

Course Title: English 9A/B (designated English Language Development)

Grade Level(s): 9

Length of Course: Two semesters or equivalent term

Credit: 10 units “b”

Prerequisite: Enrollment in this course is limited to English Learners, At Risk English Learners (ARELs – students enrolled in the district between 3.01 and 6.0 years) and Long-Term English Learners (LTELs – students enrolled in the district for 6.01 or more years) who have not been reclassified at the end of the school year. Summative English Language Proficiency Assessment for California (ELPAC) performance levels of minimally developed, somewhat developed, moderately developed, or well developed.

Co-requisite: Concurrent enrollment in ELD Support is required.

Course Overview:

In this designated English Language Development, English Language Arts course, students learn to communicate about a range of topics and academic content areas through listening, speaking, reading, and writing activities that target high-level thinking with appropriate support. Students are provided interactive and collaborative opportunities to express their own ideas as well as to question, interpret, and evaluate the ideas of others. The course content focuses on teaching the students skills and strategies for critical, independent reading and writing of complex expository and narrative texts.

The instructional goal is the support of students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

This course also provides protected time for small group designated English Language Development (dELD) instruction for English learners at all proficiency levels. This small group instruction builds critical language skills into and from the English content and is focused on the CA ELD Standards.

Schools Offering: Del Valle High School
Granada High School
Livermore High School
Vineyard High School

Meets University of California
Entrance Requirements:

Seeking “b” approval

Board Approval:

Pending Board Approval

Course Materials:

Textbook:

StudySync 9 Core ELA w/ ELD

SW *Empathy* ISBN: 9781943286225

SW *Dreams & Aspirations* ISBN: 9781943286249

SW *Leadership* ISBN: 978-1-94-328623-2

SW *All For Love* ISBN: 978-1-94-328625-6

TE *Empathy* ISBN: 9781943286607

TE *Dreams & Aspirations* ISBN: 9781943286621

TE *Leadership* ISBN: 978-1-94-328661-4

TE *All For Love* ISBN: 9781943286638

ELD Teacher Resource Companion

ISBN: 978-1-94-276494-6

Textbook:

Edge: Fundamentals (blue globe cover)

National Geographic Learning / Cengage Learning

TE Vol 1 ISBN: 9781285440026

TE Vol 2 ISBN: 9781285440033

SE ISBN: 9781285439600

Grammar & Writing Practice Book

ISBN: 9781285735696

Cisneros, Sandra. *The House on Mango Street*. 1984.
Vintage Books, Second Vintage Contemporaries
Edition, 2009. ISBN: 978-0-679734772

Moving Forward Institute. *Reading with Relevance
Curriculum: The House on Mango Street*. 2019.
ISBN: 978-1-938790-10-2

Supplemental Materials:

Listenwise.com (online subscription)

Yabla.com (online subscription)

Newsela.com (online subscription)

Cisneros, Sandra. *La Casa en Mango Street*. Vintage
Espanol, 1994. ISBN: 0679755268

Butler, Samuel. *The Odyssey (A Graphic Novel)*
ISBN: 1497362997

English 9A/B (dELD)

COURSE CONTENT:

The student learning and performance goals for the course are based on the California English Language Arts State Standards, Grades 9-12, and California English Language Development Standards for Grades 9-12.

Student writing is integrated and comprehensive and includes the use of reflection, supported claims and assertions, primary and secondary sources, and point of view. The writing curriculum is connected to the literature and driving questions of each unit and embeds California Standards for English Language Arts as well as the English Language Development Standards. Students will write autobiographical narratives, position papers, reflective essays, research reports, short stories, literary analyses, and persuasive essays.

Research-supported reading and metacognitive strategies that will be explicitly taught during this course are planning and monitoring, determining text importance, making inferences, asking questions, making connections, synthesizing, and visualizing while reading.

Students will be guided through the use of Driving Questions that connect students to the learning by asking deep questions that all members of society face. The course curriculum is built around Driving Questions and texts that present students with relevant and challenging ideas.

Close reading will be used as an effective practice and will include direct, explicit instruction. The writing will be taught through strategic, focused instruction that emphasizes a variety of audiences and purposes for writing, combining complex thinking with mechanics, and connecting writing to audience and purpose.

Unit 1: Introduction to *StudySync* & Related Classroom Materials

Overview: This introductory unit introduces students to the program and activities. Students will explore the design and purpose of established routines and familiarize themselves with the structure of the course. They will explore program features, including:

- Accessing *StudySync* online: login, features of website, routines, finding and reviewing assignments, blasts, and assessments.
- Assignments: Unit preview, introduction, audio & video supports, vocabulary, accessing scaffolds, annotation & highlighting, short answer think questions, focus questions, writing prompts
- *StudySync* TV episodes: listening to and engaging in academic conversations
- Blasts: read-aloud, think aloud, classroom conversations, vocabulary, research links, writing prompts
- Assessments: accessing and completing, interpreting and using scores as a tool for further learning.

Students will:

- Participate in a whole-class read-aloud of the texts
- Participate in a collaborative discussion with a focus on providing coherent, well-articulated comments

- Identify and define vocabulary words using context
- Learn how to use scaffolding that is offered
- Practice identifying language resources that connect ideas
- Analyze cause and effect relationships within a text
- Practice and apply concrete strategies for analyzing language choices
- Practice identifying and using verbs in different tenses
- Learn the definition of textual evidence
- Practice using concrete strategies for identifying textual evidence and using it to support ideas
- Complete short summarizing writing assignments for the blast and “The Best Thanksgiving Ever”
- Complete online assessments

Summary of Key Assignments and/or Activities

The *StudySync* curriculum focuses on whole-class anchor texts that include full-length novels, nonfiction texts, shorter academic and informational texts, articles, drama, and poetry. For this unit students will use *StudySync* online to read and complete the activities for a Blast selected by the instructor, and respond to the fictional text *The Best Thanksgiving Ever* utilizing the skills of citation of textual evidence and summarizing. Work will be assessed via an appropriate *StudySync* diagnostic assessment.

Unit 2: Empathy

Driving Question: How does human compassion inform our understanding of the world?

Overview: Students will read fiction and non-fiction texts and practice the related skills required by the CA ELA and ELD standards.

In addition to the reading and skills practice corresponding to the texts listed below, students will:

- Have an opportunity to develop their speaking and listening skills as they participate in a formal debate about a social issue.
- Create a 10-20 minute oral presentation in the style of a formal debate.
- Focus on developing opening statements that clearly state their position and use persuasive language for impact.
- Develop, revise, and practice their oral arguments before they deliver them to the class.

Students will:

- Read the teacher-selected Blast on Empathy and participate in a class discussion
- Read from selected texts: : *To Kill a Mockingbird*; *Statement on the Assassination of Martin Luther King, Jr.*; *The Kiss*; *Endangered Dreams: The Great Depression in California*
- Demonstrate their knowledge of textual evidence; arguments and claims; author’s purpose and point of view; verbs and verb phrases; informational text structure; language choices; media; supporting ideas and opinions

Summary of Key Assignments and/or activities

For this Unit, students will create a 10-20 minute oral presentation in the style of a formal debate, focusing on the key components of this form of oral presentation. They will complete an online assessment and will be assessed additionally via a rubric by their instructor. They will demonstrate a thorough knowledge of the concept of empathy and be able to illustrate through discussion and example how human compassion informs individual understanding of the world.

Unit 3: Dreams and Aspirations

Driving Question: What makes a dream worth pursuing?

Overview: Students will read fiction and non-fiction texts and practice the related skills required by the CA ELA and ELD standards.

In addition to the reading and skills practice corresponding to the texts listed above, students will have an opportunity to develop their speaking and listening skills as they plan and deliver a 2-3 minute oral presentation in the form of an informational presentation. Students will listen to a student model of an informational speech. Students will focus on engaging listeners with strong verb choices, using sequence and transition words to make the order of events clear, add detail and precision with nouns and noun phrases, and choose specific words to produce a particular effect. Small, manageable tasks help students plan, develop, revise, and practice their oral arguments before they deliver them to the class.

Assignments:

- 1) Blast: *Dreams and Aspirations*
- 2) Texts: *Of Mice and Men*; *My Dad's Dream*; *The Joy Luck Club*; *A First in Space*; *The Voice the Challenged a Nation*; *Only Daughter*; *The House on Mango Street* (English & Spanish text versions)
- 3) Skills: Textual Evidence; nouns and nouns phrases; character; connotation and denotation; referring words; connecting ideas; verbs and verb phrases; informational text elements; informational text structure; language choices; summarizing.
- 4) Extended Oral Project: brainstorm; create an outline; develop a sequence; add details; refine language; give feedback; practice with/without notecards; present
- 5) *StudySync* ELD Unit 3 (Dreams & Aspirations) Assessment (online)

Unit 4: Leadership

Driving Question: What are the responsibilities of power?

Overview: Students will read fiction and non-fiction texts and practice the related skills required by the CA ELA and ELD standards.

In addition to the reading and skills practice corresponding to the texts listed above, students will have an opportunity to develop their speaking and listening skills as they create a 2-3 minute oral presentation in the form of a literary response. Students will listen to a student model presentation of a literary response. Student responses will show their ability to make a claim about a text and connect details from the text to real-world examples. Small, manageable tasks help students plan, develop, revise, and practice their oral arguments before they deliver them to the class.

Assignments:

- 1) Blast: *In the Lead*
- 2) Texts: *Ozymandias*; *A Golden Coin*; *Two Notable Chinese Leaders*; *Ancient Greece: A Political, Social, and Cultural History*; *The Odyssey (Graphic Novel)*
- 3) Skills: theme; alliteration, consonance and assonance; referring words; nouns and noun phrases; informational text elements; informational text structure; condensing ideas; summarizing; media; adverbs
- 4) Extended Oral Project: brainstorm; create an outline; develop a sequence; add details; refine language; give feedback; practice with/without notecards; present
- 5) *StudySync* ELD Unit 2 (Leadership) Assessment (online)

Unit 5: All for Love

Driving Question: How are we affected by the power of love?

Overview: Students will read fiction and non-fiction texts and practice the related skills required by the CA ELA and ELD standards.

In addition to the reading and skills practice corresponding to the texts listed above, students will have an opportunity to develop their speaking and listening skills as they plan and deliver a 2-3 minute monologue/soliloquy. Students will listen to a student model presentation of a monologue/soliloquy. Students will use figurative language to express ideas or emotions, use a variety of verbs to create interest and express the action in their story, use language resources to link ideas. Small, manageable tasks help students plan, develop, revise, and practice their oral arguments before they deliver them to the class.

Assignments:

- 1) Blast: *All for Love*
- 2) Texts: *Love at First Sight*; *The Tragedy of Romeo and Juliet*; Food: *Love or Addiction*; *Why We Love: The Nature and Chemistry of Romantic Love*; *Romantic Love: Reality or Myth?*
- 3) Skills: character; figurative language; expressing opinions; verbs and verb phrases; informational text structure; technical language; adverbs; nouns and noun phrases; arguments and claims; referring words
- 4) Extended Oral Project: brainstorm; create an outline; develop a sequence; add details; refine language; give feedback; practice with/without notecards; present
- 5) *StudySync* ELD Unit 4 (All for Love) Assessment (online)

Unit 6: Novel Study – *The House on Mango Street*

Driving Question: How do stories help us form connections between fictional characters and our own lives?

Overview: Students will read a full-length novel and practice the related skills required by the CA ELA and ELD standards. Instructor will use *StudySync*'s scaffolded lessons pertaining to this text as well as the Reading with Relevance Teacher's Guide for *The House on Mango Street* to facilitate discussion, writing prompts, vocabulary building, reading comprehension, and a final narrative essay. Scaffolding will be used to meet the various language acquisition levels of all learners.

Assignments:

- 1) Text: *The House on Mango Street*

- 2) Activities: Vocabulary development, reading aloud and to self, small group and whole group discussion, journal entries with short to medium length writing assessments for each reading section, extension activities, final essay.
- 3) Skills addressed: key ideas & details; craft & structure; author's purpose; production & distribution of writing; comprehension & collaboration; conventions of standard English; knowledge of language; vocabulary acquisition & use.
- 4) *StudySync* Reading Comprehension Quiz (online).
- 5) Final narrative essay from Reading with Relevance Teacher's Guide, scored with teacher-created rubric.

CA ELD Standards**Part I: Interacting in Meaningful Ways****Collaborative**

- ELD.PI.9-10.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
- ELD.PI.9-10.2 Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)
- ELD.PI.9-10.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges
- ELD.PI.9-10.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)

Interpretive

- ELD.PI.9-10.5 Listening actively to spoken English in a range of social and academic contexts
- ELD.PI.9-10.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language
- ELD.PI.9-10.7 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
- ELD.PI.9-10.8 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

- ELD.PI.9-10.9 Expressing information and ideas in formal oral presentations on academic topics
- ELD.PI.9-10.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology
- ELD.PI.9-10.11 Justifying own arguments and evaluating others' arguments in writing
- ELD.PI.9-10.12 Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Part II: Learning About How English Works**Structuring Cohesive Texts**

- ELD.PII.9-10.1 Understanding text structure
- ELD.PII.9-10.2 Understanding cohesion

Expanding and Enriching Ideas

ELD.PII.9-10.3	Using verbs and verb phrases
ELD.PII.9-10.4	Using nouns and noun phrases
ELD.PII.9-10.5	Modifying to add details

Connecting and Condensing Ideas

ELD.PII.9-10.6	Connecting ideas
ELD.PII.9-10.7	Condensing ideas

CA ELA – Literacy Standards**Reading: Literature****Key Ideas and Details:****CCSS.ELA-LITERACY.RL.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

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.

CCSS.ELA-LITERACY.RL.9-10.3

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.

Craft and Structure:**CCSS.ELA-LITERACY.RL.9-10.4**

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).

CCSS.ELA-LITERACY.RL.9-10.5

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.

CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Range of Reading and Level of Text Complexity:**CCSS.ELA-LITERACY.RL.9-10.10**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Texts**Key Ideas and Details:****CCSS.ELA-LITERACY.RI.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2

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.

CCSS.ELA-LITERACY.RI.9-10.3

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.

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4

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).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.9

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2

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.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.8

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.

CCSS.ELA-LITERACY.W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:**CCSS.ELA-LITERACY.W.9-10.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening**Comprehension and Collaboration:****CCSS.ELA-LITERACY.SL.9-10.1**

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.

CCSS.ELA-LITERACY.SL.9-10.2

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

CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language**Vocabulary Acquisition and Use:****CCSS.ELA-LITERACY.L.9-10.4**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.9-10.6

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.

Instructional Methods and/or Strategies

Like English 9A/B, this course is a year-long course designed to prepare students for the rigor and depth of college-level reading and writing requirements. Students read expansively for comprehension of content and to evaluate authors' biases and purposes. The course provides extensive and engaging reading of many literary genres, including literary fiction and non-fiction, informational texts, poetry, drama, and primary source documents. Students write for a variety of purposes in preparation for college and career. An emphasis on the writing genres of research, argument, personal narrative, and response to literature will increase disciplinary literacy and correlate with 9th grade English Language Arts course studies. Students build writing and speaking skills through process draft writing, grammar review, and vocabulary development. Students will build speaking and listening skills through collaborative group work, whole-class and small group discussions, oral presentations, interviews, read-alouds and reader's theatre. Exploration of social and emotional themes will provide students with concrete opportunities to develop their skills around self-awareness, self-management, social awareness, relationships, and responsible decision-making.

Other classroom instructional methods include small group differentiated instruction, reading foundational skills, graphic organizers, academic discussions, games, drama, vocabulary notebooks, vocabulary flashcards, Text Talk Read-aloud method, discussion of author's word choice, academic vocabulary word list Spanish-English cognates, cooperative classroom protocols, oral reading fluency routines, close reading routines, and the use of word walls.

Assessment Methods and/or Tools

Student achievement in this course will be measured using both formative and summative assessments including but not limited to:

- Interactive notebooks, giving students an opportunity to make personal connections and draw inferences from texts and engage in a meaningful dialogue with the teacher
- On-demand writing of narrative, expository, and argumentative essays
- Exit tickets to check for understanding and adjust lesson planning
- Discussion groups; Think, Pair, Share; Inside-Outside Circle Discussions
- Oral / multimedia presentations
- Journal writing and "quick writes"
- Vocabulary & comprehension quizzes for each text, including regular use of comprehension assessments through *StudySync* and Newsela.com to identify Lexile levels and track progress.
- Process based writing including: literary analysis; rhetorical analysis; synthesis across multiple works and genres; compare / contrast writing; narrative writing; research-based writing; MLA format
- *StudySync* ELD Unit Assessments