

Glendale Unified School District

High School

June 18, 2019

Department: English Language Development

Course Title: ELD 9 Expanding

Course Code: 1505D9/1506D9

Grade Level(s): 9

School(s)

Course Offered: Daily High School, Glendale High School, Hoover High School, Clark Magnet High School, Crescenta Valley High School, Verdugo Academy

UC/CSU Approved

(Y/N, Subject): Y, "g" College Preparatory Elective

Course Credits: 10

Recommended

Co-requisite: English 9 or English 9 Advanced

Recommended

Textbook: *SpringBoard English Language Development Grade 9*

Course Overview: ELD 9 Expanding is a designated English Language Development (ELD) course for English Learners at the expanding level of language proficiency. This course will maintain an instructional focus on the California English Language Development Standards (CA ELD) while integrating the California Common Core State Standards (CA CCSS). This ELD course expands on the content that is delivered in the English 9 curriculum, and extends and enriches it with activities that help English Learners access the background knowledge, language, and skills necessary to read on-grade level texts, exercise higher-order thinking skills, take part in authentic academic classroom discussions, and write explanatory, argumentative, and narrative texts. To accomplish this, each of the five thematic units of the ELD 9 Expanding course focuses on instruction in each of the four strands: Reading, Writing, Speaking and Listening, and Language.

## Course Content-First Semester

### Unit 1: Coming of Age: Writing an interview Narrative

(7 weeks)

#### STANDARDS

PI.9–10 Ex, PII.9-10 Ex

- A. In this unit, students will explore the theme of coming of age, and examine how writers create the voices of characters. In the first part of the unit, students will read an excerpt of the memoir, “Always Running,” by Luis J. Rodriguez, and explain cause and effect relationships within the text. Students will examine how the author’s language choices create different effects on the audience. In part two, students read the poem, “Race Politics,” by Luis J. Rodriguez and compare and contrast elements in the two texts that describe the same event. In the third part of the unit, students build the academic and domain-specific vocabulary necessary for rounding out their academic discourse on narratives as they read an editorial, “An Early Start to College,” by the Minnesota StarTribune. Throughout the unit, students analyze the use of verbs, verb phrases, pronouns, compound and complex sentences, and transition words to develop an understanding of the workings of the English language, as specified in part II of the ELD standards.
- B. In the Embedded Assessment, students demonstrate understanding of what they have learned throughout the unit by writing and presenting an interview narrative. The assignment will include conducting an interview with a person about his or her coming of age experience, and writing a narrative using the details from the interview. Students will present their narratives orally to their peers.

The interview narrative must include a description of one or more incidents, a clear sequence of events with clear transitions, a variety of sentence structures,, a consistent point of view, and direct and indirect quotations.

### Unit 2: Defining Style: Creating a Short Story

(7 weeks)

#### STANDARDS

PI.9–10 Ex, PII.9-10 Ex

- A. In unit 2, students will explore elements of the modern short story and discover how authors create a distinct style. Edgar Allan Poe in the 1830s believed a short story should be read in one sitting. Students will examine how the authors O. Henry and Edgar Allan Poe build a storyline to a climactic moment and quickly reach a resolution in their short stories. Students will analyze literary elements such as symbolism, imagery, and irony in “The Gift of the Magi” by O. Henry, “The Cask of Amontillado” by Edgar Allan Poe, and other short stories. Students will read an excerpt from the

novel, *Charlie and the Chocolate Factory* by Roald Dahl to examine the language choices that authors make.

- B. The Embedded Assessment requires students to write an original short story about a real or imagined experience. The short story must include a coherent text structure, well-developed characters, well-structured sequence of events, consistent point of view, distinctive voice and style, different types of irony, figurative language to create imagery, complex and compound sentences, and effective grammatical structure.

### Course Content-Second Semester

#### Unit 3: Coming of Age in Changing Times: Presenting a Historical Investigation (7 weeks)

##### STANDARDS

PI.9-10 Ex, PII.9-10 Ex

- A. In Unit 3, students will examine how social, cultural, geographical, and historical context can affect both the writer's construction of a text and the readers' responses to it. Students will read an excerpt from Martin Luther King Jr.'s "Letter from Birmingham Jail" and various informational texts to develop an understanding of the Civil Rights Movement. These texts will allow students to build background knowledge for reading an excerpt of the novel, *To Kill a Mockingbird* by Harper Lee. Finally, students will conduct and present research to understand the civil rights struggles introduced in the text.
- B. The Embedded Assessment requires students to research the role of civil resistance in social change and investigate how specific events or actions by individuals contributed to change in the United States during the civil rights movement. Students will work collaboratively to create an oral presentation of their findings with multimedia support and guiding questions for their audience.

The presentation should include a clear topic with a unifying focus, a claim, argument, or opinion with supporting evidence, a variety of sentence structures with varied verb phrases as well as modifying adverbials, and persuasive language.

#### Unit 4: Exploring Poetic Voices: Analyzing a Poet

(7 weeks)

##### STANDARDS

PI.9-10 Ex, PII.9-10 Ex

- A. In Unit 4, students will analyze the stylistic elements of poetry to catalyze sound, symbolism, and rhythm. Students will read and analyze poetic devices in three poems:

“Identity” by Julio Noboa Polanco, “Hanging Fire” by Audre Lorde, and “Prayer to the Pacific” by Leslie Marmon Silko. In addition, students will closely read informational texts, “Totem Poles” by Keri Dearborn and “Harlem Blooms” by Lisa Clayton Robinson, to make inferences, draw conclusions, and evaluate how authors’ language choices create different effects on an audience.

- B. The Embedded Assessment in this unit is an analysis essay. Students will write an essay analyzing the craft and style of a favorite poet. The essay should include a thesis statement that states a claim about the poet’s style and craft, an analysis of poems that show an understanding of poetic structure and elements such as figurative language, and an analysis of the poet’s style through word choice, tone, structure, diction, and syntax. Grammatical structures within the essay should include noun phrases, transition words, and preposition and verb phrases to add detail.

Unit 5: **Coming of Age on Stage: Writing a Synthesis Argument**

(7 weeks)

STANDARDS

PI.9–10 Ex, PII.9-10 Ex

- A. In unit 5, students will read and analyze an excerpt from Romeo and Juliet by William Shakespeare and learn how other writers have interpreted events from the play for modern audiences. Students will closely read informational texts, such as “On Love and War, Iraq Learns from Shakespeare” by Shelina Zahra Janmohamed and “The Lure of Shakespeare” by Robert W. Butler to evaluate evidence from a variety of sources about Shakespeare’s relevance and importance in today’s world. Upon this reflection, students will conduct research to support an argumentative essay about the relevance of studying Shakespeare today.
- B. In the Unit 5 Embedded Assessment, students will write an argumentative essay for or against the inclusion of William Shakespeare’s Romeo and Juliet in the ninth-grade curriculum. Students will research the topic and evaluate evidence from a variety of sources about Shakespeare’s relevance and importance in today’s world in order to explain why students should or should not study Shakespeare. Students will synthesize and cite evidence in a formal essay that states a clear position and reasons appropriate to purpose and audience. The essay should use logical reasoning and include the structural elements of an argument.

Additional Recommended Materials - *Must be approved by Board of Education.*