

# Curriculum and Instruction

## 9-12 COURSE OF STUDY OUTLINE

Title of Course of Study Essentials of English Language Arts.

Course Number: \_\_\_\_\_ (Assigned by Curriculum Department)

9-12 Course of Study Adoption Process	
<b>PROCEDURES:</b>	
1	Write/revise course of study
2	Review with Principal and acquire signature
3	<b>Email course of study to appropriate department staff at all high schools with link to Curriculum Council survey</b>
4	<b>Attach copy of survey and comments along with sign in sheet from required department meeting.</b>
5	Meet with appropriate department teachers to discuss responses, review course of study and sign. Attendance sheet of meeting is required
6	<b>Technology Review/Sign prior to submission, as needed</b>
7	Course of study MUST be complete, including required signatures, and submitted to Curriculum Dept. 2 weeks prior to the scheduled Curriculum Council meeting.
8	Assistant Superintendent, Curriculum & Instruction - Review/Sign
9	Assistant Superintendent, Secondary Education - Review/Sign
10	Present course of study to Curriculum Council
11	Curriculum Council Recommends
12	Board of Education Approves

**Note: Please complete all sections. Enter "none" or "n/a" as appropriate.**

I. Course Title: **Essentials English A 9/10**

II. Department/Subject Area:

- |   |   |
|---|---|
| <input type="checkbox"/> ALG – Algebra                                    | <input type="checkbox"/> USH - US History   |
| <input type="checkbox"/> DRV - Driver Education                           | <input type="checkbox"/> WH - World History |
| <input type="checkbox"/> ECO – Economics                                  | <input type="checkbox"/> CTE                |
| <input type="checkbox"/> ELC – Electives                                  |   |
| <input checked="" type="checkbox"/> ENG – English Language Arts           |   |
| <input type="checkbox"/> F/G Family Living/World Geography                |   |
| <input type="checkbox"/> FAL - Fine Arts/Performing Arts/Foreign Language |   |
| <input type="checkbox"/> GOV - Government                                 |   |
| <input type="checkbox"/> HLT - Health Safety                              |   |
| <input type="checkbox"/> LIF - Life Science                               |   |
| <input type="checkbox"/> Math - Mathematics                               |   |
| <input type="checkbox"/> PE - Physical Education                          |   |
| <input type="checkbox"/> PHY - Physical Science                           |   |

**III. Length of Course:  1 year  Credit Value: 20 (10 English diploma credits and 10 elective course credits)**

Meets high school graduation requirement credits - 10 credits

Elective course credit - 10 credits

No credit

**IV. Grade:**

9<sup>th</sup>

10<sup>th</sup>

11<sup>th</sup>

12<sup>th</sup>

**V. Course Level:**       General     CP     Pre-AP     AP

**VI. Is this an Internet-based course?**     Yes     No

If so, who is the course provider?

**VII. UC/CSU Approved Course:**     Yes     No

Is this course modeled after a UC-approved course from another district?

Yes     No    If so, which school/district? \_\_\_\_\_

**VIII. Recommended pathway: Diploma**

**IX. COURSE DESCRIPTION:** *This course focuses on the study of English for students in grades 9-10 and recommended by the Individual Education Program team. Students will read text and excerpts that share a common theme, despite their different genres, time periods, and authors. Each reading encourages a closer look with questions and a short writing assignment. Students will also study English Language Development texts and complete activities and take a closer look at the language choices that authors make to communicate their ideas. Individuals and group activities will help develop an understanding of each text.*

**COURSE OVERVIEW:** *This is a yearlong course focusing on reading and writing, students will review and practice the major concepts presented in a California State Standards based English course. This course is designed to meet California English standards for students with an Individual Education Program.*

**1. HIGHLY RECOMMENDED PREREQUISITES & CO-REQUISITES:**

A. *Prerequisites recommended by the Individual Education Plan team.*

B. *Co-requisites current IEP*

**2. COURSE CONTENT:** *The Course Content section will request information in a unit-by-unit style.*

- **Empathy**

- a. **Unit 1 key question: How do we develop compassion for others?**

- In unit one, students will explore why compassion is an important part of humanity, how to best express empathy, and how does giving and receiving compassion deepen our understanding of the world. Students will analyze classic works of literature and informational texts in which a wide variety of human experiences demonstrates the importance of developing compassion for others.

- **Leadership**

- a. **Unit 2 key question: What are the responsibilities of power?**

- Throughout this unit, students will explore various aspects of power, including examples of leaders who used their power for the greater good or who caused great suffering by misusing the power. A comparison of the treatment of power and responsibility in two literary works. In addition, students will learn about how people in power have affected society by exploring what happens when leaders become enamored of their power.

- **Dreams and Aspirations**

- a. **Unit 3 key question: What makes a dream worth pursuing?**

- Throughout this unit, students will explore the different dreams and aspirations of fictional and historical figures, including those whose fulfillment of their dreams made a lasting impact on others. Students will also conduct research to support the essential question what makes a dream worth pursuing.

- **All for Love**

- a. **Unit 4 key question: How are we affected by the power of love?**

- Throughout this unit, students will examine how love moves and changes us by looking at the changing and sometimes painful course of love. Other selections in this unit will explore both the joy and despair of love of nonfiction pieces. And students will also understand the importance of romantic love and inform students about the chemical and hormonal basis of love.

**4. Unit Assignments:** *The Course Content section will request a brief 3-5 sentences summarizing a key assignment from this unit and covering:*

**Objective**

1. Identify a protagonist of a story

2. Use text evidence to explain traits and qualities of a main character.
3. Use details of setting and plot to inform an understanding of a main character.
4. Practice the following Grades 9/10 ELA common Core Standards:
  - a. Reading: Literature-RL.9-10.1, RL9-10.4
  - b. Speaking/Listening- SL. 9-10.1A, SL.9-10.c, SL.9-10.1D
  - c. Language-L.9-10.4. A, L.9-10.2.C, L.9-10.4.D

### **Overview**

“Marigolds” by Eugenia Collier is a coming-of-age story set in a dusty Depression-era town. In this short story, Lizabeth, the narrator, reflects on the events of one transformative summer day from her adolescence. The first Read gives students an opportunity to see how an author can use a characters decisions and qualities to advance a plot and develop a story’s theme.

After students read/listen to the story they will fill out access hand out 1 or 4

### **Materials**

StudySync First Read lesson on Marigolds (digital)

StudySync Grammar Handout: Spelling-Possessives

StudySync Access 1 handout (beginning)

StudySync Access 4 handout (approaching)

### **X. Texts and Supplemental Instructional materials:**

(Primary, Supplemental, newspapers, magazines, and software.)

Please supply ISBN #'s for all texts.

Title: ELA StudySync Grade 9

Author: \_\_\_\_\_

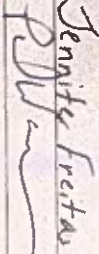
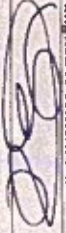
Publisher: BookheadEd Learning, LLC

Date of Publication: \_\_\_\_\_ ISBN # : \_\_\_\_\_

Board Approval Date: 4/19/2016

SIGNATURES for REVIEW		
Outline prepared by:	Jennite Freitas	Site: JAGSC
Principal	PJW	Site: JAESC
<b>Technology Representative (if applicable)</b>		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<i>** Please state reason for no signature in the space below.</i>
Bear Creek High School		
Lodi High School		
McNair High School		
Tokay High School	Kew 1.0A	
Liberty High School (if applicable)		N/A
Plaza Robles High School (if applicable)		N/A
Independence High School (if applicable)		N/A
Assistant Superintendent Curriculum & Instruction	<i>Signature</i>	
Assistant Superintendent, Secondary Education	<i>Signature</i>	


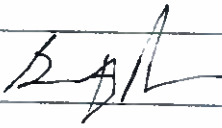
DATE	
	Date sent and/or presented to principals for review
1/25/2021	Course Outline Submitted
2/4/2021	Curriculum Council Recommendation for Approval
	Board of Education Approval

SIGNATURES for REVIEW			
Outline prepared by	Jennita Fretas	Site: JAESC	
Principal		Site: JAESC	
Technology Representative (if applicable)			
Teacher Representative:	Signature indicates course is aligned to content standards.	** Please state reason for no signature in the space below.	
Bear Creek High School			
Lodi High School			
McNair High School			
Tokay High School			
Liberty High School (if applicable)			
Plaza Robles High School (if applicable)			
Independence High School (if applicable)			
Assistant Superintendent Curriculum & Instruction			
Assistant Superintendent, Secondary Education			

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SIGNATURES for REVIEW		
Outline prepared by	Jennity Freitas	Site: JAESC
Principal	P. Williams	Site: JAESC
<b>Technology Representative (if applicable)</b>		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<i>** Please state reason for no signature in the space below.</i>
Bear Creek High School		
Lodi High School	Jenna Zaitsev	
McNair High School		
Tokay High School		
Liberty High School (if applicable)		
Plaza Robles High School (if applicable)		
Independence High School (if applicable)		
Assistant Superintendent Curriculum & Instruction		
Assistant Superintendent, Secondary Education		

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<b>SIGNATURES for REVIEW</b>		
Outline prepared by	Jennifer Freitas	Site: JAESC
Principal		Site: JAESC
<b>Technology Representative (if applicable)</b>		
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