

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.
- 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)

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, web page, Power Point, poster, etc.) which reflect critical thinking and problem-solving skills.

21. Course Outline

- In the first three weeks students will review the learning tools such as note taking, listening and speaking skills, critical reading and responses, the writing process, and the various types of writing.
- 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, 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 a portfolio of their best work of the year.

The students' final portfolio will include:

- An introductory reflection that introduces their anthology
- A critical commentary of each piece submitted
- A personal narrative
- 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

Students will read literary that reflects the specific unit topic/projects.

22. Texts & Supplemental Instructional Materials

Write Source 2000 published by Houghton Mifflin Company

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

Novels:

Diary of Anne Frank

A Thousand Pieces of Gold

When the Legends Die

No No Boy

Of Mice and Men

To Kill A Mockingbird

Color Purple

Reservations Blue

Imagining America: Stories From The Promised Land edited by Wesley Brown and Amy Ling

Selected poetry

Videos

Periodicals: New York Times; SF Chronicles; Times; and Newsweek

23. Key Assignments

End-of-the year portfolio of learners' best work as mentioned above, debate presentations and papers, book groups, web pages, and Power Point presentation.

24. Instructional Methods and/or Strategies

Whole group instruction/Lecture

Cooperative learning groups

Literature groups/Book groups (Discussion)

Individual conferences/tutorials wit a writing tutor

Writing Process activities/peer editing

25. Assessment Methods and/or Tools

Instructor's assessment; oral presentation; peer/group responses; journals; a portfolio of students' best work that include the various types of writing styles; and exams.

C. HONORS COURSES ONLY

Please refer to instructions

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

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

28. History of Course Development (optional)