

# PATHWAY THROUGH ENGLISH

# 9<sup>th</sup>

Descriptive Guide





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## Series Description

### Pedagogical Foundations

#### Pedagogical Approach

In Dreyfous we have developed the new English series **“Pathway through English”** with a humanistic and constructivist approach.

The curricular design (lessons content, resources, activities, exercises) of the series contemplates the development of the following aspects: significant learning experiences that **promote critical and individual thinking** for students while acquiring new language skills. In addition, it propitiates reading comprehension and analysis, vocabulary acquisition, use of technological tools, and the opportunity to be creative in both written and oral expression work.

This series includes diverse types of assessment to evaluate the learning process, such as graphic organizers, writing exercises, **oral presentations**, socialized discussions, diagrams, among others.

#### Reading Comprehension and Vocabulary Acquisition

The reading exercise is a cognitive process that enables students to build the meaning of the information in context. It allows interaction between the reader and the words presented. This series works with the reading process in three stages: before the reading, during the reading, and after the reading. Each stage of the process includes key questions to guide students to a comprehensive analysis of the topics.

These reading stages will be addressed in lesson one of each unit with diverse activities for each stage of the reading process. Each one has a specific objective:

- a. **Before the Reading:** Activities and questions as an introduction to the theme and to predict outcomes.
- b. **During the Reading:** Activities and comprehensive questions in order to look deeper into the main ideas of the text, throughout the reading. Students can acquire new vocabulary words with their definitions.
- c. **After the Reading:** Activities and questions of reading comprehension to summarize, identify key elements of the text, and establish the overall purpose.

## Language Skills

One of the primary focuses of the series is to present students with a new post-modern world where language has been transformed using technology. Students will have the opportunity to use the language in different ways, such as proper grammar use, written form, and oral expressions. The activities and assessments presented to the students will give them the skills necessary to use the English language to:

- Analyze informational texts
- Analyze literary genres
- Write creatively
- Use correct punctuation and grammar
- Express themselves in discussions and formal presentations
- Use new vocabulary for different tasks and contexts
- Use new technology tools

## Components

### Content

The content is organized as such:

**Units.** There are eight thematic units.

1. Auto Exploration
2. Understanding Technology
3. Self-Expression
4. Effective Communication
5. Relevant Connections
6. Personal Relationships
7. English and its Context
8. English the Language of Media

**Lessons.** Each unit has four lessons.


- Lesson 1. Reading and Vocabulary Acquisition
- Lesson 2. Comprehension and Analysis
- Lesson 3. Language Skills
- Lesson 4. Writing and Oral Expression

**Sidebar.** Each lesson has a sidebar implemented that includes complementary content, links, and the following:

- Lesson 1.
  - Additional readings
  - Worksheets
  - Vocabulary worksheet
  - Rubrics
- Lesson 2. 3. 4.
  - Worksheets
  - Rubrics

**Workbook.** The practice workbook includes additional exercises to provide further skill development. It also includes the answer keys.

**Teachers' Tools.** The tools include:

- **Teachers' Guide:**
  - **Series Description.** It has the specific pedagogical foundations of the series and the description of the lessons.
  - **Structure and Didactic Content.** Includes the unit and lesson, the general and specific objectives, the information about the readings and their authors, and all the concepts discussed. Also, it includes suggested activities to develop in the classroom, how to apply the lessons in the daily classroom engagement, and links that can be complementary to the lesson.
  - **Lesson Answer Key.** Includes all the answers to the activities included in lessons 01, 02, and 03 which are located on edufile.net. You can access them by clicking the key icon ().

## Thematic Structure 9º

### Units

- |                             |
|-----------------------------|
| 1. Defining Myself          |
| 2. Technology as an Ally    |
| 3. Creative Expression      |
| 4. The Key to Communication |
| 5. Connecting with Others   |
| 6. Living in Society        |
| 7. English and Literature   |
| 8. The Post-Modern World    |

## Readings, authors, nationalities, and genres: Lesson 1. Reading and Vocabulary Acquisition

UNIT	THEME	READING	AUTHOR	NATIONALITY	GENRE
<b>1. Defining Myself</b>	Textual Evidence	Outcast	Claude McKay	Jamaican-American	Poetry
<b>2. Technology as an Ally</b>	Cause and Effects	Technology Changes How Authors Write, but the Impact Isn't on Their Style	Matthew Kirschenbaum Professor of English, University of Maryland	American	Informational Text
<b>3. Creative Expression</b>	Literary Elements	Daffodils	William Wordsworth	British	Poetry
<b>4. The Key to Communication</b>	Sentences Roles	The Girl who Silenced the World for Five Minutes	Severn Suzuki	Canadian	Speech
<b>5. Connecting with Others</b>	Compare and Contrast	A Haunted House	Virginia Woolf	British	Short Story
<b>6. Living in Society</b>	Standing Out	Up From Slavery an Autobiography	Booker T. Washington	American	Autobiography
<b>7. English and Literature</b>	Drama	Romeo and Juliet	William Shakespeare	British	Play
<b>8. The Post-Modern World</b>	Personal Inferences	The Future of Personal Satellite Technology Is	Elizabeth Garbee Ph.D. Student in the Human and	American	Informational text



		Here – Are We Ready for It?	Social Dimensions of Science and Technology, Arizona State University		
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**Readings, authors, and genres: Lesson 1. Reading and Vocabulary Acquisition:**  
***Let's Keep Reading* (additional readings):**

UNIT	THEME	READING	AUTHOR	GENRE
1	Textual Evidence	Story of Echo and Narcissus	Ovid	Greek Mythology
		Like a Strong Tree	Claude McKay	Poetry
2	Causes and Effects	How Explainable Artificial Intelligence Can Help Humans Innovate	Forest Agostinelli University of South Carolina	Informational Text
3	Literary Elements	Miracles	Walt Whitman	Poetry
4	Sentences Roles	A Doll's House	Henrik Ibsen	Play
5	Compare and Contrast	The Memoir of Jane Addams, Chapter V, First Days at Hull-House	Jane Addams	Memoir
		No Man Is an Island	John Donne	Poetry
6	Standing Out	The Scarlet Ibis	James Hurst	Short Story
		Sinners in the Hands of an Angry God	Jonathan Edwards	Speech
7	Drama	I Hear America Singing	Walt Whitman	Poetry
		Shakespeare's Sonnet 30	William Shakespeare	Sonnet
8	Personal Inferences	Book 1 – Paradise Lost	John Milton	Epic Poem

## Themes: Lesson 2. Comprehension and Analysis

UNIT	THEME
1	Supporting Details
2	Author's Purpose
3	Analyzing Elements in Text
4	Identifying Claims
5	Texts Structures
6	Roles
7	Character Development
8	Complex Arguments

## Themes: Lesson 3. Language Skills



UNIT	THEME
1	Parallel Structure
2	Parts of Speech
3	Semicolon
4	Figures of Speech
5	Who vs Whom
6	Compound Antecedent
7	Verb Forms
8	Technology Tools

## Themes: Lesson 4. Writing and Oral Expression

UNIT	THEME
1	Justify Opinions
2	Informational Texts
3	Cohesive Devices
4	Language Adjustments
5	Support your Analysis
6	Synthesize
7	Sensory Language
8	Different Cultures

## Curricular Components

### Lesson 1. Reading and Vocabulary Acquisition

Lesson Content	
<b>Lesson Opening</b>	<p>It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.</p> <p>Includes:</p> <ul style="list-style-type: none"><li>Series title</li><li>Unit and lesson titles</li><li>Credits</li></ul>
<b>Index</b>	<p>Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.</p> <p>Includes:</p> <ul style="list-style-type: none"><li> Presents the objectives of the lesson.</li><li> Introduces the theme for the unit and how it connects with the reading selection.</li><li> Includes the reading selection, related information, and activities.</li></ul>

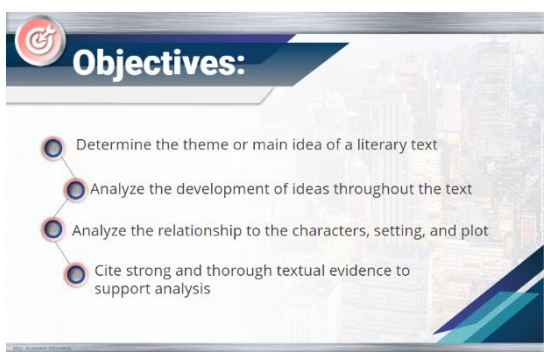


Presents new vocabulary words and activities.



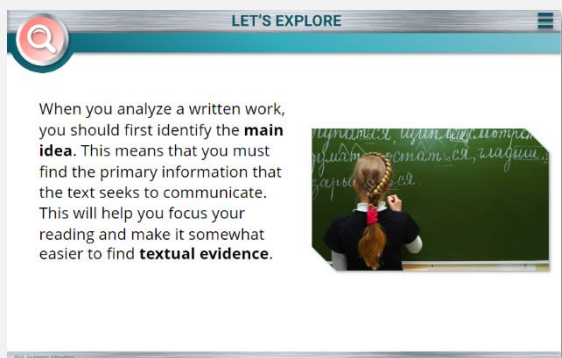
Includes additional reading selections.

## Objectives



Presents the objectives to be achieved at the end of the lesson.

## Let's Explore (content)

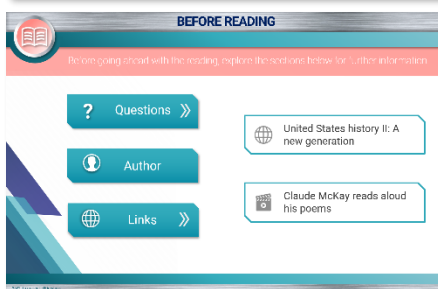
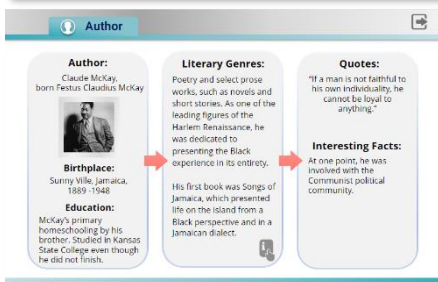
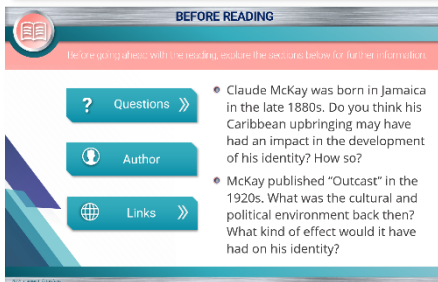
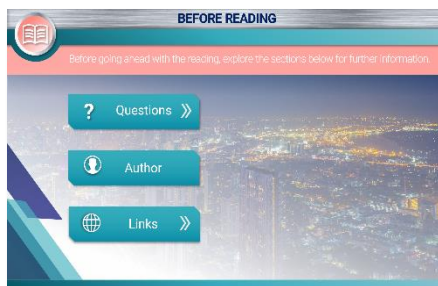


This section introduces the theme to be discussed in the unit and how it will connect with the reading selection.

Includes:

- Text:** Presents a brief discussion to introduce the theme.
- Image:** An image in correlation with the theme and discussion.

## Let's Read



Presents the main reading selection with other relevant information. Plus includes activities for each step of the reading process.

Includes:

- **Before Reading:** Presents activities and questions as an introduction to the theme and to predict outcomes.

Includes:



- ✓ **Questions:** Exploration questions related to the reading.



- ✓ **Author:** Presents the biography and relevant facts about the authors of each reading.

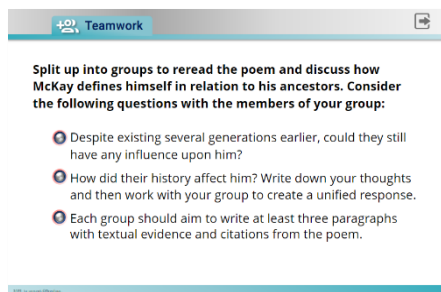
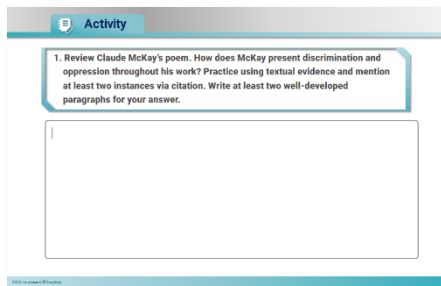
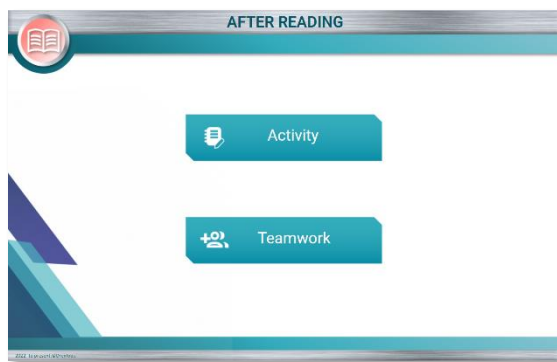



- ✓ **Links:** Each section includes a maximum of two links related to the reading or theme.



- ✓ **Answers:** Each question has the answer key.



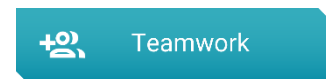


 **After Reading:** Presents activities and questions of reading comprehension to summarize, identify key elements of the text, and establish the overall purpose.

Includes:

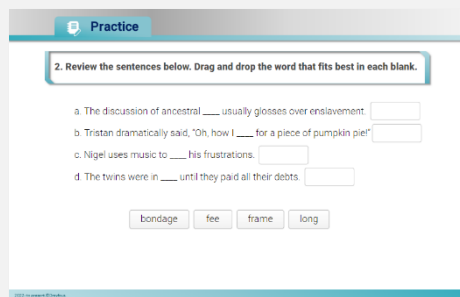
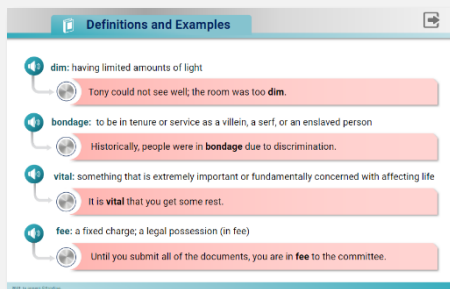
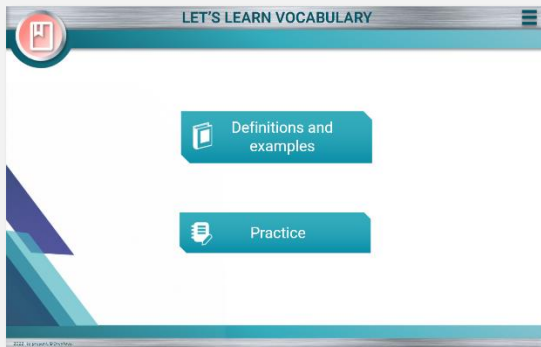


- ✓ **Activity:** Presents a reading comprehension activity, which will vary in style, for students to complete.



- ✓ **Teamwork:** This activity aims for students to work in pairs or in small groups and complete an activity of reading comprehension, analysis or further exploration of the theme discussed.

## Let's Learn Vocabulary



This section will include the vocabulary words identified in the reading with their definitions, examples, and practice exercises.

Includes:



Definitions and examples

- Definitions and Examples:** Presents the vocabulary words with their definitions and examples. It also includes audio to clarify pronunciation.



Practice

- Practice:** It includes activities for students to practice the vocabulary learned. The activities will vary in style.

## Let's Keep Reading



This section will have one or two additional readings that can be discussed to explore the theme further. The additional readings will be presented in HTML5 format.

### *Story of Echo and Narcissus*

By Ovid



Echo was a beautiful nymph, fond of the woods and hills, where she devoted herself to woodland sports. She was a favorite of Diana, and attended her in the chase. But Echo had one failing: she was fond of talking, and whether in chat or argument, would have the last word.

### *Like a Strong Tree*

By Claude McKay







Like a strong tree that in the virgin earth



## Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 9<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus.	Topic would benefit from more focus.	Topic is adequately focused and relevant.	Topic is tightly focused and relevant.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas.	Some ideas were not presented in proper order; transitions are needed between some ideas.	Most ideas are in logical order with adequate transitions between most major ideas.	Ideas are presented in logical order with effective transitions between major ideas.
<b>Language use</b>	Used less than 5 grade appropriate.	Used less than 10 grade appropriate.	Used more than 10 grade appropriate.	Used more than 15 grade appropriate.

1


**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 9<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus; presentation contains multiple fact errors.	Topic would benefit from more focus; presentation contains some fact errors or needs more facts.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas; several	Some ideas were not presented in proper order; transitions are needed between	Most ideas are in logical order with adequate transitions between most major ideas; presentation is	Ideas are presented in logical order with effective transitions between major ideas;

1


**Writing Exercises Rubric**

**Pathway Through English 9<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

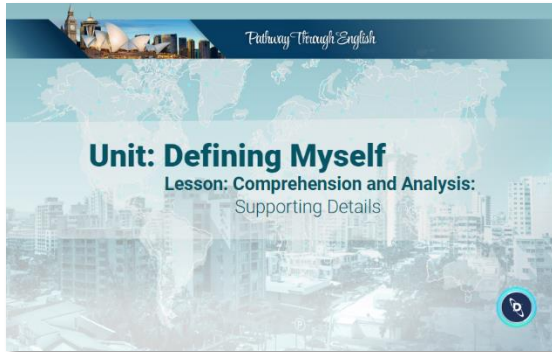
Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Distracting errors throughout that demonstrate lack of editing and revision.	More than a few errors that demonstrate needs further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and had a defined structure.	Strong organization and transitional language used skillfully throughout with excellent structure.

1

## Lesson 2. Comprehension and Analysis

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

Includes:



Presents the objectives of the unit.



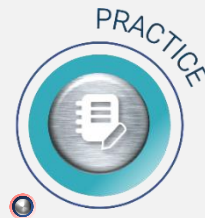
A challenge activity based on the reading of the previous lesson.



Introduction to the skill to be learned.



Provides an explanation and the purpose of the skill.



Activities to practice the skills.

## Objectives

- Answer critical thinking questions about the text
- Recognize fact vs. opinion and fiction vs. nonfiction
- Analyze facts and the supporting details from the texts
- Analyze the text and be able to provide a detailed summary



Presents the objectives to be achieved at the end of the lesson.

## Reading Challenge (content)

Let's review Claude McKay's "Outcast." In the five outer boxes, write the poem's themes, as well as the elements that caught your attention. Complete this activity in your workbook.

Graphic Organizer #1



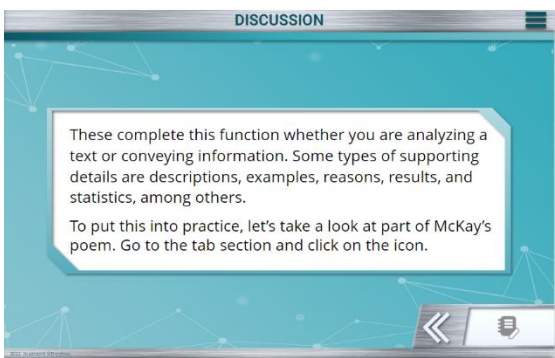
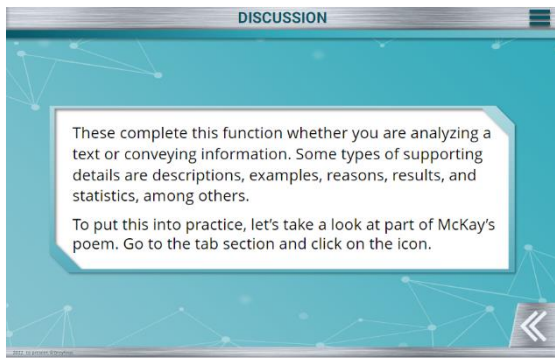
This section challenges the student with an activity of reading comprehension based on the previous lesson.

Includes:

- Text:** Presents a brief discussion to introduce the theme.
- Activity:** The activity will work with reading comprehension skills among other skills related to the previous reading process.



## Discussion

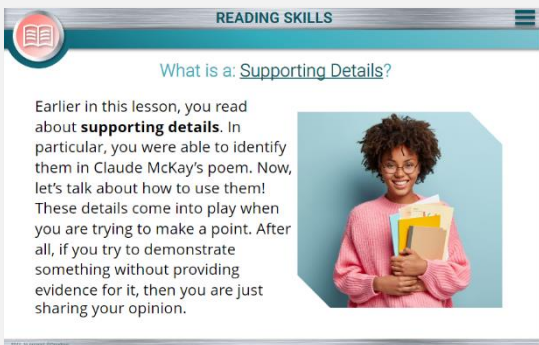


The discussion aims to connect the reading discussed in the previous lesson with the new skill to be learned. This text can include a graphic organizer to explain the concept or questions for analysis.

Includes:

- **Text:** Connects the theme with the skill.
- **Guide Questions:** Analysis questions for the students to make connections and comprehend the skill.

## Reading Skills



This section incorporates the elements necessary for students to comprehend and use new reading skills correctly.

Includes:

- **What is a: \_\_\_\_?:** In this section, the skills are explained.
- **What is necessary?:** It presents the steps or process to follow, to be able to understand the skills. It can be presented using graphic organizers.



READING SKILLS

### What is necessary?

You must first identify the main idea before using supporting details. This means that you must choose the most important or critical point and center your analysis or presentation around it. Then, determine which secondary information is the most important. This information must be verified before you add it. After all, if you use subjective or biased information to support your main idea or analysis, you will ruin the arguments you make.

READING SKILLS

### Examples

This is an example of what not to do:

• *"Pizza is the best food. Why? Because it's so popular."*

While the example has a main idea or claim, it is nowhere near supported by objective facts. Saying that something is "the best" because "it's so popular" does not mean that it is good or even the best. After all, while many foods are popular, they are actually bad for your health. Similarly, the main idea or claim is a bit general. Pizza is the best in what? Or for what?

READING SKILLS

### Examples

A better example would be:

• *"Pizza is the best food, at least when we look at it from an economic perspective. According to insider.com, consumers in the United States alone spent "45.1 billion dollars" on pizza in 2018."*

This example specifies why pizza may be the best at something and immediately follows up the main idea or claim with supporting details as evidence.

- **Examples:** It provides an explained example of the steps or process to follow.
- **Links:** It may include a maximum of two links to amplify understanding of the skill.
- **Practices:** Activities for the students to complete related to the skill.

## Practice

**PRACTICE**

1. Circling back to Claude McKay's poem "Outcast," what main idea and/or themes did you find? Write at least three to four paragraphs presenting the main idea and at least one additional theme, as well as your analysis with supporting details. Make sure to review the text for grammar, syntax, and coherence before submitting it.



It provides activities for students to practice the skill previously discussed. These activities can vary in style.

## Students' Documents

### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.

**Worksheet Activities**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pathway Through English 9<sup>th</sup>

Unit: Defining Myself

Lesson: Comprehension and Analysis: Supporting Details

**A. Reading Challenge**




**Lesson Content Activities**

1. Let's review Claude McKay's "Outcast" in the blue outer boxes, write the poem's themes, as well as the elements that caught your attention.

Graphic Organizer #1

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**

**Oral Expression Rubric**

Pathway Through English 9<sup>th</sup>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus.	Topic would benefit from more focus.	Topic is adequately focused and relevant.	Topic is tightly focused and relevant.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas.	Some ideas were not presented in proper order; transitions are needed between some ideas.	Most ideas are in logical order with adequate transitions between most major ideas.	Ideas are presented in logical order with effective transitions between major ideas.
<b>Language use</b>	Used less than 5 grade appropriate.	Used less than 10 grade appropriate.	Used more than 10 grade appropriate.	Used more than 15 grade appropriate.

**Oral Expression – Formal Presentations Rubric**

Pathway Through English 9<sup>th</sup>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus; presentation contains multiple fact errors.	Topic would benefit from more focus; presentation contains some fact errors or needs more facts.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas; several	Some ideas were not presented in proper order; transitions are needed between	Most ideas are in logical order with adequate transitions between most major ideas; presentation is	Ideas are presented in logical order with effective transitions between major ideas;

**Writing Exercises Rubric**

Pathway Through English 9<sup>th</sup>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

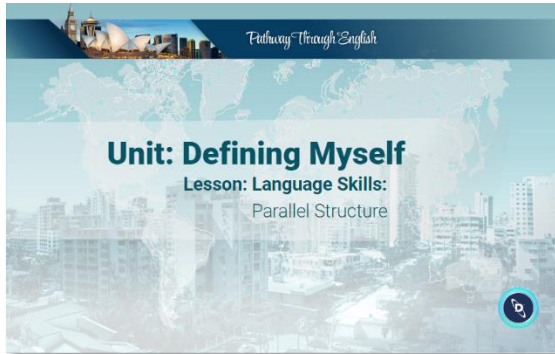
Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Disrupting errors throughout that demonstrate lack of editing and revision.	More than a few errors that demonstrate needs further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and had a defined structure.	Strong organization and transitional language used skillfully throughout with excellent structure.

## Lesson 3. Language Skills

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

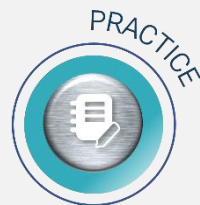
Includes:



Presents the objectives of the unit.



Text explaining the grammatical concept to be learned.



Activities to practice the concept previously studied.



A writing activity to practice the concept learned.



Grammar challenge activity.

## Objectives

**Objectives:**

- Apply parallel structure using conjunctions
- Write various types of phrases depending on the context
- Write various types of clauses depending on the context



Presents the objectives to be achieved at the end of the lesson.

## Writing concepts (content)

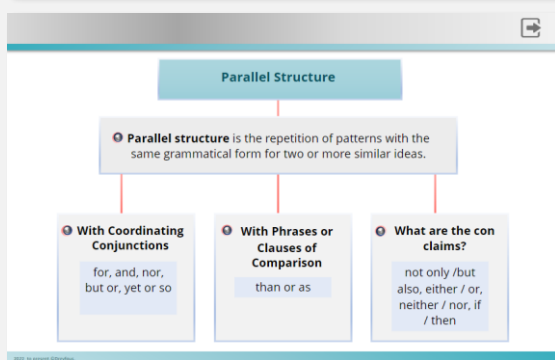
**Parallel structure** (also called parallelism or parallel construction) is the repetition of patterns with the same grammatical form for two or more similar ideas. A parallel construction is created by making each item or idea in a sentence follow the same grammatical pattern. You use parallel structure when you connect two or more clauses with coordinating conjunctions, such as **for**, **and**, **nor**, **but**, **or**, **yet**, or **so**.



This section provides an explanation of the grammar concept they will be learning and practicing.

Includes:

- Text:** It provides the description of the concept and skill.
- Image:** An image in correlation with the theme and discussion.
- Graphic Organizer:** A graphic organizer is included to provide structure and details of how this concept is used.



WRITING CONCEPTS

Examples

**Correlative Conjunctions**

Stephanie wants not **only** chairs but also tables.

**Coordinating Conjunctions**

My boyfriend took me to eat **and** dance.

**Phrases or Clauses of Comparison**

I would rather practice for the game **than** lose at the final.

WRITING CONCEPTS

Examples

**Correlative Conjunctions**

Stephanie wants not **only** chairs but also tables.

**Coordinating Conjunctions**

My boyfriend took me to eat **and** dance.

**Phrases or Clauses of Comparison**

I would rather practice for the game **than** lose at the final.

- **Examples:** Presents an example of the concept and skills previously discussed.
- **Links:** It may include a maximum of two links to amplify understanding of the skill.

## Practice

PRACTICE

1. Choose the correct answer.

a. Beside the Lake, beneath the trees, Fluttering and dancing in the breeze.

- Coordinating Conjunction
- Correlative Conjunction
- Phrases or Clauses Comparison



It provides activities for students to practice the concept previously discussed. These activities can vary in style.

## Writing Exercise

WRITING EXERCISE

1. Use Parallel Structure to write the following sentences.

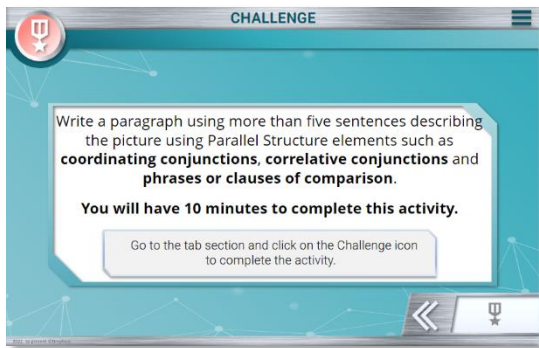
a. Three sentences with Coordinating Conjunctions

|



A writing activity to practice the concept learned. These activities can vary in style, but it will require the student to correctly use the concept learned.

## Challenge



This section provides a grammar challenge activity that will put their knowledge to the test. It will have specific instructions for them to follow. Also, to take the challenge even further, it will have a time limit for them to finish.

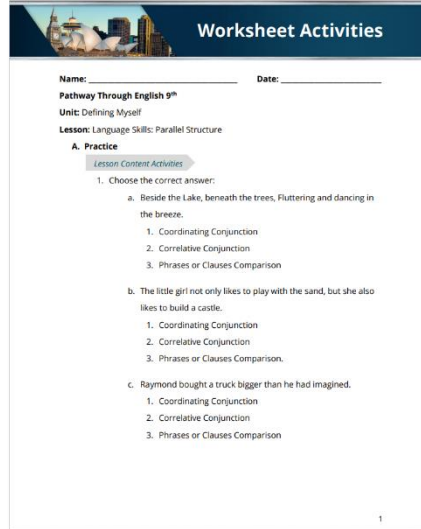
It may include a maximum of two links to amplify understanding of the skill.



## Students' Documents

### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.



**Worksheet Activities**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pathway Through English 9<sup>th</sup>

Unit: Defining Myself

Lesson: Language Skills: Parallel Structure

**A. Practice**

**Lesson Content Activities**

1. Choose the correct answer:

a. Beside the Lake, beneath the trees, fluttering and dancing in the breeze.

1. Coordinating Conjunction

2. Correlative Conjunction

3. Phrases or Clauses Comparison

b. The little girl not only likes to play with the sand, but she also likes to build a castle.

1. Coordinating Conjunction

2. Correlative Conjunction

3. Phrases or Clauses Comparison

c. Raymond bought a truck bigger than he had imagined.

1. Coordinating Conjunction

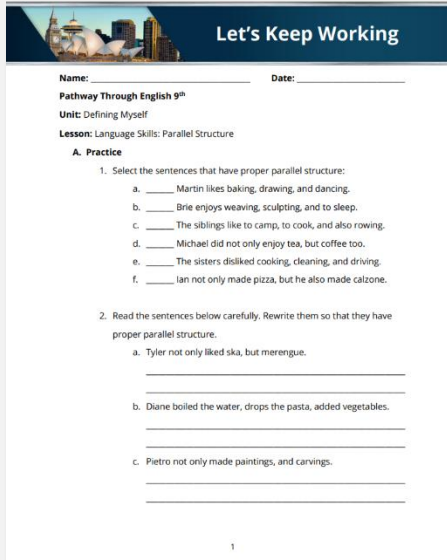
2. Correlative Conjunction

3. Phrases or Clauses Comparison

1

### Let's Keep Working

These worksheets will provide activities to practice the language skills further. They all include three additional activities which are organized by language levels of proficiency. Activity 1 is designed for beginner's levels, activity 2 is intermediate, and activity 3 is an advanced level.



**Let's Keep Working**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Pathway Through English 9<sup>th</sup>

Unit: Defining Myself

Lesson: Language Skills: Parallel Structure

**A. Practice**

1. Select the sentences that have proper parallel structure:

a. \_\_\_\_\_ Martin likes baking, drawing, and dancing.

b. \_\_\_\_\_ Brië enjoys weaving, sculpting, and to sleep.

c. \_\_\_\_\_ The siblings like to camp, to cook, and also rowing.

d. \_\_\_\_\_ Michael did not only enjoy tea, but coffee too.

e. \_\_\_\_\_ The sisters disliked cooking, cleaning, and driving.

f. \_\_\_\_\_ Ian not only made pizza, but he also made calzone.

2. Read the sentences below carefully. Rewrite them so that they have proper parallel structure.

a. Tyler not only liked ska, but merengue.

\_\_\_\_\_

b. Diane boiled the water, drops the pasta, added vegetables.

\_\_\_\_\_

c. Pietro not only made paintings, and carvings.




\_\_\_\_\_


1



## Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 9<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus.	Topic would benefit from more focus.	Topic is adequately focused and relevant.	Topic is tightly focused and relevant.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas.	Some ideas were not presented in proper order; transitions are needed between some ideas.	Most ideas are in logical order with adequate transitions between most major ideas.	Ideas are presented in logical order with effective transitions between major ideas.
<b>Language use</b>	Used less than 5 grade appropriate.	Used less than 10 grade appropriate.	Used more than 10 grade appropriate.	Used more than 15 grade appropriate.

1


**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 9<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus; presentation contains multiple fact errors.	Topic would benefit from more focus; presentation contains some fact errors or needs more facts.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas; several	Some ideas were not presented in proper order; transitions are needed between	Most ideas are in logical order with adequate transitions between most major ideas; presentation is	Ideas are presented in logical order with effective transitions between major ideas;

1


**Writing Exercises Rubric**

**Pathway Through English 9<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

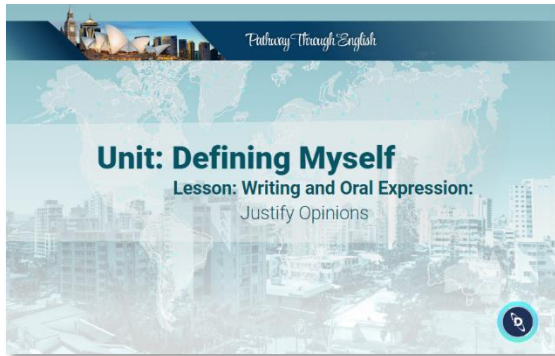
Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Distracting errors throughout that demonstrate lack of editing and revision.	More than a few errors that demonstrate needs further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and had a defined structure.	Strong organization and transitional language used skillfully throughout with excellent structure.

1

## Lesson 4. Writing and Oral Expression

### Lesson Content

#### Lesson Opening



It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index



Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

Includes:



Presents the objectives of the unit.



Provides a text describing the writing concept and oral expression skill.



Activities to practice the concept and skill discussed.



Activities to practice the oral expression skills.

## Objectives

**Objectives:**

- Provide opinions and positions justified by evidence and valid arguments
- Use correct citation from texts and other sources
- Write a complete and organized journal prompt



Presents the objectives to be achieved at the end of the lesson.

## Learn and Create (content)

**LEARN AND CREATE**

Writing and oral tasks will require you to provide **opinions** on certain topics. Those topics could include conversations, debates, **oral discussions**, **writing essays**, among others.

Therefore, it is essential to select or be aware of which expressions would be the best to fulfill that goal. That is why you should use phrases to state your views with pronouns such as *I* or *my*, to clarify that it is your point of view. The recommendation is to use the first-person perspective.



Provides a text describing the writing concept and oral expression skill.

Includes:

- Text:** Explanation and description of the concept.
- Image:** An image in correlation with the theme and discussion.
- Links:** It may include a maximum of two links to amplify understanding of the skill.
- Graphic Organizer:** A graphic organizer is included to provide structure and details of how this concept is used.

**LEARN AND CREATE**

Examples

Some of these expressions seem weaker and less convincing:

I think	→	my opinion
I believe	→	my view
I feel	→	from my viewpoint
I suppose	→	from my perspective
I guess	→	according to/ seems to

LEARN AND CREATE

### Examples

When you employ structures that contain adjectives, you are stating a strong opinion. Some of those structures are as follows:

- I consider it important
- I consider crucial
- I consider essential
- I consider useful
- I consider likely
- I consider appropriate to

## Practice the Concepts

PRACTICE THE CONCEPTS

1. Read the dialogue and choose the correct answer.

a. Based on the above dialogue, which is the suggestion?

Fanny: What's wrong, Ivelisse?  
Ivelisse: I failed my exam.  
Fanny: Did you study very hard?  
Ivelisse: That's what I thought, but I still failed.  
Do you have any suggestions?  
Fanny: I think you should join our tutoring classes.  
Ivelisse: Ok, thanks for your suggestion.

- I think you must join our tutoring classes.
- Do you have any suggestions?
- Ok, thanks for your suggestion.



Activities to practice the concept and skill discussed. They will vary in style.

## Practice Oral Expression

PRACTICE ORAL EXPRESSION

DREYFOUS

I do not doubt that this new generation will be the one to experience this change.

PRACTICE ORAL EXPRESSION

DREYFOUS

I do not doubt that this new generation will be the one to experience this change.


**Script:**  
[00:12] There are a lot of varied reasons to either become part of the United States officially, and many other reasons to become an independent country. I consider crucial to look at all angles that either situation will unravel. I hold the view that every country should be able to take upon the responsibility of making such a decision for the greater good. Although this has been a political issue for Puerto Rico for so long, I do not doubt that this new generation will be the one to experience this change.



Activities to practice the oral expression. It will have specific instructions and steps to follow. They will vary in style.

Includes:

- **Video:** The videos will provide the students with a clear example of what these activities want them to achieve. Each video presents the script to assist students to follow the video and explore any new vocabulary words.



### PRACTICE ORAL EXPRESSION


Use the following space to write your arguments:

#### Writing and oral expression skills

Write a paragraph explaining the reasons Puerto Rico can or cannot become a state in United States of America, with evidence to support your writing. Use the structures that contain adjectives included below, remembering that you are stating a strong opinion. Be ready to share it with your peers.

- ☐ I assert that
- ☐ I am convinced that
- ☐ I do not doubt that
- ☐ I hold the impression/view that
- ☐ I consider crucial
- ☐ I consider essential
- ☐ I consider useful
- ☐ I consider likely
- ☐ I consider appropriate to







 **Activity:** These activities will provide the opportunity to practice the oral expression using different approaches.

## Students' Documents

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

-  **Oral Expression Rubric**
-  **Oral Expression – Formal Presentations Rubric**
-  **Writing Exercises Rubric**


**Oral Expression Rubric**

**Pathway Through English 9<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus.	Topic would benefit from more focus.	Topic is adequately focused and relevant.	Topic is tightly focused and relevant.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas.	Some ideas were not presented in proper order; transitions are needed between some ideas.	Most ideas are in logical order with adequate transitions between most major ideas.	Ideas are presented in logical order with effective transitions between major ideas.
<b>Language use</b>	Used less than 5 grade appropriate.	Used less than 10 grade appropriate.	Used more than 10 grade appropriate.	Used more than 15 grade appropriate.

1


**Oral Expression – Formal Presentations Rubric**

**Pathway Through English 9<sup>th</sup>**


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself

Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Content</b>	Topic lacks relevance or focus; presentation contains multiple fact errors.	Topic would benefit from more focus; presentation contains some fact errors or needs more facts.	Topic is adequately focused and relevant; major facts are accurate and generally complete.	Topic is tightly focused and relevant; presentation contains accurate information with no fact errors.
<b>Organization and coherence</b>	Ideas are not presented in proper order; transitions are lacking between major ideas; several	Some ideas were not presented in proper order; transitions are needed between	Most ideas are in logical order with adequate transitions between most major ideas; presentation is	Ideas are presented in logical order with effective transitions between major ideas;

1


**Writing Exercises Rubric**

**Pathway Through English 9<sup>th</sup>**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Unit: Defining Myself











Lesson: Reading and Vocabulary Acquisition: Textual Evidence

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Spelling &amp; Grammar</b>	Distracting errors throughout that demonstrate lack of editing and revision.	More than a few errors that demonstrate needs further editing and revision.	A few errors present, but overall good editing.	Grammar and spelling demonstrate careful editing.
<b>Formal Tone and Style</b>	Informal language present throughout.	Writing contains some informal elements (e.g., contractions).	Writing attempts to maintain a formal and adequate tone.	Writing maintains a formal and adequate tone throughout.
<b>Organization &amp; Transitions</b>	Little to no attempt at organization and structure.	Attempts to organize ideas, but transitional language is needed and more structure.	Organizes ideas in a logical way. Transitional language used and had a defined structure.	Strong organization and transitional language used skillfully throughout with excellent structure.

1



## Button Directory

	<b>Answers</b>		<b>Practice</b>
	<b>Audio</b>		<b>Previous/ Next</b>
	<b>Graphic Organizer</b>		<b>Questions</b>
	<b>Links</b>		<b>Reading Challenge</b>
	<b>Magnifying glass</b>		<b>Video</b>

## Unit Breakdown

Below is a breakdown of each Unit in lessons, including the name of each unit, lesson title, codes, objectives, and content for each one.

### Unit 1. Defining Myself

#### Lesson 1. Reading and Vocabulary Acquisition: Textual Evidence

Code: C239G09U01L01

##### Objectives:

At the end of this lesson students will be able to:

- Determine a theme or main idea of a literary text
- Analyze the development of ideas throughout the text
- Analyze the relationship to the characters, setting, and plot
- Cite strong and thorough textual evidence to support analysis

Reading	Author	Nationality	Genre
Outcast	Claude McKay	Jamaican-American	Poetry

##### Vocabulary:

- dim, bondage, vital, fee, release, long, frame, menace

##### Concepts:

- main idea
- citation
- textual evidence

##### *Let's Keep Reading* (additional readings):

1. Story of Echo and Narcissus, by Ovid
2. Like a Strong Tree, by Claude McKay



#### Lesson 2. Comprehension and Analysis: Supporting Details

Code: C239G09U01L02

##### Objectives:

At the end of this lesson students will be able to:

- Answer critical thinking questions about the text



- Recognize fact vs. opinion and fiction vs. nonfiction
- Analyze facts and the supporting details from the texts
- Analyze the text and be able to provide a detailed summary

Concepts:

- critical thinking
- fact vs. opinion
- supporting details



### Lesson 3. Language Skills: Parallel Structure

Code: C239G09U01L03

Objectives:

At the end of this lesson students will be able to:

- Use parallel structure using conjunctions
- Write various types of phrases depending on the context
- Write various types of clauses depending on the context

Concepts:

- coordinating
- correlative
- phrases



### Lesson 4. Writing and Oral Expression: Justify Opinions

Code: C239G09U01L04

Objectives:

At the end of this lesson students will be able to:

- Provide opinions and positions justified by evidence and valid arguments
- Use correct citation from texts and other sources
- Write a complete and organized journal prompt

Concepts:

- writing expression
- oral expression
- opinion



## Unit 2. Technology as an Ally

### Lesson 1. Reading and Vocabulary Acquisition: Causes and Effects

Code: C239G09U02L01

#### Objectives:

At the end of this lesson students will be able to:

- Analyze the connections between individuals, ideas, or events in the text
- Identify and analyze cause and effect relationships presented in the text
- Analyze how the author presents analysis, ideas, or events

Reading	Author	Nationality	Genre
Technology Changes How Authors Write, but the Big Impact Isn't on Their Style	Matthew Kirschenbaum Professor of English, University of Maryland	American	Informational text

#### Vocabulary:

- contraption, expanse, erode, style, malleable, algorithm, aggregate, imponderable

#### Concepts:

- connections
- cause and effect
- order of events

#### *Let's Keep Reading* (additional readings):

1. How Explainable Artificial Intelligence Can Help Humans Innovate, by Forest Agostinelli



### Lesson 2. Comprehension and analysis: Author's Purpose

Code: C239G09U02L02

#### Objectives:

At the end of this lesson students will be able to:

- Answer critical questions with specific claims
- Evidence the author's purpose
- Provide a coherent argument about the text

Concepts:

- arguments
- author's purpose



### Lesson 3. Language Skills: Parts of Speech

Code: C239G09U02L03

Objectives:

At the end of this lesson students will be able to:

- Correctly analyze word changes to indicate different meanings or parts of speech
- Consult reference materials, both print and digital, to find the pronunciation of a word and its part of speech
- Demonstrate the correct use of punctuation and spelling

Concepts:

- speech
- punctuation



### Lesson 4. Writing and Oral Expression: Informational Texts

Code: C239G09U02L04

Objectives:

At the end of this lesson students will be able to:

- Write informational texts including complex ideas and other concepts
- Use effective techniques, organization, and analysis when writing
- Initiate and participate effectively in a range of collaborative discussions

Concepts:

- informational text
- structure



## Unit 3. Creative Expression

### Lesson 1. Reading and Vocabulary Acquisition: Literary Elements

Code: C239G09U03L01

Objectives:

At the end of this lesson students will be able to:

- Read a variety of literature and identify genre
- Analyze author's choices concerning the structure a text, to create effects
- Identify literary elements with precision

Reading	Author	Nationality	Genre
Daffodils	William Wordsworth	British	Poetry

Vocabulary:

- wandered, fluttering, twinkle, jocund, gazed, vacant, inward, pensive

Concepts:

- dialogue
- character traits
- drama

*Let's Keep Reading* (additional readings):

1. Miracles, by Walt Whitman



### Lesson 2. Comprehension and Analysis: Analyzing Elements in Text

Code: C239G09U03L02

Objectives:

At the end of this lesson students will be able to:

- Analyze the elements included in the text and literary genre
- Identify and analyze text structure and author's decisions over the text
- Evaluate the work of authors

Concepts:

- interactions
- character development



### Lesson 3. Language Skills: Semicolon

Code: C239G09U03L03

#### Objectives:

At the end of this lesson students will be able to:

- Use verbs in the active and passive voice and in the conditional and subjunctive mood
- Use a semicolon to link two or more closely related independent clauses
- Use conjunctive adverb correctly

#### Concepts:

- semicolon
- transitional expressions
- comma



### Lesson 4. Writing and Oral Expression: Cohesive Devices

Code: C239G09U03L04

#### Objectives:

At the end of this lesson students will be able to:

- Write different types of paragraphs and literary texts using transitional words and other cohesive devices
- Organize writing that develops real or imagined experiences or events, using literary elements
- Think and answer closed and open-ended questions with accuracy, both written and orally

#### Concepts:

- cohesive devices
- transitional words



## Unit 4. The Key to Communication

### Lesson 1. Reading and Vocabulary Acquisition: Sentences Roles

Code: C239G09U04L01

Objectives:

At the end of this lesson students will be able to:

- Analyze in detail the structure of a specific paragraph in an informational text
- Identify the role of particular sentences
- Analyze the purpose of structures for informational text

Reading	Author	Nationality	Genre
The Girl who Silenced the World for Five Minutes	Severn Suzuki	Canadian	Speech

Vocabulary:

- summit, agenda, stock market, stream, needy, privileged, challenge, treaty

Concepts:

- structure
- sentences roles

*Let's Keep Reading* (additional readings):

1. A Doll's House, by Henrik Ibsen



### Lesson 2. Comprehension and Analysis: Identifying Claims

Code: C239G09U04L02

Objectives:

At the end of this lesson students will be able to:

- Answer critical thinking questions about the text and previous discussions
- Analyze how particular sentences develop and refine a key concept
- Analyze in detail how an author's ideas or claims are developed and refined

Concepts:

- key concepts
- claims



### Lesson 3. Language Skills: Figures of Speech

Code: C239G09U04L03

Objectives:

At the end of this lesson students will be able to:

- Use context to help determine meaning
- Interpret figures of speech in context and analyze their role
- Analyze language nuances in text

Concepts:

- figures of speech
- meaning
- context



### Lesson 4. Writing and Oral Expression: Language Adjustments

Code: C239G09U04L04

Objectives:

At the end of this lesson students will be able to:

- Write texts using languages techniques
- Demonstrate how to adjust language choices according to the context and task
- Identify the type of audience for different tasks

Concepts:

- language adjustment
- context





## Unit 5. Connecting with Others

### Lesson 1. Reading and Vocabulary Acquisition: Compare and Contrast

Code: C239G09U05L01

Objectives:

At the end of this lesson students will be able to:

- Compare and contrast the structure of two or more literary texts
- Analyze the structure, meaning and style of each text
- Identify key words in the text and their purpose

Reading	Author	Nationality	Genre
A Haunted House	Virginia Woolf	British	Short Story

Vocabulary:

- beats, darken, murmur, cease, thrush, sought, bubbling, stoop

Concepts:

- compare
- style

*Let's Keep Reading* (additional readings):

1. The Memoir of Jane Addams, Chapter V, Firsts Days at Hull-House, by Jane Addams
2. No Man Is an Island, by John Donne

..... ○ .....

### Lesson 2. Comprehension and Analysis: Text Structures

Code: C239G09U05L02

Objectives:

At the end of this lesson students will be able to:

- Determine meaning of texts
- Identify the specific style used in different texts
- Analyze the purpose and personal connection of texts

Concepts:

- meaning
- purpose

..... ○ .....

### Lesson 3. Language Skills: Who vs Whom

Code: C239G09U05L03

#### Objectives:

At the end of this lesson students will be able to:

- Use commas in different text fragments
- Differentiate the use of who vs whom
- Identify antecedents in sentences

#### Concepts:

- who
- whom
- differentiate



### Lesson 4. Writing and Oral Expression: Support your Analysis

Code: C239G09U05L04

#### Objectives:

At the end of this lesson students will be able to:

- Draw evidence from literary or informational texts to support analysis
- Write essays with different styles and disciplines
- Explain ideas and opinions to discuss orally

#### Concepts:

- evidence
- analysis
- opinion



## Unit 6. Living in Society

### Lesson 1. Reading and Vocabulary Acquisition: Standing Out

Code: C239G09U06L01

#### Objectives:

At the end of this lesson students will be able to:

- Analyze the points of view of the characters
- Analyze the effect of characters on the reader
- Distinguish between different points of view presented in the text

Reading	Author	Nationality	Genre
Up From Slavery an Autobiography	Booker T. Washington	American	Autobiography

#### Vocabulary:

- kindred, yield, designated, provision, prevalent, standing, bulk, toilsome

#### Concepts:

- points of view
- effects

#### *Let's Keep Reading* (additional readings):

1. The Scarlet Ibis, by James Hurst
2. Sinners in the Hands of an Angry God, by Jonathan Edwards



### Lesson 2. Comprehension and Analysis: Roles

Code: C239G09U06L02

#### Objectives:

At the end of this lesson students will be able to:

- Explain the points of view presented in text
- Analyze the roles of characters and present evidence
- Assess if the reasoning presented in the text is valid

#### Concepts:

- roles
- assess
- reasoning



### Lesson 3. Language Skills: Compound Antecedent

Code: C239G09U06L03

#### Objectives:

At the end of this lesson students will be able to:

- Identify compound antecedents in text
- Apply the rules for compound antecedents
- Accurately use content-specific words and phrases

#### Concepts:

- compound antecedent
- pronoun



### Lesson 4. Writing and Oral Expression: Synthesize

Code: C239G09U06L04

#### Objectives:

At the end of this lesson students will be able to:

- Develop and strengthen writing as needed following the writing process
- Use technology to produce a coherent text with different topics
- Analyze and synthesize key ideas in both written and oral expression

#### Concepts:

- synthesize
- analyze



## Unit 7. English and Literature

### Lesson 1. Reading and Vocabulary Acquisition: Drama

Code: C239G09U07L01

#### Objectives:

At the end of this lesson students will be able to:

- 🎧 Analyze dialogues in a story or drama
- 🎧 Identify the action elements and define them
- 🎧 Analyze the character traits
- 🎧 Make connections between characters and action

Reading	Author	Nationality	Genre
Romeo and Juliet	William Shakespeare	British	Play

#### Vocabulary:

- 🎧 strike, quarrel, vessel, kinsmen, forfeit, adversary, grove, shunned

#### Concepts:

- 🎧 literary elements
- 🎧 text effects

#### *Let's Keep Reading* (additional readings):

1. I Hear America Singing, by Walt Whitman
2. Shakespeare's Sonnet 30, by William Shakespeare



### Lesson 2. Comprehension and Analysis: Character Development

Code: C239G09U07L02

#### Objectives:

At the end of this lesson students will be able to:

- 🎧 Interpret dialogue and key information presented
- 🎧 Analyze how complex characters develop over the course of a text
- 🎧 Analyze the characters' actions and judgement

#### Concepts:

- 🎧 characters
- 🎧 elements



### Lesson 3. Language Skills: Verb Forms

Code: C239G09U07L03

#### Objectives:

At the end of this lesson students will be able to:

- Review the correct use of verb forms
- Compare and use adjectives and adverbs
- Write comparison phrases with precision

#### Concepts:

- verbs
- comparison
- adjectives



### Lesson 4. Writing and Oral Expression: Sensory Language

Code: C239G09U07L04

#### Objectives:

At the end of this lesson students will be able to:

- Write narratives to develop real or imagined experiences or events using effective techniques
- Engage readers by setting out a problem and point(s) of view
- Create progressions effectively in a text
- Use sensory language to describe experiences, events, setting, and/or characters

#### Concepts:

- sensory
- text



## Unit 8. The Post-Modern World

### Lesson 1. Reading and Vocabulary Acquisition: Personal Inferences

Code: C239G09U08L01

#### Objectives:

At the end of this lesson students will be able to:

- Identify the evidence and explain its relevance
- Recognize when irrelevant evidence is introduced in a text
- Make interpretations and personal inferences

Reading	Author	Nationality	Genre
The Future of Personal Satellite Technology Is Here – Are We Ready for It?	Elizabeth Garbee Ph.D. Student in the Human and Social Dimensions of Science and Technology, Arizona State University	American	Informational text

#### Vocabulary:

- emerge, amateur, far-fetched, enthusiast, hijack, debris, minute, onerous

#### Concepts:

- relevant evidence
- interpret
- infer

#### *Let's Keep Reading* (additional readings):

1. Book 1 - Paradise Lost, by John Milton



### Lesson 2. Comprehension and Analysis: Complex Arguments

Code: C239G09U08L02

#### Objectives:

At the end of this lesson students will be able to:

- Identify false statements and fallacious reasoning
- Cite the text correctly and with purpose



- Discuss personal interpretations about the text and argue

Concepts:

- reasoning
- argue



### Lesson 3. Language Skills: Technology Tools

Code: C239G09U08L03

Objectives:

At the end of this lesson students will be able to:

- Produce clear and coherent writing
- Write with a specific purpose
- Publish original work and present for others

Concepts:

- technology
- tools
- publish



### Lesson 4. Writing and Oral Expression: Different Cultures

Code: C239G09U08L04

Objectives:

At the end of this lesson students will be able to:

- Write research projects to answer a question
- Synthesize multiple sources on the subject
- Explore topics dealing with different cultures and world viewpoint
- Make strategic use of digital media in presentations to enhance evidence

Concepts:

- culture
- diversity
- research





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