AHS:  EMHS  FRLHS

High School :          MVHS:  RHS  SEMHS

Department: English

Department /  
Cluster Approval \_\_\_\_\_  
Date \_\_\_\_\_

Title: College and Career Prep 1

Grade Level(s): 9

Textbook: Various Texts

Copyright Date: \_\_\_\_\_ Edition \_\_\_\_\_

Transitional\*: \_\_\_\_\_ (English Only)

AP\*\* :  Honors:

CTE\*\*\* :

Choose One: N/A

Year of State Framework Adoption: 20 12

1 2 3 4 5 6 7 8

This course meets graduation  
Requirements: Elective

This course meets a-g  
requirements:  
"g" – College prep elective

Is this course an adaptation  
from another source? Yes

If yes, please indicate the source  
of the original course:

[List of UCOP Approved Courses](#)

\*Instructional materials appropriate for English Language Learners are required.

\*\*For AP/Honors courses 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.

\*\*\*For CTE, attach the CTE course outline created in the online template (<http://ctecourse.scoe.net/>).

### 1. Prerequisite(s):

Student needs to meet one of the following:

- CAASPP ELA - Standard Not Met
- 8th Grade Teacher Recommendation
- EL for 4 years or more

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

#### Objectives of Course:

- The purpose of this course is to provide students with the academic language skills and abilities necessary to be successful in all academic subjects, develop study habits, be successful in mainstream English and content classes, and prepare for the academic and language demands of college, university and career work.

#### Course Content:

*Possible unit topics:*

- Goal Setting: Developing My High School and Beyond Plan

- Identifying My Learning Style and Effective Study Skills
- Digital Literacy and Citizenship
- College Planning: Determining My Personal Path
- Career Exploration: Understanding 21st Century Skills
- Financial Literacy: Exploring My Personal Finances

*Skills attained by the end of the course:*

- Plan and implement a personalized college and career plan
- Engage in meaningful activities that lead to self-discovery, reflection, and goal setting
- Read and comprehend a wide variety of expository, argumentative, and narrative texts
- Compose a variety of written compositions
- Research: know how to locate a range of relevant sources and evaluate, synthesize, and present ideas with concrete details
- Listen and respond to the ideas of others while contributing original ideas during discussions and in group settings
- Use the oral and written conventions of the English language in speaking and writing effectively
- Engage in activities that build on prior knowledge and skills in order to strengthen literacy skills

**ELD Standards (Grades 9-10)**

- Interacting in Meaningful Ways:

*Collaborative:*

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
2. Interacting with others in written English in various communicative formats (print, communicative technology, and multimedia)
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
4. Adapting language choices to various contexts (based on task, purpose, audience, and text type)

*Interpretive:*

5. Listening actively to spoken English in a range of social and academic contexts
6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area
8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

*Productive*

9. Expressing information and ideas in formal oral presentations on academic topics
10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
11. Justifying own arguments and evaluating others' arguments in writing
12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

**Evaluation/Assessment/Rubrics**

- CAASPP and ELPAC rubrics
- Lexile tests
- ELPAC and CAASPP IABs

**Minimal attainment for student to pass course:**

- A 90 – 100%
- B 80 – 89%
- C 70 – 79%
- D 60 – 69%
- F below 60%
- A student must receive a class average of 60% to pass this course.

3. A. Focused Standards for **Fall Semester**

- All English Language Development (ELD) Standards

B. Focused Standards for **Spring Semester**

- All ELD Standards

## 4. Describe how this course integrates the school's SLO (former ESLRs- Expected School-wide Learning Results):

(SLOs vary by school. This course will prepare students for the academic and language demands of college and career.)

## A. Students will apply academic skills by:

- Develop reading, listening, speaking, and writing skills.
- Learning academic and appropriate vocabulary
- Learning language functions and grammar structures
- Reading informational and fictional texts
- Writing speeches, research reports, and presentations
- Oral reports, speeches

## B. Students will apply career-readiness skills by:

- Applying critical thinking skills to relevant problems
- Utilizing technology in preparing assignments
- Setting goals and prioritizing assignments
- Working cooperatively
- Creating real-life goals and steps to accomplish them

## C. Students will utilize technology as a tool by:

- using computer-based and online programs
- using word-processing applications for personal and class projects
- using the Internet to research topics

## D. Students will demonstrate effective personal and interpersonal skills by:

- recording assignments in agendas
- creating and meeting timelines
- working in collaborative groups
- learning collaborative group structure

## E. Students will show awareness and respect for diverse communities by:

- reading and discussing a range of diverse material
- respecting other students and adults

- F. Students will prepare to be healthy individuals by:
- discussing examples of good mental and physical health
  - developing a positive self-image through hard work resulting in personal and academic growth

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

- Daily language objectives
- Interactive and Engaging
- Formative Assessment
- Vocabulary Instruction & Word Banks
- Graphic Organizers and Visual Representations
- Multimedia
- Structured Discussion Models
- Model Texts
- Sentence Unpacking
- [Critical Reading Process](#)

6. Describe the interdepartmental articulation process for this course:

- This course will assist LTELs to develop study skills, and academic language skills to be successful in high school and beyond. The activities provide teachers with several opportunities to collaborate with content area teachers. These activities allow students to develop critical thinking skills as well as research, presentation, and writing skills through the course while expanding their subject matter knowledge.

7. 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 explore the skills needed to be prepared for college and career. Students will have the opportunity to explore the issues facing everyday living and acquire the skills to solve those issues. Students will explore financial literacy along with the career of their interest. Students will also prepare.

8. Supplemental 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):  
Various Texts

Material	Author/ Publisher	Edition/Year
Various Texts		
Big Future-Get Ready for College	College Board	2022

California Career Zone	The Regents of the University of California / California Career Resource Network	2022
In Charge Debt Solutions	George Morris / In Charge Education Foundation, Inc	2022
Vocabulary.com	Vocabulary.com / IXL	2022
Choice 360	Bridges (XAP Corp)	2023
Khan Academy	Salman Khan / Khan Academy	2022
Nearpod/Flocabulary	Nearpod	Various
Newsela	Newsela	Various
AVID Weekly	AVID	Various
ERWC 9/10 Modules	ERWC	Various

b. Supplemental Materials and Resources (dictionaries, resources for ELLs):

- Digital dictionaries

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

- Computer/Chromebook
- Projector
- Speakers