

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course of Study Information Page

Course Title: Transitional English (#760)	
Rationale: This course will offer incoming ninth graders, who are in special education for reading comprehension and language skills, the opportunity to progress toward bringing their reading and writing skills closer to grade level before entering a mainstream English class. (This could be an English 1 class or an English 2 class in their 10 th grade year.)	
Course Description: This English class will focus on reading comprehension skills in fiction and non-fiction, reading fluency, and improving vocabulary. Focus on writing skills will include sensory and expository writing, style, and sentence structure.	
How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) –	
Length of Course:	2 semesters
Grade Level:	9 or 10
Credit: <input checked="" type="checkbox"/> Number of units: 5 credits <input checked="" type="checkbox"/> Meets graduation requirements (For 9 th graders only) <input type="checkbox"/> Request for UC "a-f" requirements <input type="checkbox"/> College Prep <input type="checkbox"/> Elective <input type="checkbox"/> Vocational	
Prerequisites:	None
Department(s):	Special Education
District Sites:	All
Board of Trustees Adoption Date:	January 22, 2002
Textbook(s)/Instructional Materials:	
Date Adopted by the Board of Trustees:	

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COURSE GOALS:

1. Prepare students for English class reading and writing curriculum
2. Develop reading comprehension
3. Develop reading fluency
4. Develop interest in reading
5. Develop reading and written vocabulary
6. Introduce students to essay terminology and organization
7. Develop sentence writing skills
8. Develop writing fluency and style
9. Develop editing/proofreading skills

STUDENT PERFORMANCE OBJECTIVES:

1. See Attached

INSTRUCTIONAL UNITS:

1. Reading Skills
2. Writing and Editing Skills
3. Language and Vocabulary Skills

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UNIT #1: Reading Skills

GOALS ADDRESSED: 1, 2, 3, 4, 5, 6

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Improve their reading comprehension and fluency 2. Develop daily reading habits 3. Increase their interest in reading 4. Generate relevant questions about their reading 5. Develop critical thinking skills including recognizing main idea, making inferences, drawing conclusions, evaluating author's purpose, and paraphrasing 6. Connect personal experiences to their reading 7. Interact with a variety of fiction and non-fiction works 	<ol style="list-style-type: none"> 1. Read silently for at least 40 minutes each week 2. Keep a weekly reading log 3. Read selected short stories 4. Read selected novels 5. Read a play aloud 6. Perform a reader's theater 7. Participate in class discussion 8. Practice summarizing 9. Write a variety of journal responses to reading selections 10. Read and respond to selected pieces of non-fiction (historical, scientific, current events, biographies)

Content Area Standards (Please identify the source)
The students will demonstrate content proficiency by:
<ol style="list-style-type: none"> 3.3 Analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot. 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. 3.7 Recognize and understand the significance of various literary devices.

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UNIT #2: Writing and Editing Skills

GOALS ADDRESSED: 1, 3, 6, 7, 8

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Increase their critical thinking and writing fluency 2. Use district writing terminology 3. Practice pre-writing techniques 4. Write an effective introduction, supporting paragraphs, and conclusion 5. Write a clear thesis 6. Write a topic sentence that includes the main idea of the paragraph 7. Support the main ideas in a paragraph through the use of supporting evidence 8. Be able to distinguish between fact and opinion 9. Practice peer editing using a rubric 10. Maintain focus throughout an essay 11. Use active voice in their writing 12. Practice using transitions 13. Use sensory details in writing 	<ol style="list-style-type: none"> 1. Participate in the writing process - pre-writing, drafting, revision, final draft, peer editing 2. Participate in practice exercises of specific skills and apply them to own writing 3. Practice using a rubric 4. Write responses to novels, controversial issues, and short stories 5. Write descriptive paragraphs 6. Practice editing and proofreading skills 7. Write simple, compound, and complex sentences

Content Area Standards (Please identify the source)	
The students will demonstrate content proficiency by:	
1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
1.2	Use precise language, action verbs, sensory details, appropriate modifies, and the active rather than the passive voice.
1.4	Develop the main idea within the body of the composition through supporting evidence.
1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.
1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
2.3	Write expository compositions, including analytical essays and research reports.

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UNIT #3: Language and Vocabulary Skills

GOALS ADDRESSED:

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
<ol style="list-style-type: none"> 1. Increase their reading and writing vocabulary 2. Use the dictionary to find correct definition of a word from their reading 3. Be able to use context clues from their reading to choose a correct definition 4. Practice using correct sentence structure and punctuation in their own written work 5. Practice using a variety of sentence structures 6. Practice writing complete sentences and learn to recognize run-ons and fragments 7. Practice correct use of commas and end marks 8. Practice agreement of pronouns and their antecedents 	<ol style="list-style-type: none"> 1. Practice using the dictionary 2. Practice using a thesaurus 3. Choose words from their own reading to define and learn 4. Make word cards that include definitions, parts of speech, and synonyms 5. Practice recognizing word meaning from context 6. Practice using a variety of sentence structures. Students will practice using a variety of phrases and clauses to write more complex sentences and then apply them to their own writing

Content Area Standards (Please identify the source)
The students will demonstrate content proficiency by:
<ol style="list-style-type: none"> 1.1 Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.