

Course Outline

High School _____ District _____

Title: English 1 P

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: English

Grade Level (s): 9

Semester _____ Year X

Standards: CCSS

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):

None

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

English 1P is designed to continue the development of student skills in reading, writing, listening, and speaking. The course is college preparatory, with the curriculum based on the English Language Arts Common Core State Standards (CCSS). The course incorporates the various genre found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational text and workplace documents are embedded in the chapter organization of the text. Strategies such as those presented in SIOP, as well as AVID, Marzano, and STRP (The Strategic Reading Project) strategies are used to increase reading and critical thinking skills.

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

Varies by site.

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 using the Sheltered Instruction, Observation Protocol (SIOP) once the protocol has been implemented and training has occurred
- b. by presenting in all classrooms a curriculum rich in a variety of multicultural literature that fosters self-esteem and cultural worth,
- c. by probing prior knowledge to connect existing knowledge with knowledge to be learned,
- d. by teaching concepts for which English learners may not have a cultural reference, including historical and mythological references, obscure terms, and dialect,
- e. by defining abstract concepts in concrete terms, and using specific examples,
- f. by using graphic organizers and rubrics to set expectations and facilitate organization of thought,
- g. by using a variety of other visual aids during instruction, such as pictures, films, realia, and audiotapes,
- h. by using strategies such as those presented in SIOP as well as AVID, Marzano, and STRP strategies to improve reading and thinking skills,
- i. by reading literature aloud, as necessary,
- j. 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 complete a career-awareness inventory, work on their four-year school 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):

- *California McDougal Littell Literature*, 2009, Houghton Mifflin Company, Evanston, IL 60-204

B. Supplemental Materials and Resources:

- *McDougal Littell Grammar for Writing*
- *McDougal Littell Workbooks: Grammar for Writing, Interactive Reader...*
- *McDougal Littell Ca Common Core Standards Companion*
- *McDougal Littell Common Core Exemplar Resource*
- Dictionaries, thesauruses
- newspapers, magazines, teacher-developed guides for learning and review, rubrics for assessing writing provided in the program (McDougal Littell)
- Classzone.com - on-line resource provided by McDougal Littell
 - Literature and Reading Center
 - Writing and Grammar Center
 - Media Center
 - Vocabulary Center
 - Research Center
- Various novels

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

- Laptop carts with printer, computer labs, video/DVD and television, internet, selected video and audio tapes, overhead projectors, and other multimedia such as ELMO's, white boards...
- eEdition - provided by McDougal Littell

8.

▪ **Objectives of Course**

- A. Students will apply their knowledge of word origins to determine meaning of new words encountered in reading, and to use those words correctly.
- B. Students will read and understand a variety of grade-level appropriate material and analyze organizational patterns
- C. Students will make substantial progress toward the goal of reading two million words by grade 12 by reading independently every day.
- D. Students will read and respond to significant works of literature that enhance their studies of social science and conduct analyses of recurrent patterns and themes in literature.
- E. Students will write coherent and focused essays that convey a defined perspective and reasoned argument. The writings will reflect and understanding of audience and purpose. Students will demonstrate all stages of the writing process.
- F. Students will produce narration, exposition, and descriptive writings, Students will demonstrate a command of Standard American English while using the research, organizational, and drafting strategies.
- G. Students write and speak with a command of Standard English conventions.
- H. Students will deliver oral presentations conveying reasoning and using gesture, tone, and vocabulary appropriate for audience and purpose.

▪ **Unit detail including projects and activities including duration of units (pacing plan)**

See curricular map attached

▪ **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

See curricular map attached

▪ **Student performance standards**

See curricular map with CCSS details

▪ **Evaluation/Assessment/Rubrics (under review 2013)**

Assessments (District Assessments, Tests, Quizzes, Final, other...)*	35
Essays/Writing	40
Projects, participation/Class work/Homework	25

*District Mandated Assessments are **at least** 10% of the Assessments category.

▪ **Include minimal attainment for student to pass course**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F

Year-at-a-Glance Curricular Map 2013-2014

English 1 Fall Semester

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening Standards	Language Standards
RL.1, RL.2, RL.3	RI.1, RI.2, RI.4	W.3, W.2	SL.1, SL. 3,	L.4a, L.4b, L.6

English 1 Spring Semester

Reading Standards for Literature	Reading Standards for Informational Text	Writing Standards	Speaking and Listening Standards	Language Standards
RL.4, RL.5	RI.4, RI.3	W.8, W.1a-e	SL.2	Retest L.4a, L.4b, L.6

See next page for details.

9th Grade Curricular Map with CCSS Details

Fall Semester

Reading Standards for Literature 6-12

- RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Reading Standards for Informational Text 6-12

- RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing Standards 6-12

- W.3 Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points(s) of view, and introducing a narrator and /or characters; create a smooth progression of experiences or events.
 - b. Use narrative techniques, such as dialogue pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
 - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Speaking and Listening Standards 6-12

- SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language Standards 6-12

- L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Spring Semester

Reading Standards for Literature 6-12

- RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading Standards for Informational Text 6-12

- RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Writing Standards 6-12

- W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.1a-e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.

Speaking and Listening Standards 6-12

- SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Language Standards 6-12

Retest

- L.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- L.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Performance Task Standards

Writing Standards 6-12

- W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)
- W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem/ narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively/ assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Speaking and Listening Standards 6-12

- SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

- SL.3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)