

9th Grade English

MHS VISION:

Multicultural High School serves students new to the United States who are learning English. We help students learn to read, write, and communicate fluently in English while also providing opportunities to maintain and strengthen their native language. We believe native languages, cultures, and families are instrumental in creating authentic, collaborative experiences for all within our school community. Students will use what they learn at Multicultural High School to become successful academically and professionally, advocating for themselves, their families and their community.

Course Description:

Read 180 curriculum. The objective of this course is to prepare English language learners with the necessary skills for effective communication and active participation in academic and social contexts. It is designed to support students in developing literacy skills that will enable them to succeed in high school and beyond. Through a blended learning approach, the program provides individualized instruction, high-interest literature, and small-group reading and writing instruction. In addition to reading and writing, students will be given the opportunity to practice and demonstrate proficiency in speaking and listening, presentation, and language. The program will also provide students with the opportunity to develop their critical thinking skills and engage in meaningful conversations about literature and language.

Course Objectives:

- o Students will be able to use strategies, vocabulary, and writing skills in their books and workbooks to develop reading skills.
- o Students will be able to demonstrate improved reading comprehension and critical thinking capacities.
- o Students will be able to apply reading strategies to enhance understanding and express their insight through written and oral responses.

Course Outcomes:

Students should be able to do the following at the end of this course:

1. Participate in straightforward conversations and interactions in English.
2. Comprehension of complex texts is essential for interpretation and analysis.
3. Clarify and cohere your written work.

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4. Be sure to use correct grammar, vocabulary, and pronunciation.
5. Comprehend complex texts.

Course Materials required daily:

- Binder/Folder (Folder for the copies of materials received in class.
- Pen/Pencil.
- Dictionary Books.
- Textbooks and workbooks.

Classroom Rules:

- Students are not allowed to eat (food, gum, soda) in class.
- Please, raise your hand if you would like to speak
- Be respectful of your classmates and teachers
- One person at a time when we are sharing out in class
- At all times, keep your hands to yourself
- During class, headphones, cell phones, and tablets are not allowed.
- Schools provide electronic devices when they are necessary for learning.

Trimester and Unit Breakdown

All texts shown on this syllabus are subject to change based on the discretion of the teachers. Texts may change due to student interests, student comprehension, and text availability.

Trimester 2

Unit 6 Read 180: Across Cultures

Unit 6: includes lessons and content anchored in cultural topics. Consider the following questions, and work with school administrators to ensure positive learning experiences for your students.

How Learning Is Demonstrated:

- Projects (Culture Board & Presentation)
- Writing pieces (paragraphs, narratives, recipes)
- Class discussions
- Quizzes and comprehension questions

Real-World / Standards-Aligned Application:

- Students explore real cultures, traditions, and identities
- Oral communication and presentation skills
- Reading informational and narrative texts
- Writing for real audiences.

- Students are expected to:

- Complete original work
- Avoid plagiarism and copying
- Use sources responsibly.

We will be covering units 4 of the Read 180 curriculum Unit 4 will be as follows:

- Unit 4, lesson 1 : **Across Culture**
- In this lesson the students will build knowledge about the unit topic of culture.
- **I Can Statements:**
 - I can watch a video to learn about culture.
-I can create a concept web about culture.
 - I can take notes using new vocabulary.
 - I can ask and answer questions about my culture(s).
- **Activities:**
 - Culture video
 - Concept web graphic organizer
 - Vocabulary notes
 - Partner discussion

Vocabulary Builder

- culture
- decorate

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- meaningful
- represent
- display
- gratitude
- honor
- unique

- Unit 6 Lesson 2:

Cultural Identity

Language Expectations and Objectives

Ask and answer questions about cultural identity using adjectives and proper nouns.
Observe and discuss images showing cultural parades.
Read a text about cultural parades and answer questions about key details.
Write about your identity using nouns and adjectives of origin.

Vocabulary Builder

nationality
ethnicity
identity
multicultural
connect
diverse
perspective
respect

Language Builder: Adjectives of Origin

- Unit 6 Lesson 3: **In My Family**

Language Expectations and Objectives

Ask and answer questions about family using nouns.
Listen closely to a conversation between friends and identify key details they share about families.
Write about a variety of families using nouns and possessive nouns.

relative
parent
grandparent
sibling
aunt
uncle
cousin

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related

Language Builder: Possessive Nouns

Multimedia: Audio Clip

• Unit 6 Lesson 4: **Ways to Communicate**

Language Expectations and Objectives

Ask and answer questions on ways to communicate using nouns.

Read a tree map about different ways to communicate and answer questions. Create a tree map about different ways to communicate and write about it using nouns and verbs.

Vocabulary Builder

communication
audience
verbal
written
body language
text message
social media
multilingual

Language Builder: Suffixes: -ion, -ation

Infographic: Tree Map

- Unit 6 Lesson 5: **Customs and Traditions**

Language Expectations and Objectives

- Ask and answer questions about customs and traditions using verb phrases.
- Observe and discuss images of customs and traditions.
- Read a text about birthday customs and answer questions.
- Write about a tradition using nouns and possessive adjectives.

Vocabulary Builder

- custom
- tradition
- ancestor
- believe
- generation
- occasion
- celebrate
- value

Language Builder: Possessive Adjectives

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- Unit 6 Lesson 6: **Let's Celebrate!**

Language Expectations and Objectives

Ask and answer questions about favorite celebrations using verb phrases.

Read an informational article about a celebration and answer questions about quotes from the article.

Interview a partner about a celebration and write about it using verb phrases and pronouns.

Vocabulary Builder

festival

holiday

gather

gift

party

perform

include

evolve

Language Builder: Pronoun Referencing

Informational Text: "Dancing Lions" by Karena Phan

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- Unit 6: Lesson 7: **Time to Eat**

Language Expectations and Objectives

Ask and answer questions about favorite foods.

Read a recipe and answer questions.

Write a recipe using fractions.

Vocabulary Builder

meal

dinner

serving

snack

recipe

ingredients

mix

add

Language Builder: Fractions

Functional Text: Recipe

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- Unit 6: Lesson 8: **Appreciating Art**

Language Expectations and Objectives

Ask and answer questions about art using nouns.

Observe and discuss images of art.

Read a text about art and answer questions.

Write about art interests using base verbs followed by gerunds.

Vocabulary Builder

architecture

calligraphy

ceramic

jewelry

painting

photograph

sculpture

textile

Language Builder: Verbs to Tell Likes and Dislikes

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- Unit 6: Lesson 9: **Making Music**

Language Expectations and Objectives

Ask and answer questions about music using nouns.

Listen closely to a conversation between friends and take notes about their opinions.

Write about music using nouns and opinion words.

Vocabulary Builder

musician

song

lyrics

instrument

rhythm

genre

concert

opinion

Language Builder: Expressing an Opinion

Multimedia: Audio Clip

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- Unit 6: Lesson **10 Just for Fun**

- **Language Expectations and Objectives**

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- Ask and answer questions about activities using verbs and verb phrases. -
- Read a bar graph about sports and answer questions.
- Collect data to create a bar graph and write a summary using comparative and superlative adjectives.
- **Vocabulary Builder**
 - game
 - hobby
 - sports
 - relax
 - travel
 - amusement park
 - museum
 - movie theater
- **Language Builder:** Adjectives to Compare: more, most
- **Infographic:** Horizontal Bar Graph
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- **Lesson 11: Exploring History**
- **Language Expectations and Objectives**
 - Ask and answer questions about ancient places using verb phrases. -
 - Read an advertisement and answer questions about its persuasiveness. -
 - Write an advertisement for an ancient place using imperatives.
- **Vocabulary Builder**
 - ancient
 - archeologist
 - artifact
 - civilization
 - protected site
 - ruins
 - statue
 - structure
- **Language Builder:** Imperatives
- Functional Text:** Advertisement
- **Lesson 12: From Past to Present**
- **Language Expectations and Objectives**
 - Ask and answer questions about preserving culture using prepositional phrases. -
 - Observe and discuss an image showing cultural preservation.
 - Read a text about a culture and answer questions about key details. - Write about the ways to preserve culture using the prepositions by and through. - **Vocabulary Builder**
 - story
 - hero

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- pass down
- oral tradition
- visual storytelling
- knowledge
- record
- preserve
- **Language Builder:** Prepositions: by, through
- **Lesson 13: Cultural Exchange**
- **Language Expectations and Objectives**
 - Ask and answer questions about other cultures using adjectives of origin and nouns.
 - Read narrative poems and analyze themes in the poem.
 - Write about experiences with cultural exchange using different forms of the homophone to/too/two.
- **Vocabulary Builder**
 - exchange
 - offer
 - receive
 - experience
 - serve
 - enjoy
 - appreciate
 - homemade
- **Language Builder:** Homophones: to, too, two
- **Narrative Poem:** "Gate A-4" by Naomi Shihab Nye
- **Lesson 14: Project**
- **Language Expectations and Objectives**
 - Analyze a student project model and identify elements of an informative paragraph.
 - Write an informative paragraph about a culture using adjectives of origin, proper nouns, and transitions.
 - Check and edit writing for organization, spelling, and capitalization.
 - Create a presentation to inform an audience about a culture, ensuring clear pronunciation when presenting.
- **Project Prompt:** Create a culture board to inform others about a culture. Use adjectives to describe the important parts of the culture.
- **Presentation Skill:** Speak Clearly
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The Read 180 curriculum has an important strategy where the students will be able to work in different stations based on their needs.

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Whole-Group Overview In a Read 180 classroom using a combination of Language Launch, ReaL Book: Code, and/or ReaL Book: Workshop, consider using a content-agnostic set of activities to launch instruction each day as part of a 5-minute Whole-Group Warm-Up and WrapUp. Beginning with this type of Warm-Up allows students to acclimate to the learning environment, prepare appropriately for rotations, and build a positive and supportive classroom culture.

2 and reflect on work. Move students directly into rotations, using the teaching resources for small groups that align with students' reading needs.

3 end the lesson with a 5-minute WholeGroup Wrap-Up to celebrate success, answer questions, 2 and reflect on work.

Grading Policy:

Classwork	15	30%
• Cornell Notes	%	
• Participation	10	
• Formative Assessments	%	
	5%	
Homework		10%
Assessments	10%	60%
• Quizzes/Exit Slips		

• Projects	20%	
• Workbooks	20%	
• Final	10%	
	Total	100 %