

Perris Union High School District Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Academic Guidance for College and Career Success</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <small>(To be assigned by Educational Services)</small>	Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Single Subject - Full ELD Authorization</i> <small>To be completed by Human Resources only.</small> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 60%;"><i>[Signature]</i></div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;">1/3/18</div> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> Signature Date </div>
Meets UC/CSU Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Will be verified by Ed Services)</small>	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
Submitted by: Charles Tippie, Norma Carrillo, Xochitl Almdarez, Cindy Ramos, Natalia Orndoff, José De Vicente Site: All Date: 12/12/17		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction	<i>[Signature]</i>	12/15/17
Asst. Superintendent of Educational Services	<i>[Signature]</i>	12.15.17
Governing Board		

Prerequisite(s) (REQUIRED):
<ul style="list-style-type: none"> This course will be limited to English Learner Newcomers as defined as having less than 2 years of schooling in the United States upon the time of enrollment.
Corequisite(s) (REQUIRED):
<ul style="list-style-type: none"> Students will be concurrently enrolled in Academic English I or Academic English II based on the district English Learner Placement Matrix
Brief Course Description (REQUIRED):
<p>Newcomer English Learners arrive to middle/high school with significant language barriers and need guided support to succeed in their classes. This course will allow students to get support from the EL Teacher Lead, College Tutors, and highly qualified teachers to continue improving on the ELD standards, specifically as they pertain to Math, Science, and History. Students will learn organizational study strategies to be able to become college and career ready. This course will be limited to English Learner Newcomers as defined as having less than 2 years of schooling in the United States upon the time of enrollment.</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>Students will:</p> <ul style="list-style-type: none"> Receive high quality instruction and support in academic content areas Improve on ELD standards using writing strategies, inquiry process, collaboration skills, organization skills and understand reading informational text Learn to navigate the educational system using available technological tools to monitor their class grades and assignments Set academic and social goals and develop timelines for meeting such goals Develop public speaking skills to communicate in different academic settings Participate in a tutorial process to develop mastery of core content standards and successfully complete core courses
Course Outline (REQUIRED):
<i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Unit 1: Healthy Relationships and Decision-Making

Goal:

- To instill an understanding of what healthy relationships look like and how to make good decisions when faced with challenges.

Learning Objectives:

1. Students will learn healthy decision making skills and use a step by step decision making process.
2. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
3. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
4. Students will demonstrate the ability to access valid information and products and services to enhance health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
6. Demonstrate the ability to use decision-making skills to enhance health.
7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for personal, family, and community health.

Unit 2: Goals/ Learning Styles/ Study Skills/School Involvement

Goal:

- To start students thinking about an ideal future and what skills are needed to achieve success
- To expose students to a variety of school activities/ clubs and community service opportunities.

Learning Objectives:

1. Students will identify learning styles and identify how they learn most effectively.
2. Students will create long-term and short term academic and personal goals and create a plan for achievement.
3. Students will assess time usage and create a time management plan, which will allow for academic and extracurricular and recreational activities.
4. Students will create an organization system through the use of a binder, planner/ agenda, and annotating strategies.
5. Students will complete ongoing grade checks on a regular basis.
6. Students will identify opportunities to participate in school activities and become active or familiarized with with at least one club/ activity.
7. Students will identify opportunities to participate in school activities and become active in at least one club/ activity.
8. Students will familiarize themselves with the variety of resources on campus for academic or personal support.
9. Students will identify at least one community service event to participate in for the year.

Unit 3: Digital Tools, Citizenship, and Social Media Etiquette

Goal:

- To expose students to safe and effective use of technology through multiple modalities in the digital world.

Learning Objectives:

1. Students will identify appropriate use of technology and apply safe practices, expectations and responsibilities to using technology within the educational environment.
2. Students will familiarize themselves with Google tools and resources that support digital use in multiple content areas.
3. Students will evaluate and reflect on appropriate use of social media and demonstrate proper etiquette when using social media tools.

4. Students will understand the importance of managing their digital footprint while planning for the future.

Unit 4: Bullying & Tolerance, Identity

Goal:

- To expose students to the different types of bullying and how to prevent bullying.

Learning Objectives:

1. Students will understand the four main types of bullying: physical bullying, verbal bullying, social bullying, and cyberbullying.
2. Students will understand how to prevent and stop bullying.
3. Students will identify how to seek help if they are or someone they know is being bullied.
4. Students will learn assertive strategies to advocate as bystanders and as victims of bullying.
5. Students will define stereotype, discrimination, prejudice, egoism and altruism and recognize discrimination.
6. Students will differentiate between misperceptions and actual demographics about population, health, wealth and resources.

Unit 5: College Planning/ Career Readiness/ Job Skills/ Financial Literacy

Goal:

- To expose students to college admissions requirements, tuition costs, financial aid, college majors and selecting a school.
- To have students identify general job related skills and research potential job/ careers.
- To instill an understanding of the costs of any given lifestyle, financial costs, as well as psychological costs and the cost in terms of commitment to a given career.

Learning Objectives:

1. Students will participate in career awareness and interest inventory activities to build awareness of personal strengths to guide them in selecting a possible major.
2. Students will research colleges and identify schools that offer possible majors.
3. Students will identify and reflect on areas of academic weakness and determine study and test-taking strategies that will aid in test preparation.
4. Students will identify career interest areas and the types of jobs in each area.
5. Students will make tentative career choices based on personality traits and interests.
6. Students will practice in job related skills such as interview skills, written communication, and public speaking.
7. Students will analyze how career choice, education, and skills affect income and goal attainment.
8. Students will learn to develop a budget/ spending plan for personal/ business money management (earning, spending, saving, and investing)
9. Students will identify the process, rights, and responsibilities relating to renting, leasing, and purchasing a vehicle or a home.
10. Students will explore and discuss the pros and cons of basic types of credit, such as unsecured vs. secured credit, credit cards, and loans.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Unit 1: Healthy Relationships and Decision-Making

Writing Assignment- option 1: Students will review the college entrance requirements, create a four year plan to complete all necessary courses upon completion of high school, and write a reflection detailing specific decisions that will be made, and what specific steps need to be completed to ensure these requirements are met.

Unit 2: Goals/ Learning Styles/ Study Skills/School Involvement

Writing Assignment- option 1: Students will write a business letter to their counselor outlining their goals for the current semester, explaining their rationale for picking these goals and how they will organize tasks to achieve their goals.

Writing Assignment- option 2: Students will write a reflection about local and global issues. In a group project, they will identify one problem that they are passionate about fixing, and create a plan to address this issue in their community. The student groups will take the steps to implement their solution within their community.

Writing Assignment - option 3: Write a personal essay in which you hypothesize how the skills you have developed during your school experience will help you continue to be a lifelong learner. Be sure to include specific skills and examples. This essay should contain proper spelling, grammar and punctuation. Please make your essay as long as needed to voice your opinion.

Unit 3: Digital Tools, Citizenship, and Social Media Etiquette

Writing Assignment: Students will write a public service announcement for their peers on managing their digital footprint. Students will use Google documents and slides to present and inform peers in a presentation.

Unit 4: Bullying & Tolerance, Identity

Writing Assignment- option 1: Students will write a personal narrative in response to the prompt: Write a personal narrative about a past experience that you feel influenced you to be the person you are today.

Writing Assignment- option 2: Students will come up with an idea for a new way to increase awareness about bullying. How can you help people understand that bullying is a problem? Students will present their idea to the class using Google slides.

Unit 5: College Planning/ Career Readiness/ Job Skills/ Financial Literacy

Writing Assignment- option 1: Students will write a research paper on a college that they are potentially interested in attending. They will research the majors offered, cost for tuition, living options when attending, and entrance requirements. Students will provide a short presentation on the college selected in a two minute speech.

Writing Assignment- option 2: Students will research a potential career and identify potential jobs within the field. Students will create a presentation in Google slides that describes the job, identifies education/ training needed, and potential for growth within the job choice.

Writing Assignment- option 3: Students will create a realistic monthly and yearly budget for their desired lifestyle that includes items like mortgages, food, entertainment, vehicles, vacations, utilities, childcare and other life expenses. Students will research actual costs of commodities found in local stores, on family bills, and online. Students will present their budget in a Google slides presentation.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: N/A	Edition: N/A
Author: N/A	ISBN: N/A
Publisher:	Publication Date: N/A
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2

Title: N/A	Edition: N/A
Author: N/A	ISBN: N/A
Publisher: N/A	Publication Date: N/A
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

[Newcomer Support Curriculum](http://www.newsela.com)
www.newsela.com

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*
If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Students will be expected to complete assignments for each unit that include tutorials, NewsELA, Google

presentations, written projects, group projects and demonstrate use of time management and organization strategies through the use of planners and binders.

Key Assignments: Tutorials for core subjects, complete a job application, resume writing, Newsela writing prompts and quizzes, college and career research project, Google slides presentation, Google sheets budget, goal setting graphic organizer.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- SDAIE
- RTI
- TPR
- AVID
- SLANT
- Think-Pair-share
- KWL Charts
- Socratic Seminars
- [SIOP Strategies](#)
- [Classroom Strategies for EL](#)
- [Best Practices for EL's](#)

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Projects
- Presentations
- Journals/Reflections
- Socratic Seminars
- Google Forms
- PowerSchools
- Tutorials

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Reference	Instructional Scaffolds
1-36	Unit 1: Healthy Relationships and Decision Making <ul style="list-style-type: none"> • Administer Tutorials twice a week to support student success in A-G coursework • Practice SLANT strategies 	Part I. A. Collaborative 1. Exchanging information and ideas with others through oral collaborative	Social and Emotional Learning Competencies and Lessons http://www.casel.org/wp-content/uploads/2	SIOP Strategies Classroom Strategies for EL Best Practices for EL's

	<p>to use in all classes</p> <ul style="list-style-type: none"> ● Learn about schools and cultural civics ● Learn about Social/Emotional learning ● Learn organization skills by organizing school binder for weekly binder checks ● Learn note taking skills ● Practice proper interpersonal skills, including introduction, handshaking, and classroom behavior ● Evaluate emotional and personal behaviors ● Evaluate personal decision making ● Share personal goals and accomplishments ● Create learning goals to monitor every six weeks/grading periods ● Create action plans to achieve learning goals ● Understand the difference between goals/wishes ● Understand the difference between long term/short term goals ● Identify and understand barriers facing English Language Learners ● Learn to access and evaluate grades ● Participate in group discussion to learn collaboration 	<p>discussions on a range of social and academic topics 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia) 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges 4. Adapting language choices to various contexts (based on task, purpose, audience, and text type) B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly</p>	<p>017/01/Competencies .pdf</p> <p>http://www.caseli.org/wp-content/uploads/2017/08/SEL-in-Elementary-ELA-8-20-17.pdf</p> <p>http://www.caseli.org/wp-content/uploads/2017/08/SEL-in-High-School-ELA-8-20-17.pdf</p> <p>http://www.caseli.org/wp-content/uploads/2017/08/Sample-Teaching-Activities-to-Support-Core-Competencies-8-20-17.pdf</p> <p>SLANT</p> <p>Civil Rights</p> <p>Binder Check form</p> <p>Note taking template Forming and Articulating Questions</p> <p>EL instructional material on civics units http://www.elcivics.com/</p> <p>Personal Safety Skills and Coping Strategies https://dese.mo.gov</p>	<p>Task Types for ELPAC</p> <p>ELPAC activities -- Students need to practice these types of activities for each domain</p> <p>Listening Domain Info Sheet</p> <p>Speaking Domain Info Sheet</p> <p>Reading Domain Info Sheet</p> <p>Writing Domain Info Sheet</p>
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		<p>through language</p> <p>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</p> <p>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</p> <p>C. Productive</p> <p>9. Expressing information and ideas in formal oral presentations on academic topics</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>11. Justifying own arguments and</p>	<p>/sites/default/files/Instructional%20Activity%20202_PS3-Gr9-Unit1-Lesson1.pdf</p> <p>Managing Conflicts https://dese.mo.gov/sites/default/files/Instructional%20Activity%208_PS2-Gr12-Unit1-Lesson7.pdf</p> <p>Self Survey of Study Skills, Time Management & Test Taking skills (beginning of Semester 1 and the end of Semester 2) https://dese.mo.gov/sites/default/files/Instructional%20Activity%207_AD4-Gr12-Unit1-Lesson6.pdf</p> <p>FLY to Success https://dese.mo.gov/sites/default/files/cnsl-curr-ad4-1-unit-1-instructional-activity-3-lesson-2.pdf</p> <p>Making Better Choices (This module emphasizes adolescents responsibility for choices made and the choices not made)</p>	
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		<p>evaluating others' arguments in writing 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas Part II.</p> <p>A. Structuring Cohesive Texts 1. Understanding text structure 2. Understanding cohesion B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details C. Connecting and Condensing Ideas 6. Connecting ideas 7. Condensing ideas</p>	<p>https://drive.google.com/open?id=1ddYpNZ2zGPLbXcSwRvg9y_27u6MveHhl</p> <p>NEWSELA Article for Health- <i>Health Check: What happens to your body when you're dehydrated?</i> - https://newsela.com/read/lib-convowater-dehydrated-body/id/35938</p> <p>NEWSELA Article for Health- <i>Matter and Energy: Food and nutrition</i> - https://newsela.com/read/elem-sci-food-nutrition/id/30332</p> <p>NEWSELA Article about decision making - <i>Survey: Nearly a third of U.S. teenagers use electronics to cheat at school</i> - https://newsela.com/read/cheating-technology-teens/id/33631</p>	
37-72	<p>Unit 2: Goals/ Learning Styles/ Study Skills/ School Involvement</p> <ul style="list-style-type: none"> Administer Tutorials twice a week to support student success in A-G 	<p>ELD.PI.9-10.1.E m ELD.PI.9-10.2.E m ELD.PI.9-10.3.E</p>	<p>Learning styles quiz</p>	<p>SIOP Strategies</p> <p>Classroom Strategies for EL</p>

<p>coursework</p> <ul style="list-style-type: none"> ● Complete self evaluations regarding learning styles ● Learn the tutorial process ● Understand preparation for tutorials ● Participate in various group discussions across all subject content matter 	<p>m ELD.PI.9-10.4.E m ELD.PI.9-10.5.E m ELD.PI.9-10.6.E m ELD.PI.9-10.7.E m ELD.PI.9-10.8.E m ELD.PI.9-10.9.E m ELD.PI.9-10.10. Em ELD.PI.9-10.11. Em ELD.PI.9-10.12. Em</p> <p>ELD.PII.9-10.1. Em ELD.PII.9-10.2. Em ELD.PII.9-10.3. Em ELD.PII.9-10.4. Em ELD.PII.9-10.5. Em ELD.PII.9-10.6. Em ELD.PII.9-10.7. Em</p>	<p><u>7 Habits of Highly Effective Students</u> http://www.boone.kyschools.us/userfiles/314/Classes/51606/7%20habits%20breakdown.pdf?id=557441</p> <p>Students will be able establish a good study place, manage their study time, and use good study habits. https://www.educationcorner.com/habits-of-successful-students.html</p> <p>Lesson plans for 7 habits https://www.parkwayschools.net/site/handlers/filedownload.ashx?moduleinstanceid=4060&dataid=36005&FileName=7_Habits_lessons_by_HABIT.pdf</p> <p>My Action Plan https://dese.mo.gov/sites/default/files/Instructional%20Activity%205_PS1-Gr12-Unit1-Lesson4.pdf</p>	<p><u>Best Practices for EL's</u> <u>Task Types for ELPAC</u></p> <p>ELPAC activities -- Students need to practice these types of activities for each domain</p> <p>Listening Domain Info Sheet Speaking Domain Info Sheet Reading Domain Info Sheet Writing Domain Info Sheet</p>
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			<p>Getting Ready for Success, part 1 https://dese.mo.gov/sites/default/files/cnsl-curr-cd9-3-unit-1-instructional-activity-2-lesson-1.pdf</p> <p>Getting Ready for Success, part 2 https://dese.mo.gov/sites/default/files/cnsl-curr-cd9-3-unit-1-instructional-activity-3-lesson-2.pdf</p> <p>NEWSELA Articles about school involvement - <i>Back from vacation, Obama holds event urging youths to take the stage</i> - https://newsela.com/read/obama-students-civic-engagement/id/29860</p>	
73-108	<p>Unit 3: Digital Tools, Citizenship, and Media Etiquette</p> <ul style="list-style-type: none"> ● Administer Tutorials twice a week to support student success in A-G coursework ● Understand Digital Footprints ● Use Google applications ● Understand proper use of technology at school and at home 	<p>ELD.PI.9-10.1.E m ELD.PI.9-10.2.E m ELD.PI.9-10.3.E m ELD.PI.9-10.4.E m ELD.PI.9-10.5.E m ELD.PI.9-10.6.E m</p>	<p>Digital Footprints</p> <p>Using Google Drive</p> <p>Tips for Google Chrome</p> <p>Researching Tips</p> <p>Typing Club</p> <p>Using Gmail</p> <p>Infinite Campus tutorial</p> <p>GPA Calculator</p>	<p>SIOP Strategies</p> <p>Classroom Strategies for EL</p> <p>Best Practices for EL's</p> <p>Task Types for ELPAC</p> <p>ELPAC activities -- Students need to</p>

	<ul style="list-style-type: none"> ● Practice research using technology ● Learn and practice online safety ● Practice Typing skills ● Learn to manage school email ● Use management system to monitor progress ● Learn to calculate grade point averages ● 	<p>ELD.PI.9-10.7.E m ELD.PI.9-10.8.E m ELD.PI.9-10.9.E m ELD.PI.9-10.10. Em ELD.PI.9-10.11. Em ELD.PI.9-10.12. Em</p> <p>ELD.PII.9-10.1. Em ELD.PII.9-10.2. Em ELD.PII.9-10.3. Em ELD.PII.9-10.4. Em ELD.PII.9-10.5. Em ELD.PII.9-10.6. Em ELD.PII.9-10.7. Em</p>	<p>NEWSELA Article on Technology-<i>How young is too young for cellphones in school?</i> https://newsela.com/read/elem-cellphones-in-school-debate/id/37754</p> <p>NEWSELA Article about Technology-<i>Technology can come with a high price tag as schools move more work online</i> -https://newsela.com/read/la-ipads/id/2333</p> <p>NEWSELA Article about Technology- <i>A school's decision to use iPads in class and at home causes controversy -</i> https://newsela.com/read/ipads-schools/id/25209</p>	<p>practice these types of activities for each domain</p> <p>Listening Domain Info Sheet</p> <p>Speaking Domain Info Sheet</p> <p>Reading Domain Info Sheet</p> <p>Writing Domain Info Sheet</p>
109-144	<p>Unit 4: Bullying, Tolerance, and Identity</p> <ul style="list-style-type: none"> ● Administer Tutorials twice a week to support student success in A-G coursework ● Explore the concept of bullying ● Understand who can be bullied ● Understand different forms of bullying ● Explore Positive Behavior ● Learn Resolution Options 	<p>ELD.PI.9-10.1.E m ELD.PI.9-10.2.E m ELD.PI.9-10.3.E m ELD.PI.9-10.4.E m ELD.PI.9-10.5.E m ELD.PI.9-10.6.E m ELD.PI.9-10.7.E m ELD.PI.9-10.8.E</p>	<p>Who Am I and How do i fit into the World? https://dese.mo.gov/sites/default/files/Instructional%20Activity%20202_PS1-Gr9-Unit1-Lesson1.pdf</p> <p>Assessing Self Concept https://dese.mo.gov/sites/default/files/Instructional%20Activity%204_PS1-Gr11-Unit1</p>	<p>SIOP Strategies</p> <p>Classroom Strategies for EL</p> <p>Best Practices for EL's</p> <p>Task Types for ELPAC</p> <p>ELPAC activities -- Students need to practice these types of activities for each domain</p>

		<p>m ELD.PI.9-10.9.E m ELD.PI.9-10.10. Em ELD.PI.9-10.11. Em ELD.PI.9-10.12. Em</p> <p>ELD.PII.9-10.1. Em ELD.PII.9-10.2. Em ELD.PII.9-10.3. Em ELD.PII.9-10.4. Em ELD.PII.9-10.5. Em ELD.PII.9-10.6. Em ELD.PII.9-10.7. Em</p>	<p>-Lesson3.pdf</p> <p>Who am I? Using Personal Narrative to Reflect on Identity [6th grade} https://drive.google.com/open?id=1nrEUSBcuLgVZdKuiDAkuTG1R2EIyJTMm</p> <p>Bullying Toolkit Stop Bullying Lessons</p> <p>NEWSELA Article on bullying- <i>Ohio community wages war about bullying -</i> https://newsela.com/read/akron-anti-bullying/id/22651</p> <p>NEWSELA Article about bullying- <i>In school, popular kids get bullied just like the outcasts, study says-</i> https://newsela.com/read/bullying-popular/id/3273</p>	<p>Listening Domain Info Sheet Speaking Domain Info Sheet Reading Domain Info Sheet Writing Domain Info Sheet</p>
145-180	<p>Unit 5: College Planning/Career Readiness/Job Skills/ Financial Literacy</p> <ul style="list-style-type: none"> • Administer Tutorials twice a week to support student success in A-G coursework • “When You Turn 18” state document 	<p>ELD.PI.9-10.1.E m ELD.PI.9-10.2.E m ELD.PI.9-10.3.E m ELD.PI.9-10.4.E m ELD.PI.9-10.5.E m</p>	<p>College and Career Activities http://www.calbar.ca.gov/Portals/0/documents/publications/Turn-18.pdf</p> <p>Pre College and Career Readiness</p>	<p>SIOP Strategies Classroom Strategies for EL Best Practices for EL's Task Types for ELPAC ELPAC activities --</p>

<ul style="list-style-type: none"> ● <i>Graciela's Dream</i> (novel unit) ● Lesson: What It Takes: Graduating from high school and Enrolling in College ● Lesson: Who am I and how does that impact my career? ● Lesson: What do I study to become...and how do I pay for it? ● Lesson: What are my options for education beyond high school? ● Lesson: Career Portfolio ● Lesson: Completing Applications ● Lesson: The Resume 	<p>ELD.PI.9-10.6.E m</p> <p>ELD.PI.9-10.7.E m</p> <p>ELD.PI.9-10.8.E m</p> <p>ELD.PI.9-10.9.E m</p> <p>ELD.PI.9-10.10. Em</p> <p>ELD.PI.9-10.11. Em</p> <p>ELD.PI.9-10.12. Em</p> <p>ELD.PII.9-10.1. Em</p> <p>ELD.PII.9-10.2. Em</p> <p>ELD.PII.9-10.3. Em</p> <p>ELD.PII.9-10.4. Em</p> <p>ELD.PII.9-10.5. Em</p> <p>ELD.PII.9-10.6. Em</p> <p>ELD.PII.9-10.7. Em</p>	<p>http://www.acenet.edu/news-room/Documents/Final%202017%20Pre-College%20and%20Career%20Readiness%20Curriculum%20for%20Students%20(and%20their%20Families)%20.pdf</p> <p>College and career Organizers</p> <p>Career Portfolio https://dese.mo.gov/sites/default/files/Instructional%20Activity%202_CD9-Gr9-Unit1-Lesson1.pdf</p> <p>Completing Applications https://dese.mo.gov/sites/default/files/Instructional%20Activity%204_CD9-Gr10-Unit1-Lesson3.pdf</p> <p>The Resume https://dese.mo.gov/sites/default/files/Instructional%20Activity%205_CD9-Gr11-Unit1-Lesson4.pdf</p> <p>What do they do? https://dese.mo.gov/sites/default/files/Instructional%20Activity%205_CD7-8-Gr12-Unit2-Lesson4.pdf</p> <p>Financial Literacy activities <i>When you turn 18</i> http://www.calbar.ca.gov/Portals/0/docume</p>	<p>Students need to practice these types of activities for each domain</p> <p>Listening Domain Info Sheet</p> <p>Speaking Domain Info Sheet</p> <p>Reading Domain Info Sheet</p> <p>Writing Domain Info Sheet</p>
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			<p>nts/publications/Turn-18.pdf</p> <p>Writing a Check http://financeintheclassroom.org/downloads/PartsCheck.pdf</p> <p>My Own Budget http://financeintheclassroom.org/downloads/MyOwnBudget.pdf</p> <p>Spending Plan http://financeintheclassroom.org/downloads/SpendingPlan.pdf</p> <p><u>Expository Activities</u> NEWSELA Article about College -<i>Issue Overview: College education</i> - https://newsela.com/read/lib-procon-college-education/id/23128</p> <p>Go to NewsELA and ask students to search “Careers” or “Dream Jobs”- They will find more than 20 different careers/dream jobs they can learn/read about.</p> <p>NEWSELA Article about Job Skills <i>Communication Skills: What is active listening?</i> - https://newsela.com/read/lib-active-listening/id/36929</p>	
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C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)