

Course Title: English 1 (10 Credits)

Course Description:

This course is for entering 9th grade, college preparatory students. English 1 focuses on themes of self-awareness, community awareness, cultural diversity and building critical thinking skills. This course will focus on three of the Big Picture Learning Goals: Communication, Social Reasoning and Personal Qualities, and use a variety of assignments to address each goal fully.

In this course, all topics and units will be covered. A minimum of 50% of the units will be covered in-depth through a variety of instructional experiences that may include: internships, independent projects, workshops, individual and small group seminars, college classes, online courses, field studies, traditional research, written reflections, portfolio investigations, tutoring, student exhibitions, and lectures from outside experts. Each student will continue to develop their writing skills over the course of the four years through their project work and the required writing that accompanies the projects, i.e. project proposals, research papers, works cited pages. Students will receive directed instruction from a credentialed English teacher on formal writing techniques and have a minimum of four essays assessed using appropriate rubrics.

Students will use the textbooks: *Writers Inc*, *Timeless Voices*, *Timeless Themes*, *Gold, Student Edition*, and *Writing and Grammar Communication in Action, Gold, Student Edition* as references and will create a reading list of articles, poems, short stories, essays, novels, research texts (particularly around their internship) and autobiographies with their advisor that seeks to challenge each student. Students reading lists will be individualized; they will be informed by the state reading lists, the students experience, the mentor's recommendations, and the school staff's knowledge. Relevant homework will be assigned for each student to enhance his or her understanding of key concepts involved in the project work and practice particular skills. Students will have access to other standards-based academic texts, the Internet, primary and secondary sources, language tutorials and specialized workshops as well as expertise at their internship site and outside experts as lecturers.

In addition, all students will be expected to complete a minimum of two project-based assignments relating to this course. Along with this project work, students will be required to complete all assigned required reading on a case by case basis and conduct active research embedded in their internship projects centered on the selected topic/s agreed upon by their advisor/teacher and mentor as they relate to the course standards. In keeping with the Big Picture philosophy, academic learning will be linked to student interests and connected to real world experiences. This active learning must include both primary and secondary source analysis and written reflections of these source materials will be expected along with final products for all student work. Students will have access to standards-based academic texts, the Internet, primary and secondary sources, as well as expertise at their internship site and outside experts as lecturers.

Assessment of students will be threefold. First, a credentialed instructor in this subject area will analyze the rigor of the work completed in order to ensure that the learning objectives were addressed with adequate depth. Second, students will demonstrate their skill proficiency and conceptual understanding through quarterly presentations of their portfolios. Students will be asked to discuss the reasoning behind the work they've done, as well as the logic behind sequential steps. Third, each student's advisor will insure breadth of coverage of the standards through assessment of the student's learning plan and detailed project work.

Course Outline:

TOPIC	UNITS	SAMPLE ACTIVITIES & PROJECTS
<p>Reading/ Literary Criticism</p> <p><i>State Standard Detail</i></p> <p><i>2.3 Generate Relevant questions about readings on issues that can be researched.</i></p> <p><i>2.5 Extend the ideas presented in primary or secondary sources through original analysis, evaluation and elaboration.</i></p> <p><i>2.6 Demonstrate use of sophisticated learning tools by following technical elements.</i></p> <p><i>2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.</i></p>	<ul style="list-style-type: none"> ▪ Read and analyze a minimum of <i>five</i> grade level appropriate texts from a variety of genres including poetry, plays, short stories and contemporary literature ▪ Develop an in-depth connection to literature using creative and analytical responses 	<p>-Books and authors students may read include, but are not limited to, <u>The Power of One</u> by Bryce Courteny, <u>Into Thin Air</u> by Jon Krakauer, <u>The Cask of Amontillado</u> by Edgar Allen Poe, <u>Romeo and Juliet</u> by William Shakespeare, <u>To Kill A Mockingbird</u> by Harper Lee, and selections from Langston Hughes, Robert Frost, Tennessee Williams.</p> <p>- Book projects that are artistic expressions of the material including; illustrated scenes from the novel, creative writing responses, rewriting the ending of the book and poetry responses. Book critiques and summaries. Dramatize a play. Write a screen play of a short story. Orally recite poetry.</p> <p>-Students keep journals and portfolios of quotations from multiple authors on the same themes: the self in society, symbolism of love, the use of metaphor. From this, they would write short analytical essays comparing and contrasting the viewpoints and methods.</p>
<p><i>3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</i></p>	<ul style="list-style-type: none"> ▪ Understand the appropriate use of different texts for different purposes ▪ Recognize and understand the use of literary devices (e.g. foreshadowing, flashbacks, character development and irony) 	<p>-Use periodicals, academic journals, textbooks, historical texts, internet sources and other resources for research and project work.</p> <p>- Write a brochure for an internship project presenting draft options for different audiences.</p> <p>- Write a newsletter or other marketing material for the internship site or for a non-profit looking to expand the knowledge of their mission.</p> <p>- Write character analysis of major characters and the interactions between them. Analyze the role of minor characters and the role they play in plot development. Use a Venn diagram to compare and contrast the major characters. Write short stories using irony and satire. Rewrite Old English into modern English as a way of understanding satire.</p>

<p>Writing</p> <p><i>State Standard Detail</i></p> <p><i>1.1 Establish a controlling or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</i></p> <p><i>1.6 Integrate quotations and citations into a text while maintaining the flow of ideas.</i></p> <p><i>1.7 Use of appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those style manuals.</i></p> <p><i>2.0 Students combine the rhetorical strategies of narration, exposition, persuasion and description to produce texts of at least 1,500 words. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in 1.0.</i></p> <p><i>2.5 Write job applications and résumés</i></p>	<ul style="list-style-type: none"> ▪ Write a minimum of <i>four</i> formal essays to demonstrate the ability to develop and defend an argument. Utilize formal peer editing and revision techniques, creating final drafts at a high level of proficiency. ▪ Demonstrate the ability to write in an organized fashion, how to formulate a thesis, integrate quotes into the text, and create a works cited page ▪ Write business letters and business documents ▪ Demonstrate an increased understanding of writing conventions including; spelling, use of precise language, correct verb tense, as well as an increased writing level ▪ Revise written work taking multiple documents through the full writing process 	<p>-Write a minimum of four formal essays from each of the following modes: interpretive, research paper, compare/contrast, argumentative, and persuasive, including a works cited page. A minimum of two of these essays must show an analysis of literature.</p> <p><i>-Write a five page research paper that investigates areas of each project using the MLA format for documentation.</i></p> <p>- Learn and use MLA format when writing formal responses. Use a variety of resources when writing formal papers and integrate quotes into the work. Write a sample works cited page to understand the technical aspects. Refer to a writers guide to help understand the MLA format.</p> <p><i>-Write a letter of inquiry, solicitation, invitation, resume, and/ or thanks that align to the internship process at the school and allow the students to authentically present themselves clearly and professionally in writing.</i></p> <p>- Use online grammar program for improving writing convention. Make use of workshops designed to address problems with writing conventions. Write multiple drafts of essays and written papers that show improvement in previous errors. Write a minimum of three times per week in a journal on personal and teacher generated prompts. Write reflective narratives.</p> <p>- Use and understand a rubric to self -evaluate and/or peer edit written work. Use a rubric to identify problems in writing mechanics. Work with an English teacher to revise and critique written work.</p>
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<p>Speech</p> <p><i>State Standard Detail</i></p> <p><i>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</i></p> <p><i>1.7 Use props, visual aids, graphs and electronic media to enhance the appeal and accuracy of presentations.</i></p>	<ul style="list-style-type: none"> ▪ Develop an awareness of the preparation and technique necessary to be an effective speaker ▪ Publicly exhibit student work three times a year to a panel of adults and peers ▪ Participate as a panelist 	<p>-Read, watch or listen to a variety of speeches by famous people. Analyze the techniques the speakers use that make an impact with the audience. Study the use of gesture, voice projection, articulation and posture in effective speaking. Use note cards, and practice in a small group setting. Present the Who Am I Project to advisory.</p> <p>- Create a 45 minute formal presentation using PowerPoint. Presentations will include a packet of information, a panel consisting of peers, parents and teachers.</p> <p>- Students will participate as a panelist in multiple mixed grade level exhibitions. Students will develop critical thinking skills, the ability to give constructive feedback and assess student presentations.</p>
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Learning Outcomes. The student will be able to understand:	Learning Activities and Projects that address the stated Learning Outcomes (Be sure to include how mastery of the learning outcomes will be evaluated):	How Standard was Met	Grade for Topic	Advisor Initials	Date Year Tri.
1. Reading					
2. Literary Criticism					
3. Formal writing techniques					
4. Speech					

Key:

Internship = LTI Independent Project = IP Workshops = W Advisory = A College Classes = CC Online Courses = OC	Summer School = SS Field Studies (day trips, summer travel) = FS Pick Me Ups / Lecture = L Test = T Interviews = IV
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Date Code: Number of the quarter, and the year (for example: Q1 0405)