





## **B. COURSE CONTENT**

**Please refer to instructions**

### **19. Course Goals and/or Major Student Outcomes**

- Read and respond thoughtfully to a wide variety of literary and expository texts including film. (Reading Standard 2, 3)
- Write effectively for a variety of purposes and audiences. (Writing Standard 1, 2)
- Enrich their vocabulary with words particular to the literature they study, and/or the college test they plan to take. (Reading Standard 1)
- Improve their ability to proofread and edit their own work as well as their peers' work. (Written and Oral Language Conventions Standard 1)
- Analyze and prepare effective presentations utilizing a variety of communication tools. (Listening and Speaking 1, 2)
- Prepare to achieve at least school recognition for the Golden State Exam in Writing.

## 20. Course Objectives

### Reading

Students will:

- Use critical reading strategies to construct meaning from increasingly sophisticated and culturally diverse texts. (Reading Standard 2,3)
- Understand and appreciate a variety of literary and expository texts. (Reading Standard 2, 3)
- Select and read challenging material independently to enrich the curriculum. (Reading Standard 2, 3)
- Critically analyze a variety of texts. (Reading Standard 2, 3)

### Writing

Students will:

- Write for a variety of audiences and purposes. (Writing Standard 1,2)
- Write effectively in a range of domains including reflection, interpretation, evaluation, synthesis, persuasion, and controversial issue. (Writing Standard 1, 2)
- Use conventions of writing for effective and appropriate communication. (Writing Standard 1)
- Assess and reflect upon their writing process. (Writing Standard 1, 2)
- Use writing as a tool to help others assess and reflect upon their writing process. (Writing Standard 1)

### Written and Oral English Language Conventions

Students will:

- Demonstrate their ability to utilize English language conventions. (Standard 1)
- Improve their ability to peer edit for conventional English usage.

### Listening and Speaking

Students will:

- Analyze and interpret oral communication. (Listening and Speaking Standard 1, 2)
- Make oral presentations for a variety of audiences and purposes. (Listening and Speaking Standard 1, 2)
- Utilize multiple presentation resources including multi-media. (Listening and Speaking Standard 2)
- Develop a critical rubric for judging the merit of an oral presentation and critique a peer's presentation according to the rubric. (Listening and Speaking Standard 1)

### Information Literacy

Students will:

- Develop information search strategies that utilize successful internet, print, non-print, technology and community resources
- Evaluate resources for accuracy and relevance.
- Organize, integrate and apply information to produce projects (print, webpage, powerpoint, poster, etc.) which reflect critical thinking and problem-solving skills.

## 21. Course Outline

The course will be organized in three segments:

- In the first and second quarters, students will develop an understanding of the components of critical analysis and practice demonstrate their understanding through a series of written essays (including a college entrance essay), analytic responses, and oral presentations including debates on controversial issues.
- In the third quarter students will have an opportunity to explore literature of their choosing in small literature groups, and an opportunity to experiment with personal writing from a variety of genres including fiction, poetry, autobiography and drama
- In the fourth quarter students will continue literature groups, work on a course-related project, and create an anthology of their best work of the year.

The students' final anthology will include:

- An introductory reflection that introduces their anthology
- A critical commentary of each piece submitted
- A college entrance essay
- At least three pieces of analytical writing on literary works read throughout the year
- A selection of the students' best creative writing
- A controversial issue essay or a formal essay that demonstrates evidence of research

## 22. Texts & Supplemental Instructional Materials

In addition to the basic texts, a variety of instructional tools will be used to meet the needs of all students

Tapestry: A Multicultural Anthology; Purves, Alan C., 1993, Globe Book Company

Daybook of Critical Reading and Writing, Claggett, Reid, Vinz, Houghton Mifflin Company

Write for College, Sebranek, Meyer, Kemper, Houghton Mifflin Company

Novels:

**Humanities 10-12 A:** Things Fall Apart; Nectar in the Sieve; Hiroshima; The Chosen; A Lesson Before Dying; The Good Earth; (Honors additional reading) Farewell to Arms; The Odyssey; The Sun Also Rises; Song of Solomon; Siddhartha

**Humanities 10-12 B:** A Raisin in the Sun; Catcher in the Rye; Their Eyes Were Watching God; Black Boy; The Bluest Eye; Autobiography of the Life of Frederick Douglass; Yellow Raft in Blue Water; Snow Falling on Cedar; (Honors additional reading) The Scarlett Letter; Beloved; My Antonia; Woman Warrior; Bless Me Ultima; Grapes of Wrath; The Jungle; The Great Gatsby

**Humanities 10-12 C:** Antigone; Animal Farm; 1984; Warriors Don't Cry; Autobiography of Malcolm X; Joy Luck Club; To Kill A Mockingbird; Brave New World; Walden/Thoreau; (Honors additional reading) Machiavelli; The Republic; Native Son; Crime and Punishment

Many plays by William Shakespeare are also available.

Supplementary Materials:

Newspaper and magazine articles

Contemporary essays

Selected novels and readings

### **23. Key Assignments**

End-of-the year anthology of learners' best work, debate presentations and papers, book groups, webpages, powerpoint presentation.

### **24. Instructional Methods and/or Strategies**

A variety of instructional strategies will be utilized to accommodate all learning styles and to reinforce writing skills while learning English content. These strategies will include:

Whole group instruction

Cooperative learning groups

Literature groups

Individual conferences/tutorials with a writing tutor

Writing Process activities

Assessment through a variety of rubrics specifically designed to measure learning goals

### **25. Assessment Methods and/or Tools**

*Student achievement in this course will be measured using multiple assessment tools including, but not limited to:*

- Performance rubrics developed for self-assessment and audience assessment
- Ability to edit independently using technology and traditional resources
- Anthology described in earlier section

## **C. HONORS COURSES ONLY**

Please refer to instructions

### **26. Indicate how this honors course is different from the standard course.**

This honors course demands higher reading vigor than the standard course. Learners taking this course have to do additional readings as indicated above and complete all of the standard's assignments and readings. Additionally, learners have to write an interpretive essay for each novel that they read.

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

### **27. Context for Course (optional)**

#### **28. History of Course Development (optional)**

Arthur Andersen Community Learning Center is a charter school. Our classes are multiage. Learners complete their English requirement in a three-year cycle. Therefore, there is no specific grade level in which a learner must meet grade specific standards as long as he/she enrolls in our English 10-12 (Sections A, B, C) and completes the requirements set forth for 10-12 grades during any time of his/her 10-12 grade career at AACLC.