High School District

El Monte Union High School District

Course Outline

Title:English 1P Intensive Transitional*(Eng. Dept. Only) Sheltered (SDAIE)*Bilingual* AP**Honors** Department:English	This course meets graduation requirements: (X) English () Fine Arts () Foreign Language () Health & Safety () Math () Physical Education	Department/Cluster Approval	Date
	() Math		

1. Prerequisite(s):

CST ELA below 325; Gates McGinite Lexile score between 700 and 899

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

English I Intensive is a course that blends a rigorous English Language Arts Curriculum and support for struggling readers. This University of California A-G approved course will fulfill the B requirement. With the integration of

students to develop strong literacy skills, yet remain on track for university admittance.

English I Intensive is a yearlong course presented in a daily 90-minute instructional model. The research-based practices of whole group instruction, computer assisted support using READ 180 instructional software, small group instruction, and modeled and independent reading have a proven track literacy skills. Integrated with grade level appropriate literature, students are able to transition their skills into the higher levels of learning for a college prep course.

^{*}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.

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

Students are expected to be:

Academic Achievers:

This course covers the English Language Arts Standards as outlined by the state of California. Successful completion of this course as well as the

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 work on their four-year career 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):

The core literary works chosen for the English I Intensive curriculum are:

Tangerine Edward Bloor
Lord of the Flies, William Golding
Fallen Angels, Walter Dean Myers
Flowers for Algernon, Daniel Keyes
The Odyssey, Part 1, Homer
Selected Informational Texts
Poetry in the adopted textbook
Romeo and Juliet, William Shakespeare
Selected short stories
To Kill A Mockingbird, Harper Lee

Ballad of Birmingham, Dudley Randall

B. Supplemental Materials and Resources:

Scholastic READ 180 Interactive materials (computer-assisted instructional materials, workbooks, grammar exercises, etc)

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

Computer projectors, computer labs, video/DVD and television, Internet, selected video and audio

Course Goals and Major Student Outcomes

Students will

1. Communicate clearly and coherently in writing and through oral presentations within a wide range of

READ 180 rBook Workshop 7: Cause and Effect

Core text: *Flowers for Algernon* (L910)

Key assignments: 1000 word research paper (began w/4 paragraph essay Unit 1); Cause and Effect Essay (in class)

UNIT 7 Central Theme: Crime and Punishment

ELA Standards:

Reading: LR 3.1, 3.3, 3.4, 3.9
Writing: WS 1.1, 1.2, 1.9
Listening & Speaking: SA 2.4

READ 180 rBook Workshop 8: Compare and Contrast

Core text: Romeo and Juliet

Key Assignments: Compare and contrast Essay; Descriptive Essay; Persuasive letter; recite a soliloquy

UNIT 8 Central Theme: Front Lines of Justice

ELA Standards:

o Reading: RC 2.5; LR 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12

Writing: WS 1.9; WA 2.1, 2.2Listening & Speaking: SA 2.4

READ 180 rBook Workshop 9: Inference Core text: **To Kill a Mockingbird** (L870)

Key Assignments: Narrative Essay

Student performance standards

90 100 A

89 80 B

79 70 C

69 60 D

Below 60 Fail

Retesting allowed/encouraged

Evaluation/assessment/rubrics

Evaluation will be based on the following:

- Assessments (R-Book) and other assessments as indicated in course manual
- Essay scores using rubrics as indicated in the course manual

Include minimal attainment for student to pass course

Student must attain a minimum of 60%.