

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: Accelerated Literacy I	9. Subject Area: <input type="checkbox"/> History Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation Acc Lit I	
3. Transcript Course Code/Number 1203	
4. School : Gilroy High School	
5. District: Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us	10. Grade Level <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
7. City: Gilroy, CA	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
8. School Course List Contact Mark Rose	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13. Recommended Course Prerequisites: Reading comprehension is two or more years below 9 <sup>th</sup> grade level.	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

Accelerated Literacy I (not college prep)

Accelerated Literacy 1 is an intensive and comprehensive English Language Arts course designed to assist struggling readers in moving toward grade level in reading. The Accelerated Literacy I course is a 2 period block class for students who are reading below the sixth grade level. This course consists of specially designed small-group instruction which utilizes Scholastic’s Read 180 program. Accelerated Literacy 1 activities focus on expanding and improving vocabulary, phonics, fluency, comprehension, listening, speaking, and writing skills. Accelerated Literacy is designed for those students whose standardized test scores and classroom-based assessment results indicate he or she is reading at one or more grade levels below his or her peers. Students are placed in the course according to CELDT, CST and MAP test results.

# GUSD High School Course Description

## 2. Course Content

Students are introduced to the individual components of the READ 180 class, along with teacher expectations. Both procedures and the content are emphasized throughout the course. Students will practice classroom routines and understand their role in creating the ideal classroom climate.

READ 180 addresses key skills as outlined in national and state standards for language arts. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.

Read 180 emphasizes these key skills:

- phonemic awareness , phonics, fluency, vocabulary, comprehension, and writing.

A self-paced computer program is the center of the approach. The program is based on a 90-minute instructional model that begins and ends with whole group direct instruction. The multi-part instructional model includes 1) 20 minutes of whole-class direct instruction in skills such as word analysis, vocabulary development, and reading comprehension; 2) 20 minutes of diagnostically-informed instruction in a small group with the teacher at a “teacher station;” 3) 20 minutes of independent software use, focused on individual skill practice; 4) 20 minutes of modeled and independent reading from paperbacks and/or audiobooks; and then 5) a 10-minute whole-class wrap-up. The room is set-up to facilitate rotations of students from computers to small group instruction to independent reading.

## 3. Course Materials

- READ 180 Stage C classroom materials by Scholastic
- Areas of the classroom for separate student activities (couches/sofas for independent reading, tables or desks for small group instruction, and a computer lab area).
- Tape players and headphones
- Scholastic Reading Counts reading books
- Student Rskills textbook
- Computers and software

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Accelerated Literacy 1 provides ELL students and Special Needs students with proven strategies to quickly gain proficiency in the English language. The following tools are especially helpful to ELL students:

- Mental model development through content-rich videos. Videos are summarized in Spanish, Cantonese, Vietnamese, Haitian Creole, and Hmong.
- Grouping for differentiated instruction.
- Leveled materials prevent students from becoming frustrated by materials that are too difficult or bored with content that is too easy.
- Introduction of context-relevant vocabulary in the videos and translation of all key words in Spanish.
- Analysis of the phonological/morphological structure of the English language.
- Continuous opportunity for oral-reading practice, including making recordings for self-assessment.
- Audiobook narration provides a model for fluent reading.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

The success of the READ 180 course depends on daily attendance. The program is exclusively based on class instruction. Students will conference with teacher to make up work and be given a reasonable period of time to submit missed assignments.

See also Board Policy 6154.

### 2. Classroom Rules/Expectations

Students are expected to participate fully in all aspects of this program. As they learn and improve their academic literacy skills, they will begin to feel more successful in school and they will be able to practice these skills in their other academic subject areas.

To do such students are expected to:

- arrive on time and come prepared with materials
- be respectful and responsible
- be on task, work to ability, and participate fully

### 3. Behavioral Management Plan

- The student will have been made aware of the classroom rules and procedures. The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- If the student does not modify his/her behavior or comply with the consequences the classroom

# GUSD High School Course Description

teacher will:

- Assign teacher detention.
- Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Most work is done within class period. In general students will be given homework as needed to support student learning.

## 5. Extra Credit

Teachers may give extra credit assignments that support a positive school/class climate, academic success, and life experiences.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

- A- The student has attained excellent mastery of objectives
- B- The student has attained above average mastery of objectives
- C- The student has attained satisfactory mastery of objectives
- D- The student has attained minimal mastery of objectives
- F- The student has not attained minimal mastery of objectives

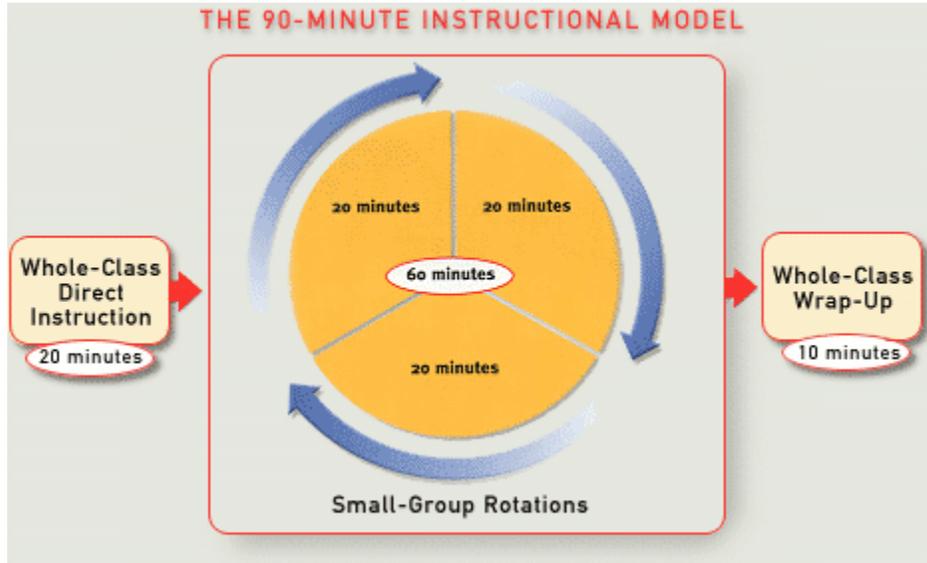
Grades will be determined on a standard percentage (%) scale: A= 90-100%, B=80-89%, C=70-79%, D=60-69%, F=59% and below. Grades are based primarily on class work.

# GUSD High School Course Description

## 2. Course Procedures

### An Instructional Model That Works

The Read 180 instructional model provides a simple way to organize instruction and class activity. The day begins and ends with whole-group direct instruction. In between whole-group meetings, students break into three small groups that rotate among three stations as shown below:



Whole Group Instruction	Small Group Rotations			Whole Group Wrap-Up
The teacher begins the day by providing direct instruction to the whole class.	Small Group Direct Instruction	Read 180 Software	Reading Practice	The day ends with 10 more minutes of whole-group instruction.
	The students get diagnostically informed instruction in a small group where individual needs can be met.	Students use the Read 180 software independently providing them with intensive, individualized skills practice.	Students read the Read 180 paperbacks and audio-books	

## 3. Personal Statement

See teacher's syllabus.

## 4. Additional Information

Extra block of time required to take this course. Intermediate or above on CELDT required for enrollment.

# GUSD High School Course Description

## E. COMPREHENSIVE COURSE NARRATIVE

Accelerated Literacy 1 is a comprehensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.

Accelerated Literacy 1 is a complete program, offering skill development through balanced literacy. The program:

- Delivers individualized, adjusted reading instruction to move students to grade level at their own pace.
- Provides instant and continuous assessment.
- Delivers comprehensive instruction in areas of phonemic and phonological awareness, fluency, vocabulary, comprehension, spelling, and writing.
- Provides background knowledge for building a mental model, leading to improved reading comprehension.
- Supports and motivates students to become lifelong readers and learners by providing high-interest, leveled Paperbacks and on-level Audiobooks.
- Includes comprehensive instructional materials and professional development to support teachers and train them in best teaching practices.

Accelerated Literacy 1 uses the Read 180 Program which is one of the most thoroughly researched and documented reading intervention programs. It is built on more than a decade of scientifically based research and the collaboration of reading experts. Developed in clinical and classroom settings, the program is uniquely positioned to address the needs of struggling readers.

In addition to producing impressive and quantifiable gains on standardized tests, anecdotal reports from students and teachers also show significant improvements, as well as important changes in attitude toward reading and school.

With a collection of tools that enable accelerated growth, effectiveness reports show that READ 180 students consistently out-perform control group students, with achievement double or triple their control group counterparts. Additionally, data from schools across the country show that READ 180 students frequently improve their reading levels by 2-5 years.

Accelerated Literacy 1 targets skill development in the following areas:

- Phonemic Awareness: Phonemic awareness is developed both in the context of decoding (word identification) and encoding (spelling).
- Phonics: Instruction is provided through decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation.
- Fluency: READ 180 develops fluency through repeated reading in the Software, modeled reading in the Audiobooks, structured engagement techniques conducted by the teacher, and independent reading.
- Text Comprehension: The Software and the rBook instruction uses motivating videos to help students build mental models that promote text comprehension.
- Vocabulary: Vocabulary development is supported through explicit instruction in the rBooks as

## **GUSD High School Course Description**

well as the systematic introduction of content-relevant vocabulary in the Software.

- Spelling: Software presents spelling instruction and practice that is assessment-based and individualized for each student. Spelling errors are addressed with immediate, corrective feedback.
- Writing: The rBook presents carefully scaffolded instruction on the key types of writing: narrative, descriptive, expository, and persuasive. Functional (technical) writing is also covered.

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: Accelerated Literacy II	9. Subject Area: <input type="checkbox"/> History Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input checked="" type="checkbox"/> Other __Elective
2. Transcript Title/Abbreviation	
3. Transcript Course Code/Number 1185	
4. School : Gilroy High School	
5. District: Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us	
7. City: Gilroy, CA	10. Grade Level <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
8. School Course List Contact Mark Rose	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
13. Recommended Course Prerequisites: Placement is based on teacher recommendation and test scores.	12. Approved by UC <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

Accelerated Literacy II (not college prep)

Accelerated Literacy II is designed to help students improve their reading and writing skills in order to assist struggling readers in moving toward grade level in reading. Students in this course are placed according to CELDT, CST and MAP test results. Accelerated Literacy 2 activities focus on expanding and improving vocabulary, fluency, comprehension, note-taking, listening, speaking, and writing skills. In addition, students in AL2 will:

- Set goals around reading and writing
- Complete self evaluations and reflective responses
- Apply the principles of the Reader Apprenticeship program
- Apply the appropriate strategies to better understand and respond to specific texts
- Apply the appropriate strategies for the writing process.

# GUSD High School Course Description

## 2. Course Content

<p>Curriculum Map for Accelerated Literacy II</p> <p>Curriculum Used:</p> <ul style="list-style-type: none"> <li>▪ Step-Up-to-Writing Program</li> <li>▪ LAC Strategies</li> <li>▪ Classroom Structure as designed by WestEd’s <u>Reading for Understanding</u></li> <li>▪ <u>Teen Newsweek</u> &amp; Scholastic’s <u>Literary Calvacade</u> Periodicals</li> </ul>
---

Month	Week	Chapter/Unit/ Topic	State Standards	Assessment
Aug	1	Understand classroom community, procedures, books, survey, genres of text; letter writing		Reader survey, book logs; letter
Sept	2	Reflect/respond to reading history, reading fluency, autobiographical essay, vocabulary development; dictionary work; context clues	Reading Comp., Writing Strategies, Vocab Devel.	“Goals” article responses, vocab. Cards, essay write, context exercises
	3	Begin instruction in meta-cognitive strategies, continue vocabulary. development; practice in comprehending expository text and reading fluency, begin SSR and Reader’s Workshop, book talks	Reading Comp, Vocab. Develop & Response to Informational Text, Response to Expository Text	Read aloud, vocabulary cards/practice, talking-to-the-text, “I Saw, I Thought,” metacognition logs, journal writes
	4	Continue “making thinking visible”, practice reading fluency and oral and written response to expository & narrative text, SSR, making connections to text	Same as above	Same as above
	5	Begin Instruction in Paragraph Structure/ Parts of Writing Structure using Step-Up-to-Writing program; SSR & Reader’s Workshop	Writing Strategies; Reading Comp. & Vocab Develop.	Paragraph writing and exercises
Oct	7-10	Intro to Persuasion/Persuasive Writing; understanding text structure; summarizing strategies; Reader’s Workshop & SSR; continued use of meta-cognitive strategies to understand expository & narrative text	Writing Strategies, Reading Comp., Research	Persuasive Essay, summary writing, book logs, metacognitive logs, vocab quizzes
Nov	11-14	Introduction to Expository Essay/Process; Understanding Inferences; Research for 1 <sup>st</sup> Qtr. Book Project; Meta-cognitive Practice with more difficult & various texts inc. poetry; continued vocabulary building; making inferences; character analysis	Writing Strategies, Reading Comp, Vocab. Development, Research, Reading Comp., Writing Strategies	Process Paper, Book Projects, Vocab Quizzes, Meta logs, book logs, inference graphic organizers
Dec	15-17	Revision Strategies; Use of Technology; Book Project Presentations	Listening & Speaking; Writing Strategies, Technology/Research	Book Project Presentations (oral & written) Revised essays
Jan	18-19	Unpacking writing prompts; More practice in	Reading Comp.,	Meta logs, vocab

# GUSD High School Course Description

		meta-cognitive strategies, Reader’s Workshop, SSR, Vocab. Practice	Response to Informational & Narrative Text	exercises, timed writes
	20	MIDTERM		
Feb	22-24	Intro into Biographical Narrative Writing; Reciprocal Teaching; Reader’s Workshop; Buddy Books, Vocabulary Building; Continued practice in summarizing, making inferences, making connections to text	Reading Comp, Vocab. Development & Writing Strategies	essay, RT collaborative groups, oral & written responses, book logs, meta logs
Mar	25-29	3 <sup>rd</sup> Quarter Book Projects; Literature Circles; Continued practice in meta-cognitive strategies for both reading and writing with longer, more difficult, and varied texts; vocabulary development; Reader’s Workshop	Listening & Speaking Vocab. Development Reading Comp.	Book Projects-oral & written; group discussion, vocab practice/quizzes meta logs, book logs
Apr		Buddy Book Reports, Technology, Oral Presentation	Listening & Speaking, Writing Strategies, Technology	Book Project Final presentations
		CST		
May		CST		
June	7	REVIEW		
	8	FINAL		

### 3. Course Materials

Students are expected to bring the following to class daily:

- One spiral notebook
- Loose binder paper
- Highlighters
- Post-it Notes
- Pencil, or blue/black ink pen
- Individually chosen (self-selected) reading book (class library available for check out)

Teachers of AL2 will choose texts from the English 1 curriculum (i.e. *Interactive Reader*), Current Events Magazine, released CST practice tests, and the *Critical Thinking Series*. Other curriculum used: Step-Up-to-Writing Program, LAC strategies, WestEd’s *Reading for Understanding*, Reading in the Content Areas Articles, various short stories, poems, and news articles, selected vocabulary specific to texts studied, and CAHSEE released items.

### 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Accelerated Literacy 2 provides ELL students and Special needs students with proven strategies to quickly increase reading comprehension. The following strategies help provide universal access:

# GUSD High School Course Description

- Grouping for differentiated instruction.
- Guided-process reading groups.
- Leveled reading materials.
- Scaffolded instruction in writing (Kate Kinsella/Step Up to Writing).
- Audio book narration that provides a model for fluent reading.
- “Six Minute Fluency” practice using leveled readings.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

The success of the ALII course depends on daily attendance. Late work is accepted. Student will conference with teacher to receive make up work and be given a reasonable period of time to submit missed assignments.

### 2. Classroom Rules/Expectations

Students are expected to participate fully. As they learn and improve their academic literacy skills, they will begin to feel more successful in school and they will be able to practice these skills in their other academic subject areas. Classroom rules include:

- Respect yourself and your ability to learn
- Respect other people and their right to learn
- Be prepared each day- ready to participate with materials
- Expect to succeed academically

### 3. Behavioral Management Plan

- The student will have been made aware of the classroom rules and procedures. The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - Assign teacher detention.
  - Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

### 4. Homework Policy

# GUSD High School Course Description

Students are expected to understand that the only way they will get better at reading and writing is if they practice this skill daily. Reading for at least 30 minutes daily, outside of the class period, and then responding to their reading is a standard nightly homework assignment. This reading time is crucial for developing reading fluency, and ultimately, a reading habit.

See also Board Policy 6154.

## 5. Extra Credit

Teacher may allow students to complete additional homework reading logs or other validations that the student has implemented class strategies for extra credit.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

Grades will be determined as follows:

- |                                   |     |
|-----------------------------------|-----|
| ▪ Reader's Workshop/Book Projects | 20% |
| ▪ Writer's Workshop/Portfolio     | 20% |
| ▪ Homework                        | 20% |
| ▪ Quizzes/Participation           | 20% |
| ▪ Interactive Notebook            | 20% |

Grades will be determined on a standard percentage (%) scale.

### 2. Course Procedures

- Warm-up: vocabulary review, journal write, CST practice
- Direct Instruction
- Teacher Modeling
- Partner/Group Work
- Independent Practice
- SSR w/written response

# GUSD High School Course Description

- Reflective Writing

## 3. Personal Statement

The ultimate goal is for the student to develop reading fluency through the daily practice of reading and for each student to become a competent, developed writer. By the end of the school year, students' skills should reflect that of their grade level.

## 4. Additional Information

Resources, ancillary materials, instructional support, available through teacher.

## E. COMPREHENSIVE COURSE NARRATIVE

Accelerated Literacy II is an intervention class designed to move students who are performing 2-3 years below grade level in English Language Arts. This class is based on the Reader's Apprenticeship design where teachers model and coach students with the theme of "what do good readers do?" Students are explicitly taught metacognitive reading and writing skills through whole class instruction and guided process reading groups. Students improve their reading fluency with partner read alouds using the fluency reading program: "The Six-Minute Solution."

Students are taught basic academic skills of time management, note-taking, summarization, research, and technology. Students practice all steps of the writing process. Students are held accountable for independent reading through varied quarterly book projects and weekly reading logs.

Students learn about text structure and apply the appropriate reading strategies necessary for comprehension. Vocabulary is selected from the reading and students have daily practice using the word wall and a variety of LAC vocabulary strategies.

Writing instruction starts with paragraph structure and moves into multi-paragraph expository, narrative, and persuasive essays.

The skills students obtain in this class will benefit the student in all content areas. The goal is that the student will leave the course with the ability to be successful with grade-level texts. The curriculum directly supports the English 1 curriculum, thus making the student more successful in their English class.

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: English I	9. Subject Area: <input type="checkbox"/> History Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation Eng I	10. Grade Level <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
3. Transcript Course Code/Number 1013	
4. School : Gilroy High School	
5. District: Gilroy Unified School District	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
6. School/District Website www.gusd.k12.ca.us	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7. City: Gilroy, CA	
8. School Course List Contact Mark Rose	
13. Recommended Course Prerequisites: Completion of 8 <sup>th</sup> grade English	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

English I (9th grade) (“B”)

English I is a course required of all freshmen. It includes study of a variety of literary works, basic composition techniques, and essential speaking and listening skills. Students will be expected to read between 15 and 20 pages per reading homework assignment, depending upon the difficulty of the text. There will be several multi-paragraph essays per semester as well as an I-Search paper that will focus on parenthetical citation to incorporate outside sources in a student’s writing. Throughout the year, emphasis will be placed on writing as a process of drafting and revising.

# GUSD High School Course Description

## 2. Course Content

Genre/Literature Focus	Skill Focus	Selections
Fiction	Grammar: Parts of Speech, The Sentence and its Parts Writing: The Writing Process Vocabulary: Context Clues, Figurative Language, Antonyms	“The Necklace” “Where Have You Gone, Charming Billy?” “Two Kinds” “Through the Tunnel” “The Scarlet Ibis” “Brothers Are the Same”
Expository and Narrative Nonfiction Text	Grammar: Using Phrases, Clauses and Sentence Structure Writing: Opinion Statements and I-Search Vocabulary: Word Origins, Contexts Clues, Using Reference Materials, Using Dictionary for Precise Meaning	“The Perfect Storm” “Life Without Go-Go Boots” “Angela’s Ashes” “Mary Mallon’s Trail of Typhoid” “I Have a Dream / Glory and Hope” “The End of Separateness” “Into Thin Air”
Drama	Grammar: Subject-Verb Agreement, Using Pronouns Writing: Persuasive Essay Vocabulary: Word Origins, Expanding Vocabulary, Context Clues, Using a Glossary	“Shakespeare’s World” “Shakespearean Drama” “The Tragedy of Romeo and Juliet” “Romeo and Juliet are Palestinian and Jewish”

## GUSD High School Course Description

<p>Poetry</p>	<p>Grammar: Using Modifiers, Capitalization Writing: Response to Literature Vocabulary: Figurative Language, Denotation and Connotation</p>	<p>“Song of the Open Road” “The Road Not Taken” “Theme for English B” “The Writer” “Sharks” “A narrow Fellow in the Grass” “Lineage” “The Courage My Mother Had” “A Voice” “The Journey”</p>
<p>Author Study (Edgar Allan Poe, Maya Angelou, Sandra Cisneros)</p>	<p>Grammar: Writing Complete Sentences, Using Verbs, Punctuation Writing: Response to Literature Vocabulary: Meaning of Roots, Analogies</p>	<p>“Life and Times of Edgar Allan Poe” “Annabel Lee” “The Bells” “Letter to Maria Clemm” “The Cask of Amontillado” “Life and Times of Maya Angelou” “I Know Why the Caged Bird Sings” “An Interview with Maya Angelou” “New Directions” “Encounter with Martin Luther King” “The House of Mango Street” “On Writing The House on Mango Street”</p>

# GUSD High School Course Description

The Novel	Grammar: Revision and Review of Grammar Writing: Response to Literature Vocabulary: Expanding Vocabulary, Cultural Connotations	“Odyssey” “Lord of the Flies” “Bless me Ultima”
-----------	---	---

### 3. Course Materials

- *The Language of Literature*, McDougal-Littell
- Language Network, McDougal-Littell
- House on Mango Street, by Sandra Cisneros
- Bless Me Ultima, Rudolfo Anaya
- Lord of the Flies, William Golding
- “Romeo and Juliet,” by William Shakespeare

### 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Although GHS does have a number of specially designed courses to meet the needs of some of our Special populations (ELD classes, Honors, etc.) the English I course does take special care to incorporate the special needs of all students.

For example, the following strategies are implemented into the English I curriculum:

- Graphic organizers
- Explicit vocabulary instruction
- Scaffolded and differentiated materials
- Note taking strategies (i.e. Cornell Notes, Double-Entry Journals)
- Reciprocal teaching
- Opportunities for enrichment or extension

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including “cuts” and suspensions, will be given at the discretion of the teacher.

See also Board Policy 6154.

# GUSD High School Course Description

## 2. Classroom Rules/Expectations

- Respect yourself and your ability to learn
- Respect other people
- Honor other students' right to learn
- Expect to succeed academically
- Students will follow all GHS and GUSD policies

## 3. Behavioral Management Plan

- 1) The student will have been made aware of the classroom rules and procedures. The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- 2) When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- 3) If the student does not modify his/her behavior, the student will be assigned consequences following the teacher's previously-announced procedures.
- 4) Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Homework in the English I course will be centered on the literary texts in the class, writing and revision of writing assignments, and additional texts assigned.

Homework will be assigned on a regular basis. All homework will be graded according to the individual teacher's grading policy, and will not exceed 20% of the overall grade.

## 5. Extra Credit

Teachers in the English I class may individually offer extra credit.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every

# GUSD High School Course Description

class has an opportunity to earn an “A”.

The range of grades will reflect a student’s mastery as follows:

- A- The student has attained excellent mastery of objectives
- B- The student has attained above average mastery of objectives
- C- The student has attained satisfactory mastery of objectives
- D- The student has attained minimal mastery of objectives
- F- The student has not attained minimal mastery of objectives

## 2. Course Procedures

Students in English I are expected to arrive on time and to be prepared for class. Respect for others is essential for class discussions and a positive learning environment. Your behavior will be reflected in your citizenship grade. No eating or drinking in class. Planners must be used at all times as passes for leaving class. If you lose your planner, you must purchase a new one for \$5.00.

Students and parents are encouraged to use School Loop as a means to communicate effectively with the teacher and stay on top of homework.

## 3. Personal Statement

See course syllabus, updated yearly.

## 4. Additional Information

The ultimate goal for the student is to develop reading, writing and oral fluency through daily practice.

## E. COMPREHENSIVE COURSE NARRATIVE

English I is a course required of all ninth graders. It includes the study of a variety of literary works, basic composition techniques, and essential speaking and listening skills. There will be several multi-paragraph essays as well as an I-Search paper that will focus on parenthetical citation to incorporate outside sources in a student’s writing. Throughout the year there will be a great deal of emphasis on writing as a process of drafting and revising.

Students will learn and apply the strategies they need to become an effective learner, effective reader and effective writer.

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: English II	9. Subject Area: <input type="checkbox"/> History Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation Eng II	
3. Transcript Course Code/Number 1063	
4. School : Gilroy High School	
5. District: Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us	10. Grade Level <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
7. City: Gilroy, CA	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
8. School Course List Contact Mark Rose	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13. Recommended Course Prerequisites: English I	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

English II (10th grade) (Meets UC/CSU requirement “B”)

English II is a one year course focusing on student's reading, writing, listening, research and speaking skills through the study of significant novels, plays, and shorter works of fiction and non-fiction. Much of our work will also help prepare students for the California High School Exit Exam that they are required to pass in order to graduate from high school.

# GUSD High School Course Description

## 2. Course Content

Genre/Literature Focus	Skill Focus	Suggested Selections
Fiction	<p>Grammar: Parts of Speech</p> <p>Writing: The Writing Process, Intro to Persuasive Writing</p> <p>Vocabulary: Analyzing Word Parts – Affixes, Context Clues (synonyms, definitions, antonyms)</p> <p>Teaching Focus: Plot, Character, Setting, Theme, Point of View, Making Inferences, Conflict, Foreshadowing, Author’s purpose, Figurative Language, Imagery</p> <p>Other: CAHSEE Prep</p>	<p>“Harrison Bergeron”</p> <p>“By the Waters of Babylon”</p> <p>“The Son from America”</p> <p>“Marriage is a Private Affair”</p> <p>“Love Must Not Be Forgotten”</p> <p>“One Thousand Dollars”</p> <p>Real World Link: Girl Trapped in Water for 55 Hours...”</p> <p>“On the Rainy River”</p> <p>“And of Clay Are We Created”</p> <p>Isabel Allende</p> <p>“Salvador Late or Early”</p> <p>Sandra Cisneros</p>
Expository and Narrative Nonfiction Text	<p>Grammar: The Sentence and its Parts</p> <p>Writing: Persuasive Essay</p> <p>Vocabulary: Analyzing Word Parts, Context Clues</p> <p>Teaching Focus: Autobiography, Biography, Memoir, Essay, Personal essay, Fact and opinion, Theme, Tone, Cause and effect, Persuasive Rhetoric, repetition, parallelism, Style</p> <p>Other: CAHSEE Prep</p>	<p>“Montgomery Boycott”</p> <p>“A Eulogy on Dr. Martin Luther King, Jr”</p> <p>“From Farewell to Manzanar”</p> <p>“Dial Versus Digital”</p> <p>“Through the One-Way Mirror/The Border: A Glare of Truth”</p> <p>“From To Make a Nation”</p> <p>“Getting a Job”</p> <p>“A Celebration of Grandmothers” Rudolfo Anaya</p>

## GUSD High School Course Description

<p>Functional Documents</p>	<p>Grammar: Using Verbs, Subject-Verb Agreement</p> <p>Writing: Business Letter</p> <p>Vocabulary: Specialized Vocabulary</p> <p>Teaching Focus: Reading and analyzing functional documents; following directions, analyzing purpose, understanding structure of functional documents</p> <p>Other: CAHSEE Prep</p>	<p>“Television Advertisements”</p> <p>“Handbook: Reading for Different Purposes”</p> <p>“Handbook: Reading Different Formats”</p> <p>“Handbook: Functional Reading”</p> <p>“Handbook: Business Writing”</p>
<p>Poetry</p>	<p>Grammar: Using Phrases, Using Pronouns</p> <p>Writing: Response to Literature Essay</p> <p>Vocabulary: Understand idioms, Figurative language</p> <p>Teaching Focus: Figurative language and Sound devices-- alliteration, assonance, consonance, rhyme, onomatopoeia, rhythm, simile, metaphor, personification,</p> <p>Other: CAHSEE Prep</p>	<p>“Piano/Those Winter Sundays”</p> <p>“Sonnet 18”</p> <p>“Sonnet 30”</p> <p>“Simile/Mood/ Rondeau Woman”</p> <p>“Exile”</p> <p>“Lost Sister”</p> <p>“Fifth Grade Autobiography/ Remembered”</p> <p>“Exile” Alvarez</p> <p>“I Am Not I/Yo No Soy Yo” Jiménez</p> <p>“Nocturne/Nocturno” Castellanos</p> <p>“The Street/La Calle” Paz</p> <p>“Eight Puppies/Ocho Perritos” Mistral</p> <p>“Tonight I Can Write . . /Puedo Escribir Los Versos” Neruda</p>
<p>Drama</p>	<p>Grammar: Writing Complete Sentences, Clauses and Sentence Structure, Using Modifiers</p> <p>Writing: Literary Response and Analysis</p> <p>Vocabulary: Using word origins to understand meanings, words with multiple meanings</p> <p>Teaching Focus: Conventions of drama, Character, Dialogue, Plot, Dramatic irony, Tragic Flaw, Tragedy, Theme, Rhetoric,</p>	<p>Julius Caesar</p> <p>Antigone</p> <p>Macbeth</p>

## GUSD High School Course Description

	<p>Protagonist/antagonist, Characterization, Conflict, soliloquy,</p> <p>Other: CAHSEE Prep</p>	
<p>Author Study</p>	<p>Grammar: Punctuation &amp; Capitalization</p> <p>Writing: Autobiographical Narrative</p> <p>Vocabulary: Understanding Context Clues, Analogues</p> <p>Teaching Focus: Biography, Cause-and-Effect, Style, Tone, Mood, Imagery, Author's Purpose</p>	<p>Walker:            "Life and Times of Alice Walker"            "Everyday Use"            "Women/Poem at Thirty-Nine"            "On Writing Poetry"            From In Search of Our Mother's Gardens</p> <p>Steinbeck:            "Life and Times of John Steinbeck"            "The Flood"            "Grapes of Wrath Photo Essay"            From Travels With Charley            "Letter to Edith Mirrielees"            From Nobel Prize Acceptance Speech            Excerpts from:            Of Mice and Men            East of Eden            Cannery Row</p>
<p>Research Unit</p>	<p>Grammar: Finding Information, Evaluating Information</p> <p>Writing: Research paper in MLA Format</p> <p>Teaching Focus: MLA format, Research Techniques, Analyzing different sources (validity, reliability), organization of a position paper, historical context, theme, author's purpose, style, paraphrasing, summarizing, integrating quotes</p>	<p>Night            All Quiet on the Western Front            Animal Farm            Black Boy</p>

# GUSD High School Course Description

## 3. Course Materials

- *The Language of Literature*, McDougal-Littell
- Language Network
- Night
- All Quiet on the Western Front
- Animal Farm
- Black Boy
- CAHSEE Prep Books/Materials

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Although GHS does have a number of specially designed courses to meet the needs of some of our Special populations (ELD classes, Honors, etc.) the English II course does take special care to incorporate the special needs of all students.

For example, the following strategies are implemented into the English I curriculum:

- Graphic organizers
- Explicit vocabulary instruction
- Scaffolded and differentiated materials
- Note taking strategies (i.e. Cornell Notes, Double-Entry Journals)
- Reciprocal teaching
- Opportunities for enrichment or extension

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including “cuts” and suspensions, will be given at the discretion of the teacher.

See also Board Policy 6154.

### 2. Classroom Rules/Expectations

- Respect yourself and your ability to learn
- Respect other people
- Honor other students’ right to learn
- Expect to succeed academically
- Students will follow all GHS and GUSD policies

# GUSD High School Course Description

## 3. Behavioral Management Plan

- The student will have been made aware of the classroom rules and procedures. The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - Assign teacher detention.
  - Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Homework in the English II course will be centered on the literary texts in the class, writing and revision of writing assignments and additional texts assigned.

Homework will be assigned on a regular basis. All homework will be graded according to the individual teacher's grading policy, and will not exceed 20% of the overall grade.

Late work is typically not accepted unless approved by the instructor. Larger assignments, such as research reports and projects, may lose 10% of total points per day that the work is not turned in.

## 5. Extra Credit

Teachers in the English II class may individually determine if and what extra credit is appropriate.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

## D. COURSE REQUIREMENTS

# GUSD High School Course Description

## 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

A - The student has attained excellent mastery of objectives (90%-100%)

B - The student has attained above average mastery of objectives (80%-89%)

C - The student has attained satisfactory mastery of objectives (70%-79%)

D - The student has attained minimal mastery of objectives (60%-69%)

F- The student has not attained minimal mastery of objectives (Below 60%)

## 2. Course Procedures

Students in English II are expected to arrive on time and to be prepared for class. Students should follow instructions from the teacher. Respect for others is essential for class discussions and a positive learning environment. Your behavior will be reflected in your citizenship grade. No eating or drinking in class. Planners must be used at all times as passes for leaving class. If you lose your planner, you must purchase a new one for \$5.00. Gilroy High School rules apply.

Students and parents are encouraged to use School Loop as a means to communicate effectively with the teacher and stay on top of homework.

## 3. Personal Statement

See course syllabus, updated yearly.

## 4. Additional Information

The ultimate goal for the student is to become critical thinkers by developing their skills in reading, writing, grammar and oral fluency through daily practice.

## E. COMPREHENSIVE COURSE NARRATIVE

English II is a one year course focusing on student's reading, writing, listening, research and speaking skills through the study of significant novels, plays, and shorter works of fiction and non-fiction. Much of our work will also help prepare students for the California High School Exit Exam that they are required to pass in order to graduate from high school.

**Reading:** In English II students are required to read each class session depending on the difficulty of the text. One of our goals is to help students become skilled, autonomous readers. We will read many selections from the McDougal Littell Language of Literature English II textbook. The selections will include fiction, non-fiction, poetry, drama, mythology and plays.

**Writing:** By the end of the year, students will be able to write thesis statements and multiple-paragraph essays including persuasive, autobiographical, response to literature, business letters and research. There will be a great emphasis on writing and revision throughout the year.

**Grammar:** Students will learn and practice grammar on a regular basis.

**Speaking:** Students are expected to participate in class discussions and deliver oral presentations.

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: English III	9. Subject Area: <input type="checkbox"/> History Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation Eng III	
3. Transcript Course Code/Number 1113	
4. School Gilroy High School	
5. District Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us	10. Grade Level <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
7. City Gilroy	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
8. School Course List Contact Mr. Mark Rose	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13. Recommended Course Prerequisites: English I/I Honors; English II/II Honors	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

By Utilizing the California State Standards for English Language Arts, this class will provide students with an exciting place to read unique pieces of literature, produce written work that will include expository, personal, and persuasive writing, as well as work together in teams in order to complete group projects. Students are expected to take responsibility for their own learning, and if they have any questions or concerns, they should be brought to the attention of the teacher promptly.

# GUSD High School Course Description

## 2. Course Content

English 3	Overarching Theme(s): and/or Essential Question(s):	
Genre/ Literature Focus	Skill Focus	Selections
Historical Narratives  Part 1: In Harmony With Nature  Part 2: First Encounters	Writing Workshop: Eyewitness Report; Creation Myth  Grammar: Achieving Sentence Variety  Vocabulary: Building a Stronger Vocabulary	Historical Background/Timeline/Voices from the Times  "The World on the Turtle's Back" "Coyote Stories" "Fox and Coyote and Whale" "The Man to Send Rain clouds" "Hunting Song/Dinni-e Sin" "Travels of Marco Polo" "Of Plymouth Plantation" "The Interesting Narrative of the Life of Olaudah Equiano" "My Sojourn in the Lands of My Ancestors"
3 - 7	6-week Common Assessment	
The Conventions of Drama & Persuasive Rhetoric  Part 1: Between Heaven and Hell  Part 2: The Right to be Free	Writing Workshop: Critical Review Persuasion  Terms:  Grammar: Using Gerunds, Using Verb Tenses in Sequence  Vocabulary: Interpreting Analogies; Using Context Clues	Historical Background/Timeline/Voices from the Times  "To My Dear and Loving Husband" "Upon the Burning of Our House, July 10th, 1666" "The Examination of Sarah Good" "Sinners in the Hands of an Angry God" "Declaration of Independence" "Speech in the Virginia Convention" "Declaration of the Rights of Women" "I am Joaquin/ Yo Soy Joaquin" "Letter to the Rev. Samson Occom" "Poor Richard's Almanac"  CORE: The Crucible
14 -18	12-week Common Assessment	

## GUSD High School Course Description

<p>American Romanticism</p> <p>Part 1: Celebrations of the Self Transcendentalism</p> <p>Part 2: The Dark Side of Individualism Gothic</p>	<p>Writing Workshop:</p> <p>Terms:</p> <p>Grammar: Using Adjectives and Adjective Phrases, Using Adverbs and Adverb Phrases</p> <p>Vocabulary: Using Context Clues</p>	<p>Historical Background/Timeline/ Voices from the Times</p> <p>CORE "Self-Reliance" "Civil Disobedience" "On Civil Disobedience"</p> <p>Recommendations: "The Devil and Tom Walker" "Dr. Heidegger's Experiment" "Masque of the Red Death" "Walden" "Song of Myself" "Ode to Walt Whitman" "I Hear America Singing"</p>
<p>23</p>	<p>Fall Final Exam</p>	
	<p>Writing: Response to Literature</p> <p>Vocabulary: Using Context Clues</p>	<p>CORE Scarlet Letter</p>
<p>Settings in Regional Literature</p> <p>Part 1: A House Divided</p> <p>Part 2: Tricksters and Trailblazers</p>	<p>Writing:</p> <p>Terms:</p> <p>Vocabulary: Using Context Clues</p>	<p>Historical Background/Timeline/ Voices from the Times</p> <p>CORE: "Narrative of the Life of Fredrick Douglass, An American Slave" "An Occurrence at Owl Creek Bridge" "The Gettysburg Address" "The Indian and the Hundred Cows/El Indito de las Cien Vacas"</p> <p>Option: Choose 1 "Life on the Mississippi" "Notorious Jumping Frog of Calaveras County"</p> <p>Recommendations: "High Horse's Courting" "I Will Fight No More Forever" Mark Twain - Author Story</p>
<p>27 – Mar 3</p>	<p>Spring sem 6-week common assessment</p>	
<p>Social Themes in Fiction</p> <p>Part 1: The Changing Face of America</p>	<p>Writing:</p>	<p>Historical Background/Timeline/ Voices from the Times</p> <p>CORE: The Great Gatsby</p>

## GUSD High School Course Description

Part 2: Illusion and Reality	Terms  Vocabulary: Using Context Clues	<p>“The Yellow Wallpaper” “The Story of an Hour”</p> <p>Recommendations: "Ironing Their Clothes" "I Stand Here Ironing" "Richard Cory" "We Wear the Mask" "Sympathy" "Chicago" "Winter Dreams"</p>
24	STAR TESTING WINDOW	
1 - 8	Spring Sem 12-week common assessment	
<p>Modernism</p> <p>Part 1 A New Cultural Identity</p> <p>Part 2: Alienation of the Individual</p>	<p>Writing:</p> <p>Terms:</p> <p>Vocabulary: Using Context Clues</p>	<p>CORE: "Zora Neale Hurston: A Cautionary Tale and a Partisan View" "The Love Song of J. Alfred Prufrock"</p> <p>The Grapes of Wrath</p> <p>Harlem Renaissance Options: Langston Hughes - Author Study "My City" "Any Human to Another" "If We Must Die" "How it Feels to Be Colored Me"</p> <p>Recommendations: "The Jilting of Granny Weatherall" "The End of Something" "My Dungeon Shook: Letter to My Nephew" Robert Frost - Author Study</p>
16	Final Exams	

### 3. Course Materials

Core Materials: McDougal-Littell Language of Literature, featuring:

- The Crucible CB101
- The Adventures of Huckleberry Finn CBSL
- The Grapes of Wrath CB101
- The Great Gatsby CBSL
- Assorted short fiction, non-fiction, poetry, and drama
- Language Network (grammar text)

Supplemental Materials:

- The Catcher in the Rye CB101

# GUSD High School Course Description

- Death of a Salesman
- Invisible Man CB101
- Huston, John The Grapes of Wrath 1940 MPAA rating G (film version of Steinbeck's novel)
- Hoffman, Dustin Death of a Salesman 1986 MPAA rating PG (film version of Miller's play)

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including "cuts" and suspensions, will be given at the discretion of the teacher.

See also Board Policy 6154.

### 2. Classroom Rules/Expectations

#### TARDY POLICY

Students who arrive late to class distract both the instructor and the other students. If you have a pass, quietly hand it over and take your seat. If you have a legitimate excuse, please wait until the end of class to clear your tardy. Do not argue or try to explain your tardy during class time. Students with unexcused tardies will not be allowed to take quizzes given at the start of class.

#### CONTRABAND

No food, candy, or drinks other than water in class. Cell phones and personal stereos are not allowed in class.

### 3. Behavioral Management Plan

Students are expected to come to class prepared to learn and to be respectful to each other and the instructor. If a student is off-task during class, for instance, talking while instructions or explanations are being given, the instructor will say, "That's one." If the student gets back to work, that's the end of it. When it's two, the student is to quickly and quietly leave the room and wait outside the classroom door. There are only two types of behavior that will get a student ejected without any warning: Defiance and Disrespect.

- Defiance usually comes down to some simple request, such as, "Please move to another seat." If a student refuses to comply, that's defiance.
- Disrespect takes many colorful forms, including, but not limited to, swearing, glaring, staring, eye-rolling, various and sundry noises, gestures, and the like, directed at fellow students and/or the instructor.

**CONSEQUENCES:** The nature of the consequence depends upon the offense, but the phone call home is always first. The instructor keeps a written record of all behavior problems and will not

# GUSD High School Course Description

write a referral until all other means have been exhausted.  
Please read and discuss the syllabus with your parent or guardian. If you have any further questions, contact the instructor via email.

## 4. Homework Policy

The instructor may assign homework at any time during the academic year, including weekends and vacations. The purpose of homework is to help the students develop good work habits and a sense of personal responsibility. For this reason, students must adhere to deadlines for homework assignments. This is a measure of the students' willingness to accept responsibilities. This discourages many students from being absent on the day an assignment is due. Homework will approximate 20% of the student's academic grade.

## 5. Extra Credit

Extra credit may be given during the academic year, at the discretion of the instructor. At no time shall extra credit assignments comprise more than 5% of the total academic grade. Please keep in mind that extra credit and make up work will not be given in order to raise a grade should a student find himself/herself at the end of the semester with an unsatisfactory grade or failing grade.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are based on the percentage of the possible points each student earns. It is the student's responsibility to request make-up work for days missed within one week of his or her return to school.

90% - 100% = A  
80% - 89% = B  
70% - 79% = C  
60% - 69% = D

# GUSD High School Course Description

## 2. Course Procedures

Reading –This course encourages the love of reading. Students are expected to read a quantity of books on their own time. The quantity, type, and subject matter of these books are placed at the discretion of the instructor.

Writing -

- Write thesis statements with an argumentative edge and in-text citations
- Write multiple-paragraph essays in the following genres: autobiographical, persuasive, and response to literature.
- Write timed-essays.

Speaking - Students are expected to deliver one speech per semester - one on a book of their choice, and one persuasive speech utilizing some form of media/technology.

### MATERIALS

Students are required to bring a three-subject notebook, paper, pen, pencil, and textbook every day. Notebooks may be graded at random times by the instructor, and will be organized as per instructor specifications. Notebook evaluation criteria will be handed out during the first week of class.

## 3. Personal Statement

This course is designed to be an introduction to the literatures written in English in Britain, Ireland, and the British Empire (and the former British Empire). The course will also prepare students for the level of academic rigor they will face in a university setting by reinforcing the utilization of academic vocabulary, writing skills, and speaking skills. Furthermore, the course will build upon, and expand students' understanding and usage of academic English grammar and mechanics.

## 4. Additional Information

- Students should make it a habit to check their own progress in this class, and in all of their courses via the school-loop electronic system. This way they can anticipate assignments, and express concerns over their academic performance with the instructor before it becomes “too late” to repair any problems that may arise.
- Students who do not have regular access to a computer may use the computers provided to them in the Career Center, and the library before school, after school, and during breaks. Not having access to a computer or a printer are not valid excuses for missing/late assignments.
- Tutoring services are available to students. Information will be given throughout the school year, and students should watch for additional information.

Please email the instructor with any additional questions, comments, or concerns:

Firstname.Lastname@gusd.k12.ca.us

## E. COMPREHENSIVE COURSE NARRATIVE

Standards and Instruction  
Reading

# GUSD High School Course Description

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2.0 Reading Comprehension (Focus on Informational Materials)

3.0 Literary Response and Analysis

Writing

1.0 Writing Strategies

2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Listening and Speaking

1.0 Listening and Speaking Strategies

a. Speaking Applications (Genres and Their Characteristics)

The standards for the eleventh and twelfth grades are the pinnacle of all the standards for the language arts. Most of the standards at this level are sophisticated extensions of the knowledge and skills previously targeted in the earlier grades. They highlight several interrelationships among the different domains of language arts: reading, writing, written and oral English language conventions, and speaking and listening. The strands to be emphasized at the eleventh-grade and twelfth-grade levels are listed above under the appropriate domains.

Vocabulary Development

Etymology and morphology are the basis for systematically building vocabulary at this level. The standards emphasize using those strategies to attack terms from political science, history–social science, science, and mathematics. Once more, however, issues of teacher responsibility arise in a departmentalized school. English teachers may wonder how much time in English class should be devoted to acquiring the vocabulary of other disciplines. Shared responsibility is obviously an ideal solution. Regardless, English teachers should discuss the etymological and morphological principles that help students’ access meaning.

Vocabulary development should occupy a small portion of classroom time in the eleventh and twelfth grades (Beck, McKeown, and Kucan 2002; Stahl and Nagy 2000). Most students should be able to study word derivations independently. Teachers should continue to direct students’ attention to external context cues for meaning.

Reading Comprehension

Informational reading in the twelfth grade is focused on public documents (e.g., policy statements, speeches, debates, platforms). In addition to the documents, public statements contained in formal speeches and informal interviews offer abundant opportunities for students to practice the analytic and evaluative skills described in this standard. Point-of-view essays in news magazines and editorials in newspapers are rich sources of additional instructional materials. The strongest emphasis at the content level is directed to evaluating and verifying facts and arguments. At the structural level students analyze the ways in which clarity of meaning interacts with elements such as word choice, organization, and syntax.

The focus of the standards in this strand relates closely to the standards in writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia presentations); and listening (e.g., identifying logical fallacies in oral arguments). Therefore, instruction should capitalize on those relationships by addressing similar elements from different domains at one

# GUSD High School Course Description

time (Snow 2002). To do so contributes not only to efficiency but also to learning about important rhetorical considerations in more depth. For instance, students will understand the elements of persuasion in the greatest depth if they not only read persuasive discourse critically but also employ those elements in their own writing and oral presentations.

By the end of high school, students are expected to be familiar with the purposes and characteristics of the major genres of literature. Reading Standard 3.0, Literary Response and Analysis, identifies the grade-level emphasis as follows: grade seven—prose; grade eight—poetry; grades nine and ten—drama; and grades eleven and twelve—subgenres that span genres, such as satire and parody.

In these culminating years this standard is focused on analyzing the historical genres and literary traditions of American literature and world literature. The traditional emphasis on British literature in the twelfth grade has been expanded to include works from other countries. Some of the novels or selections students read should be drawn from historically or culturally significant works of literature that reflect and enhance their studies of history–social science at this level. Whether reading American or world literature, students in the eleventh and twelfth grades are expected to:

- Contrast the major literary forms and characteristics of the major literary periods.
- Relate literary works and authors to major themes and issues of their eras.
- Analyze the philosophical, political, religious, ethical, and social influences that have shaped characters, plots, and themes.

Students at this level are expected to achieve more advanced and sophisticated standards. For the more challenging literary concepts, they need clear explanations and elaborations from teachers, together with extensive support throughout the process of acquiring thorough knowledge of such concepts (Snow 2002).

Traditionally, literary evaluation has emphasized quality literature. Although that emphasis should remain, instructional benefits can occasionally be gained from exposure to less worthy examples of literature. For instance, to appreciate fully the concept of satire as a subgenre, students should read an example of satire in which the author has not consistently separated the literal and satirical levels of the discourse.

The standards for both reading comprehension (focus on informational materials) and literary response and analysis require that “by grade twelve students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information” (see pages 222 and 242 in this chapter). Two million words translate to about 11 pages a day or about one 335-page book each month. (Independent reading is discussed in greater detail in the literary response and analysis strand for the ninth and tenth grades.)

## Organization and Focus

Students should demonstrate full knowledge of the basic elements of discourse (e.g., audience) as well as more advanced literary devices, such as irony. They should be able to write well-structured arguments with good support and employ rhetorical devices and visual aids to enhance meaning. Their use of language should be fresh and natural.

## Research and Technology

Students should use a variety of research strategies (e.g., experiments, interviews) and organize research information in systematic ways (e.g., through the development of an annotated bibliography). They should also integrate databases, graphics, and spreadsheets into word-processing documents. Students are likely to need relatively brief but intense and explicit instruction in merging or importing various types of application files into word-processing documents. Although these activities fall into the language arts area of writing, classroom

# GUSD High School Course Description

instruction and student activities may take place in a variety of subject-matter classes (Higgins, Boone, and Lovitt 2001; Spandel 2000).

## Evaluation and Revision

Although students at this level should be familiar with all phases of the writing process, the standards focus on revising text to highlight voice, improve sentence variety and style, and enhance subtlety of meaning and tone. The standards within this strand should be addressed as students work on their compositions for the writing applications strand and their presentations for the speaking applications strand.

## Writing Applications

Text structures in this category found at earlier grade levels are fictional, autobiographical, and biographical narratives and responses to literature. In the eleventh and twelfth grades, the standards require students to work with the structures at a more sophisticated level. When appropriate, student texts should be about 1,500 words in length (five to six pages, typed and double-spaced).

Three new types of composition are introduced in the eleventh and twelfth grades. The first type is reflective composition. Although it resembles an autobiography, it focuses on exploring the significance of personal experience or concerns. A critical component is maintaining the appropriate balance between describing an incident and relating it to more abstract ideas. Like autobiographical writing, reflective writing has long been a focus of writing instruction in California's high schools. Instructional support materials should be readily available to assist the students (Schumaker, Deshler, and McKnight 2002).

Reports on historical investigation, the second type of composition, are new to this standard. Students are required to use primary and secondary sources to compare different points of view regarding a single historical event and explain the reasons for the similarities and differences. This activity is obviously appropriate in history–social science classes as well as in English classes.

The third new type of composition acknowledges the issues of students' approaching graduation from high school (i.e., filling out job applications and writing résumés). Although conventional style and format are still taught, equal emphasis is given to broader issues of content, such as tone, clarity, and appropriateness for the audience and purpose.

Students will need less initial instruction for familiar writing genres than they will for those structures introduced at this level. Accordingly, the teacher may wish to:

- Interrelate different standards that address the same text structure when possible. For instance, the standards include both writing and presenting orally a report on a historical investigation.
- Provide models of each text structure, including examples of student writing. Some of the models used may be of lesser quality so that the impact of poor structures on the audience can be demonstrated.
- Identify explicitly for students the critical elements of each text structure. Students are unlikely to have sufficient prior knowledge of the critical elements of a good multimedia presentation, for example. They need to become thoroughly familiar with such elements before they attempt to integrate them into challenging and time-consuming presentations. For instance, it is crucial to resist the temptation to put more emphasis on the “bells and whistles” of a multimedia presentation than on the effective communication of a theme.
- Have students do some cooperative work throughout the varying phases of the writing process to provide additional instructional opportunities and help students achieve a sense of audience.

This standard also requires students to deliver multimedia presentations, a task that clearly integrates reading, writing, and speaking and listening. Students are expected to synthesize information from a wide range of materials, including media sources, and create a culminating

# GUSD High School Course Description

presentation that integrates text, images, and sound. Important elements in the process are the selection of an appropriate medium for each component of the presentation and the skillful use of the selected media. To combine the requirements of several standards, students may wish to adapt a composition they have already written for use in the multimedia presentation.

Access to an adequate number of computers and appropriate software is obviously a prerequisite to students' meeting this standard. In some schools English teachers may need to work with other colleagues and departments to coordinate the use of equipment and training to accomplish this task.

## Written and Oral English Language Conventions

In the eleventh and twelfth grades, more emphasis is given to using standard oral and written language conventions than to teaching them. Students are expected to control their use of grammar, paragraph and sentence structure, and diction. In addition, their written work should be legible and edited to follow standard conventions for spelling, capitalization, and punctuation. Writing should also reflect appropriate manuscript requirements.

For many students explicit instruction will probably be necessary for some of the content in this section. Individual instruction or peer-mediated instruction is appropriate for many students needing remedial work on conventions, such as improvement in legible writing and capitalization (Spandel 2000). Use of individualized instructional software remains a valuable remediation strategy.

## Listening and Speaking Strategies

### Comprehension

At this level emphasis is given to analyzing media presentations of various types (e.g., advertisements, speeches, film, news) to help students recognize the strategies being used to inform, persuade, or entertain.

### Organization and Delivery of Oral Communication

Most of the standards at this level concentrate on structural elements and rhetorical techniques. Some elements and techniques apply to several areas of language arts, such as rhetorical questions, parallelism, concrete images, figurative language, and irony. Others, such as gesture, movement, vocalization, and rehearsal strategies, are unique to oral presentations. Students should use standard English for clarity but recognize when informal language is effective and when technical language is needed. At this culminating level students are required to use classic and contemporary forms of logical argument, including inductive and deductive reasoning and reasoning from analogies.

### Analysis and Evaluation of Oral and Media Communications

Students critique oral presentations, particularly media presentations, to evaluate rhetorical techniques as they relate to the purpose of the presentation, either stated or implied. In addition, they are required to analyze the arguments presented, a skill that requires some direct instruction. They should recognize common logical fallacies, such as false causality, red herrings, and band-wagging. Fallacies are best taught in contrast to standard logical principles of premises and conclusions.

### Speaking Applications

Students are required to deliver polished formal and extemporaneous reflective presentations, oral reports on historical investigations, oral responses to literature, multimedia presentations, and recitations of poems, selections from speeches, or dramatic soliloquies. Except for recitations of poetry, these same types of presentations are targeted in the standards for the eleventh and twelfth grades within the writing applications strand. Even at this level students may find it challenging to deliver oral presentations to a large group. The challenge can be made less frightening and more successful when teachers:

- Allow students to deliver presentations initially to a small group of other students in a

## GUSD High School Course Description

cooperative work group.

- Postpone extemporaneous presentations until after the students have delivered oral presentations from fully written documents. A tactic for teaching students to present extemporaneous—or nearly extemporaneous—presentations is first to make brief outlines of major points on a variety of topics.
- Allow students to present orally a discourse they had originally developed as a written composition. This approach also makes instruction more efficient and encourages a comparison between the same discourse as a written document and as a speech. Students will make some relatively minor changes in their written compositions to make them more effective in speech. For example, they will probably want to break some complex sentences into simpler structures as a general tactic for giving speeches and as an aid to varying intonation.
- Help students develop strong introductions that will capture the interest of their audience.

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: English IV	9. Subject Area: <input type="checkbox"/> History Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation Eng IV	
3. Transcript Course Code/Number 1123	
4. School Gilroy High School	
5. District Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us	10. Grade Level <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
7. City Gilroy	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
8. School Course List Contact Mr. Mark Rose	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13. Recommended Course Prerequisites: English I/I Honors; English II/II Honors; English III/English AP (Junior)	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

By Utilizing the California State Standards for English Language Arts, this class will provide students with an exciting place to read unique pieces of literature, produce written work that will include expository, personal, and persuasive writing, as well as work together in teams in order to complete group projects. Students are expected to take responsibility for their own learning, and if they have any questions or concerns, they should be brought to the attention of the teacher promptly.

# GUSD High School Course Description

## 2. Course Content

<p>1: The Anglo-Saxon and Medieval Periods (449-1485)          Part 1: Tests of Courage          Part 2: Reflections of Everyday Life          Part 3: Attempts at Perfection</p>	<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>▪ Identify alliteration; identify its effects on meaning</li> <li>▪ Identify the tone of narrative poetry</li> <li>▪ Analyze the author’s use of characterization in narrative poetry</li> <li>▪ Gain information about Chaucer by reading nonfiction</li> <li>▪ Interpret the significance of world events on selections from The Canterbury Tales</li> </ul> <p><b>SKILL FOCUS:</b></p> <p>Writing Workshop: Application Essay</p> <p>Grammar: Achieving Sentence Variety, Creating Compound and Complex Sentences</p> <p>Vocabulary: Using Word Origins to Learn New Words, Understanding Words with Multiple Meanings</p> <p>Test Prep: SAT/standardized test strategies (See I.R. pp. 469-501)</p>	<ul style="list-style-type: none"> <li>▪ Historical Background/Timeline</li> <li>▪ Selections from Beowulf (I.R.)</li> <li>▪ From The Iliad</li> <li>▪ From the Exeter Book</li> <li>▪ From A History of the English Church and People</li> <li>▪ Geoffrey Chaucer Author Study</li> <li>▪ From The Canterbury Tales (I.R.)</li> <li>▪ Anonymous Barbara Allen, Get up and Bar the Door</li> <li>▪ From Sir Gawain and the Green Knight</li> <li>▪ From Le Morte d’Arthur</li> <li>▪ (to correspond w/ Arthurian Legend you may wish to bring in Steinbeck’s from The Acts of King Arthur and His Noble Knights—10<sup>th</sup> grade anthology)</li> </ul>
<p>2: The English Renaissance (1485-1660)          Part 1: Aspects of Love          Part 2: A Passion for Power          Part 3: Facing Life’s Limitations</p>	<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and examine the sonnet form</li> <li>▪ Differentiate between the English and Italian Sonnet</li> <li>▪ Identify and examine similes and metaphors as examples of figurative language in poetry</li> <li>▪ Employ strategies for analyzing sensory language in poetry</li> <li>▪ Use strategies for comparing speakers in poetry</li> </ul> <p><b>SKILL FOCUS:</b></p> <p>Writing Workshop: Research Report – British Author (Prose</p>	<ul style="list-style-type: none"> <li>▪ Historical Background/Timeline</li> <li>▪ William Shakespeare: Hamlet</li> <li>▪ William Shakespeare: Sonnets 29, 116 and 130 (I.R.)</li> <li>▪ Choose 2 other authors from this unit besides Shakespeare to teach (focus on objectives)</li> <li>▪ Other Selections from this unit included in THE INTERACTIVE READER:             <ul style="list-style-type: none"> <li>▪ John Milton from Paradise Lost</li> <li>▪ William Shakespeare from</li> </ul> </li> </ul>

# GUSD High School Course Description

	<p>Author)/Weeks 5&amp;6 Finish 1<sup>st</sup> application essay, Weeks 7-9 Assign another application essay prompt</p> <p>Grammar: Using Adverbs and Adverb Phrases</p> <p>Vocabulary: Analyzing Word Parts – Roots</p> <p>Test Prep: SAT/standardized test strategies (See I.R. pp. 469-501)</p>	<p>Macbeth</p>
<p>3: The Restoration and Enlightenment (1660-1798) Part 1: Views of Society Part 2: Arguments for Change Part 3: Revelations about Human Nature</p>	<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>▪ Interpret the interaction between satire and the society in which it is produced</li> <li>▪ Identify and analyze the author’s use of irony in a satirical selection</li> </ul> <p><b>SKILL FOCUS:</b> Writing Workshop: Continue working on college application essays—writing to revision</p> <p>Grammar: Using Adjectives and Adjective Phrases, Using Elements in a Series</p> <p>Vocabulary: Precision in Language, Recognizing Denotations and Connotations</p> <p>Test Prep: SAT/standardized test strategies (See I.R. pp. 469-501)</p>	<ul style="list-style-type: none"> <li>▪ Historical Background/Timeline</li> <li>▪ Jonathan Swift- Author Study</li> <li>▪ Jonathan Swift - A Modest Proposal(I.R.)</li> <li>▪ CHOOSE A MINIMUM OF THREE OTHER SELECTIONS FROM THIS UNIT</li> <li>▪ Selections from this unit included in THE INTERACTIVE READER:</li> <li>▪ Mary Wollstonecraft from A Vindication of the Rights of Woman</li> <li>▪ James Boswell from the life of Samuel Johnson</li> <li>▪ Thomas Gray Elegy Written in a Country Churchyard</li> </ul>
<p>4: The Flowering of Romanticism (1798-1832) Part 1: Seeking Truth Part 2: Embracing the Imagination</p>	<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize and discuss themes and elements of Romantic poetry</li> <li>▪ Identify and examine an author’s use of figurative language (simile, metaphor, imagery, hyperbole, apostrophe, etc.), structure, sound devices and symbols in poetry</li> <li>▪ Interpret the possible influences of the historical context on Wordsworth’s poetry</li> </ul>	<ul style="list-style-type: none"> <li>▪ Historical Background/Timeline</li> <li>▪ Mary Shelley - Frankenstein</li> <li>▪ William Blake from Songs of Innocence: The Lamb, The Little Boy Lost, The Little Boy Found</li> <li>▪ William Blake from Songs of Experience: The Tyger, The Fly, The Sick Rose</li> <li>▪ William Wordsworth Author Study (Tintern Abbey in I.R.)</li> <li>▪ Samuel Taylor Coleridge</li> </ul>

## GUSD High School Course Description

	<p><b>SKILL FOCUS:</b> Communication Workshop: Performance Presentation</p> <p>Grammar: Using Adjectives and Noun Clauses</p> <p>Vocabulary: Homonyms, Homophones and Homographs</p>	<p>Kubla Kahn Samuel Taylor Coleridge The Rime of the Ancient Mariner (some of it is in the I.R.)</p> <ul style="list-style-type: none"> <li>▪ John Keats Ode on a Grecian Urn (I.R.)</li> <li>▪ Other Selections from this unit included in THE INTERACTIVE READER:</li> <li>▪ Percy Bysshe Shelley - Ozymandias</li> </ul>
<p>5:The Victorians (1832-1901) Part 1: Personal Relationships Part 2: New Voices, New Directions</p>	<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and examine the author’s purpose in poetry.</li> <li>▪ Identify and analyze the use of dramatic monologue in poetry</li> <li>▪ Make inferences about a speaker’s attitude</li> <li>▪ Infer meaning in poetry</li> </ul> <p><b>SKILL FOCUS:</b> Writing Workshop: Literary Analysis</p> <p>Grammar: Using Adverb Clauses</p> <p>Vocabulary: Using Context Clues</p>	<ul style="list-style-type: none"> <li>▪ Historical Background/Timeline</li> <li>▪ Robert Browning- My Last Duchess (I.R.)</li> <li>▪ Elizabeth Barrett Browning – Sonnet 43</li> <li>▪ CHOOSE 1 THOMAS HARDY PIECE</li> <li>▪ CHOOSE 1 A.E. HOUSMAN PIECE</li> <li>▪ CHOOSE 1 SELECTION OF CHOICE FROM UNIT</li> <li>▪ The following selections from this unit are found in THE INTERACTIVE READER:</li> <li>▪ Matthew Arnold Dover Beach</li> <li>▪ Gerard Manley Hopkins Pied Beauty/Spring and Fall: To a Young Child</li> </ul>
<p>6:Emerging Modernism (1901-1950) Part 1:New Images of Reality Part 2:Shocking Realities</p>	<p><b>OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>▪ Identify and analyze an author’s use of foreshadowing in short fiction/poetry</li> <li>▪ Identify and examine an author’s use of figurative language (simile, metaphor, imagery, hyperbole, apostrophe, etc.), structure, sound devices and symbols in poetry</li> <li>▪ Infer meaning in poetry/short fiction</li> <li>▪ Identify and analyze how authors create meaning through literary devices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Historical Background/Timeline</li> <li>▪ D.H. Lawrence The Rocking Horse Winner (I.R.)</li> <li>▪ T.S. Eliot Author Study (optional)</li> <li>▪ T.S. Eliot The Hollow Men</li> <li>▪ Choose 1 Yeats poem (Both poems are in the I.R.)</li> <li>▪ Choose 1 novel from Supplementary List (Brave New World recommended)</li> <li>▪ Other Selections from this unit included in THE INTERACTIVE READER:</li> </ul>

## GUSD High School Course Description

	<p><b>SKILL FOCUS:</b> Grammar: Creating Sentence</p>	<ul style="list-style-type: none"> <li>▪ James Joyce – Araby</li> <li>▪ Virginia Woolf – The Duchess and the Jeweller</li> </ul>
	<p>Closers/Creating Sentence Openers</p>	<ul style="list-style-type: none"> <li>▪ T.S. Eliot – Prelude</li> <li>▪ W.H. Auden Musee des</li> </ul>
	<p>Vocabulary: Identifying the Parts of a Word/Learning Ways to Develop Your Vocabulary</p>	<p>Beaux Arts</p> <ul style="list-style-type: none"> <li>▪ Dylan Thomas Do Not Go Gentle into That Good Night</li> <li>▪ Winston Churchill from The speeches, May 19, 1940</li> </ul>
<p>7: Contemporary Voices (1950-Present) Part 1: Appearance and Reality Part 2: Culture and Conflict</p>	<p><b>SKILL FOCUS:</b></p> <ul style="list-style-type: none"> <li>▪ Grammar: Creating Subject-Verb Splits</li> <li>▪ Vocabulary: Understanding Analogies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Historical Background/Timeline</li> <li>▪ CHOOSE A MINIMUM OF THREE SELECTIONS:</li> <li>▪ Penelope Lively At the Pitt-Rivers</li> <li>▪ Doris Lessing A Sunrise on the Veld (I.R.)</li> <li>▪ Muriel Spark The First Year of My Life</li> <li>▪ Margaret Atwood The Moment</li> <li>▪ Ted Hughes The Horses</li> <li>▪ Seamus Heaney Digging</li> <li>▪ Seamus Heaney from Crediting Poetry: The Nobel Lecture</li> <li>▪ Czeslaw Milosz In Music</li> <li>▪ Stevie Smith The Frog Prince</li> <li>▪ Stevie Smith Not Waving but Drowning</li> <li>▪ Harold Pinter That’s All</li> <li>▪ William Trevor The Distant Past</li> <li>▪ Chinua Achebe Civil Peace (I.R.)</li> <li>▪ Wole Soyinka Telephone Conversation</li> <li>▪ Derek Walcott from Midsummer</li> <li>▪ Nadine Gordimer Six Feet of the Country (I.R.)</li> <li>▪ Isabel Allende from Writing as an Act of Hope</li> </ul>

# GUSD High School Course Description

--	--	--

## 3. Course Materials

Core Materials: McDougal-Littell Language of Literature, featuring:

- Beowulf (excerpt) CB101
- The Canterbury Tales
- Assorted short fiction, non-fiction, poetry, and drama
- Hamlet CBSL
- Language Network (grammar text)

Supplemental Materials:

- Brave New World CB101
- Frankenstein CB101
- Heart of Darkness CB101
- Jane Eyre CBSL \*
- Pygmalion
- Film: Branagh, Kenneth Hamlet 1996 MPAA rating PG
- Film: 1997 Jane Eyre, the A&E Television version, MPAA rated G

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Students who are absent will have an amount of days equal to the amount of excused absence days to turn in any missing work. It is the responsibility of the student to approach the instructor for make-up assignments. Those assignments that were missed as a result of any unexcused absences will not be possible to make-up.

### 2. Classroom Rules/Expectations

#### TARDY POLICY

Students who arrive late to class distract both the instructor and the other students. If you have a pass, quietly hand it over and take your seat. If you have a legitimate excuse, please wait until the end of class to clear your tardy. Do not argue or try to explain your tardy during class time. Students with unexcused tardies will not be allowed to take quizzes given at the start of class.

#### CONTRABAND

No food, candy, or drinks other than water in class. Cell phones and personal stereos are not allowed in class.

### 3. Behavioral Management Plan

Students are expected to come to class prepared to learn and to be respectful to each other and the instructor. If a student is off-task during class, for instance, talking while instructions or explanations are being given, the instructor will say, "That's one." If the student gets back to work, that's the end of it. When it's two, the student is to quickly and quietly leave the room and wait outside the classroom door. There are only two types of behavior that will get a student ejected without any warning: Defiance and Disrespect.

# GUSD High School Course Description

- Defiance usually comes down to some simple request, such as, "Please move to another seat." If a student refuses to comply, that's defiance.
- Disrespect takes many colorful forms, including, but not limited to, swearing, glaring, staring, eye-rolling, various and sundry noises, gestures, and the like, directed at fellow students and/or the instructor.

CONSEQUENCES: The nature of the consequence depends upon the offense, but the phone call home is always first. The instructor keeps a written record of all behavior problems and will not write a referral until all other means have been exhausted.

Please read and discuss the syllabus with your parent or guardian. If you have any further questions, contact the instructor via email.

## 4. Homework Policy

The instructor may assign homework at any time during the academic year, including weekends and vacations. The purpose of homework is to help the students develop good work habits and a sense of personal responsibility. For this reason, students must adhere to deadlines for homework assignments. This is a measure of the students' willingness to accept responsibilities. This discourages many students from being absent on the day an assignment is due. Homework will approximate 20% of the student's academic grade.

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including "cuts" and suspensions, will be given at the discretion of the teacher.

See also Board Policy 6154.

## 5. Extra Credit

Extra credit may be given during the academic year, at the discretion of the instructor. At no time shall extra credit assignments comprise more than 5% of the total academic grade. Please keep in mind that extra credit and make up work will not be given in order to raise a grade should a student find himself/herself at the end of the semester with an unsatisfactory grade or failing grade.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

# GUSD High School Course Description

## D. COURSE REQUIREMENTS

### 1. Grading Policy

Grades are based on the percentage of the possible points each student earns. It is the student's responsibility to request make-up work for days missed within one week of his or her return to school.

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

### 2. Course Procedures

Reading –This course encourages the love of reading. Students are expected to read a quantity of books on their own time. The quantity, type, and subject matter of these books are placed at the discretion of the instructor.

Writing -

- Write thesis statements with an argumentative edge and in-text citations
- Write multiple-paragraph essays in the following genres: autobiographical, persuasive, and response to literature.
- Write timed-essays.

Speaking - Students are expected to deliver one speech per semester - one on a book of their choice, and one persuasive speech utilizing some form of media/technology.

MATERIALS

Students are required to bring a three-subject notebook, paper, pen, pencil, and textbook every day. Notebooks may be graded at random times by the instructor, and will be organized as per instructor specifications. Notebook evaluation criteria will be handed out during the first week of class.

### 3. Personal Statement

This course is designed to be an introduction to the literatures written in English in Britain, Ireland, and the British Empire (and the former British Empire). The course will also prepare students for the level of academic rigor they will face in a university setting by reinforcing the utilization of academic vocabulary, writing skills, and speaking skills. Furthermore, the course will build upon, and expand students' understanding and usage of academic English grammar and mechanics.

### 4. Additional Information

- Students should make it a habit to check their own progress in this class, and in all of their courses via the school-loop electronic system. This way they can anticipate assignments, and express concerns over their academic performance with the instructor before it becomes "too late" to repair any problems that may arise.
- Students who do not have regular access to a computer may use the computers provided to

# GUSD High School Course Description

them in the Career Center, and the library before school, after school, and during breaks. Not having access to a computer or a printer are not valid excuses for missing/late assignments.

- Tutoring services are available to students. Information will be given throughout the school year, and students should watch for additional information.

Please email the instructor with any additional questions, comments, or concerns:

Firstname.Lastname@gusd.k12.ca.us

## E. COMPREHENSIVE COURSE NARRATIVE

Standards and Instruction

### Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

2.0 Reading Comprehension (Focus on Informational Materials)

3.0 Literary Response and Analysis

### Writing

1.0 Writing Strategies

2.0 Writing Applications (Genres and Their Characteristics)

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Listening and Speaking

1.0 Listening and Speaking Strategies

b. Speaking Applications (Genres and Their Characteristics)

The standards for the eleventh and twelfth grades are the pinnacle of all the standards for the language arts. Most of the standards at this level are sophisticated extensions of the knowledge and skills previously targeted in the earlier grades. They highlight several interrelationships among the different domains of language arts: reading, writing, written and oral English language conventions, and speaking and listening. The strands to be emphasized at the eleventh-grade and twelfth-grade levels are listed above under the appropriate domains.

Vocabulary Development

Etymology and morphology are the basis for systematically building vocabulary at this level. The standards emphasize using those strategies to attack terms from political science, history–social science, science, and mathematics. Once more, however, issues of teacher responsibility arise in a departmentalized school. English teachers may wonder how much time in English class should be devoted to acquiring the vocabulary of other disciplines. Shared responsibility is obviously an ideal solution. Regardless, English teachers should discuss the etymological and morphological principles that help students' access meaning.

# GUSD High School Course Description

Vocabulary development should occupy a small portion of classroom time in the eleventh and twelfth grades (Beck, McKeown, and Kucan 2002; Stahl and Nagy 2000). Most students should be able to study word derivations independently. Teachers should continue to direct students' attention to external context cues for meaning.

## Reading Comprehension

Informational reading in the twelfth grade is focused on public documents (e.g., policy statements, speeches, debates, platforms). In addition to the documents, public statements contained in formal speeches and informal interviews offer abundant opportunities for students to practice the analytic and evaluative skills described in this standard. Point-of-view essays in news magazines and editorials in newspapers are rich sources of additional instructional materials. The strongest emphasis at the content level is directed to evaluating and verifying facts and arguments. At the structural level students analyze the ways in which clarity of meaning interacts with elements such as word choice, organization, and syntax.

The focus of the standards in this strand relates closely to the standards in writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia presentations); and listening (e.g., identifying logical fallacies in oral arguments). Therefore, instruction should capitalize on those relationships by addressing similar elements from different domains at one time (Snow 2002). To do so contributes not only to efficiency but also to learning about important rhetorical considerations in more depth. For instance, students will understand the elements of persuasion in the greatest depth if they not only read persuasive discourse critically but also employ those elements in their own writing and oral presentations.

By the end of high school, students are expected to be familiar with the purposes and characteristics of the major genres of literature. Reading Standard 3.0, Literary Response and Analysis, identifies the grade-level emphasis as follows: grade seven—prose; grade eight—poetry; grades nine and ten—drama; and grades eleven and twelve—subgenres that span genres, such as satire and parody.

In these culminating years this standard is focused on analyzing the historical genres and literary traditions of American literature and world literature. The traditional emphasis on British literature in the twelfth grade has been expanded to include works from other countries. Some of the novels or selections students read should be drawn from historically or culturally significant works of literature that reflect and enhance their studies of history–social science at this level.

Whether reading American or world literature, students in the eleventh and twelfth grades are expected to:

- Contrast the major literary forms and characteristics of the major literary periods.
- Relate literary works and authors to major themes and issues of their eras.
- Analyze the philosophical, political, religious, ethical, and social influences that have shaped characters, plots, and themes.

Students at this level are expected to achieve more advanced and sophisticated standards. For the more challenging literary concepts, they need clear explanations and elaborations from teachers, together with extensive support throughout the process of acquiring thorough knowledge of such concepts (Snow 2002).

Traditionally, literary evaluation has emphasized quality literature. Although that emphasis should remain, instructional benefits can occasionally be gained from exposure to less worthy examples of literature. For instance, to appreciate fully the concept of satire as a subgenre, students should read an example of satire in which the author has not consistently separated the literal and satirical levels of the discourse.

The standards for both reading comprehension (focus on informational materials) and literary response and analysis require that “by grade twelve students read two million words annually on

# GUSD High School Course Description

their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information” (see pages 222 and 242 in this chapter). Two million words translate to about 11 pages a day or about one 335-page book each month. (Independent reading is discussed in greater detail in the literary response and analysis strand for the ninth and tenth grades.)

## Organization and Focus

Students should demonstrate full knowledge of the basic elements of discourse (e.g., audience) as well as more advanced literary devices, such as irony. They should be able to write well-structured arguments with good support and employ rhetorical devices and visual aids to enhance meaning. Their use of language should be fresh and natural.

## Research and Technology

Students should use a variety of research strategies (e.g., experiments, interviews) and organize research information in systematic ways (e.g., through the development of an annotated bibliography). They should also integrate databases, graphics, and spreadsheets into word-processing documents. Students are likely to need relatively brief but intense and explicit instruction in merging or importing various types of application files into word-processing documents. Although these activities fall into the language arts area of writing, classroom instruction and student activities may take place in a variety of subject-matter classes (Higgins, Boone, and Lovitt 2001; Spandel 2000).

## Evaluation and Revision

Although students at this level should be familiar with all phases of the writing process, the standards focus on revising text to highlight voice, improve sentence variety and style, and enhance subtlety of meaning and tone. The standards within this strand should be addressed as students work on their compositions for the writing applications strand and their presentations for the speaking applications strand.

## Writing Applications

Text structures in this category found at earlier grade levels are fictional, autobiographical, and biographical narratives and responses to literature. In the eleventh and twelfth grades, the standards require students to work with the structures at a more sophisticated level. When appropriate, student texts should be about 1,500 words in length (five to six pages, typed and double-spaced).

Three new types of composition are introduced in the eleventh and twelfth grades. The first type is reflective composition. Although it resembles an autobiography, it focuses on exploring the significance of personal experience or concerns. A critical component is maintaining the appropriate balance between describing an incident and relating it to more abstract ideas. Like autobiographical writing, reflective writing has long been a focus of writing instruction in California’s high schools. Instructional support materials should be readily available to assist the students (Schumaker, Deshler, and McKnight 2002).

Reports on historical investigation, the second type of composition, are new to this standard. Students are required to use primary and secondary sources to compare different points of view regarding a single historical event and explain the reasons for the similarities and differences. This activity is obviously appropriate in history–social science classes as well as in English classes.

The third new type of composition acknowledges the issues of students’ approaching graduation from high school (i.e., filling out job applications and writing résumés). Although conventional style and format are still taught, equal emphasis is given to broader issues of content, such as tone, clarity, and appropriateness for the audience and purpose.

Students will need less initial instruction for familiar writing genres than they will for those

# GUSD High School Course Description

structures introduced at this level. Accordingly, the teacher may wish to:

- Interrelate different standards that address the same text structure when possible. For instance, the standards include both writing and presenting orally a report on a historical investigation.
- Provide models of each text structure, including examples of student writing. Some of the models used may be of lesser quality so that the impact of poor structures on the audience can be demonstrated.
- Identify explicitly for students the critical elements of each text structure. Students are unlikely to have sufficient prior knowledge of the critical elements of a good multimedia presentation, for example. They need to become thoroughly familiar with such elements before they attempt to integrate them into challenging and time-consuming presentations. For instance, it is crucial to resist the temptation to put more emphasis on the “bells and whistles” of a multimedia presentation than on the effective communication of a theme.
- Have students do some cooperative work throughout the varying phases of the writing process to provide additional instructional opportunities and help students achieve a sense of audience.

This standard also requires students to deliver multimedia presentations, a task that clearly integrates reading, writing, and speaking and listening. Students are expected to synthesize information from a wide range of materials, including media sources, and create a culminating presentation that integrates text, images, and sound. Important elements in the process are the selection of an appropriate medium for each component of the presentation and the skillful use of the selected media. To combine the requirements of several standards, students may wish to adapt a composition they have already written for use in the multimedia presentation.

Access to an adequate number of computers and appropriate software is obviously a prerequisite to students’ meeting this standard. In some schools English teachers may need to work with other colleagues and departments to coordinate the use of equipment and training to accomplish this task.

## Written and Oral English Language Conventions

In the eleventh and twelfth grades, more emphasis is given to using standard oral and written language conventions than to teaching them. Students are expected to control their use of grammar, paragraph and sentence structure, and diction. In addition, their written work should be legible and edited to follow standard conventions for spelling, capitalization, and punctuation. Writing should also reflect appropriate manuscript requirements.

For many students explicit instruction will probably be necessary for some of the content in this section. Individual instruction or peer-mediated instruction is appropriate for many students needing remedial work on conventions, such as improvement in legible writing and capitalization (Spandel 2000). Use of individualized instructional software remains a valuable remediation strategy.

## Listening and Speaking Strategies

### Comprehension

At this level emphasis is given to analyzing media presentations of various types (e.g., advertisements, speeches, film, news) to help students recognize the strategies being used to inform, persuade, or entertain.

### Organization and Delivery of Oral Communication

Most of the standards at this level concentrate on structural elements and rhetorical techniques. Some elements and techniques apply to several areas of language arts, such as rhetorical questions, parallelism, concrete images, figurative language, and irony. Others, such as gesture, movement, vocalization, and rehearsal strategies, are unique to oral presentations. Students should use standard English for clarity but recognize when informal language is effective and when technical language is needed. At this culminating level students are required to use classic and contemporary forms of logical argument, including inductive and deductive reasoning and

# GUSD High School Course Description

reasoning from analogies.

## Analysis and Evaluation of Oral and Media Communications

Students critique oral presentations, particularly media presentations, to evaluate rhetorical techniques as they relate to the purpose of the presentation, either stated or implied. In addition, they are required to analyze the arguments presented, a skill that requires some direct instruction. They should recognize common logical fallacies, such as false causality, red herrings, and bandwagoning. Fallacies are best taught in contrast to standard logical principles of premises and conclusions.

## Speaking Applications

Students are required to deliver polished formal and extemporaneous reflective presentations, oral reports on historical investigations, oral responses to literature, multimedia presentations, and recitations of poems, selections from speeches, or dramatic soliloquies. Except for recitations of poetry, these same types of presentations are targeted in the standards for the eleventh and twelfth grades within the writing applications strand. Even at this level students may find it challenging to deliver oral presentations to a large group. The challenge can be made less frightening and more successful when teachers:

- Allow students to deliver presentations initially to a small group of other students in a cooperative work group.
- Postpone extemporaneous presentations until after the students have delivered oral presentations from fully written documents. A tactic for teaching students to present extemporaneous—or nearly extemporaneous—presentations is first to make brief outlines of major points on a variety of topics.
- Allow students to present orally a discourse they had originally developed as a written composition. This approach also makes instruction more efficient and encourages a comparison between the same discourse as a written document and as a speech. Students will make some relatively minor changes in their written compositions to make them more effective in speech. For example, they will probably want to break some complex sentences into simpler structures as a general tactic for giving speeches and as an aid to varying intonation.
- Help students develop strong introductions that will capture the interest of their audience.

# GUSD High School Course Description

## A. COVER PAGE

<p>1. Course Title: English I Honors</p>	<p>9. Subject Area:</p> <p><input type="checkbox"/> History Social Science</p> <p><input checked="" type="checkbox"/> English</p> <p><input type="checkbox"/> Mathematics</p> <p><input type="checkbox"/> Lab Science</p> <p style="padding-left: 20px;"><input type="checkbox"/> Life</p> <p style="padding-left: 20px;"><input type="checkbox"/> Physical Science</p> <p><input type="checkbox"/> Foreign Language</p> <p><input type="checkbox"/> Visual and Performing Arts</p> <p><input type="checkbox"/> Other _____</p>
<p>2. Transcript Title/Abbreviation Eng I Hon</p>	
<p>3. Transcript Course Code/Number 1019</p>	
<p>4. School : Gilroy High School</p>	
<p>5. District: Gilroy Unified School District</p>	
<p>6. School/District Website www.gusd.k12.ca.us</p>	<p>10. Grade Level</p> <p><input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12</p>
<p>7. City: Gilroy, CA</p>	<p>11. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p>
<p>8. School Course List Contact Mark Rose</p>	<p>12. Approved by UC</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>13. Recommended Course Prerequisites: Completion of 8<sup>th</sup> grade English, proficiency (4) CST ELA, 229+ MAP results. Summer Assignment.</p>	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

English I (9th grade) (Meets UC/CSU requirement "B")

English I Honors is a UC approved college preparatory course designed for students who are capable of demonstrating exemplary performance in Language Arts. This standards based education offers opportunities for students who have the motivation, interest and ability to work at a rigorous pace. In conjunction with Global Studies Honors, students will be expected to demonstrate critical thinking skills, depth and complexity of thought, insight, and creativity with exemplary academic success as the goal.

### 2. Course Content

# GUSD High School Course Description

Unit	Genre/Literature Focus	Skill Focus	Selections
1	Part 1: Fiction- Dickens  Great Expectations Parts 2 and 3	Literary Analysis of style, language, devices—tension, characterization, tone, character tags, symbol, metaphor, foreshadowing, repetition, description, detail, humor, satire, themes Historical connections- Victorian England/themes Vocabulary- personal word lists Writing- Character analysis, Literary analysis of theme, Mini Research paper- documentation- research method and procedures	“Great Expectations”  Parts 2 and 3 continuing the summer assignment
1	Part 1: Fiction  Crisis and Conflict	Grammar: Diagnostic and Review Parts of Speech; possessive nouns and pronouns; verb agreement in number. Vocabulary: Understanding context clues Writing: Writing Workshop—Personal Narrative (student poem, “My Marigolds”); Prewriting and revising for sensory detail and precise words.	“The Necklace”  “The Most Dangerous Game”  “Marigolds”
6	Part 1: The Epic  The Odyssey	Grammar: Clauses and Sentence Structures; complex sentences starting with dependent clauses; Revising Sentences—parallel structures. Vocabulary: Researching Word Origins Writing: Writing Workshop—Character sketch; Writing Effective Paragraphs; conflict; citations; peer response (development through descriptive, narrative, informative, persuasive paragraphs).	The Odyssey (Translation by Robert Fagles. To meet time constraints, some chapters will be summarized)
1	Part 2: Poetry  Suspense and Surprise	Grammar: Using Phrases—prepositional; appositives and appositive phrases; verbals: participial, gerund, infinitive phrases. Vocabulary: Analyzing Word Parts—Roots; Investigating Meanings in Figurative Language. Writing: Writing Workshop—Literary Response for Figurative Language and Single Effect.	“The Gift of the Magi”  “The Cask of Amontillado”  “Luxury”; “The Bells”; “Annabel Lee”; “Incident In a Rose Garden”; “O, What Is That Sound?” (poems)

## GUSD High School Course Description

2	<p>Part 1: Nonfiction</p> <p>Journeys of Discovery</p>	<p>Grammar: Writing Complete Sentences—fragments and run-ons.</p> <p>Vocabulary: Informal Language—Idioms and Slang.</p> <p>Writing: Writing Workshop—Reflective Essay; Publication of a writing piece from 1<sup>st</sup> semester.</p>	<p>“A Christmas Memory”</p> <p>“Life Without Go-Go Boots:</p> <p>Lord of the Flies</p>
2	<p>Part 2: Character Development</p> <p>Rites of Passage</p>	<p>Grammar: Using Pronouns—cases, esp. compound constructions; who/whom; antecedents; indefinite number.</p> <p>Vocabulary: Specialized Vocabulary.</p> <p>Writing: Writing Workshop—Opinion Statement connecting LOF theme with modern issue.</p>	<p>Lord of the Flies, cont.</p> <p>“The Seven Ages of Man” (dramatic monologue)</p> <p>“Oranges”;</p> <p>“The Beginning of Something”</p>
3	<p>Part 1: Drama</p> <p>Speaking Out</p>	<p>Grammar: Modifiers; Comparisons.</p> <p>Vocabulary: Prefixes; suffixes.</p> <p>Writing: Persuasion. Communication Workshop—Persuasive Speech.</p>	<p>“Theme For English B”</p> <p>“The Devil and Daniel Webster”</p> <p>“A Poison Tree”</p> <p>“I Have a Dream”</p> <p>Great Expectations</p>
6 3	<p>Part 2: Shakespearean Drama: The Tragedy of Romeo and Juliet</p> <p>Part 2: Style</p> <p>Facing Limits</p>	<p>Grammar: Diagnostic and Review Punctuation.</p> <p>Vocabulary: Homonyms and Words with Multiple Meanings; Learning and Remembering New Words.</p> <p>Writing: Literary Analysis/Contrast essay (Shakespeare and Frost on fate, with models)</p>	<p>The Tragedy of Romeo &amp; Juliet</p> <p>“The Road Not Taken” (poem)</p> <p>“My Wonder Horse/Mi Caballo Mago”</p>

## GUSD High School Course Description

			<p>“To Build A Fire”</p> <p>“A Narrow Fellow In the Grass”</p>
4	<p>Part 1: Theme Family ties</p>	<p>Grammar: Review: phrases. Vocabulary: Interpreting Analogies. Writing: Writing Workshop—Response to Literature.</p>	<p>“The Scarlet Ibis”</p> <p>“The Courage My Mother Had”</p> <p>“Lineage”</p> <p>“My Father’s Song”</p> <p>Bless Me, Ultima</p>
4	<p>Part 2: Author’s Perspective</p> <p>Declarations of Independence</p>	<p>Grammar: Review fragments and run-ons. Vocabulary: Denotation and Connotation. Writing: Writing Workshop—Research Paper (authors).</p>	<p>“Only Daughter”</p> <p>“Metaphor” “A Voice”</p> <p>“The United States Vs. Susan B. Anthony”</p>
5	<p>Part 1: Detective Stories</p> <p>Criminal Minds</p> <p>Part 2: Point of View</p> <p>Illusion and Reality</p>	<p>Grammar: Review clauses. Vocabulary: Investigating Meanings in Figurative Language review; Synonyms, Antonyms, and Homonyms. Writing: Writing Workshop—Short Story; Cause-and-Effect Essay; Publication of a writing from 2<sup>nd</sup> semester.</p>	<p>“The Utterly Perfect Murder:</p> <p>“A Very Old Man With Enormous Wings”</p> <p>“The Open Window”</p> <p>“Beware: Do Not Read This Poem”</p>

### 3. Course Materials

- |  |
|--|
| <ul style="list-style-type: none"> <li>▪ The Language of Literature, McDougal-Littell</li> <li><i>Core</i></li> <li>▪ Great Expectations</li> <li>▪ The Odyssey</li> <li>▪ The Tragedy of Romeo and Juliet</li> <li>▪ Lord of the Flies</li> <li><i>Additional Core</i></li> </ul> |
|--|

# GUSD High School Course Description

- Bless Me, Ultima
- The Miracle Worker
- Language Network (grammar text)
- Supplemental
- A Raisin in the Sun

## 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

Although GHS does have a number of specially designed courses to meet the needs of some of our Special populations (ELD classes, Honors, etc.) the English I Honors course encourages all who are willing to accept the challenge of a rigorous curriculum.

Students who enter the course with special needs will be accommodated. The entire range of methods for helping EL students, etc., is available from teacher modification of lessons to specialized EL materials and tutoring.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including “cuts” and suspensions, will be given at the discretion of the teacher.

See also Board Policy 6154.

### 2. Classroom Rules/Expectations

Classroom rules will be determined by each instructor but will follow and enforce school wide rules.

### 3. Behavioral Management Plan

- 1) The student will have been made aware of the classroom rules and procedures. The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.
- 2) When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- 3) If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - a. Assign teacher detention.

# GUSD High School Course Description

- b. Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- 4) Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Homework in the English I Honors course will be centered around the literary texts in the class, writing and revision of writing assignments, and additional texts assigned.

Homework will be assigned on a regular basis. All homework will be graded according to the individual teacher's grading policy, and will not exceed 20% of the overall grade.

Students in English I Honors can expect a homework/study load of at least 1 – 1 ½ hours per school night.

## 5. Extra Credit

Teachers in the English I Honors class may individually offer extra credit.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

# D. COURSE REQUIREMENTS

## 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

- A- The student has attained excellent mastery of objectives
- B- The student has attained above average mastery of objectives
- C- The student has attained satisfactory mastery of objectives
- D- The student has attained minimal mastery of objectives
- F- The student has not attained minimal mastery of objectives

Each instructor may or may not decide to weight grades by category. For example, essays may be weighted at 20 percent while homework might be ten percent.

# GUSD High School Course Description

## 2. Course Procedures

At the beginning of class, the student is expected to immediately begin academic procedures without prompting from the teacher. This includes being seated and starting beginning activities that are either on the board or overhead without waiting to be told to do so by the teacher. Students are expected to come to class prepared to learn and to be respectful to each other and the instructor.

## 3. Personal Statement

See course syllabus, updated yearly.

## 4. Additional Information

Resources, ancillary materials, instructional support, available through teacher.

## E. COMPREHENSIVE COURSE NARRATIVE

English 1 Honors was the first Honors course offered at Gilroy High School in over ten years. All honors courses had been eliminated approximately ten years before this course was again piloted over much opposition by the then GHS administration. A group of concerned parents were instrumental in bringing the honors pilot program back for a trial. From that beginning, the entire GHS Honors program has evolved to include many different disciplines.

Philosophically, the course was intended to foster creativity and academic excellence. Exploration of new ideas and the development of various means to express those ideas was the broad, over arching objective. Each student's talents, no matter how varied, should be enhanced and other avenues not previously explored should be introduced.

In addition, English 1 Honors was intended to be the springboard into Junior and Senior AP courses. It was hoped and has since bourn out that early exposure to AP curriculum creates increased success over time. This early exposure to AP concepts, skills, and thought process has positive academic impact for later achievement.

For specific projects and course work, please refer to the area entitled "Course Content."

# GUSD High School Course Description

## A. COVER PAGE

1. Course Title: English Honors II	9. Subject Area: <input type="checkbox"/> History Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Lab Science <input type="checkbox"/> Life <input type="checkbox"/> Physical Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Other _____
2. Transcript Title/Abbreviation Eng Hon II	
3. Transcript Course Code/Number 1069	
4. School : Gilroy High School	
5. District: Gilroy Unified School District	
6. School/District Website www.gusd.k12.ca.us	10. Grade Level <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
7. City: Gilroy, CA	11. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent)
8. School Course List Contact Mark Rose	12. Approved by UC <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
13. Recommended Course Prerequisites: Prerequisite-Recommended MAP reading score of 225, 3.5 GPA in English classes, and a genuine interest in reading and writing. Summer Assignment Required.	

## B. COURSE DESCRIPTION/OVERVIEW

### 1. Course Description

English II (10th grade) (Meets UC/CSU requirement “B”)

English II Honors is a course designed for students who are capable of demonstrating exemplary performance in Language Arts. English II Honors will cover the same core works as English II, but at a much faster pace. Students will be expected to read between 30 and 40 pages per assignment, and comprehension quizzes and tests will cover all assigned reading. Supplemental readings and additional activities will prepare students for Advanced Placement Junior English. There will be in-class timed writings as well as multi-paragraph essays and a research paper. This standards-based education offers opportunities for students who have the motivation, interest, and ability to work at a rigorous pace.

# GUSD High School Course Description

## 2. Course Content

Genre/Literature Focus	Skill Focus	Suggested Selections
Fiction	<p>Grammar: Parts of Speech</p> <p>Writing: The Writing Process, Intro to Persuasive Writing</p> <p>Vocabulary: Analyzing Word Parts – Affixes, Context Clues (synonyms, definitions, antonyms)</p> <p>Teaching Focus: Plot, Character, Setting, Theme, Point of View, Making Inferences, Conflict, Foreshadowing, Author’s purpose, Figurative Language, Imagery</p> <p>Other: CAHSEE Prep</p>	<p>“Harrison Bergeron”</p> <p>“By the Waters of Babylon”</p> <p>“The Son from America”</p> <p>“Marriage is a Private Affair”</p> <p>“Love Must Not Be Forgotten”</p> <p>“One Thousand Dollars”</p> <p>Real World Link: Girl Trapped in Water for 55 Hours...”</p> <p>“On the Rainy River”</p> <p>“And of Clay Are We Created”</p> <p>Isabel Allende</p> <p>“Salvador Late or Early”</p> <p>Sandra Cisneros</p>
Expository and Narrative Nonfiction Text	<p>Grammar: The Sentence and its Parts</p> <p>Writing: Persuasive Essay</p> <p>Vocabulary: Analyzing Word Parts, Context Clues</p> <p>Teaching Focus: Autobiography, Biography, Memoir, Essay, Personal essay, Fact and opinion, Theme, Tone, Cause and effect, Persuasive Rhetoric, repetition, parallelism, Style</p> <p>Other: CAHSEE Prep</p>	<p>“Montgomery Boycott”</p> <p>“A Eulogy on Dr. Martin Luther King, Jr”</p> <p>“From Farewell to Manzanar”</p> <p>“Dial Versus Digital”</p> <p>“Through the One-Way Mirror/The Border: A Glare of Truth”</p> <p>“From To Make a Nation”</p> <p>“Getting a Job”</p> <p>“A Celebration of Grandmothers” Rudolfo Anaya</p>
Functional Documents	<p>Grammar: Using Verbs, Subject-Verb Agreement</p> <p>Writing: Business Letter</p> <p>Vocabulary: Specialized Vocabulary</p> <p>Teaching Focus: Reading and analyzing functional documents; following directions, analyzing purpose, understanding structure of functional documents</p> <p>Other: CAHSEE Prep</p>	<p>“Television Advertisements”</p> <p>“Handbook: Reading for Different Purposes”</p> <p>“Handbook: Reading Different Formats”</p> <p>“Handbook: Functional Reading”</p> <p>“Handbook: Business Writing”</p>

## GUSD High School Course Description

<p>Poetry</p>	<p>Grammar: Using Phrases, Using Pronouns</p> <p>Writing: Response to Literature Essay</p> <p>Vocabulary: Understand idioms, Figurative language</p> <p>Teaching Focus: Figurative language and Sound devices-- alliteration, assonance, consonance, rhyme, onomatopoeia, rhythm, simile, metaphor, personification,</p> <p>Other: CAHSEE Prep</p>	<p>“Piano/Those Winter Sundays”          “Sonnet 18”          “Sonnet 30”          “Simile/Mood/ Rondeau Woman”          “Exile”          “Lost Sister”          “Fifth Grade Autobiography/ Remembered”          “Exile” Alvarez          “I Am Not I/Yo No Soy Yo” Jimenez          “Nocturne/Nocturno” Castellanos          “The Street/La Calle” Paz          “Eight Puppies/Ocho Perritos” Mistral          “Tonight I Can Write . . /Puedo Escribir Los Versos” Neruda</p>
<p>Drama</p>	<p>Grammar: Writing Complete Sentences, Clauses and Sentence Structure, Using Modifiers</p> <p>Writing: Literary Response and Analysis</p> <p>Vocabulary: Using word origins to understand meanings, words with multiple meanings</p> <p>Teaching Focus: Conventions of drama, Character, Dialogue, Plot, Dramatic irony, Tragic Flaw, Tragedy, Theme, Rhetoric, Protagonist/antagonist, Characterization, Conflict, soliloquy,</p> <p>Other: CAHSEE Prep</p>	<p>Julius Caesar          Antigone          Macbeth</p>
<p>Author Study</p>	<p>Grammar: Punctuation &amp; Capitalization</p> <p>Writing: Autobiographical Narrative</p> <p>Vocabulary: Understanding Context Clues, Analogues</p> <p>Teaching Focus: Biography, Cause-and-Effect, Style, Tone, Mood, Imagery,</p>	<p><u>Walker:</u>          “Life and Times of Alice Walker”          “Everyday Use”          “Women/Poem at Thirty-Nine”          “On Writing Poetry”          From In Search of Our Mother’s Gardens</p>

# GUSD High School Course Description

	<p>Author's Purpose</p>	<p><u>Steinbeck:</u>          "Life and Times of John Steinbeck"          "The Flood"          "Grapes of Wrath Photo Essay"          From Travels With Charley          "Letter to Edith Mirrielees"          From Nobel Prize Acceptance Speech          Excerpts from:          Of Mice and Men          East of Eden          Cannery Row</p>
<p>Research Unit</p>	<p>Grammar: Finding Information, Evaluating Information</p> <p>Writing: Research paper in MLA Format</p> <p>Teaching Focus: MLA format, Research Techniques, Analyzing different sources (validity, reliability), organization of a position paper, historical context, theme, author's purpose, style, paraphrasing, summarizing, integrating quotes</p>	<p>Night          All Quiet on the Western Front          Animal Farm          Black Boy</p>

### 3. Course Materials

- |   |
|---|
| <ul style="list-style-type: none"> <li>▪ The Language of Literature, McDougal-Littell</li> <li>▪ Language Network</li> <li>▪ Night</li> <li>▪ All Quiet on the Western Front</li> <li>▪ Animal Farm</li> <li>▪ Black Boy</li> </ul> |
|---|

### 4. Universal Access i.e. Special Populations (English Learners, Special Ed., GATE/high achieving students)

<p>GHS does have a number of specially designed courses to meet the needs of some of our Special populations (ELD classes, Honors, etc.).</p> <p>English II Honors also utilizes the latest research-based methodology to differentiate curriculum for all learners.</p> <p>For example, the following strategies are implemented into the English II curriculum:</p> <ul style="list-style-type: none"> <li>▪ Graphic organizers</li> </ul>
--

# GUSD High School Course Description

- Explicit vocabulary instruction
- Scaffolded and differentiated materials
- Note taking strategies (i.e. Cornell Notes, Double-Entry Journals)
- Reciprocal teaching
- Opportunities for enrichment or extension

For advanced learners, English II Honors takes advantage of the latest in educational technology and project-based learning. Students will interact with and learn within the following technologies and domains:

- Online discussion boards (e.g. Blogs, threaded discussions)
- Online collaborative technologies (e.g. Wikis)
- Presentation software such as PowerPoint.
- Podcasting and digitally recorded lectures.
- Digital media and video pertaining to the domain of ELA

Various publishing software with emphasis in document formatting, revision techniques and professional publication.

## C. COURSE POLICIES

### 1. Attendance/Absences/Make-up Work

Make-up tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments, which the student missed during an absence.

Every student will be given an opportunity to make-up work for any assignment missed for full credit during an excused absence. The teacher will determine when make-up assignments will be due. Due dates should be within a reasonable amount of time.

Makeup assignments for work missed during an unexcused absence, including “cuts” and suspensions, will be given at the discretion of the teacher.

See also Board Policy 6154.

### 2. Classroom Rules/Expectations

- Respect yourself and your ability to learn.
- Respect other people.
- Honor other students’ right to learn.
- Expect to succeed academically
- Students will follow all GHS & GUSD policies

### 3. Behavioral Management Plan

- The student will have been made aware of the classroom rules and procedures. The student will also have been made aware of the consequences for violation of classroom rules and procedures. Consequences assigned by the classroom teacher for violations of classroom rules and procedures are to take place outside the normal school day.

# GUSD High School Course Description

- When a problem occurs, the teacher will confer with the student and attempt to resolve the problem.
- If the student does not modify his/her behavior or comply with the consequences the classroom teacher will:
  - Assign teacher detention.
  - Attempt to make phone contact with the parent within three days to discuss the problem and solicit parental assistance in modifying the student's behavior.
- Referral to administration and placement on the appropriate step of the Administrative Discipline Ladder.

## 4. Homework Policy

Homework in the English II course will be centered around the literary texts in the class, writing and revision of writing assignments and additional texts assigned.

Homework will be assigned on a regular basis. All homework will be graded according to the individual teachers' grading policy, and will not exceed 20% of the overall grade. Students in English Honors II can expect a homework/ study load of at least 1 – 1 ½ hours per school night.

## 5. Extra Credit

Teachers in the English Honors II class may individually offer extra credit.

## 6. Academic Honesty

The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, conspire to cheat, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed and act of academic dishonesty shall be subject to district and school-site discipline rules. B.P. 5131.9

# D. COURSE REQUIREMENTS

## 1. Grading Policy

Grades are intended to reflect the student's mastery of course objectives. Every student in every class has an opportunity to earn an "A".

The range of grades will reflect a student's mastery as follows:

- A- The student has attained excellent mastery of objectives
- B- The student has attained above average mastery of objectives
- C- The student has attained satisfactory mastery of objectives
- D- The student has attained minimal mastery of objectives
- F- The student has not attained minimal mastery of objectives

# GUSD High School Course Description

## 2. Course Procedures

Students in English II Honors are expected to arrive on time and to be prepared for class. Respect for others is essential for class discussions and a positive learning environment. Your behavior will be reflected in your citizenship grade. No eating or drinking in class. Planners must be used at all times as passes for leaving class. If you lose your planner, you must purchase a new one for \$5.00.

Students and parents are encouraged to stay on top of homework by using the student planner. Students in English II Honors are also expected to utilize online communication on a regular basis to complete required assignments.

## 3. Personal Statement

See course syllabus, updated yearly.

## 4. Additional Information

Resources, ancillary materials, instructional support, available through teacher.

## E. COMPREHENSIVE COURSE NARRATIVE

English II Honors is designed to give each and every student a strong foundation and background in English rhetoric and literature. Since this is an Honors class, coursework will be much more rigorous and demanding than a traditional English I course. In addition to core readings, students will be required to master basic linguistics, have a working knowledge of the development of the English language, decipher English with knowledge of Latin and Greek, read additional texts, participate in project-based learning and actively act as an integral part in their academic learning community.

Students in the English II Honors program are expected to create compositions of over 1,500 words in length, exercising a working knowledge of rhetorical techniques and critical analysis in several genres: Critical Analysis, Investigatory with MLA citation, Response to Literature, Persuasive, Business Letters, Biographical Narrative and Poetry (both structured and free form). The students will be required to be able to write on demand and revise at least four essays to prove mastery of the persuasive and literary analysis essay.

Students in English II Honors will also be expected to exceed the 1 ½ million words read annually, a goal set by the California Department of Education. Students will be expected to read novels at and slightly above grade level, covering a variety of literary genres such as Fiction, Non-Fiction, Drama, Poetry, Novels and Technical Documents.

Students will further their knowledge of English by exercising an active knowledge of phonology, morphology, semantic variation (including etymology and extensive knowledge of Latin/Greek roots), syntax and general pragmatics. Students will also master the universal deep structure of the English language, knowing in depth the conventions and construction of the English language as well as universal linguistics.

## **GUSD High School Course Description**

Students will ultimately be required to demonstrate mastery and comprehension of all skills stated above with oral and written fluency. Proof of mastery and comprehension will be demonstrated through technology, oral presentations, project-based assessment, collaborative products and individual assignments/assessments.