



# Curriculum and Instruction

## 9-12 COURSE OF STUDY OUTLINE

Title of Course of Study Essentials of Literature and Expository Writing.

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                          |   |

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

Elective course credit

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 take a closer look at the language choices that authors make to communicate their ideas. Individuals and group activities will help development an understanding of each text.*

**1. 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.*

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

A. *Recommendation by the Individual Education Program Team.*

B. *N/A*

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

- **Destiny**
  - How much of what happens in our lives do we control?
    - This question has troubled theologians, philosophers, writers, and so many others through the ages and students will explore that question themselves. This unit offers students a wild ride across the globe and across history to explore a question that is as relevant today as it was thousands of years ago.
- **Taking a Stand**
  - When is it appropriate to challenge the rules?
    - This unit explores the tension between the expectation that people should follow rules for the sake of order, and instances in which the “right” decision might be to challenge the established rules. Students will read analyze, and discuss fiction and nonfiction, including speeches, poetry, newspaper articles, and court rulings. The unit is diverse. Students will explore the relationship between the authority and citizens from several perspectives and will hone their own skills for identifying and supporting an argument.
- **Technical Difficulties**
  - What responsibility do we have for what we create?
    - Technological advancement offers many benefits, but it also involves consequences—some of which may be severe. In this unit, students will explore both the positive and negative effects of the technological progress. They will examine different effects of technology throughout history from a variety of perspectives, through fiction, nonfiction narratives, articles, speeches, letters, and poetry. Throughout the remainder of the unit, students will engage in various nonfictional and personal accounts that depict actual events and circumstances in which technology has affected or had the power to affect individuals, families, communities, and even entire societies.
- **The Human Connection**
  - How do our interactions define us?
    - This unit prompts students to explore the driving question and consider the complexities of interaction and influence. Students will explore the power and responsibility of interaction.

**4. Unit Assignments:**

**Overview:**

The informational article *The Sports Gene* by David Epstein examines the question of how much athletic success depends on genetics. The Close Read gives students the opportunity to focus on how the author develops central ideas.

After reading the article, students will complete a vocabulary worksheet and a Venn Diagram along with handout 1.

Objectives:

1. Complete a close reading of a non-fiction excerpt.
2. Practice and apply concrete strategies for identifying central or main idea.
3. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
4. Prewrite, plan, and produce clear and coherent writing in response to a prompt.

**CA ELA Common Core Standards**

Reading: Informational Text-RI.9-10.1, RI.9-10.2, RI.9-10.4

Writing: W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10

Speaking & Listening: SL. 9-10.1a, SL.9-10.1b, SL.9-10.1c, SL. 9-10.1d

Language: L.9-10.4a, L.9-10.4c, L.9-10.4d

**CA ELD Common Core Standards**

Collaborative-ELD. PI.9-10.1Em, ELD.PI.9-10.1.Ex

Interpretive-ELD.PI.9-10.10.6aEm, ELD.PI.9-10.6a

Productive-ELD.PI.9-10.10a

Structuring Cohesive Texts-ELD.PII.9-10.2a.Br, ELD.PII.9-10.2.b.Br.

This lesson provides students with a definition of the central or main idea. Follow up questions and enrichments help students determine and analyze the central main idea.

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

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

Please supply ISBN #'s for all texts.

Title: ELA StudySync Grade 10

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

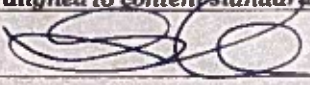
Publisher: BookheadEd Learning, LLC

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

Board Approval Date: \_\_\_\_\_

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

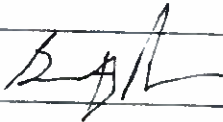
DATE	
	Date sent and/or presented to principals for review
<i>1/25/21</i>	Course Outline Submitted
<i>2/4/21</i>	Curriculum Council Recommendation for Approval
	Board of Education Approval

SIGNATURES for REVIEW		
Outline prepared by	Lisa Chaves	Site: Needham West
Principal	P. Wan	Site: JAESC
<b>Technology Representative (if applicable)</b>		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<b>** Please state reason for no signature in the space below.</b>
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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Principal	<i>R. Wan</i>	Site: <i>JAESC</i>
<b>Technology Representative (if applicable)</b>		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<b>** Please state reason for no signature in the space below.</b>
Bear Creek High School		
Lodi High School	<i>Jenna Z...</i>	
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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Principal	R. Wan	Site: JAESC
<b>Technology Representative (if applicable)</b>		
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