

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • October 13, 2011 (5-L-6)
AGENDA**

I. Welcome**II. Approval of September, 2011 Minutes****III. Additions to/Approval of the Agenda****IV. Curriculum Guides/Courses**

Note: Any revision to the curriculum guide requires the curriculum guide to be brought forward for approval with the revised document.

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|-------------|--|
| Information | A. Art Studio – Blevins, Jones |
| Information | B. AP 2-D Design – Blevins, Jones |
| Information | C. Literature Survey – Potter, Hardgrave & Dull |
| Action | D. English 1 Guide & Pacing Guide – Potter, Hardgrave & Dull |
| Action | E. English 2 Guide & Pacing Guide – Potter, Hardgrave & Dull |
| Action | F. English 3 Guide & Pacing Guide – Potter, Hardgrave & Dull |
| Action | G. Racquet Sports – Hartman |

Tabled ***Tabled Curriculum Guides/Courses (none)***

V. Textbooks

New textbooks or new editions of a textbook require the curriculum guide to be brought forward for approval with the revised document.

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| Action | A. Anatomy/Physiology Honors – Mizner, Hendricks |
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Tabled ***Tabled Textbooks (none)***

VI. Discussion/Reports

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| A. | Intel-Assess/Illuminate Education |
| B. | Course Catalog 2012-2013 Review & Discussion |
| a. | Business II (SP) |
| b. | Fundamentals of English 3 & 4 (credits) |
| c. | Concert Band & Percussion |
| d. | Other |

VII. Updates**VIII. 2011-2012 Curriculum Committee Meeting Dates at the District Office**

October 13, 2011

- Course Catalog 2012-2013 review begins
- Submit changes to course prerequisites for Curriculum Committee and Board approval
- Begin process for new textbook proposals

November 10, 2011

- Last meeting to submit new course proposals

December 8, 2011

- December 1—Schedule all first semester finals in Measures.
- Last meeting to approve changes to the Course Catalog

January 12, 2012

- Last meeting for new textbook proposals for information

February 9, 2012

March 8, 2012

- Last meeting for new textbook proposals for approval

April 19, 2012

May 10, 2012

- May 1—schedule all second semester finals in Measures
- Submit purchase orders for approved and replacement textbooks for next year

**Hanford Joint Union High School District
Curriculum Committee Meeting
District Office • September 8, 2011 (5-L-6)**

MINUTES

- I. Welcome** – Bill opened the meeting at 11:57 a.m. and welcomed everyone. Introductions were done.

Voting Members Present: Sandra Dawson, Janice Ede, William Fishbough, Cheryl Silva, Ward Whaley, Gary Marr, Joy Santos, Brian Combes, Patrick Hendricks, Nancy Dixon, Gaynl Potter, Cheryl Hunt, Denine Jones, Nancy Nagatani, Brian Neves, Michele Revious-Uhlik, Ellice Blevins, Renee Booth, Tim Caudillo, Myndi Hardgrave, Sandy Johnson, Vicki Mizner, Bobby Peters, Josephine Rebman, Ana Gonzalez, Brian Dull and Roger Hartman.

Non-voting Members Present: None

Visitor(s) Present: None

- II. Approval of May, 2011 Minutes** – With no corrections, Vicki motioned to approve the minutes and Cheryl H. seconded the motion. The minutes were unanimously approved.

- III. Additions to/Approval of the Agenda** – With no additions to the agenda, Bobby motioned to approve the minutes and Roger seconded the motion. The agenda was unanimously approved.

IV. Curriculum Guides/Courses

Bill asked members to please honor the agenda item submission deadlines and assure that all items submitted have been site approved.

- | | |
|-------------|---|
| Info Only | A. Digital Communication – Bobby presented this KROP course being offered at HWHS this year. As it is a KROP course, it is presented as information only. He noted the course contains modern program applications and up to date marketing skills. The course will use the Kings County Office of Education KROP curriculum guide. |
| Info Only | B. Public Safety – Roger presented this KROP course that will be offered at SPHS in 2012-2013. As it is a KROP course, it is presented as information only. The course will contain one semester of each law enforcement and fire training and we are sharing a teacher with Lemoore High School. We are currently in negotiations with COS on facility use. The teacher will be fully funded through KROP. The course will use the Kings County Office of Education KROP curriculum guide. |
| Information | C. Honors U.S. History –Roger noted that SPHS is now offering AP U.S. History; therefore, there is no need for this guide. This item will be removed from the agenda. |
| Information | D. English 1, 2 & 3 Guides & Pacing Guides – Gaynl and Myndi noted the English department worked together to create these revised curriculum and pacing guides to align with new focus and CST standards. Sites are now in agreement on what is being taught in each classroom. These items will return in October for action. |
| Information | E. Racquet Sports – Roger presented this proposed new SPHS course. He noted it will be a PE elective for juniors and seniors with the prerequisite of successful completion of PE 1 and execution of the fitness tests (passing 5 out of 6). The course will offer advanced skill development that relates to lifelong skills and individual sports that can be played throughout life. Bobby shared some concern relative to specialized classes. Renee voiced concerned about drawing away from other elective classes. Bill noted that as with all electives, class enrollment targets must be met. This item will return in October for action. |
| Action | F. ASL 1 – Joy presented this guide which returned from the May 2011 meeting as presented. She noted the guide was revised to correlate with a new textbook. Cheryl H. motioned to approve this item and Nancy N. seconded the motion. These items were unanimously approved and will be forwarded to the Board for approval. |

Tabled

Tabled Curriculum Guides/Courses

- Earth Science A (no guide) —Nancy D. noted that an Earth Science A guide is not being requested by HH. Bobby stated he will have Annie Jorgens write this curriculum guide as she is teaching the course. He noted the course is being taught at HW this year and they follow the regular Earth Science curriculum guide at a slower pace. We will remove this item from the agenda until it is completed and ready to come before the committee.

V. Textbooks

Information A. Anatomy/Physiology Honors – Vicki and Patrick presented this new textbook and noted this new edition is more inclusive and contains much more concise information. It is also much more student friendly. As with all textbooks, purchase will be pending funding availability. This item will return in October for action.

Tabled

Tabled Textbooks

- Honors World History – Michele requested we pull this textbook off of the agenda as the department has other courses in greater need of a new textbook.

VI. Discussion/Reports

Bill congratulated everyone on our improved API scores. SP scored 752 with a target of 6 and gained 67; HHS scored 743 with a target of 5 and gained 8; and HWHS scored 728 with a target of 8 and gained 20. He noted this would not be possible without much effort on the part of staff, admin and students and thanked all for their continued perseverance.

- A. Transcripts – Cheryl H. noted geography is still listed on our transcripts even though it is no longer a requirement; therefore showing “requirement not met”. We will change it to elective credit and have IT make the change in Aeries.
- B. Intel-Assess & Illuminate Education – Nancy N. shared the benchmarks have been pushed over to Illuminate Ed. We are determining what material should be and/or needs to be shared with all staff in order to keep tests secure. She is working with the company on this to assist with our decision. Nancy requested that teachers send her all tests (without any markings), answer document and standards. Due to time constraints, the six week benchmark will not consist of multiple versions. Nancy asked members to let their staff know that they will not be reimbursed for purchasing page protectors this year. If teachers purchase these, it will be at their own expense. She will create a quick cheat-sheet on how to process answer sheets and email out. Bill stressed the need to keep tests secure. Testing secretaries have full access to Intel-Assess and are preparing copies for Intel-Assess benchmarks. Cheryl S. noted the District recently ordered 25 additional document cameras so that each classroom will have a camera. Traveling teachers will not need to transport them. Brian asked if those benchmarks that did not transfer over from DataWise will require a new sign-off form. Bill stated not if they use the same benchmark that was in DataWise. Any new benchmarks will require a new form with all applicable signatures. Cheryl H. inquired as to when teachers will have access to create quick-check assessments. Discussion ensued and Bill noted we continue to work on this evolving process.

VII. Updates

VAPA - Denine noted the HHS Drama Club will be presenting The Diary of Ann Frank and they are hosting a Car Wash in the Douty parking lot this Saturday.

PE – Brian shared that about 100 HH PE students will participate in the Kings River clean-up on Saturday, September 17, from 9 to 12. KART has donated buses to transport students and a BBQ lunch will be provided. They will also appear on Great Day on September 12.

HHS – Cheryl H. shared Back to School Night was successful. Students and staff are doing a great job with modified campus with lunch time activities in full swing. Enrollment is currently at 1530. They are working through their WASC process with a report ready in December.

HWHS – Bobby noted HW football has been invited to appear on ABC 30 AM Live for the Dog Bowl. Their Back to School Night was well attended with about 500 parents present. He shared modified campus is going very well and noted it actually looks like it has been going on forever. Bobby feels that it is getting students more connected to their school.

EFJ/HAS – Gary noted EFJ's Back to School Night was this week with higher attendance than in year's past. They continue to work on WASC.

SPHS – Roger noted their Back to School Night is scheduled for next week. SP hosts its first varsity football game this week in the bowl. Enrollment is currently at 667.

Ed Services & HR – Ward noted Ed Services is working on setting up SES for HW and HH and that a provider fair will be held at each site in the near future. He expects to receive more SES applications than we have funding for. Students with the most academic need along with income will be criteria for selection. He hopes to have the SES program running by the third week of October. The new Educational Services Administrative Assistant, Irma Castillo, began today. HR working on getting final staffing out to sites in food services and security.

Assistant Superintendent – Cheryl S. asks for patience with the IT department. She noted they had a big summer of equipment installations. Because of this, some of the normal preventative work was not able to be completed. She requested that sites let her know if they have any urgent needs. Myndi noted that many teachers do not know how to use the newly installed classroom projectors. Cheryl S. asked her to submit a work order and she will have Richard follow-up. She noted the possibility of using a Wednesday morning to provide tutorial for staff.

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April 19, 2012

May 10, 2012

- Submit purchase orders for approved and replacement textbooks for next year

The meeting was adjourned at 1:00 p.m.

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE**

I. COURSE NAME:	Art Studio
Grade Level:	11-12
Prerequisite:	Art 1 plus Drawing and/or Painting
Duration:	One year (2 semesters)
Credit:	Elective Credit
Guide – Board Adoption:	April 2003; Revised: October 2011
Course Articulation:	No
Text – Board Adoption:	(supplemental texts only)
Textbook Name:	n/a
Publisher:	n/a
Publication Year/Edition:	n/a
ISBN – Student Text:	n/a
ISBN – Teacher Text:	n/a

COURSE DESCRIPTION

This independent study course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the general supervision of the teacher approving his/her program of study. Students may take art studio with the intent of building their portfolio and take AP Studio Art at another time or consecutively. Students may also take Studio Art without the intent of going further into AP Studio portfolio development but as an independent studio class.

CENTRAL INTELLECTUAL PURPOSE

Communications

Reading

Comprehension as shown through discussion and written work involving research, description, and critiques

Writing

Analysis, research paper, critique, and reflective writing on each subject

Speaking

Class/group discussions of student and artists' works
Oral reports

Visual

Art projects, thumbnail sketches, 2-D and 3-D works

Critical Thinking/Problem Solving

Designing and creating original visual projects using the Elements of Art and the Principles of Design

Creative use and modification of traditional materials and equipment

Innovative approaches to nontraditional materials

Learn to see objects both in and out of context to enhance the visualization process.

Research

Utilize various resources from library, computer network, classroom archives (books, posters, CDs, slides, etc.) and community resources.
Visual research documented through sketchbooks, visual studies, and personal photo archives.

Technology

Use of computer and Internet resources on campus and in other locations
Use of a variety of tools and equipment to produce a primary work of art

Ethics

Knowledge of and adherence to school and classroom rules
Original ideas and plagiarism
Viewing and presentation ethics

IV. CONTENT / TIMELINE / PERFORMANCE STANDARDS

Refer to *The College Board Advanced Placement Program: Studio Art* (May 2003) and the *California State Standards – Visual Arts – Grades Nine Through Twelve*, (California Department of Education, 2001)

A comprehensive visual arts program will offer systematic, explicit instruction and skills development while meeting the above standards. Since the Standards are not intended to describe a full visual arts curriculum but to reflect the essentials that proficient students should know and be able to do by the end of each specified grade span, *the choice of projects and supplemental materials designed to meet these standards may be modified by individual teachers.*

Note: All written work in this course addresses 9th-10th Grade English Language Arts Standards for writing. Exit Exam standards are underlined.

- W 1.1 Establish a controlling impression 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.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.4 Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

FIRST SEMESTER

(First Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language •Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures.
- Guided Interaction Content knowledge: Clarify expectations, outcomes, & procedures related to tasks for flexible group activities.
- Meaning-Based Context & Universal Themes Content knowledge: Use associated types of “realia” meaningful or familiar to students to affirm the appropriate context for using new language.

- Metacognition & Authentic Assessment Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.

I. Introduction to Studio Art

The student will:

Understand the goals for Studio Art and the goals for AP 2-D Art which students may take the following year. Encourage Creative as well as systematic investigation of formal and conceptual issues

- Emphasize making art as an ongoing process that involves the student in informed and critical decision-making
- Develop technical skills and familiarize students with the functions of the visual elements
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art

Compare the three types of portfolios offered for Advanced Placement:

1. Drawing Portfolio
2. 2-D Portfolio
3. 3-D Portfolio

Understand the components of each portfolio:

Quality, Concentration, and Breadth

Activity: Lecture/Discussion on above topics. Class will make a chart comparing components of each portfolio

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.6A Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

The student will:

Understand copyright laws concerning legal use of images, compilations and derivations of artwork
Investigate Studio and AP student artwork and famous artworks for areas of interest

Activity: Use computer, classroom, and library resources to complete the worksheet: “Legal Use of Images, Compilations, and Derivations”

Activity: Use computer, classroom, and library resources to complete the worksheet: “Areas of Interest for Concentrations”. Sketch ideas and make notes in sketchbook.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of artwork.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

II. Portfolio Planning (Most activities to be done on an individual basis with teacher)

The student will:

Evaluate their artworks from previous art classes and areas of interest to choose those appropriate for one of the portfolios

Know and use the Four Steps for Art Criticism (Description, Analyze, Interpretation, and Judgment) to write a commentary for each portfolio piece selected

Activity: Bring in a minimum of three 3 previous artworks considered to be personal bests. Critique one artwork verbally with class/teacher using Four Steps for Art Criticism

Activity: Write critiques for the two other artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.

4.5 Construct a rationale for the validity of a specific work of art – one that fall outside their conceptions of art.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

Know which of the three portfolios they will complete

Know what materials are accepted for their chosen portfolio

Know and explain choices of technique, medium, style, form subject, and content to be used for concentration component of portfolio

Activity: Using the AP Studio Art book and teacher-generated form, write down chosen Portfolio, Subjects for Concentration and Breadth, first artworks planned for accomplishing the portfolio. Discuss technique, medium, style, etc. with teacher.

Activity: Create a series of sketches in sketchbook to show artworks for Concentration and Breadth in chosen portfolio

Possible Solutions for Concentrations for Drawing Portfolio:

- A series of expressive landscapes based upon personal experience of a particular place
- Abstraction developed from cells and other microscopic images
- A series of self-portraits with a specific theme
- Interpretive self-portraiture and figure studies that emphasize exaggeration and distortion

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.

2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

2.5 Use innovative visual metaphors in creating artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.3 Prepare portfolios of their original artwork for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection).

- A personal or family history communicated through the content and style of still-life images
- A project that explores interior or exterior architectural space, emphasizing principles of perspective, structure, ambiance created by light, etc.
- A figurative project combining animal and human subjects – drawings, studies, and completed works
- An interpretive study of literary characters in which mixed media, color, and form are explored

- The use of multiple images to create compositions that reflect psychological or narrative events

Possible solutions for Breadth (12 slides from one theme) in the Drawing Portfolio:

- The use of various spatial systems, such as linear perspective, the illusion of 3-D forms, aerial views, and other ways of creating and organizing space
- The use of various kinds of content, such as that derived from observation and expressionistic viewpoint; imaginary or psychological imagery; social commentary; political statements; and other personal interests

1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

1.2 Discuss a series of their original works, using appropriate vocabulary of art.

1.3 Analyze their works as to personal direction and style.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2A Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

Career and Career-Related Skills

5.3A Prepare portfolios of their original artwork for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection).

- The use of various subjects, such as the human figure, landscape, still-life objects, etc.
- The use of pencil, brush, crayon, pastel, charcoal, pen and ink, paint, markers
- The use of monotype and other printmaking processes, markers, collage, montage, and other media and techniques

Section II and III may not contain slides of the same work.

Possible Solutions for Concentrations for the 2-D Portfolio:

- Design and execution of a children's book
- Development of a series of identity products (logo, letterhead, signage, etc.) for imaginary business
- Political cartoons using current events and images

- A series of works that begin with representational interpretations and evolve into abstraction
- An exploration of pattern and designs found in nature and/or culture
- A series of landscapes based upon personal experience of a particular place in which color and composition are used to intensify artistic expression
- Abstractions developed from cells and other microscopic images
- Interpretive portraiture or figure studies that emphasize dramatic composition or abstraction
- A personal or family history communicated through symbols or imagery
- A series of fabric designs, apparel designs, or weavings used to express particular themes
- The use of multiple modules to create compositions that reflect psychological or narrative events

Possible Solutions for Breadth for 2-D Portfolio:

- Color organization using primary, secondary, tertiary, analogous, or other color subsets for an interior or exterior design
- Artworks that demonstrate the application of color theory, such as those embodied in Fauvism, Expressionism, and Color-Field painting
- Positive/negative (figure/ground) relationships in the rural, suburban, or urban landscape
- Color or design related to psychological, historical, or narrative events
- Development of a modular or repeat pattern for fiber or fabric
- Typographic organization, layout, or logo for a blues, jazz, classical, or rap CD
- Graphic designs for school theater productions, yearbooks, etc.
- Abstractions from the natural world or the urban environment
- Self-portraiture in the guise of a favorite industrial product
- Color symbolism used in an autobiographical diptych or to extend a narrative
- Design for a better and more humane mousetrap

Section II and Section III may not contain slides of the same work.

Possible Solutions for Concentration for 3-D Portfolio:

- A series of 3-D works that begin with representational interpretations and evolve into abstraction
- A series of site-specific works that transform existing form or space
- Abstractions developed from natural or mechanical objects
- Interpretive portraiture or figure studies that emphasize expression and abstraction
- A personal or family history communicated through the content and style of narrative or poetic assemblage
- A series of architectural models for homes, public buildings, or monuments
- Assemblages that juxtapose the coarse and refined qualities of a material
- A ceramic project in which wheel-thrown and hand-built vessels demonstrate inventive thinking and proficiency with form
- The use of multiples/modules to create compositions that reflect psychological or narrative events
- A series of sculptures that explore the relationship between interior and exterior space

Possible Solutions for Breadth for 3-D Portfolio:

- Formal work that embodies line, plane, mass, or volume
- Work that demonstrates modular development
- Work that uses light or shadow to determine form, with particular attention to surface and interior space
- Work that demonstrates an understanding of symmetry, asymmetry, balance, anomaly, and rhythm
- Work that focuses on transitions, such as organic to mechanical
- Assemblage or constructive work that demonstrates transformations of material or identity
- Work that demonstrates an integration of color, texture, and form

Section II and Section III may not contain slides of the same work.

(Second Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Respectfully distinguish differences between primary language use & standard academic English.
- Guided Interaction Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic

language in speaking/listening, reading & writing.

- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.

Activity: Using sketchbook drawings begin translating drawings into chosen medium.

(Third Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Respectfully distinguish differences between primary language use & standard academic English.
- Guided Interaction Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.

Activity: Continue to execute artworks from sketchbook drawings.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

Activity: Learn techniques for taking slides, develop, and place in portfolio.

Activity: Write commentary for finished artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

- 4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.
- 4.5 Construct a rationale for the validity of a specific work of art – one that falls outside their conceptions of art.
- 4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

SECOND SEMESTER

(First Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Introduce new concepts via essential academic vocabulary.
- Explicit Instruction: Teach essential grade-level concepts & build students' background knowledge as needed.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.

Activity: Continue working on portfolio requirements making sure to check the number of artworks needed for that particular concentration.

2.0 CREATIVE EXPRESSION *Creating, Performing, and Participating in the Visual Arts Skills, Processes, Materials, and Tools*

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

(Second Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Support students to distinguish word meanings, & their uses for subject-specific tasks & Lang. Skills.
- Explicit Instruction: Structure multiple opportunities or peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Modeling, Graphic Organizers, & Visuals Content knowledge: Model how to complete tasks.

Activity: Continue on portfolio artworks.

2.0 CREATIVE EXPRESSION *Creating, Performing, and Participating in the Visual Arts*

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

Activity: Take slides frequently, develop, and place in slide sleeves for portfolio.

(Third Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development As students progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & writing.
- Explicit Instruction: Follow contextualized introduction & explicit modeling of language use with repeated practice.
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.
- Modeling, Graphic Organizers: Provide enough time to complete tasks, appropriate feedback, rubrics, & models to guide students' self-assessment.

Activity: Continue on portfolio artworks.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

Activity: Take slides frequently, develop, and place in slide sleeves for portfolio.

Activity: Continue to write commentary for each artwork as finished.

Activity: Choose slides for Quality component for chosen Portfolio (5 slides for Drawing or 2-D Design , 10 for 3-D)

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of artwork.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

(Portfolios are usually due sometime around the first week of May, so plan to finish on time to get to Curriculum Office in time for mailing.)

STUDENT ASSESSMENT

- A. Student generated projects, writing, quizzes, tests, and final AP Portfolio projects
- B. Portfolios
- C. Rubrics to grade projects/writings by teacher & student
- D. Student critiques of in-progress & completed work

INSTRUCTIONAL TECHNOLOGIES AND MATERIALS/SOFTWARE

The textbooks, materials, and technologies meet the state standards for this content area.

- E. Supplemental text
 - 1. *Art Through the Ages* – Gardner
 - 2. *Drawing on the Right Side of the Brain* – Edwards
 - 3. *The Natural Way to Draw* – Nicholaides
 - 4. *Artforms* – Preble
 - 5. *Art Fundamentals* - Ocvirk
 - 6. *Visual and Performing Arts Framework for CA Public Schools* (1996)
 - 7. *National Standards for Arts Education* (1994)
 - 8. *History of Art* - Janson
 - 9. *Various other texts as needed*
- F. Classroom library
 - 1. Periodicals
 - a. *Art In America*
 - b. *American Art Review*
 - c. *Art Forum*
 - d. *Ceramics Monthly*
 - e. *Pottery Making*
 - 2. Art History texts and technique books for reference
- G. Videos
 - 1. *Masterworks of Painting*
 - 2. *History of Art – Robert Hughes*
- H. Classroom slide library
- I. Internet resources:
 - 1. <http://apcentral.collegeboard.com>

2. apexams@info.collegeboard.org
3. <http://lcweb.loc.gov/copyright/>
4. www.copyright.gov/title17/92chap1.html#102

LEARNING MODALITIES

Student activities suggested below are derived from Gardner's Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

- Oral discussions/reports
- Oral part of demonstrations
- Oral readings

LOGICAL/MATHEMATICAL LEARNER

- Sequential instructions in writing
- Timeline
- Computer research
- Visual logic – grouping into definable sets of visual information
- Mathematics of perspective/proportion (Golden Mean)

SPATIAL LEARNER

- Drawing and paintings
- Charts
- 2-D and 3-D displays
- Collages
- Exploration of spatial relationships

MUSICAL LEARNER

- Music of period of study
- Relation of rhythm and pattern in music and visual arts

BODILY-KINESTHETIC LEARNER

- Demonstrations
- Tool and material manipulation
- Student modeling within figure drawing

INTERPERSONAL LEARNER

- Discussions
- Cooperative/collaborative learning projects
- Peer help on projects

INTRAPERSONAL LEARNER

- Written reports
- Portfolio observations
- Personal images used in work
- Self Portraits

**Hanford Joint Union High School
DISTRICT CURRICULUM GUIDE**

I. COURSE NAME:	AP 2-D Design
Grade Level:	11-12
Prerequisite:	Art 1 plus Drawing and/or Painting
Duration:	One year (2 semesters)
Credit:	Elective Credit (or AP Studio Art)
Guide – Board Adoption:	April, 2003; Revised: October, 2011
Course Articulation:	n/a
Text – Board Adoption:	(supplemental texts only)
Textbook Name:	n/a
Publisher:	n/a
Publication Year/Edition:	n/a
ISBN – Student Text:	n/a
ISBN – Teacher Text:	n/a

COURSE DESCRIPTION

This independent study course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the general supervision of the teacher approving his/her program of study. Students may choose to submit a portfolio for evaluation by the AP Board at the end of the year.

CENTRAL INTELLECTUAL PURPOSE

Communications

Reading

Comprehension as shown through discussion and written work involving research, description, and critiques

Writing

Analysis, research paper, critique, and reflective writing on each subject

Speaking

Class/group discussions of student and artists' works
Oral reports

Visual

Art projects, thumbnail sketches, and 2-D works

Critical Thinking/Problem Solving

Designing and creating original visual projects using the Elements of Art and the Principles of Design

Creative use and modification of traditional materials and equipment

Innovative approaches to nontraditional materials

Learn to see objects both in and out of context to enhance the visualization process.

Research

Utilize various resources from library, computer network, classroom archives (books, posters, CDs, slides, etc.) and community resources.
Visual research documented through sketchbooks, visual studies, and personal photo archives.

Technology

Use of computer and Internet resources on campus and in other locations
Use of a variety of tools and equipment to produce a primary work of art

Ethics

Knowledge of and adherence to school and classroom rules
Original ideas and plagiarism
Viewing and presentation ethics

IV. CONTENT / TIMELINE / PERFORMANCE STANDARDS

Refer to *The College Board Advanced Placement Program: Studio Art* (May 2003) and the *California State Standards – Visual Arts – Grades Nine Through Twelve*, (California Department of Education, 2001)

Refer to specific teacher syllabus that was approved by the College Board for specific timelines.

A comprehensive visual arts program will offer systematic, explicit instruction and skills development while meeting the above standards. Since the Standards are not intended to describe a full visual arts curriculum but to reflect the essentials that proficient students should know and be able to do by the end of each specified grade span, *the choice of projects and supplemental materials designed to meet these standards may be modified by individual teachers.*

Note: All written work in this course addresses 9th-10th Grade English Language Arts Standards for writing. Exit Exam standards are underlined.

- W 1.1 Establish a controlling impression 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.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.4 Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

FIRST SEMESTER

(First Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language •Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures.
- Guided Interaction Content knowledge: Clarify expectations, outcomes, & procedures related to tasks for flexible group activities.
- Meaning-Based Context & Universal Themes Content knowledge: Use associated types of “realia” meaningful or familiar to students to affirm the appropriate

context for using new language.

- Metacognition & Authentic Assessment Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.

I. Introduction to AP Studio Art

The student will:

Understand the goals for AP Studio Art including participating in a rigorous visual arts experience and earning college credits and placement:

- Encourage Creative as well as systematic investigation of formal and conceptual issues
- Emphasize making art as an ongoing process that involves the student in informed and critical decision-making
- Develop technical skills and familiarize students with the functions of the visual elements
- Encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art

Compare the three types of portfolios offered: Drawing Portfolio, 2-D Portfolio, and 3-D Portfolio

Understand the components of each portfolio: Quality, Concentration, and Breadth

Activity: Lecture/Discussion on above topics. Class will make a chart comparing components of each portfolio

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.6A Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

The student will:

Understand copyright laws concerning legal use of images, compilations and derivations of artwork

Investigate AP student artwork and famous artworks for areas of interest

Activity: Use computer, classroom, and library resources to complete the worksheet: “Legal Use of Images, Compilations, and Derivations”

Activity: Use computer, classroom, and library resources to complete the worksheet: “Areas of Interest for Concentrations”. Sketch ideas and make notes in sketchbook.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of artwork.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

II. Portfolio Planning (Most activities to be done on an individual basis with teacher)
(Students who choose not to participate in the AP Portfolio process will follow the same processes as those who do, possibly completing fewer artworks.)

The student will:

Evaluate their artworks from previous art classes and areas of interest to choose those appropriate for one of the portfolios

Know and use the Four Steps for Art Criticism (Description, Analyze, Interpretation, and Judgment) to write a commentary for each portfolio piece selected

Activity: Bring in a minimum of three 3 previous artworks considered to be personal bests. Critique one artwork verbally with class/teacher using Four Steps for Art Criticism

Activity: Write critiques for the two other artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.

4.5 Construct a rationale for the validity of a specific work of art – one that fall outside their conceptions of art.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

Know which of the three portfolios they will complete

Know what materials are accepted for their chosen portfolio

Know and explain choices of technique, medium, style, form subject, and content to be used for concentration component of portfolio

Activity: Using the AP Studio Art book and teacher-generated form, write down chosen Portfolio, Subjects for Concentration and Breadth, first artworks planned for accomplishing the portfolio. Discuss technique, medium, style, etc. with teacher.

Activity: Create a series of sketches in sketchbook to show artworks for Concentration and Breadth in chosen portfolio

Possible Solutions for Concentrations (12 slides from one theme) for the 2-D Portfolio:

- Design and execution of a children's book
- Development of a series of identity products (logo, letterhead, signage, etc.) for imaginary business
- Political cartoons using current events and images
- A series of works that begin with representational interpretations and evolve into abstraction
- An exploration of pattern and designs found in nature and/or culture
- A series of landscapes based upon personal experience of a particular place in which color and composition are used to intensify artistic expression
- Abstractions developed from cells and other microscopic images
- Interpretive portraiture or figure studies that emphasize dramatic composition or abstraction
- A personal or family history communicated through symbols or imagery
- A series of fabric designs, apparel designs, or weavings used to express particular themes
- The use of multiple modules to create compositions that reflect psychological or narrative events

Possible Solutions for Breadth (12 slides for 1 theme) for 2-D Portfolio:

- Color organization using primary, secondary, tertiary, analogous, or other color subsets for an interior or exterior design
- Artworks that demonstrate the application of color theory, such as those embodied in Fauvism, Expressionism, and Color-Field painting
- Positive/negative (figure/ground) relationships in the rural, suburban, or urban landscape
- Color or design related to psychological, historical, or narrative events

- Development of a modular or repeat pattern for fiber or fabric
- Typographic organization, layout, or logo for a blues, jazz, classical, or rap CD
- Graphic designs for school theater productions, yearbooks, etc.
- Abstractions from the natural world or the urban environment
- Self-portraiture in the guise of a favorite industrial product
- Color symbolism used in an autobiographical diptych or to extend a narrative
- Design for a better and more humane mousetrap

Section II and Section III may not contain slides of the same work.

(Second Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Respectfully distinguish differences between primary language use & standard academic English.
- Guided Interaction Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.

Activity: Using sketchbook drawings begin translating drawings into chosen medium.

(Third Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Respectfully distinguish differences between primary language use & standard academic English.
- Guided Interaction Content knowledge: Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.

Activity: Continue to execute artworks from sketchbook drawings.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.

2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

2.5 Use innovative visual metaphors in creating artworks.

Activity: Learn techniques for taking slides, develop, and place in portfolio.

Activity: Write commentary for finished artworks.

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.

4.5 Construct a rationale for the validity of a specific work of art – one that falls outside their conceptions of art.

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

SECOND SEMESTER

(First Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Introduce new concepts via essential academic vocabulary.
- Explicit Instruction: Teach essential grade-level concepts & build students' background knowledge as needed.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps.

Activity: Continue working on portfolio requirements making sure to check the number of artworks needed for that particular concentration.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

(Second Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development Support students to distinguish word meanings, & their uses for subject-specific tasks & Lang. Skills.
- Explicit Instruction: Structure multiple opportunities or peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills.
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Modeling, Graphic Organizers, & Visuals Content knowledge: Model how to complete tasks.

Activity: Continue on portfolio artworks.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.5 Use innovative visual metaphors in creating artworks.

Activity: Take slides frequently, develop, and place in slide sleeves for portfolio.

(Third Six Weeks)

SDAIE Instructional Strategies

- Vocabulary & Language Development As students progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & writing.
- Explicit Instruction: Follow contextualized introduction & explicit modeling of language use with repeated practice.
- Meaning-Based Context & Universal Themes Content knowledge: Introduce new concepts through familiar resources, prompts, visuals, or themes.
- Modeling, Graphic Organizers: Provide enough time to complete tasks,

appropriate feedback, rubrics, & models to guide students' self-assessment.

Activity: Continue on portfolio artworks.

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts
Skills, Processes, Materials, and Tools

2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.

2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.

2.4 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.

2.5 Use innovative visual metaphors in creating artworks.

Activity: Take slides frequently, develop, and place in slide sleeves for portfolio.

Activity: Continue to write commentary for each artwork as finished.

Activity: Choose slides for Quality component for chosen Portfolio (5 slides for Drawing or 2-D Design , 10 for 3-D)

4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.

4.3 Analyze and articulate how society influences the interpretation and message of artwork.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

5.2 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

(Portfolios are usually due sometime around the first week of May, so plan to finish on time to get to Curriculum Office in time for mailing.)

STUDENT ASSESSMENT

- A. Student generated projects, writing, quizzes, tests, and final AP Portfolio projects
- B. Portfolios
- C. Rubrics to grade projects/writings by teacher & student
- D. Student critiques of in-progress & completed work

INSTRUCTIONAL TECHNOLOGIES AND MATERIALS/SOFTWARE

The textbooks, materials, and technologies meet the state standards for this content area.

- E. Supplemental text
 - 1. *Art Through the Ages* – Gardner
 - 2. *Drawing on the Right Side of the Brain* – Edwards

3. *The Natural Way to Draw* – Nicholaides
 4. *Artforms* – Preble
 5. *Art Fundamentals* - Ocvirk
 6. *Visual and Performing Arts Framework for CA Public Schools* (1996)
 7. *National Standards for Arts Education* (1994)
 8. *History of Art* - Janson
 9. *Various other texts as needed*
- F. Classroom library
1. Periodicals
 - a. *Art In America*
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 - c. *Art Forum*
 - d. *Ceramics Monthly*
 - e. *Pottery Making*
 2. Art History texts and technique books for reference
- G. Videos
1. *Masterworks of Painting*
 2. *History of Art – Robert Hughes*
- H. Classroom slide library
- I. Internet resources:
1. <http://apcentral.collegeboard.com>
 2. apexams@info.collegeboard.org
 3. <http://lcweb.loc.gov/copyright/>
 4. www.copyright.gov/title17/92chap1.html#102

LEARNING MODALITIES

Student activities suggested below are derived from Gardner’s Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

Oral discussions/reports
Oral part of demonstrations
Oral readings

LOGICAL/MATHEMATICAL LEARNER

Sequential instructions in writing
Timeline
Computer research
Visual logic – grouping into definable sets of visual information
Mathematics of perspective/proportion (Golden Mean)

SPATIAL LEARNER

Drawing and paintings
Charts
2-D and 3-D displays
Collages
Exploration of spatial relationships

MUSICAL LEARNER

Music of period of study

Relation of rhythm and pattern in music and visual arts

BODILY-KINESTHETIC LEARNER

Demonstrations

Tool and material manipulation

Student modeling within figure drawing

INTERPERSONAL LEARNER

Discussions

Cooperative/collaborative learning projects

Peer help on projects

INTRAPERSONAL LEARNER

Written reports

Portfolio observations

Personal images used in work

Self Portraits

Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	Literature Survey
Grade Level:	Senior
Prerequisite:	English 3 or 3H
Duration:	One Year(2 semesters)
Credit:	10 units (5 per semester)
Textbook Name:	Prentice Hall Literature: Timeless Voices, Timeless Themes (Platinum Level)
Publisher:	Prentice Hall
Publication Year/Edition:	2002
ISBN – Student Text:	0-13-054790-5
ISBN – Teacher Text:	0-13-054813-8
Date:	Revised October 2011

II. COURSE DESCRIPTION

This course will cover the various types of literature, including short story, poetry, biography, drama, essay, and novel. Students will read works that span the centuries and the world. Composition is an integral part of the course requiring expository and persuasive writing. Grammar and vocabulary are primarily taught in the context of the literature. Course components are concentrated on the High School Exit Exam standards for Language Arts.

III. CONTENT/TIMELINE/ PERFORMANCE STANDARDS

Although academic freedom is supported and encouraged, essential elements presented must be covered. Teachers are encouraged to supplement the required elements with additional selections provided in the text or ancillary materials.

Literary selections in the timeline are correlated with the content standards.

Refer to English-Language Arts Content Standards for California Public Schools (California Department of Education, 1998).

Literature- Within the core literature study, the attached list of literary concepts should be taught and reinforced throughout the year using the following literary selections and the adopted course textbook

Essential Core Literary selections

Novels: The Giver, Lowry (or Anthem, Rand); Monster, Myers;
Plays: "Macbeth," Shakespeare (or "Taming of the Shrew," Shakespeare)

Expository Text selections

Selections from the 12 Grade Expository Reading and Writing Course (ER&WC)

Extended Reading selections

(In addition to the core works, teachers are encouraged to select at least one of these: Big Fish, Wallace; Speak, Anderson; Hunger Games, Collins ; Unwind, Shusterman; or choose a novel from the “California Young Reader Medal” list

Vocabulary

Review the meanings of literary terms.

Use context clues within literary text to discern the meaning of new words encountered, while also understanding the value of the dictionary as a resource tool.

Grammar

Focus on High School Exit Exam components of grammar

Exercises from Daily Language Practice Transparencies

Grammar exercises integrated with the teaching of literature and writing

Writing

All formal writing must go through the process of editing, revision, and final draft.

Reinforce the principles of expository writing.

Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text.

Write an autobiographical narrative for Senior Memory Book project.

Write a personal statement or scholarship essay.

Listening and Speaking

Organize and deliver at least one oral presentation using appropriately chosen language and effective public speaking techniques.

Communicate effectively in collaborative working environments.

Communicate effectively by developing appropriate listening skills.

Technology

Technology should be an integral component in the research and presentation of student work.

Utilize computer software programs for research and presentation of research.

Access Internet web sites for information.

The 12th grade teachers identified the following E/LA standards as Focus Standards to be addressed in every assignment where applicable so that the students will have mastered them by the end of the year. It is understood that these standards are covered in every assignment; therefore, the remaining standards listed with an activity are particular content-specific areas of emphasis. Focus Standards are indicated with a star in the timeline.

2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)

2.4 Defend/clarify author's arguments using textual references.

1. Analyze author's philosophical beliefs.
2. LITERARY RESPONSE AND ANALYSIS

3.2 Analyze themes, using textual evidence.

3.3 Analyze the use of stylistic devices.

3.4 Analyze the effect of literary devices.

3.7 Analyze works of world literature:

- a. Contrast major literary periods.
- b. Relate works and authors to major themes/issues.

1.0 WRITING STRATEGIES

1.2 Use stylistic elements for rhetorical and aesthetic purposes.

1.4 Use rhetorical devices to enhance meaning.

1.9 Revise text to improve voice, meaning, sentence variety, and style.

SDAIE Instructional Strategies

- Directed reading: predict, read and evaluate the predictions
- Graphic Organizers: flowcharts, venn diagrams, etc
- Group Discussion: teacher generated questions, students discuss
- Image and Quote Poster: students choose quote and image from selection and create posters to share with other students
- Comprehension Check: teacher asks for verbal/nonverbal checks
- Brainstorming: recording all responses to stimulus
- Open Mind Diagram: within the shape of a head the students write and/or draw quotes, symbols, pictures, etc. from selection
- Directed reading: predict, read and evaluate the predictions

First Six Weeks

Literature Prentice Hall: Timeless Voices, Timeless Themes

- “Flood,” Dillard (Nonfiction)
- “A Walk to the Jetty,” Kincaid
- “The Monkey’s Paw,” Jacobs
- “The Dog That Bit People,” Thurber

Mt. Everest Text Set:

- “from View From the Summit,” Hillary
- “from Into Thin Air,” Krakauer
- “The Dream Comes True from The Tiger of the Snows,” Norgay

OR you may use (instead of the above Mt. Everest text set) the “Into the Wild,” Film used with the CSU Expository Reading/Writing Unit Into the Wild, Krakauer

STANDARDS FOR TEXTS AND ACTIVITIES:

- **R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:**
Trace the development of American literature from the colonial period forward.
Contrast the major periods, themes, styles and trends and describe how works by members of different cultures relate to one another in each period.
Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- **R 3.7 Analyze recognized works of world literature from a variety of authors**
- **R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.**
- **R 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.**
- **R 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).**
- **R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. (9-10 standards)**
- **R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)**
- **R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)**
- **R 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 (e.g., in professional journals, editorials, political speeches, primary source material).**

- R. 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- R. 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- W/O 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- W/O 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- W/O 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax.
- W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g. narration, description, exposition, persuasion)
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- W 1.1 Establish a controlling impression 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.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Activities/Assignments

Vocabulary taught in the context of the literature (through entire course)

Grammar exercises are correlated with the literature (through entire course)

Review expository writing, emphasizing essays that include a thesis, introduction, support, and meaningful conclusion. Use graphic organizer(s).

SENIOR MEMORY BOOK PROJECT ****This assignment may be a semester or year long project.** Students will weekly write to prescribed autobiographical incidents, and with the written work, incorporate components such as visuals, photographs, etc. for final presentation in a 8 by 11 or 12 by 12 binder that not only represents the student's work but also who they are.

Selected ER&WC Activities

PERSONAL STATEMENT and/or **SCHOLARSHIP ESSAY**

Second Six Weeks

Literature The Giver, Lowry (or Anthem, Rand); CSU Expository Reading/Writing Unit "Left Hand of Darkness"

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3 Analyze the ways in which irony, tone, mood, the author's style and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions: Contrast the major periods, themes, styles and trends and describe how works by members of different cultures relate to one another in each period.
- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
- R 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- W 1.1 Establish a controlling impression 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.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.6 Integrate quotations and citations into a written text while maintaining a flow of ideas.
- R 2.3 Generate relevant questions about readings on issues that can be researched.
- R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- W 2.2 Write responses to literature
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Activities/Assignments

“Design a Utopian Society”

SENIOR MEMORY BOOK PROJECT (*see previous standards)

Selected ER&WC Activities

Third Six Weeks

Literature Monster, Myers; CSU Expository Reading/Writing Text Set “Juvenile Justice”

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
- R 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- W 1.1 Establish a controlling impression 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.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.6 Integrate quotations and citations into a written text while maintaining a flow of ideas.
- R 2.3 Generate relevant questions about readings on issues that can be researched.
- R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- W 2.2 Write responses to literature
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Activities/Assignments

Jury Notes written as we read the story out loud in class (students pick parts)

Jury Activity (divide class into 2 or 3 groups) to deliberate the case and present to the rest of class their jury’s findings.

Essay: “Should teenagers accused of violent crimes be tried and sentenced as adults?”

Write response to literature (Persuasive Essay about guilt or innocence of two characters on trial)

SENIOR MEMORY BOOK PROJECT (*see previous standards)

SECOND SEMESTER

SDAIE Instructional Strategies

- **Mnemonics:** A memory system often involving visualization and/or acronyms
- **SQP2RS:** An instructional framework for teaching content with expository texts that can include these steps:
 1. Surveying (scanning the text to be read for 1-2 minutes)
 2. Questioning (having students generate questions likely to be answered by reading text)
 3. Predicting (1-3 things students think they will learn based on the generated questions)
 4. Reading (searching for answers to questions and confirming/discussing predictions)
 5. Responding (answering questions and formulating new ones for the next section of text to be used)
 6. Summarizing (orally or in writing summarizing the text's key concepts)
- **GIST:** This summarization procedure assists students in "getting the gist" from extended text. Together, students and teacher read a section of text. After reading, teacher assists student in identifying words or concepts that are deemed "most important" to understanding the text. These are listed on overhead/board/Elmo and together write a summary statement or two using as many of the listed words as possible. Repeat process and needed. When finished, write a topic sentence to precede the summary sentences; the end result is a summary paragraph
- **Comprehension Strategies**
Prediction, Self-questioning, Monitoring, Determining, Importance, Summarizing
- **Graphic Organizers:** These are graphic representations of key concepts, literary terms, vocabulary, etc.
- **Instructional Scaffolding:** Use of graphic organizers as pre-reading tool or to illustrate text structure or to compare/contrast, organize ideas for writing, etc.
- **Procedural Scaffolding:** Instructional Framework that includes but is not limited to explicit teaching, modeling, practice opportunities with others, expectations for independent application; one on one teaching, coaching, and modeling; small group instruction with students practicing a newly learned strategy with another experienced student; partnering or grouping students for reading activities, with more experienced readers assisting those with less experience
- **Verbal Scaffolding**
Teacher to student/class, student to student, and student to class--verbalization of knowledge in these relationships within the classroom
Paraphrasing, "Think-Alouds," Reinforcing contextual definitions
- **Questioning:** Ask questions that promote critical thinking at the Literal, Interpretive, and Applied levels [While yes/no questions are necessary at times, the goal is to incorporate higher level of thinking by asking questions at a variety of levels to promote responses that are beyond the one word yes or no answer]
- **Guided Instruction**
Use of Elmo and projector to guide students through the use of writing models

First Six Weeks

Literature “Macbeth,” Shakespeare (or “Taming of the Shrew, Shakespeare)

Expository

(with “Taming of the Shrew”) From CSU Expository Reading/Writing Unit: "Language, Gender, and Culture"

(with “Macbeth”) From CSU Expository Reading/Writing Unit: "The Value of Life"

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 2.3 Generate relevant questions about readings on issues that can be researched.
- R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- R 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.3 Analyze the ways in which irony, tone, mood, the author’s style and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- W 1.1 Establish a controlling impression 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.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.6 Integrate quotations and citations into a written text while maintaining a flow of ideas.

Activities/Assignments

Shakespeare Reading Journal

Modern issue/Shakespeare Comparison Project

Selected ER&WC Activities

Second Six Weeks

Literature Variety of Expository Texts exploring theme of Respecting Others (“Respect Unit”) including CSU Expository Reading/Writing “Bullying at School” and “Racial Profiling” units

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:
Trace the development of American literature from the colonial period forward.
Contrast the major periods, themes, styles and trends and describe how works by members of different cultures relate to one another in each period.
Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.7 Analyze recognized works of world literature from a variety of authors
- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- R 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. (9-10 standards)
- R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)
- R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women’s role in organized labor). (Political approach)

- R 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 (e.g., in professional journals, editorials, political speeches, primary source material).
- R 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- R 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- W/O 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- W/O 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- W/O 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax.
- W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- W 2.3 Write reflective compositions:
 - a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g. narration, description, exposition, persuasion)
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- W 1.1 Establish a controlling impression 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.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Activities/Assignments

Respect Project/Research

Senior Memory Book Project

Selected ER&WC Activities

Third Six Weeks

Literature Teacher Selected "CA Young Reader Medal" Novel (Speak, Anderson; Big Fish, Wallace; Unwind, Shusterman; Hunger Games, Collins; etc)

Expository Text sets dealing with issues connected to chosen novel

STANDARDS FOR TEXTS AND ACTIVITIES:

- R 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
- R 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- W 1.1 Establish a controlling impression 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.
- W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W 1.6 Integrate quotations and citations into a written text while maintaining a flow of ideas.
- R 2.3 Generate relevant questions about readings on issues that can be researched.
- R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- W 2.2 Write responses to literature
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Activities/Assignments

Character/Issue/Novel Journal

Expository Text Annotation/Analysis

Selected ER&WC Activities

Issue Debate (topic drawn from novel/text)

Character Open Mind

Issue Venn

V. STUDENT ASSESSMENT

- Fall 6, 12, and Semester Final
- Spring 9 and Semester Final
- Novel/Unit Tests
- Essays/Writing

VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE

The designated textbooks, materials, and technologies meet the state standards for this content area.

- A. Primary text: Prentice Hall Literature: Timeless Voices, Timeless Themes (Platinum Level)
- B. Supplementary texts: 12th Grade Expository Reading and Writing Course
- C. Literature/Outside reading: Novels: The Giver, Lowry (or Anthem, Rand); Monster, Myers; Plays: "Macbeth," Shakespeare (or "Taming of the Shrew," Shakespeare) Big Fish, Wallace; Speak, Anderson; Hunger Games, Collins ; Unwind, Shusterman; or choose a novel from the "California Young Reader Medal" list
- D. Videos from video library: see library for availability
- E. Teacher/student resources:

Internet web sites
Subject Matter Resources: Kings County Office of Education
<http://www.kings.k12.ca.us/kcoe/curric>
TeachNet (Teacher-designed projects and activities by subject)
<http://www.teachnet.org/docs.cfm>

VII. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF E.L.A. CONTENT STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner's Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

creative writing
oral reports
essays
dramatic readings/performances
debates and speeches
storytelling

LOGICAL/MATHEMATICAL LEARNER

graphic organizers
timeline
prediction exercises
coded messages
models
computer project
science experiments

SPATIAL LEARNER

drawings and paintings
comic strips
maps and flow charts
dioramas, displays, and murals
collages
photography activities

MUSICAL LEARNER

interpretive dances
musical plays and compositions
rap songs, jingles, and melodies
playing musical instruments

BODILY-KINESTHETIC LEARNER

demonstration speeches
experiments
impersonations, role playing
using gestures, facial expressions, and pantomime

INTERPERSONAL LEARNER

discussions
cooperative and collaborative projects
peer coaching
conducting interviews
simulation activities

INTRAPERSONAL LEARNER

response journals/learning logs
observations
photo essays
autobiographical stories

Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	English 1/English 1-Adv.
Grade Level:	Freshman (College Preparatory/9th Grade)
Prerequisite:	None
Duration:	1 Year (2 Semesters)
Credit:	English
Guide – Board Adoption	Revised: October, 2011
Text – Board Adoption	2005-2006
Textbook Name:	The Language of Literature 9
Publisher:	McDougal Littel
Publication	2006
Year/Edition:	
ISBN – Student Text:	ISBN-10: 0618690174
ISBN – Teacher Text:	

II. COURSE DESCRIPTION

This is a college preparatory writing and literature course in which the literature is integrated with language skills to include writing workshops, grammar/vocabulary instruction, oral communication activities, critical reading and listening skills, and research skills. The basic genres of literature are introduced, including a Shakespearean play. Literary selections are from classic and contemporary literature and emphasize multicultural perspectives.

III. CENTRAL INTELLECTUAL PURPOSE/COMMUNICATIONS

Reading

Comprehension as shown through discussion of and writing about literature in a variety of genres, including nonfiction, short story, poetry, myth and legend, drama, novel.

Writing

Instruction/review/practice of writing conventions
Expository writing, including written analysis of pieces of literature, a short research paper, and myriad responses to literature.

Speaking

Class/group discussions of literature
Oral presentations of information
Oral interpretation of selected pieces of literature
Dramatic presentations of selected readings.

Critical Thinking/Problem Solving

Comprehension and analysis of literature at the literal, inferential, and

interpretive levels.

Research

Utilization of various sources of information from library and computer network. Application of specific research skills through interaction with the library media specialist.

Technology

Use of library/media center and computer labs
Application of technology to research process.

Ethics

Knowledge of and adherence to school/classroom rules, with particular emphasis on honesty policy, respect for self and others.
Emphasis on personal responsibility for attentiveness, constructive use of class time, diligence in daily assigned work and projects.

IV. CONTENT / TIMELINE / PERFORMANCE STANDARDS

Although academic freedom is supported and encouraged, **essential elements presented must be covered.** Teachers are encouraged to supplement the required elements with additional selections provided in the text or ancillary materials.

Literary selections in the timeline are correlated with the content standards.

Refer to English-Language Arts Content Standards for California Public Schools (California Department of Education, 1998).

Literature

Within the core literature study, the attached list of literary concepts should be introduced and reinforced throughout the year.

Essential core literary selections

Novels: *Whirligig*, by Fleischman
 The Odyssey (Books 1, 9, 10, 12, 21, 22, 23 from textbook)
 One novel from the *California Young Reader Medal Collection*
 Lord of the Flies, by Golding.

Drama: *Romeo and Juliet*, by Shakespeare (from textbook).

Extended reading selections:

In addition to the core works, teacher must give students a minimum of two opportunities per semester to self-select literature to read outside of class.

Vocabulary

- Learn the meanings of Greek and Latin roots and prefixes.
- Use context clues within literary text to discern the meaning of new words, while also understanding the value of the dictionary as a resource.

- Learn the significance of denotative and connotative meanings of words (and understand the impact on language thereof).

Grammar

- Focus on capitalization, punctuation, structure and usage.
- Exercises from *Daily Language Skill Builder* (McDougal Littell) and mini-lessons that accompany selections from *The Language of Literature TE*.

Writing applications

All formal writing must go through the process of editing, revision, and final draft.

- Introduce the principles of **expository writing**.
- Master writing a structured, supported, thesis-driven essay (**without** using 5-paragraph formula).
- Write **responses to literature** that support important ideas and viewpoints through accurate and detailed references to the text(s).
- Write an **autobiographical reflection (in narrative or poetry form)**.
- Write an **expository** compare and contrast essay.
- Write a **mini-research paper**, using the process of paraphrasing, note taking, outlining, and formulating a thesis that is defensible and supported.

Listening and Speaking

- Organize and deliver at least one oral presentation using appropriately chosen language and effective public speaking techniques.
- Communicate effectively in collaborative working environments.
- Communicate effectively by developing appropriate listening skills.

Use of Technology

Technology should be an integral component in the research and presentation of student work.

- Utilize computer software programs for research and presentation of research.
- Access Internet web sites for information.

FOCUS STANDARDS FOR 9TH GRADE MASTERY

The 9th grade teachers identified the following ELA standards as Focus Standards to be addressed in every assignment where applicable so that the students have mastered them prior to moving to English 2 as sophomores. Each of these standards is covered on the CST and the CAHSEE and serves as a scaffold to build upon in the next level of the vertical team. It is understood that these standards are covered in every assignment; therefore, the remaining standards listed with an activity are particular content-specific areas of emphasis. Focus Standards are indicated with an asterisk in the timeline.

1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)

2.1 Analyze the structure and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose(s).

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

3.0 LITERARY RESPONSE AND ANALYSIS

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.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.

1.0 WRITING STRATEGIES

1.1 Establish a controlling impression 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.

1.4 Develop the main ideas within the body of the composition through supportive evidence.

1.0 WRITTEN AND ORAL LANGUAGE CONVENTIONS

1.1.2 Understand sentence construction (e.g. parallel structure, proper placement of modifiers, etc.) and proper English usage (e.g. consistency of verb tenses).

9th Grade Grammar/Writing Skills Focus as identified on CST and CAHSEE:

1. *Fragments and run-ons*
2. *Basic sentence structures (s-v; s-v-o, s-v-io-do, s-v-sc)*
3. *Capitalization*
4. *Comma use*
5. *Content and organization: topic sentence, supporting sentence*
6. *Content and organization: sentence combining*

ESSENTIAL QUESTION FOR THE ENTIRE YEAR:

***Can a person’s actions impact others in ways he or she could not have predicted?**

Unit 1-Mythology

SDAIE Instructional Strategies for Semester 1:

- KWL*
- Journaling*
- Think-Pair-Share*
- Anticipatory Guides*
- Graphic Organizers*
- In-Text Questions*
- Quick-writing*

Hook question:

How do we use stories to confront uncertainty and explain the unknown in our world?

Learning Objectives/Outcomes:

Students will...

- Read excerpts from *The Odyssey*, by Homer and selections from Greek mythology.
- Demonstrate an overall understanding of the stories and make some interpretations about the texts.
- Identify the elements of a classic hero’s journey and explain their literary significance within selected texts.
- Explore parallels between the text structure and the essential question.
- Determine and explicate character traits from narration.
- Identify examples of figurative language (within the context of the works) and explain their effectiveness. Discuss the significance of these examples as they relate to the myth itself as well as to their personal experiences and to world events.

- Understand the etymology of words and their modern derivations through mythological names research project and additional vocabulary development practice.
- Write responses to the myths in their teacher-created (dialectical) journal.
- Discuss the connections between the events in the epic poem and other mythological texts.

Literature

Assorted selection of Greek myths (Origin, nature and creation myths; Hero myths of Heracles, Perseus, and Theseus). *The Odyssey, by Homer* (Books 1, 9, 10, 12, 21, 22, 23 from textbook, pgs 884-967)

- R3.4 Determine characters' traits by what the characters say about themselves in narration dialogue, dramatic monologue, and soliloquy.
- R3.7 Recognize and understand the significance of various literary devices.
- R3.3 Analyze interactions between main and subordinate characters in a literary text.
- R3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Related Readings:

- “Ithaka,” by C.P. Cavafy, LoL, Unit Six, pp. 971-2
- “Penelope,” by Dorothy Parker, LoL, Unit Six, pp. 970
- “Siren Song,” by Margaret Atwood, LoL, Unit Six, pp. 938

- R3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

Related Viewings:

Excerpts from *Clash of the Titans*, *Jason and the Argonauts*, *Percy Jackson and the Last Olympian* or another movie based upon Greek mythology.

Vocabulary

Root words: Students study Greek and Latin root words and the modern English words derived from those roots. Key concepts/terms: hero, journey, myth, conflict (internal and external).

Names/Mythology Inquiry:

Students research the etymology and modern adaptations of the names of selected mythological figures.

- R1.1 Identify literal and figurative meanings of words and understand word origins.
- R1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to

understand the origin and meanings of new words (e.g. the word narcissistic is drawn from the myth of Narcissus and Echo)

Writing/Myth Response Journal

Students write responses to the mythological works discussed in class, focusing on the key elements of each myth and any modern day connections thereof.

Optional Activities and Assignments:

***Create Your Own Hero:** Students produce an original hero and accompanying myth.

***Hero Resumes and/or Job Postings/Want Ads**

- W2.1 Write biographical narratives or short stories with clear sequence, setting, sensory details, effective pacing, and description.
- W2.6 Write technical documents that report information logically and correctly; offer semi-detailed and accurate specifications; include scenarios, definitions, examples to aid understanding; and anticipate readers' problems, mistakes, and misunderstandings.
- R2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

UNIT II: Short Story/Literary Terminology Exploration

Hook questions:

How do people and experiences in our lives shape how we see ourselves?

Can pride be a wonderful and a terrible thing?

Can something good come from something bad?

Do we find or create our true selves?

Learning Objectives/Outcomes

Students will...

- Read the poems/short stories, "The Road Not Taken," "Song of the Open Road," "Thank you Ma'am," "The Scarlet Ibis," "Marigolds," "The Bass, the River and Sheila Mant," "A Christmas Memory," "since feeling is first," and "Woman with Flower," from textbook.
- Learn about/apply annotating strategies to make sense out of challenging texts (in this case, the Whitman and Frost poems).
- Use graphic organizers to increase comprehension and support analysis of texts.
- Identify examples of figurative language (within the context of the aforementioned short stories) and explain their effectiveness.
- Discuss the significance of these examples as they relate to the stories themselves as well as to their personal experiences, and world events.
- Read a variety of informational texts that are related to the story on a variety of

- different levels to extend student comprehension and empathy.
- Explore parallels between the text structure and the essential questions.
 - Use art to develop analytical thinking.
 - Create a mandala that represents how people and experiences have shaped their lives.
 - Write a response in which they draw personal connections between themselves and themes in two out of the core stories/poems.

Literature

Assorted selection of poetry and short stories including, but not limited to the following: “The Road Not Taken,” “Song of the Open Road,” “Thank you Ma’am,” “The Scarlet Ibis,” “Marigolds,” “The Bass, the River and Sheila Mant,” “A Christmas Memory,” “since feeling is first,” and “Woman with Flower.”

- R3.4 Determine characters’ traits by what the characters say about themselves in narration dialogue, dramatic monologue, and soliloquy.
- R3.7 Recognize and understand the significance of various literary devices.
- R3.3 Analyze interactions between main and subordinate characters in a literary text.

Writing/Formal Response

In “Marigolds” the girl realized that her destruction of the flowers changed her understanding of her world; she felt older and understood why they had been grown in the first place. In “The Scarlet Ibis,” the narrator’s relationship with his brother teaches him the value of life, making him more aware of the consequences of his actions. Write about an experience that shaped your self-image. Explain how the experience impacted your understanding of yourself.

- W2.1 Autobiographical Narrative: How do our experiences shape the way we see ourselves?

Mandala Project - Students will complete a four part mandala in which they’ll address the essential question by reflecting on personal influences including persons, places, things, and experiences in their lives, and how these affect their perception of themselves. This will act as pre-writing/scaffolding to the formal writing assignment.

Unit III -Contemporary Novel Unit

NOTE: THIS NOVEL IS TO BE INSTRUCTED AND SUPPORTED! THIS NOVEL IS NOT TO BE ASSIGNED AS AN INDEPENDENT READING VEHICLE! The AUDIO-VERSION of the novel is a wonderful vehicle with which to share the novel aloud.

Hook questions:

Do we ever make decisions that are not in our best interests?

Can a person's actions impact others in ways he or she could not have predicted?

Learning Objectives/Outcomes:

The Student will...

- Read the novel *Whirligig*, by Paul Fleischman.
- Demonstrate an overall understanding of the story and make some interpretations about the text.
- Identify and relate nuances of the text to its overall meaning.
- Explore parallels between the text structure and the essential questions.
- Determine and explicate meaningful passages from the novel.
- Identify examples of figurative language (within the context of the novel) and explain their effectiveness. Discuss the significance of these examples as they relate to the novel itself as well as to their personal experiences and to world events.
- Read a variety of informational texts that are related to the story on a variety of different levels to extend student comprehension and empathy.
- Write responses to the novel in their teacher-created journal.
- Chart connections between the vignettes in the novel and Brent's journey in teacher-created journal.
- Write a postcard from Brent to Mrs. Zamora at the end of the novel.
- Use examples from *Whirligig* in the writing of their final exam essay.

Literature

Whirligig, by Paul Fleischman

- R3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shares the theme or topic.
- R3.3 Analyze interactions between main and subordinate characters in a literary text.
- R3.4 Narrative analysis of grade-level appropriate text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.

Related Readings/Text Set

This text set will contain a variety of informational texts that are related to the story on various levels, namely on how peoples' actions can impact others' in unpredictable ways.

- R2.4 Comprehension and Analysis of Grade-Level Appropriate Text: Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Vocabulary

Use concept map to introduce the students to the following key terms/concepts from novel: Redemption, restitution, retribution, and karass.

- R1.3 Vocabulary and Concept Development: Identify and use the literal and figurative

meanings of words and understand word derivations.

Literary terms most pertinent to the text:

Allusion, personification, symbol, metaphor, simile, and imagery.

Writing/Teacher-Created Journal

This teacher-created journal is one that will be used to document students' responses to/observations about Brent's journey and his character changes.

- At the conclusion of each Brent-related chapter, students will write teacher-directed responses in their journals. Responses should primarily be focused upon Brent and what they are noticing about his changing character.
- At the conclusion of each vignette (aka the "state chapters"), students will identify/explain meaningful passages as they relate to the essential question.
- Students, along with the help of their teachers, will document the setting, characters, lesson(s) learned in these chapters, as well as the impact of the whirligig found in each.
- In addition, the journal should be used as a place to collect/examine the literary terms most pertinent to the text -- allusion, metaphor, simile, personification and tone.

R3.7 Narrative Analysis of Grade-Level Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Writing/Character Reflection

Postcard prompt: You are Brent and you have completed your journey. You have been to the four corners of the USA and have made your restitution. Have you found redemption?

Your task is to write a postcard from Brent to Mrs. Zamora. In your letter, you must identify a minimum of four ways that this journey has changed you. You must also provide evidence to support each change. For example, if you tell Mrs. Zamora that you have become a much more patient person, you would also need to give her an example that demonstrates how patient you have become. Remember that you should be grateful to her for giving you this opportunity.

W1.1 Establish a controlling impression 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.

FINAL EXAM ESSAY PROMPT:

Can a person's actions impact others in ways he or she could not have predicted? Write an essay in which you answer this question. Use evidence from the literature we have read throughout the semester (i.e. *Whirligig* by Paul Fleischman, *the Greek myths*, and *The Odyssey* by Homer) as well as your personal experiences, observations, and/or other readings to support your response.

- W1.1 Establish a controlling impression 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.
- W1.2 Organization and Focus: Use the precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- W2.2 Demonstrate a comprehensive grasp of the significant ideas of literary works.
- W2.2 Support important ideas and viewpoints through accurate and detailed references to the text or to other works.

SECOND SEMESTER

SDAIE Instructional Strategies:

Anticipatory Guide
Graphic Organizers
Journals
Think-Pair-Share
Hot Topics
In-Text Questions

UNIT IV- Self-Selected Novel Exploration

Hook Questions:

What brings people together? What keeps them apart?

Why should people read?

Learning Objectives/Outcomes:

Students will...

- Self-select and read a minimum of two “reading level appropriate” novels.
- Analyze/appreciate author’s craft.
- Demonstrate an overall understanding of each story and make interpretations about each.
- Determine and explicate meaningful passages from the novel.
- Explore parallels between the text structure and the essential questions.
- Identify examples of figurative language (within the context of the novel) and explain their effectiveness. Discuss the significance of these examples as they relate to the novel itself as well as to their personal experiences and to world events.
- Respond, in writing, to the text.
- PARTICIPATE IN CST TEST PREPARATION MINI-LESSONS AT THE BEGINNING OF EACH PERIOD.

Literature

“To Build a Fire,” by London

“Into Thin Air,” (excerpt) by Krakauer

“A Narrow Fellow in the Grass,” by Dickinson

Self-selected novel from school library, including current/past CYRM titles as presented by the LMS

- R3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shares the theme or topic.
- R3.3 Analyze interactions between main and subordinate characters in a literary text.
- R3.4 Narrative analysis of grade-level appropriate text: Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.
- R3.7 Recognize and understand the significance of various literary devices.

Related Readings

Articles related to the topic of each novel.

2.3 Generate relevant questions about readings and issues that can be researched

Writing

Students will write a response to both of their self-selected novels. Their 1-2 page responses should demonstrate that they have completed each novel. Their responses should also demonstrate their observations about author’s craft and theme as applicable to each novel.

UNIT V -Author Study/Research Paper

Hook Questions:

When does too much of a good thing become not such a good thing?

What influences how we act?

What does it really mean to communicate?

What deserves our care and respect?

Learning outcomes

<i>Students will...</i>

- Appreciate the works of a great literary figure
- Interpret the possible influences of personal events/concerns in the author’s life on his literary works
- Analyze/appreciate/recognize author’s craft
- Understand the concept of author’s purpose
- Use a concern of the selected author’s to segue into the mini-research paper

Literature

Teachers may choose the author they wish to have their students study, but must keep in mind that there must be a viable way to transition between the author study and the research paper topic. *The Language of Literature textbook has an author study devoted

to Edgar Allan Poe (pp. 194-228), one devoted to Sandra Cisneros (pp. 691-730) and one devoted to Maya Angelou (pp 476-505).

For the sake of this example, literary collections include:

Bradbury's, "There Will Come Soft Rains," The Veldt," and "Zero Hour."

Literary terms most pertinent to the texts:

Symbolism, metaphor, simile, irony, personification, tone, and plot

- R2.4 Synthesize the content from several sources or works by a single author; paraphrase the ideas and connect them to other sources and related topics
- R3.3 Analyze interactions between main and subordinate characters in a literary text.
- R3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- R3.7 Recognize and understand the significance of various literary devices and explain their appeal.

Example Activities

- In pairs, students are asked to brainstorm a list of all of the items they possess that they do not feel they can live without. They are then asked to group the items into categories (e.g. entertainment, necessity, etc.) and then share with the class.
- They are then asked to interview a parent or guardian about an item he/she possesses today (that he did not possess in high school) that he feels he cannot live without (a computer, a cell phone, a microwave oven, etc). Students report their findings the next day.
- After students report out, the teacher introduces pertinent background information about Ray Bradbury, emphasizing that he had definite concerns about the impact of technology on society, as well as the effects of over-indulging children.
- Together, over the period of three days, the teacher and students read/discuss the aforementioned short stories. Students "collect" observations and engage in conversations about Bradbury's writing style, how he conveyed his concerns, etc.
- Next, students are asked to address the following questions: How would we describe our society? What do we value? How do we interact with one another? This leads directly into the research topic.

Writing:

Social networking sites are places on the Internet where people meet in cyberspace to chat, socialize, debate, and network. Some examples include MySpace, Friendster, and Facebook. Regardless of the language, culture, or the nation where the Social Networking Site originates, all of them share the same feature of helping people connect with others who have similar interests. The popularity of social networking sites more than

quadrupled from 2005 to 2009. Many users say the sites are good for our society, but others contend that the dangers of social networking outweigh the benefits.

Writing Directions:

Write a two-to-three-page response to the question, “**Are social networking sites good for our society?**” **Your typed final draft must include the following:**

- An introductory paragraph with a clear thesis statement
- Body paragraphs with supporting points and properly cited evidence
- A concise conclusion
- A correctly formatted works cited page

Related Readings

Four to five articles related to the research topic.

Related Viewings

One documentary pertinent to the teacher-chosen topic.

2.3 Generate relevant questions about readings on issues that can be researched.

Additional Activities:

After reading one of the articles, students will write about six different “sides” of social networking (in five minute increments) as a way to draft their papers. Cubing “sides” are as follows: Describe social networking – What is it? Who does it? Why do they do it? Compare social networking – What is it similar to? Contrast social networking – What is it different from? Explain how social networking works – How do you get started? How do you become more social? Argue for social networking – What are its positive aspects? Argue against social networking – What are its negative aspects?

Teachers will lead students through the research paper writing process, weaving in mini-lessons that address the aforementioned components. The additional articles and documentary are used to gather information and to reinforce note taking and paraphrasing skills. A short sample research paper will also be used for discussions about formatting.

- W1.1 Establish a controlling impression 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
- W1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice

- W1.4 Develop the main ideas within the body of the composition through supporting evidence
- WC1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization
- WC1.9 Revise writing to improve logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Unit VII –Classic Novel Unit

Hook Questions:

Can our actions impact others in ways we could not have predicted?

Are all human beings good at heart?

Can problems in society can be traced back to problems in individuals.

Learning Objectives/Outcomes:

The Student will...

- Read the novel, *Lord of the Flies*, by William Golding.
- Demonstrate an overall understanding of the story and make some interpretations about the text
- * Determine an overall theme and identify details in the text, evidence, to support this theme.
- Explore parallels between the text structure and the hook questions.
- Identify and analyze meaningful passages from the novel.
- Determine and explicate meaningful passages from the novel.
- Identify examples of figurative language (within the context of the novel) and explain their effectiveness. Discuss the significance of these examples as they relate to the novel itself as well as to their personal experiences and to world events.
- Read a variety of informational texts that are related to the story on a variety of different levels to extend student comprehension.

Literature

Lord of the Flies, by William Golding

- R3.2 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.
- R3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- R3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

R3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Related Readings/Text Set

This text set will contain a variety of informational texts that are related to the story on various levels, namely on statistical data that emphasizes the behavioral differences in boys and girls.

R2.3 Generate relevant questions about readings on issues that can be researched.

Vocabulary

Key terms/concepts from the novel:

Loss of innocence, civilized society, savagery

R1.2. Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Literary terms most pertinent to the text:

Symbolism, metaphor, simile, irony, personification, tone, and plot

R3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Writing/Response Journal

- At the conclusion of each chapter, students will write teacher-directed responses in their journals. Responses will focus on the main characters noting each of the characters' slow decent from civilized to savage.
- In addition, students, along with the help of their teachers, will document the setting, characters, lesson(s) learned in these chapters, as well as the impact of the character's actions within the novel.

Writing/Formal Essay

Your task is to write a Persuasive/Response to Literature:

Prompt: "Through *Lord of the Flies*, Golding makes an assertion that human beings are truly savage at heart in the absence of order and civilization." Do you agree or disagree with Golding? Use details and examples from the text to support your response.

W.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

W.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

W.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each

medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

- W.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Highly Recommended (optional)

The AUDIO VERSION and FILM ADAPTATION of the novel is a great vehicle with which to share the novel aloud and visually.

UNIT 6—Shakespearean Drama

Hook Questions:

Are there forces in life over which people have no control?

Are our lives governed by the choices we make?

Do all good decisions take a long time to make?

Learning Objectives/Outcomes:

The student will...

- Students will read a Shakespearean drama and complete a variety of activities to clarify and develop their understanding of the play and its literary elements in accordance with the CA State Standards.
- Participate in a class reading of the play *Romeo and Juliet* by William Shakespeare.
Demonstrate an overall understanding of the story by interpreting the characters' words and actions.
- Interpret subtleties and ambiguities presented in the text.
- Identify examples of figurative language (within the context of the play) and explain their effectiveness.
- Recognize universal themes in the drama and support the themes with evidence from the play

Literature: *The Tragedy of Romeo and Juliet* or *Romeo and Juliet* (McDougal Littell), *Interactive Reader* pp. 326-365

Related Readings/Text Set

This text set will contain a variety of informational texts that are related to the story on various levels, namely about modern day family feuds and teenage love.

- R2.3 Generate relevant questions about readings on issues that can be researched.

Literary Response and Analysis

- R3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot
- R3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue and soliloquy.
- R3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- R3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Assignments and Activities

ROMEO AND JULIET “into” ACTIVITIES:

Examples include but are not limited to:

- *Social Offense Ranking
- *Opinion Survey: Love or Loyalty
- *Shakespearean Sonnet Paraphrase
- *Coat of Arms
- *The Language of Shakespeare
- *Shakespearean Insults
- *Prologue Paraphrase

“Through” ACTIVITIES:

Examples include but are not limited to:

- *Quickwrites on various topics throughout the play,
- *Act I scene summary (pg. 39 Unit Six Resource Book),
- *Act II scene summary (pg. 43),
- *Soliloquy/Aside: Act II (pg. 44),
- *Act III scene summary (pg. 47),
- *Allusion: Act III (pg. 48),
- *Act IV scene summary (pg. 51),
- *Comic Relief: Act IV (pg. 52),
- *Whole Play Plot Chart (pg. 55),
- *Tragedy: Act V (pg. 56)

Teacher generated reading quizzes (or quizzes from the Resource Book) for Act 1, Act 2, Act 3, Act 4, Act 5

Teacher generated *Romeo and Juliet* Cumulative Test

“Beyond” ACTIVITIES:

- **Romeo and Juliet* project

Writing/Formal Essay

The Prologue of Act I speaks of Romeo and Juliet as “a pair of star-crossed lovers.” Do you think that fate or individual characters are more responsible for the deaths of Romeo

and Juliet? Write a two-page response to this question using thoughtful examples from the text to reinforce your thinking.

W1.1 Establish a controlling impression 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.

W1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, and definitions).

Vocabulary

- Focus on literary terms/concepts from the play, such as aside, soliloquy, monologue, theme, dramatic irony, foil, allusion, and symbolism.
- Vocabulary taken from context of play

Spring Semester Final Exam Essay

WRITING TASK:

A theme is an important idea that a story conveys to the reader. Identify a significant theme from one piece of literature we have read this year. Write an essay in which you discuss how this theme is present in no less than three pieces of literature we have read in English 1 this year.

You may choose from the list of themes below or you can identify one of your own.

- There are forces in life over which people have no control.
- We all make decisions that are not in our best interest.
- Sometimes the choices we make set into motion a series of events we could not have predicted.
- As a result of the choices we make, all of the lessons we learn are valuable ones.
- Pride can be a wonderful, terrible thing.

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 1

STANDARDS: RW 1.1, 1.3 RC 2.3, 2.4 RL 3.2, 3.4, 3.7 WC 1.3, 1.4

Essential question: Can a person’s actions impact others in ways he or she could not have predicted?

Readings/Activities/Assignments	Location of Resource	Supplemental Resources
<p>Hook Question: How do we use stories to confront uncertainty and explain the unknown in our world?</p> <p>Welcome to high school! Introduction to/application of classroom procedures, rules, and expectations</p> <p>Community Building Activity (choose 1):</p> <ul style="list-style-type: none"> • Peer Interviews/Introductions • “Where I’m From” poetry activity • SJVWP Hands unit • Other <p>Writing: <i>It is recommended that teachers introduce an E1 Interactive Notebook that will be maintained over the course of the year. Such a notebook will be used to house literary terms/concepts/examples, literature-related quick writes, writing rough drafts, and test-prep bell ringer assignments.</i></p>	<p>Dropbox</p>	

ASSESSMENTS: Diagnostic writing samples

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall **WEEK:** 3

STANDARDS: RW 1.1, 1.3 RC 2.3, 2.4 RL 3.2, 3.4, 3.7 WC 1.3, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduction to literary terms (plot, foreshadowing, conflict and symbolism)</p> <p><i>Literature:</i> <i>Continuation of Hero Myths, Root Word Exploration and Response Journal from previous week...</i></p> <p>Choose 2 of the following myths: “Eros and Psyche” “Echo and Narcissus” “Daedalus and Icarus” “Hades and Persephone” “Aphrodite and Adonis”</p>	<p>Unknown</p>	

ASSESSMENTS: Teacher-created quizzes and journal responses.
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BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 4

STANDARDS:	RW 1.1, 1.3	RC 2.3, 2.4	RL 3.2, 3.4, 3.7	WC 1.3, 1.4
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Continuation of Root Exploration and Response Journal from previous week(s)...</i></p> <p>Introduction to literary terms (simile and epic simile, epic poem and allusion) Introduction to “close reading” strategy</p> <p><i>Literature:</i> Read excerpts from <i>The Odyssey</i> (pp. 884-967)</p> <p><i>Research:</i> Names/Mythology Inquiry: Studying mythological allusions in the modern world</p> <p>Teacher should model the “close reading” strategy and use all applicable literary terms in context as often as possible.</p>	<p><u>The Language of Literature</u>, textbook</p> <p><u>The Language of Literature</u>, textbook</p> <p>Dropbox</p>	<p>Lang. of Lit. teacher resources</p>

ASSESSMENTS:

Selection quizzes from textbook resources; teacher-created quizzes

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 5

STANDARDS: RW 1.1, 1.3 RC 2.3, 2.4 RL 3.2, 3.4, 3.7 WC 1.3, 1.4
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduction to literary term (imagery)</p> <p><i>Literature:</i> <i>Continuation of The Odyssey, the Root Exploration, the Myth Response Journal, and the Names/Mythology Inquiry from the previous week(s)...</i></p> <p>Teacher should model the “close reading” strategy and use all applicable literary terms in context as often as possible.</p>	<p><u>The Language of Literature</u>, textbook</p>	<p>Lang. of Lit. teacher resources</p>

ASSESSMENTS:

Preparation for District Fall 6 benchmark; selection quizzes from textbook resources; teacher-created quizzes

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 6

STANDARDS:	RW 1.1, 1.3	RC 2.3, 2.4	RL 3.2, 3.4, 3.7	WC 1.3, 1.4
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Continuation of The Odyssey, the Root Exploration, the Myth Response Journal, and the Names/Mythology Inquiry from the previous week(s)...</i></p> <p>Literature:</p> <p> “Ithaka,” Cavafy, LOL, (pp 971-2)</p> <p> “Penelope,” Parker, LOL, (pp. 970)</p> <p> “Siren Song,” Atwood, LOL (pp. 938)</p> <p>Writing:</p> <ul style="list-style-type: none"> • Hero cover letter and resume assignment <p>Teacher should model the “close reading” strategy and use all applicable literary terms in context as often as possible.</p>	<p><u>The Language of Literature</u>, textbook</p> <p><u>The Language of Literature</u>, textbook</p> <p>Dropbox</p>	<p>Lang. of Lit. teacher resources</p>

ASSESSMENTS: District Fall 6 benchmark

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 7

STANDARDS: RW 1.2	RC 2.1	RL 3.3, 3.5, 3.7	WS 1.1, 1.4, 1.9
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Do we find or create our true selves?</i></p> <p>Introduction to annotating as a reading strategy Introduction to paraphrasing as a writing strategy Introduction to key literary terms (metaphor and tone) Introduction to identifying meaningful passages</p> <p><i>Literature:</i></p> <ul style="list-style-type: none"> “The Road Not Taken,” Frost, (p. 290) “Song of the Open Road,” Whitman, (p 289) “Thank you, Ma’am,” Hughes (Dropbox) <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Annotations of poems <p>Practice applying reading/writing strategies, recognizing literary terms, and identifying meaningful passages throughout the interaction with these texts. Teacher should use (and have students use) these terms in context as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook Dropbox</p>	

ASSESSMENTS: Collect/assess progress on work samples from in-class interaction

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 8

STANDARDS: RW 1.2	RC 2.1	RL 3.3, 3.5, 3.7	WS 1.1, 1.4, 1.9
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: <i>How do people and experiences in our lives shape how we see ourselves?</i></p> <p>Introduction to new literary terms (personification, hyperbole and irony)</p> <p>Literature: “A Christmas Memory” “The Bass, the River, and Sheila Mant” “since feeling is first,” cummings (p. 313)</p> <p>Practice applying reading/writing strategies, recognizing literary terms (including those previously introduced), and identifying meaningful passages throughout the interaction with these texts. Teacher should use (and have students use) these terms in context as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p>	

ASSESSMENTS: Collect/assess progress on work samples from in-class interaction

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 9

STANDARDS: RW 1.2 RC 2.1 RL 3.3, 3.5, 3.7 WS 1.1, 1.4, 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: <i>Can something good come from something bad?</i></p> <p>Introduction to the idea of drawing conclusions/making inferences Introduction to new literary terms (setting and flashback) and explicit review of those previously introduced</p> <p><i>Literature:</i> “Marigolds,” by Eugenia Collier</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> Literary analysis activity (p. 85) <p>Practice applying reading/writing strategies, recognizing literary terms and identifying meaningful passages throughout the interaction with this text. Teacher should use (and have students use) these terms in context as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p>	

ASSESSMENTS: Literary analysis activity

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 10

<p>STANDARDS : RW 1.2 RC 2.1 RL 3.3, 3.5, 3.7 WS 1.1, 1.4, 1.9</p>

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: <i>Can pride be a wonderful and a terrible thing?</i></p> <p>Introduction to new literary term (theme). Review of the previously introduced strategies and terms, as well as the application thereof.</p> <p>Literature: “The Scarlet Ibis,” by James Hurst “Woman with Flower,” by Naomi Long Madgett</p> <p>Writing:</p> <ul style="list-style-type: none"> • Literary analysis activity (p. 605) Poetry annotations <p>Practice applying reading/writing strategies, recognizing literary terms (including those previously introduced), and identifying meaningful passages throughout the interaction with these texts.</p>	<p><u>The Language of Literature</u>, textbook</p>	

<p>ASSESSMENTS: Literary analysis activity</p>

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 11

STANDARDS: RW 1.2 RC 2.1 RL 3.3, 3.5, 3.7 WS 1.1, 1.4, 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Writing:</i></p> <ul style="list-style-type: none"> • Structuring/drafting/revising the formal writing response: • In “Marigolds” the girl realized that her destruction of the flowers changed her understanding of her world; she felt older and understood why they had been grown in the first place. In “The Scarlet Ibis,” the narrator’s relationship with his brother teaches him the value of life, making more aware of the consequences of his actions. Write about an experience that shaped your self-image. Explain how the experience impacted your understanding of yourself. 	<p><u>The Language of Literature</u>, textbook</p>	<p>Lang. of Lit. teacher resources</p>

ASSESSMENTS: Final draft of above written response.
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BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 12

STANDARDS: RW 1.2	RC 2.1	RL 3.3, 3.5, 3.7	WS 1.1, 1.4, 1.9
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Abstractions:</p> <ul style="list-style-type: none"> • Mandala Project - Students will complete a four part mandala in which they'll address the essential question by reflecting on personal influences including persons, places, things, and experiences in their lives, and how these affect their perception of themselves. This will act as pre-writing/scaffolding to the formal writing assignment. <p>Review for 12 week benchmark</p>	<p>Dropbox</p>	

ASSESSMENTS: 12 week benchmark

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 13

STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: Can a person’s actions impact others in ways he or she could not have predicted? Do we all make decisions that are not in our best interest?</p> <p>*Review of all previously introduced literary terms</p> <p>Literature: <i>Whirligig</i>-related text set <i>Chapter 1 of <u>Whirligig</u></i></p> <p>Vocabulary: Use concept map to introduce students to the following key terms/concepts from <i>Whirligig</i>: Redemption, restitution, retribution and karass</p>	<p>Dropbox</p> <p>Library/Each student should check out his own copy and bring to class each day</p>	

ASSESSMENTS: Application of lit terms to chapter 1 of <i>Whirligig</i>

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall **WEEK:** 14

<p>STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2</p>

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> Read chapters 2-4 of <i>Whirligig</i></p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Complete applicable pages in teacher-created <i>Whirligig</i> journal <p><i>Vocabulary:</i> Teacher will direct students' attention to redemption, restitution, retribution and karass, as they apply in story</p> <p>Practice applying reading/writing strategies, recognizing literary terms and identifying meaningful passages throughout the interaction with this text. Teacher should use these terms in context as often as pertinent and possible.</p>	<p>Dropbox</p>	

<p>ASSESSMENTS: Journal entries regarding Brent's character</p>
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BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 15

STANDARDS: RW 1.1, 1.2, 1.3	RC 2.1, 2.4	RL 3.2, 3.4, 3.7	WS 1.1, 1.4, 1.2
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Read chapters 5-7 of Whirligig</p> <p>Writing:</p> <ul style="list-style-type: none"> • Complete applicable pages in teacher-created Whirligig journal <p>Vocabulary: Teacher will direct students' attention to redemption, restitution, retribution and karass, as they apply in story</p> <p>Practice applying reading/writing strategies, recognizing literary terms and identifying meaningful passages throughout the interaction with this text. Teacher should use these terms in context as often as pertinent and possible.</p>		

ASSESSMENTS: Journal entries regarding Brent's changing character
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BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 16

STANDARDS: RW 1.1, 1.2, 1.3	RC 2.1, 2.4	RL 3.2, 3.4, 3.7	WS 1.1, 1.4, 1.2
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Read chapter 8 of <i>Whirligig</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • Complete applicable pages in teacher-created <i>Whirligig</i> journal • Character Reflection/Postcard from Brent to Mrs. Zamora <p><i>Your task is to write a postcard from Brent to Mrs. Zamora. In your letter, you must identify a minimum of four ways that this journey has changed you. You must also provide evidence to support each change. For example, if you tell Mrs. Zamora that you have become a much more patient person, you would also need to give her an example that demonstrates how patient you have become. Remember that you should be grateful to her for giving you this opportunity.</i></p>	Dropbox	

ASSESSMENTS: Completed postcard with evidence of Brent's growth
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BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 17

STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Final exam review</p> <p>Final exam essay preparation</p>		

ASSESSMENTS: Final exam

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 18

STANDARDS: RW 1.1, 1.2, 1.3 RC 2.1, 2.4 RL 3.2, 3.4, 3.7 WS 1.1, 1.4, 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
FINAL EXAM WEEK		

ASSESSMENTS: E1- FINAL EXAM

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 1

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Overview of self-selected novel endeavor Introduction to literary terms (foil, character, style, denotation and connotation) and review of imagery and theme</p> <p><i>Literature:</i> Read/discuss, “To Build a Fire”</p> <p><i>Writing (choose 1 of the following):</i></p> <ul style="list-style-type: none"> • Yukon News Report (p. 536) • Fire Building Instruction (p. 536) <p>Practice applying reading/writing strategies and recognizing literary terms. Teacher should use these terms, especially denotation and connotation, in context as often as pertinent and possible.</p>	<p>Dropbox</p> <p><u>The Language of Literature</u>, textbook</p> <p><u>The Language of Literature</u>, textbook</p>	

ASSESSMENTS: Final draft of teacher selected writing activity
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BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 2

STANDARDS : RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduction to terms (diction, author’s purpose, mood, repetition, and parallelism)</p> <p><i>Literature:</i> Self-selected novel Read “Into Thin Air” “A Narrow Fellow in the Grass” On Being Seventeen, Bright and Unable to Read</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Process Description (p. 576) <p><i>Vocabulary:</i> Close Encounters with Unfamiliar Words, LOL 572</p> <p>Practice applying reading/writing strategies and recognizing literary terms. Teacher should use these terms, especially denotation and connotation, in context as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p>	

ASSESSMENTS: Teacher-directed application of reading/writing strategies/terms in context of core titles
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BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 3

STANDARDS: RW 1.2	RC 2.7, 2.8	RL 3.8, 3.9	WS 1.2, 1.5
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduction to purposes for writing, LOL, pg 653</p> <p><i>Literature:</i> Self-selected novel “Black Boy” (pg. 655) “Daughter or Invention” (pg. 653) “Metaphor” (pg. 675) “A Voice” (pg. 681) “The Journey” (pg. 683) “Powder” (pg. 687)</p> <p><i>Test Prep:</i> Intel Assess Bell Work</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p> <p>Dropbox</p>	

ASSESSMENTS: Verbal application of reading/writing strategies/terms in context of self-selected novel

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 4

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Purposes for writing, continued...</p> <p>Literature: Self-selected novel Reading and Writing for Assessment, (pp. 731-735)</p> <p><i>Test Prep:</i> Intel Assess Bell Work</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p><u>The Language of Literature</u>, textbook</p> <p>Dropbox</p>	

ASSESSMENTS: Verbal self-selected novel response; application of bell work

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 5

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Self-selected novel</p> <p><i>Test Prep:</i> Intel Assess Bell Work</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p>Dropbox</p>	

ASSESSMENTS: Formal written self-selected novel response; application of bell work

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 6

STANDARDS: RW 1.2	RC 2.7, 2.8	RL 3.8, 3.9	WS 1.2, 1.5
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Question: Pending chosen author</p> <p>Literature: Author-in-Context/ Author determined by teacher (choose 1 of the following) <i>(See curriculum guide for more information on author study)</i></p> <ul style="list-style-type: none"> *Ray Bradbury *Sandra Cisneros *Maya Angelou *Edgar Allan Poe <p>Read selected stories/poems by chosen author</p> <p>Writing:</p> <ul style="list-style-type: none"> • Students will use a graphic organizer to document observations about the chosen author’s craft <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p>*Drop box</p> <p>*<u>The Language of Literature</u>, textbook</p> <p>*<u>The Language of Literature</u>, textbook</p> <p>*<u>The Language of Literature</u>, textbook</p> <p>Teacher-selected</p>	

ASSESSMENTS: Completed graphic organizer

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 7

STANDARDS: RW 1.2	RC 2.7, 2.8	RL 3.8, 3.9	WS 1.2, 1.5
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> <i>Author-in-Context stories/poems, continued...</i></p> <p>Writing:</p> <ul style="list-style-type: none"> • Students will generate a list of concerns conveyed by the author. This list will serve as a segue to the research paper question/topic. <p><i>Test Prep:</i> Intel Assess Bell Work</p>		

ASSESSMENTS: Student-generated author concerns

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 8

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Articles related to research topic (see curriculum guide)</p> <p>Writing:</p> <ul style="list-style-type: none">• Cubing <p>Vocabulary: Key terms related to research paper writing</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p>Curriculum guide</p>	

ASSESSMENTS: Cubing draft

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 9

STANDARDS: RW 1.2 RC 2.7, 2.8 RL 3.8, 3.9 WS 1.2, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Documentary related to research paper topic</p> <p>Writing:</p> <ul style="list-style-type: none">• Research paper draft <p>Vocabulary: Key terms related to research paper writing</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>		

ASSESSMENTS: 9 WEEK BENCHMARK (may take 2 days)

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 10

<p>STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Sample research paper</p> <p>Writing:</p> <ul style="list-style-type: none"> • Research paper final draft <p>Vocabulary: Key terms related to research paper writing</p> <p>Practice applying test-taking strategies and terminology, in context, as often as pertinent and possible.</p>	<p>Dropbox</p>	

<p>ASSESSMENTS: Research paper final draft</p>

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 11

<p>STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Hook Questions: <i>Can our actions impact others in ways we could not have predicted?</i> <i>Are all humans good at heart?</i> <i>Can problems in society be traced back to problems in certain individuals?</i></p> <p>Literature: <i>Lord of the Flies</i> text set Lord of the Flies, chapters 1-4</p> <p>Writing:</p> <ul style="list-style-type: none"> • Author notes emphasizing Golding’s purpose for writing LOTF • LOTF journal <p>Vocabulary concepts: Loss of innocence, civilized society, savagery</p> <p>Practice applying reading/writing strategies, recognizing literary terms (especially character development, setting, mood and foreshadowing), and identifying meaningful passages throughout the interaction with these chapters.</p>	<p>LOTF to be checked out from library by individual students</p> <p>Dropbox</p>	

<p>ASSESSMENTS: Journal responses; teacher-generated quizzes</p>
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BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 12

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Video clips Lord of the Flies, chapters 5-8</p> <p>Writing:</p> <ul style="list-style-type: none">• LOTF journal documentation <p>Practice applying reading/writing strategies, recognizing literary terms (especially character development, setting, mood, symbolism, conflict, foreshadowing and theme), and identifying meaningful passages throughout the interaction with these chapters.</p>		

ASSESSMENTS: Journal responses; teacher-generated quizzes

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 13

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Video clips Lord of the Flies, chapters 9-12</p> <p>Writing:</p> <ul style="list-style-type: none">• LOTF journal documentation• Formal essay <p>Practice applying reading/writing strategies, recognizing literary terms (especially character development, setting, mood, symbolism, conflict, foreshadowing and theme), and identifying meaningful passages throughout the interaction with these chapters.</p>	<p>Curriculum guide</p>	

ASSESSMENTS: Final draft of formal essay

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 14

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Hook Questions:</i> Are there forces in life over which people have no control? Are our lives governed by the choices we make? Do all good decisions take a long time to make?</p> <p><i>Literature:</i> Background information on Shakespeare’s world (pp. 983-986) Romeo and Juliet, Shakespeare, Act 1</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Introductory questions or opinion survey that encourage exploration of beliefs about love, loyalty and social offenses • Prologue/sonnet paraphrase • Shakespearean insults • Coat of Arms <p><i>Vocabulary:</i> Shakespearean drama terms (pgs (pp. 983-986)</p> <p>Students will read an act, then watch the play acted out via film. As always, students will practice applying reading strategies/recognizing literary terms (and the significance thereof) in context as applicable.</p>	<p>Interactive Reader and/or <u>The Language of Literature</u>, textbook</p> <p>Dropbox</p> <p><u>The Language of Literature</u>, textbook</p>	<p>Zeffirelli R&J film</p> <p>Luhrman R&J film</p> <p>William Shakespeare: A Life of Drama, DVD</p> <p>The Reduced Shakespeare Company, The Complete Works of William Shakespeare DVD</p>

ASSESSMENTS: Teacher generated quizzes for R&I Act I

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 15

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> R&J, Act II</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Quickwrites on topics related to Act II • Soliloquy/Aside sheet (p. 44) • Acts I-II scene summaries <p>Students will read an act, then watch the play acted out via film. As always, students will practice applying reading strategies/recognizing literary terms (and the significance thereof) in context as applicable.</p>	<p>Interactive Reader and/or <u>The Language of Literature</u>, textbook</p> <p>ML Resource book</p>	

ASSESSMENTS: Teacher generated quizzes for R&J Act II
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BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 16

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> R&J, Acts III-IV</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Quickwrites on topics related to Acts III-IV • Allusion sheet (p. 48) • Comic Relief sheet (p. 52) • Acts III-IV scene summaries <p>Students will read an act, then watch the play acted out via film. As always, students will practice applying reading strategies/recognizing literary terms (and the significance thereof) in context as applicable.</p>	<p>Interactive Reader and/or <u>The Language of Literature</u>, textbook</p> <p>ML Resource book ML Resource book</p>	

ASSESSMENTS: Teacher-generated quizzes for R&J Acts III-IV

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 17

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Literature:</i> R&J, Act V</p> <p><i>Writing:</i></p> <ul style="list-style-type: none"> • Quickwrites on topics related to Act V • Act V scene summary • Whole play plot chart (p. 55) • Tragedy in R&J (p. 56) <p>Students will read an act, then watch the play acted out via film. As always, students will practice applying reading strategies/recognizing literary terms (and the significance thereof) in context as applicable</p>	<p>Interactive Reader and/or <u>The Language of Literature</u>, textbook</p> <p>ML Resource book ML Resource book</p>	

ASSESSMENTS: Teacher-generated quizzes for R&J Act V

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 18

STANDARDS: RW 1.1, 1.2 RC 2.1, 2.3, 2.4 RL 3.1, 3.10 WS 1.1, 1.2, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Romeo and Juliet</i> projects</p> <p>Review and re-teach for final exam</p> <p>Writing:</p> <ul style="list-style-type: none"> Final exam essay preparation <p>Students will read an act, then watch the play acted out via film, and will practice applying reading strategies/recognizing literary terms at work in context as applicable.</p>	<p>Dropbox</p>	

ASSESSMENTS: Teacher generated cumulative unit test for *Romeo and Juliet*; *Romeo and Juliet* Projects

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 1

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 19

STANDARDS: Fall and Spring semester standards

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
FINAL EXAM		

ASSESSMENTS: HJUHSD Spring Final English 1

BOLD font indicates mandatory items
REGULAR font indicates optional items

Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	ENGLISH 2
Grade Level:	Sophomore (College Preparatory/10th Grade)
Prerequisite:	English 1 or 1H
Duration:	One Year (2 Semesters)
Credits:	10 (5 per semester)
Textbook Name:	The Language of Literature (Grade 10)
Publisher:	McDougal Littell
Publication Year/Edition:	2002/4th Edition
Date:	Revised October, 2011

II. COURSE DESCRIPTION

This is a college preparatory writing and literature course with the emphasis on reading comprehension, literary response and analysis, writing strategies and applications (including grammar skills), and vocabulary development. The basic genres of literature will be covered, including a Shakespearean play. The literature complements the sophomore world history class by focusing on selections dealing with world history and cultures. The sequence of this course is also designed to enhance the student's learning experience by echoing the time frame presented in world history.

III. CONTENT/TIMELINE/ PERFORMANCE STANDARDS

Although academic freedom is supported and encouraged, **essential elements presented must be covered.** Teachers are encouraged to supplement the required elements with additional selections provided in the text or ancillary materials. **Literary selections in the timeline are correlated with the content standards.** Refer to English-Language Arts Content Standards for California Public Schools (California Department of Education, 1998).

Literature

The literary selections should reflect the impact of cultural values and history on literature. The major themes of absolutism vs. freedom, man's inhumanity to man, and cultural integration should assist the students in understanding

Vocabulary

Learn and use vocabulary from literature

Grammar

Focus on compound, complex, and compound/complex sentences, subordination, transitions, punctuation (emphasis on semi-colon), and verbals.

Exercises from Grammar Mini-Lessons (GML) and *Language Network* can be added as needed.

Exercises from Daily Language Skill Builder (McDougal Littell); skill builders and mini-lessons that accompany selections from *The Language of Literature* (teacher's edition)

Writing Applications:

All formal writing must go through the process of editing, revision, and final draft. The principles of expository writing should be reviewed and reinforced. Students will:

- Review the essay process, emphasizing thesis, introduction, support, concluding paragraph.
- Write responses to literature that support important ideas and viewpoints through accurate and detailed references to the text. (This activity occurs throughout the year.)
- Write a **persuasive** essay.
- Write a **descriptive** essay.
- Write a **literary analysis**.
- Write a formal **historical investigative report**.
- Write a formal **business letter**.

Listening and Speaking

- Organize and deliver at least one oral presentation using appropriately chosen language and effective public speaking techniques.
- Communicate effectively in collaborative working environments.
- Take notes from videos and teacher and student presentations.

Use of Technology

- Technology should be an integral component in the research and presentation of student work.
- Utilize computer software programs for research and presentation of research.
- Access Internet web sites for information.

FOCUS STANDARDS FOR 10TH GRADE MASTERY

The English teachers have identified the following E/LA standards as Focus Standards to be addressed in every English 2 assignment, where applicable, so that the students have mastered them prior to moving to English 3 as Juniors. Each of these standards is covered on the STAR test and the CAHSEE and serves as a scaffold to build upon in the next level of the vertical team. It is understood that these standards are covered in every assignment; therefore, the remaining standards listed with an activity are particular content-specific areas of emphasis. Focus Standards are indicated with * in the timeline.

WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

- 1.1 - Vocabulary and concept development: identify and use the literal and figurative meanings of words and understand word derivatives.**

READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)

2.7 - Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

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 (e.g., in professional journals, editorials, political speeches, primary source material).

LITERARY RESPONSE AND ANALYSIS

3.3 Analyze interactions between characters.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.7 Understand significance of literary devices.

Writing Strategies

1.9 - Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Written and Oral Language Conventions

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction and proper English usage.

10th Grade Grammar/Writing Skills Focus as identified on SAT 9 and CAHSEE:

- 1 Compound/complex sentences
- 2 Subordinate clauses
- 3 Transitions
- 4 Punctuation – semi-colons
- 5 Verbals: participle; gerund; infinitive (minimal)

SDAIE Instructional Strategies

- **Anticipatory Guide:** Students are given a series of statements that relate to reading selections.
- **Focus on Vocabulary**
 - Use of context clues and other word-attack strategies to understand essential vocabulary from the text and academic language
 - Vocabulary Cards: Word and definition in the front of the card and a drawing and a vocabulary word on the back
- **Prediction:** Students make a prediction about the subject they are about to read by selecting an answer to a multiple-choice question
- **Metacognition & Authentic Assessment:** Utilize rubrics for student self-assessment and goal setting (writing assessment)

- **Modeling, Visualizing and Graphic Organizers**
 - Use of graphic organizers to scaffold writing.
 - Use of graph/ paper dolls to develop a list of characteristics and traits.
 - Use of photographic images to help create background knowledge.
 - Using student models to demonstrate qualities of a good editorial.
 - Interpretive responses to literature that may consist of a graphic essay, 8 pocket book, or other visual representation
- **Guided Instruction**
 - Demonstration of textual analysis, annotation, evaluation, and synthesis.
- **Tapping into Prior Knowledge**
 - Writing about Roman/Greek Mythology and its impact on the characters and plot
- **Cooperative Learning**
 - Working in groups to share responses to literature

FIRST SEMESTER

First Six Weeks

SHORT STORY UNIT

Learning Objectives/Outcomes:

The student will...

- Distinguish word meanings by the use of context clues.
- Apply learned mechanics in order to correctly form compound/complex sentences
- Differentiate between object and subject pronouns
- Recognize figurative language
- Analyze the effect of figurative language on the reader
- Write a two-voice poem
- Recognize literary devices, including irony and symbolism

Word Analysis, Fluency , and Systematic Vocabulary Development

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

Writing Strategies

1.1 Establish a controlling impression 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.

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Written and Oral English Language Conventions

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

Activities/Assignments for Short Story Unit

INTO ACTIVITIES

Vocabulary:

Review English 1 Literary Terms and introduce new terms.

Vocabulary from *Vocabulary for the High School Student*, emphasizing knowledge and use of context clues, vocabulary from literary selections, and literary terms

THROUGH ACTIVITIES (Texts include but are not limited to):

- **“The Interlopers” Sake** (pg. 8)

Optional story: “The Lottery” Jackson (text set)

- **“Harrison Bergeron” Vonnegut** (pg. 20)

2-Voice Poem*

- **“A Sound of Thunder” Bradbury** (pg. 71)
- **“By the Waters of Babylon” Benet** (pg. 42)

Extension examples include but are not limited to:

Graphic Essay, Mandala poster, or Literary Analysis Essay analyzing a theme presented in the stories

Suggested Optional Texts:

- **“The Prisoner Who Wore Glasses” Head** (pg. 652)
- **“A Chip of Glass Ruby” Gordimer** (pg. 965)
- **“Searching for Summer” Aiken** (pg. 30)

Poetry

- “Those Winter Sundays” Hayden (pg. 228)
- “Piano” Lawrence (pg. 228)

-

Additional Resources and Materials:

*Colon/Semicolon Rules Handout

*Colon Worksheet/Key

Semicolon Worksheet/Key

Two-Voice Poem Sample/Rubric

Text sets at teacher discretion

Second Six Weeks

WILLIAM SHAKESPEARE UNIT

Literature: Julius Caesar or Othello

Julius Caesar (McDougal Littell), Interactive reader pp.245-289

Julius Caesar: Literature Connections Sourcebook (McDougal Littell)

Learning Objectives/Outcomes:

The student will...

- Students will read a Shakespearean drama and complete a variety of activities to clarify and develop their understanding of the play and its literary elements as pertains to the CA State Standards.
- Participate in a class reading of the play *Othello* or *Julius Caesar* by William Shakespeare
- Demonstrate an overall understanding of the story by interpreting the characters' words and actions
- Interpret subtleties and ambiguities presented in the text
- Identify examples of figurative language (within the context of the play) and explain their effectiveness
- Recognize universal themes in the drama presented, and support the theme with evidence from the play
- Analyze the dynamics of differing interpretations of the same events
- Discuss the factors that contribute to the impact a play has on its audience

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

Writing Strategies

1.1 Establish a controlling impression 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.

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Vocabulary

- **Focus on literary terms/concepts from the play:** aside, soliloquy, monologue, theme, dramatic irony, foil, allusion, symbolism
- Vocabulary taken from context of play

JULIUS CAESAR ACTIVITIES: INTO ACTIVITIES

Examples include but are not limited to:

*“FYI” Julius Caesar Glossary terms Handout (Sourcebook p.38-39)

*“FYI” Julius Caesar Background and Act 1-5 information handouts (p.26-32)

THROUGH ACTIVITIES

Examples include but are not limited to:

*Characters Chart: Act 1 (Sourcebook p.40), *Act 2 Time Line (p.41), *Act 3 Time Line (p.42), *Observing Changes in Characters: Act 4 (p.43), *Act 5 Time Line (p.45), *Julius Caesar: Persuasion (p.46), *Julius Caesar: Tragedy/Tragic Hero (p.47)

Teacher generated reading quizzes for Act 1, Act 2, Act 3, Act 4, Act 5

Teacher generated Julius Caesar Cumulative Test

BEYOND ACTIVITIES

Persuasive Essay Topic: “Who is the REAL antagonist in Julius Caesar?”

In groups, select a scene from the play and act it out in modern language and dress

Research and report on the complete story of Julius Caesar's Life

OTHELLO ACTIVITIES:

INTO ACTIVITIES

Examples include, but are not limited to:

- Introductory questions that encourage the students to explore their feelings and beliefs about jealousy
- Background information on Shakespeare, the Globe Theater, and Elizabethan England
- Initial set of Shakespearean vocabulary from play

THROUGH ACTIVITIES

- Questions and quote identifications for each act, to be answered as the play is read in class*
- Students will read an act, then watch the act played out in film
- Teacher generated reading quizzes for each act
- Foil comparison Venn Diagram chart*
- Puzzle pieces graphic organizers for interpreting Iago's soliloquies*
- Tragedy chart to analyze the elements of a tragic hero and tragic flaw*

BEYOND ACTIVITIES

- Persuasive essay topic: "Who is the main character of the play *Othello*, Othello or Iago?"
- Graphic essay on Jealousy as the Green-Eyed monster*
- Teacher generated cumulative unit test

* Refers to shared documents

Third Six Weeks

TO KILL A MOCKINGBIRD UNIT

Learning Objectives/Outcomes

Students will:

- Read the novel *To Kill a Mockingbird*, by Harper Lee
- Demonstrate a general understanding of the text and themes of the novel.
- Make connections between events in the story to issues/events in history or current events.
- Determine character traits and their implications to the story.
- Identify themes in the novel and demonstrate awareness of their impact and implications in real life.
- Identify passages in the text that demonstrate literary terms and interpret their significance.
- Evaluate articles with historical or current relevance related to the themes/issues of the novel and synthesize/communicate the connections between the novel and real life experiences.
- Write responses to the literature in daily journals.
- Write persuasive compositions that demonstrate awareness of significant events/themes in the text and life.

Literature

To Kill a Mockingbird by Harper Lee

Reading Comprehension (Focus on Informational Materials)

2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Writing Strategies

1.1 Establish a controlling impression 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.

1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Writing Applications (Genres and Their Characteristics)

2.2 Write responses to literature

Written and Oral English Language Conventions

1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Activities/Assignments

INTO ACTIVITIES

Examples include but are not limited to :

* Dear Abby Letters, * Take a Stand, 1930s-1960s Text sets portraying life and times in the South, * TKM and the Blues.

THROUGH ACTIVITIES

Examples include but are not limited to:

Character Logs i.e.: * Character Trait Graphic, TKM Paper Doll Chain, “T” Chart, etc.

Vocabulary Enrichment i.e.: * Vocabulary Graphic, Connotation/Denotation,
*Resource Guide

Reading Quizzes

Selection Tests (CST Styled Tests) * Chs. 1-6, * Chs. 7-11, * Chs. 12-20,
*Chs. 21-31

Theme Development i.e.: * TKM Theme Sheet, Theme “T”, Theme as Character

BEYOND ACTIVITIES

Examples include but are not limited to:

TKM Soundtrack, Maycomb Tribune Newspaper

WRITING ACTIVITIES

Examples include but are not limited to:

Daily Journal

Responses to Literature

* Letter to the Editor

* Letter to Judge

* To Ban or Not to Ban

* Refers to “Shared” documents

SECOND SEMESTER

SDAIE Instructional Strategies

- **Clustering/Webbing/Mapping:** Students in a large group, small group, or individually begin with a word circled in the center, then connect the word to related ideas, images, and feelings which are also circled.
- **Brainstorming:** Students work as a whole group with the teacher, or in small groups. Begin with a stimulus such as a word, phrase, picture, or object and record all responses to that stimulus without prejudgment.
- **Explicit Instruction:** Directly model technique
 - Move from whole to part to whole.
 - : Provide cognitively demanding tasks (e.g., analyze, evaluate, interpret, compare, classify)
- **Directed Reading-Thinking Activities:** Predict, read, and discover.
- **Anticipatory Guide:** KWL Chart
 - Elicit students’ background knowledge as a conceptual springboard to new learning.
- **Vocabulary & Language Development:** Identify, highlight, and refer to key vocabulary.
- **Explicit Instruction:** Directly model technique
- **Poster:** Students create (thematic) posters in small groups.
- **In-Text Questions:** Students answer teacher-constructed questions about a reading selection as they read it.
- **Meaning-Based Contexts & Universal Themes:** Use culturally responsive themes, literature, materials, or primary language interactions.

First Six Weeks

RESEARCH PAPER UNIT

Learning Objectives/Outcomes:

The student will...

- Generate research questions
- Differentiate between primary and secondary sources
- Conduct research
- Create Works Cited Cards/Note Cards
- Evaluate reliability of Internet sources
- Synthesize relevant information from Internet and print sources
- Establish a clear thesis that answers main research question
- Draft outline

- Write research paper
- Integrate quotations
- Create Works Cited Sheet
- Use correct MLA citations
- Revise writing

Reading Comprehension

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

2.3 Generate relevant questions about readings on issues that can be researched

Writing Strategies

1.1 Establish a controlling impression 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.

1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).

1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

Writing Conventions

1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Activities/Assignments

INTO ACTIVITIES

Examples include but are not limited to:
Mini-lesson regarding differentiating between primary and secondary sources
Instruction on how to effectively create note cards and source cards
Evaluation of website activity (e.g., .gov, [.edu](#) vs .com)
Generate research questions

THROUGH ACTIVITIES

Examples include but are not limited to:
Library: Students conduct research using Internet and print sources
Create note cards and source cards
Teacher modeling of how to create an outline
Typing draft of research paper
Peer review of draft
Revision of draft

BEYOND ACTIVITIES

Examples include but are not limited to:
Students share their research reports with classmates

WRITING ACTIVITIES

Examples include but are not limited to:
Research paper: Outline, drafts, final draft

CAHSEE PREPARATION UNIT

Learning Objectives/Outcomes:

The student will...

- demonstrate mastery of each of the 5 CAHSEE Strands
- identify, from the essay prompt, the purpose for writing the essay, the topic, and the audience
- be able to plan for an essay (create an outline) and write an effective Thesis Statement

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1.1 Vocabulary and concept development: identify and use the literal and figurative meanings of words and understand word derivatives.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.

Reading Comprehension

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

ARTHURIAN LEGEND UNIT

Learning Objectives/Outcomes:

The student will...

- be presented with the mythology of Arthurian Legend.
- be able to connect the characters of the Arthurian Legend to allusions and other figurative language.
- understand the difference between connotative and denotative words.
- analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- analyze interactions between characters to explain how those interactions affect the plot.

Literature

Arthurian Legend

Word Analysis, Fluency, and Systematic Vocabulary Development

1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

Reading Comprehension

2.3 Generate relevant questions about readings on issues that can be researched.

Literary Response and Analysis

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Activities/Assignments

INTO ACTIVITIES

Examples include but are not limited to:

- Background discussion on original characters, King Arthur, Merlin, Guinevere, Lancelot, Morgana, Mordred, etc.
- Read "King Arthur and the Knights of the Round Table" by Emma G. Sterne and Barbara Lindsay

THROUGH ACTIVITIES

Examples include but are not limited to:

- Comparison of passages to analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- Suggested comparison of Sir Thomas Mallory's *Le Morte d'Arthur* (pp.1064-1081) and Steinbeck's *The Acts of King Arthur and his Noble Knights* (pp. 1090-1101)
- Reading of the selections in the text book from pages 1064 to 1104
- Vocabulary exercises in context from the text book
- Comprehension Questions from the text book
- Direct instruction on connotation vs. denotation

BEYOND ACTIVITIES

Examples include but are not limited to:

- Teacher generated reading and/or vocabulary quizzes
- Mini project Suggestions:
 - The Holy Grail as a metaphor
 - Character traits to quotes connection chart
 - Arthurian Family Tree etc.

Second Six Weeks

CST PREPARATION

Learning Objectives/Outcomes:

The student will...

Word Analysis

- 1.1 Vocabulary and concept development: identify and use the literal and figurative meanings of words and understand word derivatives.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words.

Reading Comprehension

- 2.2 Prepare a bibliography of reference materials for a report using a variety of documents.

Literary Response and Analysis

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

ALL QUIET OR WWI TEXT SET UNIT

Learning Objectives/Outcomes

Students will:

- Read the novel *All Quiet on the Western Front* or read the “WWI Era” Text Set
- Demonstrate a general understanding of the text and themes of the novel.
- Distinguish word meanings by the use of context clues
- Demonstrate an overall understanding of the story by interpreting the characters' words and actions
- Determine character traits and their implications to the story.
- Identify themes in the novel and demonstrate awareness of their impact and implications in real life.
- Evaluate articles/text with historical or current relevance related to the themes/issues of the novel and synthesize/communicate the connections between the novel and real life experiences.

Literature

All Quiet on the Western Front(NU) **or** *WWI Literature/Text Set*(TS)

Reading Comprehension

2.3 Generate relevant questions about readings on issues that can be researched.

Literary Response and Analysis

3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

Writing Strategies

1.1 Establish a controlling impression 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.

Written and Oral English Language Conventions

1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Activities/Assignments

INTO ACTIVITIES

(NU) Examples include but are not limited to :

“Trench Warfare”, “War Letters”, Vocabulary, poetry/music, “War Is _____”
and Editorial on War

THROUGH ACTIVITIES

(NU) Examples include but are not limited to:

Character Logs: “T” charts, Character Venn, Character Map, Character Symbols

Literature Journal: Dialectical Journal, 1st person Journal, Book as “News” Journal

Theme Analysis/ Development: Theme Notebook, Theme Log, Theme Connection

Vocabulary Enrichment

Reading Quizzes

BEYOND ACTIVITIES

(NU) Examples include but are not limited to:

Newspaper Project

War in a Bag

Movie (Animoto/PowerPoint)

Point of View Switch

Extended reading i.e.: *Private Peaceful*, *War Letters*, *No Hero for the Kaiser*,

The German Lesson

WRITING ACTIVITIES

(NU) Examples include but are not limited to:

- War letters/ Postcard project
- Mercy Killing essay
- Camaraderie essay
- Who Should Fight the War Analysis
- If Paul Didn't Die (Alternate Ending)

Third Six Weeks

Learning Objectives/Outcomes

Students will:

- Read the novel *Night*, by Elie Wiesel
- Demonstrate a general understanding of the text and themes of the novel.
- Distinguish word meanings by the use of context clues
- Demonstrate an overall understanding of the story by interpreting the characters' words and actions
- Determine character traits and their implications to the story.
- Identify themes in the novel and demonstrate awareness of their impact and implications in real life.
- Evaluate articles with historical or current relevance related to the themes/issues of the novel and synthesize/communicate the connections between the novel and real life experiences.
- Write responses to the literature in daily journals.
- Write persuasive compositions that demonstrate awareness of significant events/themes in the text and life.

Literature;

Novel: Night, Wiesel

*Nonfiction: "The Nobel Prize Acceptance Speech," Wiesel, McDougal Littell
(Purple) p. 599*

Reading Comprehension (Focus on Informational Materials)

- 2.3 Generate relevant questions about readings on issues that can be researched
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation and elaboration.

Literary Response and Analysis

- 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.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Written and Oral English Language Conventions

- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

Activities/Assignments

INTO ACTIVITIES

Examples include but are not limited to:

Read Wiesel's Nobel Speech

*Pre-Reading Questions

*"I have you Covered!"

*The Destructive Power of Hatred

*My Most Precious Possessions

THROUGH ACTIVITIES

Examples include but are not limited to:

*"Vocabulary Definition List" Packet

*"Novel Road Map to Success" (Chapter Questions Packet)

*Plotting Through Memories One Track at a Time

*Determining Tone, Vocabulary

*Foreshadowing: A closer look at Mdm Schachter

*Timed Writing (Use of Imagery to create Tone)**

*Using Figurative Language Through Poetry

*Ethics: Evaluating Elie's Beliefs

*Taking a Different Perspective: Voices of the Victims**

*Similes and Metaphors: Describing the Unthinkable

*Conflict (chart plotting internal and external conflict)

*Timed Writing (Hanging of the pipel experince)**

*Plot Analysis: Rising Action (group activity)

*Literary Devices

*Allusions and Meaning

*Journal Topic (Writing activity about the "selection")**

*A Novel with Many Themes

*Irony at Work

BEYOND ACTIVITIES

Examples include but are not limited to:

*Who Said It? (Quotations Quiz)

*Creating Book Marks

*Project Genocide: Images of Today Creating a Scrapbook (rubric attached)

*Final Test

EXTENDED READING i.e.: *Maus*, *Stones from the River*, *All but My Life*, *The Book Thief*, *Freedom Writers*

WRITING ACTIVITIES

Examples include but are not limited to:

Daily Journal

Responses to Literature (see “Through Activities”**)

* Refers to “Shared” documents

VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE

The designated textbooks, materials, and technologies meet the state standards for this content area.

A. Primary text: The Language of Literature (Grade 10)

B. Supplementary texts: Novels, Language Network, Interactive Readers

C. Literature/Outside reading: Teacher Assigned

D. Videos from video library: Noted in Pacing Guides

E. Teacher/student resources:

Internet web sites :

Subject Matter Resources: Kings County Office of Education

<http://www.kings.k12.ca.us/kcoe/curric>

TeachNet (Teacher-designed projects and activities by subject)

<http://www.teachnet.org/docs.cfm>

VII. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF English Language Arts CONTENT STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner’s Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

creative writing

oral reports

essays

dramatic readings/performances

debates and speeches

storytelling

LOGICAL/MATHEMATICAL LEARNER

graphic organizers
timeline
prediction exercises
coded messages
models
computer project
science experiments

SPATIAL LEARNER

drawings and paintings
comic strips
maps and flow charts
dioramas, displays, and murals
collages
photography activities

MUSICAL LEARNER

interpretive dances
musical plays and compositions
rap songs, jingles, and melodies
playing musical instruments

BODILY-KINESTHETIC LEARNER

demonstration speeches
experiments
impersonations, role playing
using gestures, facial expressions, and pantomime

INTERPERSONAL LEARNER

discussions
cooperative and collaborative projects
peer coaching
conducting interviews
simulation activities

INTRAPERSONAL LEARNER

response journals/learning logs
observations
photo essays
autobiographical stories

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 1

STANDARDS: ESLRs

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Make sure students have checked out textbook.</p> <p>Community Building i.e.: Name Game, Give one Get one, Interviews, Classroom Rules, Quotables, Think/Pair/Share, etc.</p>	<p>Site Library</p> <p>Materials marked with an * are available at dropbox.com Create an account and share that information with your CF to be added to the shared account.</p>	

ASSESSMENTS: N/A

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall **WEEK:** 2

STANDARDS: Word Analysis 1.1 Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9
Written Conventions 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Review/Re-teach E1 Literary Terms and Introduce E2 Literary Terms Review/Teaching examples include but are not limited to: MC tests, poster assignments, open sort, group project, poetry activities, handouts, etc.</p> <ul style="list-style-type: none">• “The Interlopers” Sake (pg. 8) <p>Reader’s Notebook: Strategies - Predict, Visualize, Connect, Question, Clarify, and Evaluate</p> <ul style="list-style-type: none">• “The Lottery” Jackson (text set)	<p>The Language of Literature</p>	

ASSESSMENTS: Literary Terms Test
Preparation for District Fall 6 English 2
Teacher generated reading quizzes focusing on reading strategies and Literary Response and Analysis standards: 3.7, 3.8

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall **WEEK:** 3

STANDARDS: Word Analysis 1.1 Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9
Written Conventions 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none">• “Harrison Bergeron” Vonnegut (pg. 20) 2-Voice Poem* • “A Sound of Thunder” Bradbury (pg. 71)	The Language of Literature Teacher's Resource Package	

ASSESSMENTS: Preparation for District Fall 6 English 2
Teacher generated reading quizzes on vocabulary and literary terms

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 4

<p>STANDARDS: Word Analysis 1.1 Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9 Written Conventions 1.1</p>

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none"> • “By the Waters of Babylon” Benet (pg. 42) <p>Extension examples include but are not limited to: Graphic Essay, Mandala poster, or Literary Analysis Essay analyzing a theme presented in the stories</p>	<p>The Language of Literature</p>	

<p>ASSESSMENTS: Preparation for District Fall 6 English 2 Extension Assignment</p>

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 5

STANDARDS: Word Analysis 1.1 Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9
Written Conventions 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p align="center">Grammar in Short Stories and additional texts</p> <p>Grammar Review/Skills Evaluation</p> <ul style="list-style-type: none"> *Colon/Semicolon Rules Handout *Colon Worksheet/Key 	<p>Teacher's Resource Package</p>	<p>Some Sites have access to <i>Language Network</i></p>

ASSESSMENTS: Preparation for District Fall 6 English 2

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 6

<p>STANDARDS: Literary Response and Analysis 3.3, 3.7, 3.8 Writing Strategies 1.1, 1.9 Written Conventions 1.1</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none"> • “Those Winter Sundays” Hayden (pg. 230) • “Piano” Lawrence (pg. 229) <p>Optional Texts:</p> <ul style="list-style-type: none"> • “The Prisoner Who Wore Glasses” Head (pg. 652) • “A Chip of Glass Ruby” Gordimer (pg. 965) • “Searching for Summer” Aiken (pg. 30) 	<p>The Language of Literature</p>	

<p>ASSESSMENTS: District Fall 6 English 2 Benchmark</p>
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BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 7

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar OR Othello</i> Shakespeare</p> <p>Introduction to background information on Shakespeare, the Globe Theater and Elizabethan England – pages 683-687 in <i>The Language of Literature</i>, McDougal Littell</p> <p>Practice note taking on Shakespearean England. Use note cards to scaffold for second semester research.</p> <p>Introductory questions that encourage exploration of beliefs about jealousy and ambition</p> <p>Questions and Quote IDs for each act, to be answered as play is read in class</p> <p>Students will read an act, then watch the act played out in the film</p> <p>*<i>(JC)</i> “FYI” Julius Caesar Glossary terms handout</p> <p>*<i>(JC)</i> “FYI” Julius Caesar Background and Act 1- Info handouts</p> <p>*<i>(JC)</i> Characters Chart: Act 1</p> <p>*<i>(O)</i> Play Map</p> <p>*<i>(O)</i> Questions Act I</p> <p>*<i>(O)</i> Quote Identifications Act I</p> <p>*<i>(O)</i> Movie Permission Slip</p> <p><i>(O)</i> Paraphrase Iago’s Act I soliloquy to determine character traits and set up his plan</p> <p><i>(O)</i> Puzzle pieces for Iago’s plan</p>	<p>Textbook, Interactive Reader and “Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i></p> <p>Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	<p>“Shakespeare in the Classroom” Video</p> <p><i>Othello</i> DVD, Kenneth Branagh version</p>

ASSESSMENTS: Preparation for District Fall 12 English 2

Teacher generated Quiz on background information (Shakespeare, Globe Theater, Elizabethan England)

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 8

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar OR Othello</i> Shakespeare</p> <p>Questions and Quote IDs for each act, to be answered as play is read in class</p> <p>Students will read an act, then watch the act played out in the film</p> <p>*(JC) Act 2 Time Line *(JC) Act 3 Time Line</p> <p>*(O) Questions Act II *(O) Quote Identifications Act II (O) Paraphrase Iago’s Act II, Scenes 1 and 3 soliloquies to determine character traits and set up his plan (O) Puzzle pieces for Iago’s plan</p>	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i> Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	<p>J.Caesar Film</p> <p><i>Othello</i> DVD, Kenneth Branough version</p>

ASSESSMENTS: Preparation for District Fall 12 English 2 Teacher generated reading quizzes for JC Act 1, Act 2
 Teacher generated reading quizzes for *Othello* Act II

BOLD font indicates mandatory items
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HJUHS D ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 9

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>Questions and Quote IDs for each act, to be answered as play is read in class</p> <p>Students will read an act, then watch the act played out in the film</p> <p>*(JC) Observing Changes in Characters: Act 4</p> <p>*(JC) Act 5 Time Line</p> <p>*(JC) Julius Caesar: Persuasion</p> <p>*(O) Questions Act III</p> <p>*(O) Quote Identifications Act III</p> <p>*(O) Green-eyed Monster Graphic Essay</p>	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i></p> <p>Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	<p>J.Caesar Film</p> <p><i>Othello</i> DVD, Kenneth Branagh version</p>

ASSESSMENTS: Preparation for District Fall 12 English 2 Teacher Generated Quizzes JC Act 3, Act 4
Teacher generated reading quizzes for *Othello* Act III

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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 10

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar OR Othello</i> Shakespeare</p> <p>Questions and Quote IDs for each act, to be answered as play is read in class</p> <p>Students will read an act, then watch the act played out in the film</p> <p>*(JC) Julius Caesar: Tragedy/Tragic Hero</p> <p>*(O) Questions Act IV & V</p> <p>*(O) Quote Identifications Act IV & V</p> <p>*(O) Othello: Tragedy/Tragic Hero</p> <p>*(O) Character Foils handout</p>	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i></p> <p>Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	<p>J.Caesar Film</p> <p><i>Othello</i> DVD, Kenneth Branough version</p>

<p>ASSESSMENTS: Preparation for District Fall 12 English 2 Teacher generated Reading Quiz JC Act 5</p> <p>Teacher generated reading quizzes for <i>Othello</i> Act IV and V</p>
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 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 11

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>(JC) Persuasive Essay Topic: “Who is the REAL antagonist in Julius Caesar?”</p> <p>(O) Persuasive Essay Topic: “Who is the main character, Othello or Iago?”</p> <p>Essays should incorporate quotes and correct citations from the play, as well as specific details of events and characters’ actions to support the thesis. Essays should also show evidence of knowledge of persuasive techniques previously covered.</p>	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i> Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	

ASSESSMENTS: Preparation for District Fall 12 English 2 Teacher generated cumulative unit test prepared with CST-style questions Unit tests should include reading comprehension questions, and questions that support the standards, 3.3, 3.4, and 3.7

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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 12

STANDARDS: Literary Response/Analysis 3.3 3.4 3.7 Writing Strategies 1.1 1.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><i>Julius Caesar</i> OR <i>Othello</i> Shakespeare</p> <p>(JC) Graphic Essay on “Power Corrupts”</p> <p>(O) Final creative project which exhibits students’ understanding of 3.3 (Interactions between main and subordinate characters) and/ or 3.4 (Determine characters’ traits by what they say about themselves)</p> <ul style="list-style-type: none"> • For example, <i>The Important Book</i> rewritten to reflect <i>Othello</i> • Board game created to reflect Iago’s plan for other characters • Foil chart exhibiting a character and his/her foil 	<p>“Literature Connections” Novel (ML)</p> <p>Signet Classic <i>Othello</i> Or Folger Shakespeare Library <i>Othello</i></p> <p>All *assignments are “shared” documents</p>	

ASSESSMENTS: 12 week District Benchmark test

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 14

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.2
Written Conventions 1.1, 1.2, 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read Chs 1-6 of TKM</p> <p>Students will complete and participate in work on the following throughout the novel:</p> <p>Character Logs i.e.: * Character Trait Graphic, TKM Paper Doll Chain, “T” Chart, etc.</p> <p>Vocabulary Enrichment i.e.: * Vocabulary Graphic, Connotation/Denotation, Resource Guide</p> <p>Theme Development i.e.: * TKM Theme Sheet, Theme “T”, Theme as Character</p> <p>Journal</p> <p>Writing Activities i.e.: Responses to Literature, * Letter to the Editor, * Letter to Judge, * To Ban or Not to Ban</p>	<p>* items in Dropbox</p>	

ASSESSMENTS: Preparation for District Fall Final English 2 Selection Tests (CST Styled Tests) * Chs. 1-6

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 15

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.2

Written Conventions 1.1, 1.2, 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read Chs 7-11 of TKM</p> <p>Continue novel activities</p>		

ASSESSMENTS: Preparation for District Fall Final English 2

Selection Tests (CST Styled Tests) * Chs. 7-11

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 16

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.2

Written Conventions 1.1, 1.2, 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read Chs 12-20 of TKM</p> <p>Continue novel activities</p>		

ASSESSMENTS: Preparation for District Fall Final English 2

Selection Tests (CST Styled Tests) * Chs. 12-20

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 17

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9 Writing Strategies 1.1, 1.2

Written Conventions 1.1, 1.2, 1.3

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read Chs 21-31 of TKM</p> <p>Conclude and collect novel activities</p>		<p>Film: To Kill a Mockingbird (1962)</p> <p>Check your site library to see if they have a copy.</p>

ASSESSMENTS: Preparation for District Fall Final English 2

Selection Tests (CST Styled Tests) * Chs. 21-31

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REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 18

STANDARDS: Fall Semester Finals

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Review Fall Semester Finals and prepare for exam</p>		

ASSESSMENTS: HJUHSD Fall Final English 2

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 1

STANDARDS: Reading Comprehension 2.3 Writing Strategies 1.1, 1.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>RESEARCH PROJECT <i>(This section will be taught prior to the end of week 12 but not all teachers will be able to start Spring week 1 due to limited library/lab resources. Pacing of this assignment will vary and is not limited to three weeks.)</i></p> <p>Generate research questions</p> <p>Evaluating Internet Sources Activity</p> <p>Differentiating Primary and Secondary Sources Activity</p> <p>Teacher modeling of creation of Works Cited Cards/Note Cards/ student practice</p>	<p>Language Network</p> <p>Teacher-generated guides</p>	

ASSESSMENTS: Preparation for District Spring 9 English 2

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 2

STANDARDS: Reading Comprehension 2.2 Writing Strategies 1.1, 1.4, 1.5, 1.6, 1.7, 1.9

Written Conventions 1.3, 1.5, 1.7

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Conduct Research (3-4 days) Create Note Cards/Source Cards Create Formal MLA format Works Cited Sheet</p> <p>Students should develop a list of questions that should be answered in the paper Students should develop a cohesive, supportable thesis statement with the assistance of the teacher</p>	<p>Site Library</p>	

ASSESSMENTS: Preparation for District Spring 9 English 2 MLA Format Test

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 3

STANDARDS : Reading Comprehension 2.2 Writing Strategies 1.1, 1.4, 1.5, 1.6, 1.7, 1.9

Written Conventions 1.3, 1.5, 1.7

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Create Outline</p> <p>Typing multiple drafts</p> <p>Peer review and revision</p> <p>Share research project with classmates</p>	<p>Library/Computer Lab</p>	

ASSESSMENTS: Preparation for District Spring 9 English 2 Term Paper Graded w/ Teacher-Generated Rubric

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 4

STANDARDS :	Word Analysis 1.1, 1.2 Reading Comprehension 8.2.1, 2.1, 2.4, 2.5, 2.7, 2.8 Literary Response and Analysis 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 8.3.7 Writing Strategies 1.1, 1.2, 1.4, 1.5, 1.9 Writing Conventions 1.1, 1.2, 1.3 Writing Applications 2.1, 2.2, 2.3, 2.4, 2.5
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Readings/Assignments/Activities	Location of Resource	
<p>CAHSEE Practice Pre-Test via Scantron (2-3 days) Student Self-Identification of Weakest Strands (1 day)</p>	<p>Drop Box -- test & student scoring form</p>	

ASSESSMENTS: Preparation for District Spring 9 English 2 Preparation for CAHSEE

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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 5

STANDARDS: Word Analysis 1.1, 1.2 Reading Comprehension 8.2.1, 2.1, 2.4, 2.5, 2.7, 2.8
 Literary Response and Analysis 3.1, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 8.3.7 Writing Strategies 1.1, 1.2, 1.4, 1.5, 1.9
 Writing Conventions 1.1, 1.2, 1.3 Writing Applications 2.1, 2.2, 2.3, 2.4, 2.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources								
<p>CAHSEE Test Preparation</p> <p>1) Vocabulary – Denotative vs. Connotative Decode from Context Clues</p> <p>2) Reading Comprehension Strategies & Literary Analysis Practice with</p> <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">Informational Articles</td> <td>Homework of same</td> </tr> <tr> <td>Short “stories”</td> <td>“</td> </tr> <tr> <td>Poetry</td> <td>“</td> </tr> <tr> <td>Informational Documents</td> <td></td> </tr> </table> <p>3) Essay – Create a Plan Before Writing Introduction – Restate Prompt, Hook, Transition, Thesis Biographical Essay – Study Sample; Practice with Several Prompts Expository Essay – Study Sample; Practice with Several Prompts Response to Literature -- “ “ “ Persuasive and Business Letter “ “</p> <p>4) Writing Conventions/Grammar Drills</p> <p>5) Writing Strategies Drills Practice with released “Student Essays”</p>	Informational Articles	Homework of same	Short “stories”	“	Poetry	“	Informational Documents		<p>Drop Box for practice by strand</p> <p><i>Preparing for the CAHSEE – CA DOE</i></p> <p><i>Measuring Up</i></p> <p>Additional Measuring Up Practice Tests</p>	
Informational Articles	Homework of same									
Short “stories”	“									
Poetry	“									
Informational Documents										

ASSESSMENTS: Preparation for District Spring 9 English 2 **CAHSEE EXAM (results not available until early May)**

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 6

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Arthurian Legend</p> <p>Background discussion on original characters, King Arthur, Merlin, Guinevere, Lancelot, Morgana, Mordred, etc.</p> <p>Layering of characterization and character traits through chosen readings from the text. Focus on Standards 3.3 and 3.4 Suggested readings: Set of stories in drop box from “King Arthur and the Knights of the Round Table” by Emma G. Sterne and Barbara Lindsay</p>	<p><i>The Language of Literature</i> (pp. 1064-1104)</p>	<p>*Items in Drop box</p> <p>“King Arthur and the Knights of the Round Table” by Emma G. Sterne and Barbara Lindsay</p>

ASSESSMENTS: Preparation for District Spring 9 English 2 Teacher Generated Quizzes preferably in CST format

BOLD font indicates mandatory items
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HJUHS D ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 7

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9
Word Analysis and Fluency 1.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Arthurian Legend</p> <p>Comparison of passages to analyze how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text, Standard 3.9. And direct instruction on connotation vs. denotation, Standard W 1.2</p> <p>Suggested comparison of Sir Thomas Mallory’s <i>Le Morte d’Arthur</i> (pp. 1064-1081) and Steinbeck’s <i>The Acts of King Arthur and his Noble Knights</i> (pp. 1090-1101)</p> <p>Mini project Suggestions: The Holy Grail as a metaphor Character traits to quotes connection chart Arthurian Family Tree etc.</p>	<p><i>The Language of Literature</i> (pp. 1064-1104)</p>	<p>*Items in Drop box</p> <p>“King Arthur and the Knights of the Round Table” by Emma G. Sterne and Barbara Lindsay</p>

ASSESSMENTS: Preparation for District Spring 9 English 2 Teacher Generated Quizzes and/or Mini Project

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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 8

<p>STANDARDS : Word Analysis 1.1 - 1.3 Reading Comprehension 2.1 - 2.8 Literary Response and Analysis 3.1 – 3.12 Writing Strategies 1.1 - 1.9 Writing Conventions 1.1 - 1.5</p>

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>CST Test Preparation Focus on Differences from CAHSEE Review Literary Devices Synthesize 3 Informational Documents Writing Strategies – Different focus from CAHSEE Review Typed Research Paper Issues Vocabulary Drills – different format than CAHSEE</p>	<p>CA DOE released ELA test questions online</p> <p>“shared” documents</p>	

<p>ASSESSMENTS: Preparation for District Spring 9 English 2 Preparation for CST</p>
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HJUHS D ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 9

STANDARDS: Reading Comprehension 2.3 Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9, 3.12

Writing Strategies 1.1 Written Conventions 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Select either the Novel Unit (NU) or WWI Era Text Set Unit (TS)</p> <p>Present introductory materials and context for novel. Must include non-fiction material.</p> <p>(NU) Introduction to <i>All Quiet on the Western Front</i> Examples include but are not limited to : “Trench Warfare”, * “War Letters”, *Vocabulary, poetry/music, articles, primary source material * “War Is _____” , *Editorial on War, Non-Fiction Texts</p> <p>(TS) Introduction to WWI Era Text Set Discuss universal themes as they appear in historical articles, primary source documents, short stories, poetry, art, editorials and background notes Practice MLA citations and note taking from sources Practice annotation and analysis of poetry and short stories</p>	<p>AQ in site library</p> <p>*Materials in the Dropbox</p>	<p>Teacher Tube has good trench warfare footage pieces.</p> <p>http://www.webenglishteacher.com/</p>

ASSESSMENTS: District Spring 9 English 2 Preparation for CST

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REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 10

STANDARDS: Reading Comprehension 2.3 Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9, 3.12
Writing Strategies 1.1 Written Conventions 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Select either the Novel Unit (NU) or WWI Era Text Set Unit (TS)</p> <p>(NU) Character Logs: “T” charts, Character Venn, Character Map, Character Symbols</p> <p>Literature Journal: Dialectical Journal, 1st person Journal, Book as “News” Journal</p> <p>Theme Analysis/ Development: Theme Notebook, Theme Log, Theme Connection</p> <p>Vocabulary Enrichment: *Vocabulary Lists</p> <p>Read CHs 1-3</p> <p>(TS) Introduction to WWI Era Text Set Discuss universal themes as they appear in historical articles, primary source documents, short stories, poetry, art, editorials and background notes Practice MLA citations and note taking from sources Practice annotation and analysis of poetry and short stories</p>		

ASSESSMENTS: Preparation for District Spring Final English 2 CHs 1-3 tests

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HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 11

STANDARDS: Reading Comprehension 2.3 Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9, 3.12
Writing Strategies 1.1 Written Conventions 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>(NU) Continue Logs, Journals, Theme, and Vocabulary work Read Chs. 4-8 In-Class writing (topic drawn from literature): i.e. “Mercy Killing”, “Death Imagery in AQ and its Irony”, “Baumer, Loss of Innocence—Loss of Self”</p>		

ASSESSMENTS: Preparation for District Spring Final English 2 CHs 4-8 tests, Short Essay

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 12

STANDARDS: Reading Comprehension 2.3 Literary Response and Analysis 3.3, 3.4, 3.5, 3.7, 3.9, 3.12
Writing Strategies 1.1 Written Conventions 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>(NU) Continue Logs, Journals, Theme, and Vocabulary work Read Chs. 9-12 Novel test (MC) or Essay Project based upon novel or Era i.e. “Lost Generation,” Alternate Ending, Newspaper project</p>		<p>MOVIE: <i>All Quiet on the Western Front</i> (1930) or other version/clip may be available in site library</p>

ASSESSMENTS: Preparation for District Spring Final English 2 CHs 9-12 tests/ Novel Exam

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 13

<p>STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12 Written and Oral English Language Conventions: 1.2</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>“Nobel Prize Acceptance Speech,” Wiesel</p> <p>“Voices of the Holocaust,” Documentary (or other video documentary source)</p> <p><u>Night</u>, Wiesel</p> <ul style="list-style-type: none"> *Pre-Reading Questions * “I have you Covered!” *The Destructive Power of Hatred *My Most Precious Possessions * “Vocabulary Definition List” Packet * “Novel Road Map to Success” (Chapter Questions Packet) 	<p>Textbook, p.599</p> <p>Video Library</p> <p>Novel</p> <p>All *assignments are “Shared” Documents</p>	<p>Library has good video resources about the holocaust.</p> <p>McDougal Littell supplementary book of stories and essays about the holocaust also in library.</p>

<p>ASSESSMENTS: Preparation for District Spring Final English 2 Preparation for assessments in Weeks 14, 15, 16, and 17</p>

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 14

STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12
Written and Oral English Language Conventions: 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Night</u>, Wiesel (Chapters 1-3)</p> <ul style="list-style-type: none"> *Plotting Through Memories One Track at a Time *Determining Tone, Vocabulary *Foreshadowing: A closer look at Mdm. Schachter *Timed Writing (Use of Imagery to create Tone)** *Using Figurative Language Through Poetry *Ethics: Evaluating Elie’s Beliefs *Taking a Different Perspective: Voices of the Victims** *Similes and Metaphors: Describing the Unthinkable *Conflict (chart plotting internal and external conflict) 	<p>Novel</p> <p>All *assignments are “Shared” Documents</p>	

ASSESSMENTS: Preparation for District Spring Final English 2 Timed Essay Write indicated ABOVE by ** at end of assignment, “Taking a Different Perspective” Writing assessment (above), Teacher generated Reading Quiz (ch. 1-3)

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 15

STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12
 Written and Oral English Language Conventions: 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Night</u>, Wiesel (Ch. 4-6)</p> <p>*Timed Writing (Hanging of the pipel experince)** *Plot Analysis: Rising Action (group activity) *Literary Devices *Allusions and Meaning</p>	<p>Novel</p> <p>All *assignments are “Shared” Documents</p>	<p>Oprah and Wiesel tour Auschwitz (video)</p>

ASSESSMENTS: Preparation for District Spring Final English 2 Timed Essay Write indicated ABOVE by ** at end of assignment, Teacher generated Reading Quiz (ch. 4-6)

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 16

STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12
 Written and Oral English Language Conventions: 1.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Night, Wiesel (Ch. 7-9)</u></p> <p>*Journal Topic (Writing activity about the “selection”)**</p> <p>*A Novel with Many Themes</p> <p>*Irony at Work</p> <p>*Who Said It? (Quotations Quiz)</p> <p>*Creating Book Marks</p>	<p>Novel</p> <p>All *assignments are “Shared” Documents</p>	

ASSESSMENTS: Preparation for District Spring Final English 2 **Journal Topic Write indicated ABOVE by ** at end of assignment, Teacher generated Reading Quiz (ch. 7-9), “Who Said It?” Quotations Quiz (Above)**

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 17

STANDARDS: Reading Comprehension: 2.3, 2.4, 2.5 Literary Response and Analysis: 3.2, 3.5, 3.12
 Written and Oral English Language Conventions: 1.2
 :

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Night</u>, Wiesel</p> <p>*Project Genocide: Images of Today Creating a Scrapbook (rubric attached) *Final Test (<u>Night</u>)</p>	<p>Novel</p> <p>All *assignments are “Shared” Documents</p>	

ASSESSMENTS: Preparation for District Spring Final English 2 **Final Test (Night)**, Genocide Scrapbook Projector or other Holocaust related project

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 18

STANDARDS: Fall and Spring semester standards

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none">• Review and re-teach as needed for final		

ASSESSMENTS: Preparation for District Spring Final English 2

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 19

STANDARDS: Fall and Spring semester standards

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<ul style="list-style-type: none">• Review and re-teach as needed for final• Take Spring Final		

ASSESSMENTS: District Spring Final English 2

BOLD font indicates mandatory items

REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE ENGLISH 2

Board Approved: October, 2011

BOLD font indicates mandatory items
REGULAR font indicates optional items

Hanford Joint Union High School DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	ENGLISH 3
Grade Level:	11
Prerequisite:	English 1 and English 2
Duration:	1 Year (2 Semesters)
Credit:	10 (5 per semester)
Guide – Board Adoption	Revised: October, 2011
Text – Board Adoption	1999-2000
Textbook Name:	The Language of Literature: American Literature Grade 11
Publisher:	McDougal Littell
Publication Year/Edition:	1997
ISBN – Student Text:	ISBN-10: 0395931819 ISBN-13: 9780395931813
ISBN – Teacher Text:	0-395-73713-3

II. COURSE DESCRIPTION

This is a college preparatory writing and literature course with the emphasis on reading comprehension, literary response and analysis, writing strategies and applications, and vocabulary development. The basic genres of literature will be covered, with more emphasis on depth of analysis. The literature focuses on American selections from early American traditions to modern works in order to complement the U.S. History course of study.

III. CONTENT/TIMELINE/ PERFORMANCE STANDARDS

Literature

The literary selections should reflect the impact of cultural values and history on literature. The major themes of absolutism vs. freedom, man's inhumanity to man, and cultural integration should assist the students in understanding

Vocabulary

Learn and use vocabulary from literature

Grammar

Focus on capitalization, punctuation, structure and usage. Exercises from Grammar Mini-Lessons (GML) and Writing Mini-Lessons (WML) are integrated with the teaching of literature and writing. Specific lessons created/adapted for skills tested on CSTs are required.

Writing applications

All formal writing must go through the process of editing, revision, and final draft. The principles of **expository writing** should be reinforced.

Students will:

Write **responses to literature** that support important ideas and viewpoints through accurate and detailed references to the text. (This is an activity that should continue throughout the year.)

Write an expository **cause and effect** essay.

Write a **reflective** essay.

Write an **expository descriptive** essay.

Analyze the persuasive techniques of writing and write a **persuasive** essay.

Listening and Speaking

Recognize, interpret and evaluate strategies used by the media to inform, persuade, entertain, and transmit information.

Organize and deliver at least one oral presentation using appropriately chosen language and effective public speaking techniques.

Communicate effectively in collaborative working environments.

Analyze and effectively use elements of persuasion.

Use of Technology

Technology should be an integral component in the research and presentation of student work.

Utilize computer software programs for research and presentation of research.

Access Internet web sites for information.

Create and deliver a multimedia presentation

FIRST SEMESTER

First Six Weeks

[Use the focus areas of your curriculum, where applicable, as organizational headings for the description of the course's required assignments]

SDAIE Instructional Strategies

Mnemonics: A memory system often involving visualization and/or acronyms

SQP2RS: An instructional framework for teaching content with expository texts that can include these steps:

1. Surveying (scanning the text to be read for 1-2 minutes)
2. Questioning (having students generate questions likely to be answered by reading text)
3. Predicting (1-3 things students think they will learn based on the generated questions)
4. Reading (searching for answers to questions and confirming/discussing predictions)
5. Responding (answering questions and formulating new ones for the next section of text to be

used)

6. Summarizing (orally or in writing summarizing the text's key concepts)

PENS: Students are taught to Preview ideas, Explore words, Note words in complete sentence, and see if sentence is okay

GIST: This summarization procedure assists students in “getting the gist” from extended text. Together, students and teacher read a section of text. After reading, teacher assists student in identifying words or concepts that are deemed “most important” to understanding the text. These are listed on overhead/board/Elmo and together write a summary statement or two using as many of the listed words as possible. Repeat process and needed. When finished, write a topic sentence to precede the summary sentences; the end result is a summary paragraph

Comprehension Strategies

- Prediction, Self-questioning, Monitoring, Determining, Importance, Summarizing

Graphic Organizers: These are graphic representations of key concepts, literary terms, vocabulary, etc.

Instructional Scaffolding: Use of graphic organizers as pre-reading tool or to illustrate text structure or to compare/contrast, organize ideas for writing, etc.

Procedural Scaffolding: Instructional Framework that includes but is not limited to explicit teaching, modeling, practice opportunities with others, expectations for independent application; one on one teaching, coaching, and modeling; small group instruction with students practicing a newly learned strategy with another experienced student; partnering or grouping students for reading activities, with more experienced readers assisting those with less experience

Verbal Scaffolding

- Teacher to student/class, student to student, and student to class--verbalization of knowledge in these relationships within the classroom
- Paraphrasing, “Think-Alouds,” Reinforcing contextual definitions

Questioning: Ask questions that promote critical thinking at the Literal, Interpretive, and Applied levels [While yes/no questions are necessary at times, the goal is to incorporate higher level of thinking by asking questions at a variety of levels to promote responses that are beyond the one word yes or no answer]

Guided Instruction

- Use of Elmo and projector to guide students through the use of writing models for class assignments/projects.

Early Native American Unit (3 weeks)

Objectives:

Literature

- Early Native Americans Unit may include the following selections:
 - Myth: *The World on Turtle's Back*
 - Songs: *Song of the Sky Loom*; *Hunting Song*
 - Folk Tales: *Coyote and the Buffalo*; *Fox and the Coyote and Whale*
 - Fiction: Silko, *The Man to Send Rain Clouds*

- **Literature Response and Analysis**
 - 3.0 - Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science
 - 3.2 - Analyze the way in which the theme or meaning of a selection represents a view or comment of life, using textual evidence to support the claim
 - 3.3 - Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic effects
 - 3.4 - Analyze ways in which poets use imagery, personification, figures of speech, sounds to evoke readers' emotions

- **Written and Oral Language Conventions**
 - 1.0 - Students write and speak with a command of English conventions
 - 1.1 - Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English language
 - 1.2 - Produce legible work that shows accurate spelling and correct punctuation and capitalization

- **Reading Comprehension**
 - 2.5 - Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject

Vocabulary

Content-based vocabulary

void, ritual, devious, contend, succumb (*The World on Turtle's Back*); warp, weft (*Song of the Sky Loom*); arroyo, mesa, cloister, cassock, perverse (*The Man to Send Rain Clouds*)

Literary Terms/Concepts for Native American Unit include myth, folk tale, symbolism, inference, anthropomorphism, hypothesizing, drawing conclusions, synthesizing, repetition, metaphor, repetition, trickster tale, personification, conflict, internal conflict, external conflict, tone, setting, speculating

Writing and Research

Outline introductory material of Native Americans on pg. 18-19 for purpose of summary

Comparison-contrast mini-essay Native American unit

Speaking skills

- Students can share/perform myth, folk tale, sacred song, and/or poem

Activities/Assignments

- Outline information on pg.18-19 and then use outline to write summary on Native Americans [2 separate activities that should take place on different days]
- Use water colors to depict scene/moment from 1 or more myths, songs, folk tales
- Organize a tableau of scene, moment from myth, song, folk tale
- Compose a myth and/or sacred song
- Compose a Poem for 2 Voices that explores the differences of and appreciation for the Early Native American perspective and Modern American one
- Express 1 or more of myths, folk tales, and/or sacred songs in graphic form such as panel comic strip
- Narrative piece that explores a conflict of cultures or central conflict of a particular myth
- 2-3 paragraph essay that compares-contrasts one Native American creation myth with another
- Begin and maintain journal over the course of semester that can be used for ‘bell-ringers,’ essay ideas, short writing assignments, rough drafts, identification and explanation of vocabulary, literary terms, concepts, etc.
- Persuasive Advertisement

Intro to Rhetorical Devices Unit (2 weeks)

Objectives

Students will

- Be able to identify the following rhetorical devices:
 - **Rhetorical Devices** include Logos (appeal to logic), Ethos (appeal to credibility), Pathos (appeal to emotion), Rhetorical Question, Analogy, Repetition, Call to Action, etc.
- Be able to explain the effects of various rhetorical devices.
- Be able to use rhetorical devices effectively.

Standards

Reading

- 2.1. analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices
- 2.2. analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text
- 2.6. critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion)

Writing

- 1.1. demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments
- 1.3. structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples

- 1.4. enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action

Conventions

- 1.1. demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- 1.2. produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

Activities/Assignments

- Notes on the rhetorical devices
- Analyze Print Ads
 - Students analyze magazine ads
 - Identify the persuasive devices used and include the examples from the ad
 - Identify the intended audience
 - Evaluate the effectiveness of the ad
- Create a Print Ad
 - Select a product to sell
 - Identify your target audience
 - Create an ad that incorporates at least 5 rhetorical devices
 - On the back explain where and how you used each device in your ad
- Analyze Movie Reviews
 - Select one positive and one negative review for the same movie (select a movie that was popular over the summer)
 - Students read and analyze the rhetorical devices used
- Write a Movie Review
 - Students write a movie review using rhetorical devices to persuade the intended audience to either see or avoid the movie
 - Highlight and label the rhetorical devices used

Second Six Weeks

Colonial American Unit (4 weeks)

Objectives:

Students will ...

- Be able to identify major plot elements within a play and trace the dramatic impact of each element.
- Be able to analyze characters, identifying both their roles as individuals and the interpersonal interactions that lend power to the play.
- Read and compare a set of informational and persuasive texts related to issues explored in the play.

- Be able to identify the characteristics of Puritanism and how this Early American philosophical/religious point of view affected the true events depicted in the play.
- Be able to write an opinion or research paper exploring the issues and events related to *The Crucible* and/or the social context within which it was written.

Literature

- Colonial American Unit may include the following selections:
Drama: Miller, *The Crucible*
Related Readings: Bradstreet, *Upon the Burning of Our House*; Salem Court Public Documents, *The Examination of Sarah Good*; Edwards, *Sinners in the Hands of an Angry God*; Red Jacket, *Lecture to a Missionary*; Irving, *The Devil and Tom Walker*; Hawthorn, *Young Goodman Brown*
- Optional extended readings may include texts that concern *The Crucible's* themes, as well as relevant historical events, such as the McCarthy-led Committee on UnAmerican Activities and the McMartin sex abuse trial.*

LR 3.9 - Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach).

LR 3.1 - Structural Features of Literature: analyze characteristics of sub-genres (e.g. satire, parody, **allegory**, pastoral) that are used in poetry, **plays**, novels, short stories, essays, and other basic genres.

WS 1.9 - Evaluation and Revision: revise text to highlight individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

RC 2.6 - Expository Critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

Vocabulary

Content-based vocabulary
Literary terms

Writing

- Anticipation Guide (and "Deep Thought" essay)*
- Journal prompts and literary/dialectic journal*
- Final project: a research or opinion essay *

Activities/Assignments

- Annotate and analyze John Winthrop's text (introduction to textbook's unit) to identify Puritan ideals.
- Identify persuasive rhetoric and literary devices in "Sinners in the Hands of an Angry God"
- Compare Salem Court Documents with events in *The Crucible*
- *The Crucible* anticipation guide - discuss how you feel about these issues before reading the play and, again, after. Write a 300-word essay explaining your point of view on one of the statements.
- **Read *The Crucible*, incorporating a variety of activities to identify major plot elements, characterization, and major themes that run throughout the play.**
- Regular journal prompts and/or dialectic journal during the reading of the play
- Vocabulary and selection quizzes
- Plot diagram
- Character wheels or other graphic devices for highlighting characterization throughout the play
- Conflict Chart

Additional/Extended Learning Activities

Read and compare articles about major themes in *The Crucible*:

- articles about mass hysteria
- articles about Puritan (and other) attitudes toward witches
- articles about McCarthyism
- articles about the McMartin Preschool sex abuse trials

Other optional activities:

- create a wanted poster for a witch
- prepare and perform a mock trial
- write a letter from Elizabeth Proctor to her condemned husband

Literature of the American Revolution- 2 weeks

Objectives:

1.) Students will gain an understanding of the American Revolution through the examination of historical writings.

2.) Students will understand the rhetorical techniques used by authors in making both appeals to emotion and reason. Students will understand how audience effects a writers choice of persuasive techniques.

3.) Through writing prompts, students will examine:

- **The historical perspective of the pieces of literature as well as their importance**
- **Speakers use of appeals (emotion vs. reason)**
- **Analyze different perspectives from a single historical event**

4.) Examine patterns of organization of persuasive speeches

Literature

* This unit may include two or more of the following pieces:

What is an American? - J. Hector St. Jean De Crevecoeur - 1759

Speech to the Virginia Convention - Patrick Henry - 1775

The Declaration of Independence - Thomas Jefferson - 1776

The Crisis - Thomas Paine - 1776

Structural Features of Informational Materials

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Literary Criticism

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to

Vocabulary

Content Based Vocabulary (Pre-reading activity of 10 selected vocabulary words from each essay)

Literary Devices

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Writing applications:

1.) Did King George III of Great Britain have the right to tax and control the American colonies? Why or why not? Support your opinion with evidence from the literature.

2.) How did most of the American colonists view England? How much did this have to do with the Revolutionary War? In other words, did Americans resent the British? Use supporting evidence from the literature.

3.) Patrick Henry, Thomas Paine and Thomas Jefferson were all considered leaders of the Revolution. In the literature that we read in class, do these men better appeal to emotions or facts to support their arguments against the British? Support your answers with examples.

2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

Listening and Speaking:

Through the writing prompts, students will:

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

1.3 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

Third Six Weeks

Transcendentalism Unit (3 weeks)

Objectives:

- **Students will be able to identify ideas presented in Transcendental thought**
- **Students will be able to relate Transcendental thought to today's world**

Literature

Note: the Transcendental unit begins the last week (or near) of the Second Six-Week session. There may be some crossover with assignments completed previous to this unit.

Transcendentalism unit may include the following selections:

“A Psalm of Life,” Longfellow; “Self Reliance,” Emerson; “Civil Disobedience,” Thoreau; “On Civil Disobedience,” Gandhi; “From Walden,” Thoreau; excerpts from *Into the Wild*, Krakauer. And other related works.

- **Literature Response and Analysis**

3.1 Narrative Analysis of Grade-Level-Appropriate Text: analyze characteristics of sub-genres (e.g. satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres (lyric poetry, short story elements)

3.2 Narrative Analysis of Grade-Level Appropriate Text: analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which irony, tone, mood, the author's style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

3.4 Narrative Analysis of Grade-Level-Appropriate Text: analyze the way in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

3.5.3 Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: evaluate the philosophical, political, religious, ethical, and social influences of the historic period that shaped the characters, plot, and settings.

3.9 Literary Criticism: analyze the philosophical arguments presented in literary works to determine whether authors' positions have contributed to the quality of each work and the credibility of its characters (Philosophical Approach).

- **Written and Oral English Language Conventions**

1.1 Written and Oral English Language Conventions: Students write and speak with command of standard English conventions; demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English.

Vocabulary

Content based Vocabulary
Literary Devices

Grammar

Activities may include:

“Transcendentalist Quotes” handout; “Henry Thoreau and Civil Disobedience” response sheet to expository text; Tone, Audience, Purpose handout on various selections (handout); “Self Reliance” Summarizing Activity/Clarifying Argument activity;

Writing and Research

- **Transcendental Philosophy - Making connections - writing assignment after each selection completed**
- **Response and Persuasive essay** - “Christopher McCandless from an Alaska Park Ranger’s Perspective” -
- **Various written assignments throughout unit** - responses to literature

Transcendentalist Project; Transcendentalism Poster; “Walden” Assignment; Viewing of “Dead Poets Society” (Character trait list; transcendental review); Viewing of “Into the Wild,” (Response sheet)

Speaking Skills

Presentation of Transcendentalist project

Activities/Assignments

Students will complete a variety of activities with the Transcendentalism unit. Some of these activities may include the following: _____

Activities may include:

*“Imagine” handout (introductory notes), *Anticipation guide, *“A Psalm of Life” poem and *literary device handout, various anticipation guides, *aphorisms review sheet

Activities may include:

“Transcendentalist Quotes” handout; “Henry Thoreau and Civil Disobedience” response sheet to expository text; *Tone, Audience, Purpose handout on various selections (handout); * “Self Reliance” Summarizing Activity/Clarifying Argument activity;

Transcendental Philosophy - Making connections - writing assignment after each selection completed

Response and Persuasive essay - “Christopher McCandless from an Alaska Park Ranger’s Perspective” -

Various written assignments throughout unit - responses to literature

Refer to Shared Documents for handouts and activities for Transcendentalism unit.

Contemporary Novel Unit (4 weeks)

Fahrenheit 451 by Ray Bradbury

Novel should be instructed to not simply assigned for independent reading.

Objectives

Students will be able to:

- analyze the development of themes and motifs throughout the work
- analyze the ways diction, syntax, and figurative language contribute to the author’s style
- analyze figurative language and imagery and their effects
- write a well-organized literary analysis of one aspect of the novel

Standards

Reading

- 3.2. analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims

- 3.3. analyze how irony, tone, mood, style, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes
- 3.4. analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions
- 3.5. Analyze recognized works of American literature representing a variety of genres and traditions:
 - b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.9. analyze the philosophical arguments presented in literary works to determine whether the authors' position have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)

Writing

- 1.1. demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments
- 1.3. structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Conventions

- 1.1. demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- 1.2. produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

Anticipatory Activities

- Anticipation Guide*

Required Activities/Assignments

- Read the novel
- Novel Journal to include: dialectical journal*, literary terms chart*, character chart*, Technology Today and in F451*
- Return to the Text Assignment*

Supplementary Activities

- Censorship presentation given by Carol Bennets, librarian
- Web video: Project natal--Meet Milo
<http://ishare.rediff.com/video/entertainment/xbox-360-project-natal-meet-milo/639238>
- Related Readings
Poem: *Dover Beach**, Arnold
Letter: *You Have Insulted Me**, Vonnegut
Articles: *Teen Violence Shocks*, ABCNews.com (with assignment*); *Books Spirited to Safety Before Iraq Library Fire**, The New York Times; *On Display**, The Fresno Bee

Culminating Activities

- *Fahrenheit 451* Project*
- Final Exam Essay: Literary Analysis of themes in *F451* *

SECOND SEMESTER

SDAIE Instructional Strategies

SDAIE Instructions

Modeling, Visualizing and Graphic Organizers

- Use of graphic organizers to scaffold learning
- Use of technology (movies) to inspire love/beauty of nature as witnessed in Transcendental thought
- Use of student writing as good writing models to help guide students in the writing process

Verbalizing

- Teacher to student/class, student to student, and student to class-- verbalization of knowledge in these relationships within the classroom

Guided Instruction

- Use of Elmo and projector to guide students through the use of writing models for class assignments/projects.

First Six Weeks

Poetry Unit (3 weeks)

Conflict and Expansion Unit: 1850-1900 (3 weeks)

Objectives

Students will be able to:

- Make connections between the political and social issues of the time period and the literature produced during that time.
- Identify the political and/or social message in works of art, speeches, and literature.
- Critique the validity of the arguments presented in speeches and how they appealed to both friendly and hostile audiences.
- Identify the author's philosophical beliefs about a subject.

Literature may include the following selections:

- Narrative of Frederick Douglass, Douglass
- Coming of Age in Mississippi, Moody
- Ballad of Birmingham, Randall

- Occurrence at Owl Creek Bridge, Bierce
- Gettysburg Address
- Stride Towards Freedom, MLK Jr.
- Necessary to Protect Ourselves, Malcom X

Standards

- 3.5(3) Narrative Analysis of Grade-Level-Appropriate Text: analyze recognized works of American literature representing a variety of genres and traditions: evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and setting.
- 3.8 Literary Criticism: analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's role in organized labor) (Political Approach).
- 2.2 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze both the features and the rhetorical devices of different types of public documents.
- 2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: make warranted and reasonable assertions about the author's argument by using elements of the text to defend and clarify interpretations.
- 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text: analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- 2.6 Expository Critique: critique the power, validity, and truthfulness or arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g. appeal to reason, to authority, to pathos and emotion).
- 1.1 Organization and Focus: demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments.

Vocabulary

- Content-based vocabulary
- Literary terms

Writing

- Daily journal prompts
- Reflection paper discussing the political and/or social issues that influenced one of the pieces of literature read.
- Compare/Contrast essay choosing two of the characters that appeared in the literature.

Activities/Assignments

- Vocabulary Worksheets and Quizzes found at www.classzone.com
- Look at art that communicates a political message. Draw a picture that raises awareness for a certain political or social issue.

- Watch youtube videos of MLK Jr. and Malcom X speaking. Split students into groups and assign speeches to analyze. Use the speech worksheets to guide their conversation.

Second Six Weeks

Satire Unit (3.1 unit - including parody, allegory, pastoral, fable, tall tale, elegy, memoir)

Reading Comprehension Unit (last week of this six week grading period)

Objectives

Students will be able to:

- identify satirical elements found in a variety of different works
- identify the different sub-genres found in literature
- identify symbolism and meaning in a variety of works related to sub-genres
- read and distinguish differences in workplace documents

Literature

Literature May Include the following:

- “If We’re Gonna Have Guns, Let’s Get ’em Out in the Open - or Else,”* Mike Royko
- “I’m the Reason There Are Signs Warning You Not To Play On the Luggage Conveyor Belt,”* anonymous
- “The Diary of Adam and Eve,”* Mark Twain
- “The Story of an Hour,” Kate Chopin
- “Why I Want a Wife,”* Judy Brady
- “Turkeys in the Kitchen,”* Dave Barry
- “The Men We Carry in Our Minds,”* Scott Russell Sanders
- “When Will Woman’s Mental Thought Begin?” Arthur Brisbane
- “Why Women Should Vote,” Arthur Brisbane
- “A Red, Red Rose,”* Robert Burns
- “The Seven Ages of Man,” unknown author
- “The Masque of Red Death,” Edgar Allen Poe
- “Dr. Heidegger’s Experiment,” Nathaniel Hawthorne
- “The Solace of Open Spaces,” Gretel Ehrlich
- Reading Comprehension Packet (variety of workplace documents)

Standards

Literary Response and Analysis

- 3.1 Structural Features of Literature: analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Written and Oral Language Conventions

- 1.0 Students write and speak with a command of standard English conventions.
- 1.1 Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

Reading Comprehension

- 2.0 Reading Comprehension (focus on informational materials): Students read and understand grade-level-appropriate material
- 2.2 Comprehension and Analysis: analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Comprehension and Analysis: verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.6 Expository critique: critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Anticipatory Activities

- Reading of introductory articles
- Classroom brainstorm of parody
- Photo activity (leading into gender types and satire)
- “Connect to life” Activities - short stories

Vocabulary

- Content Based Vocabulary (optional or as needed)

Writing Activities

- Response Questions
- Graphic Organizers
- Connect to life activities
- Quickwrite response
- Modeling parody from original text
- Optional formal paper: gender roles in “The Diary of Adam and Eve” or “The Story of an Hour”
- Perspective paper

Activities/Assignments

- Read assigned articles on satire, parody, pastoral, etc.
- Satire Signs
- Optional presentations of signs
- Group work analyzing photos on gender roles
- Read short story, “The Diary of Adam and Eve”
- Character Traits Graphic organizer of Adam and Eve

- Charting quotes in parody examples
- T-chart symbolism found in allegory
- Reading documents in reading comprehension packet

Third Six Weeks

Literature

Contemporary Novel Unit (6 weeks)

Choose one of the following:

The Great Gatsby by F. Scott Fitzgerald or *The Catcher in the Rye* by J.D. Salinger

The novel should be instructed; it is not to be assigned as independent reading.

Essential Question

For *Gatsby*:

Is the American Dream a destructive or empowering force, or a combination of both?

For *Catcher*:

- What does this have to do with life and living life, especially when considering one's values as juxtaposed to those of society, family, and peers? or
- Is Holden the Quintessential Teenager or not? or
- What or Who is Normal?

Standards

Reading

- 3.2. analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims
- 3.3. analyze how irony, tone, mood, style, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes
- 3.5. Analyze recognized works of American literature representing a variety of genres and traditions: c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.9. analyze the philosophical arguments presented in literary works to determine whether the authors' position have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)

Writing

- 1.1. demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments
- 1.3. structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.

e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
Conventions

- 1.1. demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- 1.2. produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

Learning Objectives

Students will be able to:

- analyze key symbols and symbol patterns
- analyze the development of themes throughout the work
- analyze the ways diction, syntax, and figurative language contribute to the author's style
- analyze figurative language and imagery and their effects
- write a well-organized literary analysis of one aspect of the novel

In addition to the above Objectives for *The Great Gatsby*, for *Catcher in the Rye* SWBAT

- analyze the style of an episodic novel and to explain the purpose of the flashback experience as well as 1st person stream of consciousness narration
- understand & apply ideas such as moral/morals, value/values, ethics/ethical, integrity/phoniness;
- understand Salinger's stylistic devices including but not limited to profanity and vulgarity
- discuss the outlook and expectations of upper-middle-class people
- differentiate between sincerity and artificiality
- evaluate the role rebellion and exhibitionism in adolescence
- discuss the effect of terminal illness and death on a family
- examine the importance of belonging and acceptance to emotional stability
- discuss the theme of vulnerability as an organizing motif
- account for the importance of compassion in human relations
- enumerate minor conflicts which echo the major conflict of the story
- note the effect of a limited point of view on the plot
- characterize the date and locale of the settings and the passage of time
- predict the lifestyle of an overly idealistic personality
- discuss Holden's attempts to cope with the problems of growing up
- contrast Phoebe's normalcy with Holden's maladjustment
- isolate techniques by which Holden tries to dispel loneliness
- delineate the influence of authority figures such as Mr. Antolini, Mr. Spencer, the headmaster, Miss Aigletinger, the nuns, D. B., and Holden's parents and grandmother
- characterize Holden's attempts to make friends
- comment on the relationship among the boys in Ossenburger Hall
- name admirable character traits in Holden
- characterize Holden's idealization of Jane Gallagher
- account for Holden's despair
- evaluate Holden & his actions and apply to own life
- delineate the role minor characters, particularly that of Carl Luce, Sally Hayes, Robert Ackley, Mrs. Morrow, Faith Cavendish, James Castle, Sunny, and Maurice

- discuss Mr. Antolini's advice to Holden
- explain the significance of the title

Anticipatory Activities

For *Gatsby*:

- American Dream articles, quick write, and discussion
- Personal American Dream project*
- Text set on historical context* OR related themes
Create graphic representation of knowledge gained through text set
- Anticipation Guide*
- Notes on Fitzgerald

For *Catcher*:

- How to Approach A Controversial Piece of Literature
Premise: novel can be used as vehicle to teach high school students concepts & skills valuable to their educational experiences
Prep for Students depends mainly on discussion of the following:
 - a. what is literature?
 - b. use of profanity and vulgarity in literature
 - c. phoniness
 - d. difficulties faced by teenagers
 - e. censorship - definition and reasons for and against
- Vera Panova's article "On J.D. Salinger's Novel"*
- Pick-a-Part* [choose a line, lines, passage]
- Anticipation Guide*
- Overview of American society in the 1950s with regard to norms surrounding religious views, gender roles, materialism, consumerism, acceptable sexual habits, drinking, smoking, fascination with movies, etc.*
- personal character mandala* supporting personal values associated with family, friends, society in general
- Dramatic reading of opening paragraph from Chapter One to set tone
- Sonny: Who was Salinger?*
- Profanity: Does it reveal anything about the person using it?
-

Required Activities/Assignments

For *Gatsby*:

- **Read the novel**
- **Response Journal** (including the following graphic organizers)
 - Setting Map*
 - Character Relationship Map*
 - Who is Jay Gatsby?*
 - Imagery and Symbolism*

For *Catcher*:

- **Read the novel**
- **Response Journal** with dialectical entries*, free entries*, prescribed entries* & including but not limited to the following ideas/graphic organizers
 - Map Holden's Odyssey* beginning with Pencey Prep and ending with the psychoanalyst's office in California
 - Character Relationship Map*
 - Why is Holden the Quintessential Teenager?
 - What is the root of Holden's angst?
 - Hatred of Phonies*
 - Suspicion Toward Authority Figures*
 - Disregard for Conventional Social Roles*
 - Romanticizing Nature and Longing for Innocence*
 - Questions for Discussion {QFDs}/Study Questions, Chapter by Chapter*
 - Holden as the Anti-Hero*
 - Track the following:
 - use of profanity and derogatory terms for people
 - use of the word 'phony' and who he calls phonies
 - generalizations
 - "Hates" and "Likes"
 - "People Never . . ." statements
 - self-deprecating remarks [e.g. I have a lousy vocabulary]
 - comments about girls, women, sex
 - invitations to have a drink with him
 - questions about the ducks
 - suicidal remarks/tendencies
- In-Class Short Writing Assignments [SWAs]. Recommend using Anna Quindlen Quotes* regarding life, truth, children, etc.
- Simon And Garfunkel "I Am A Rock" Lyrics*
- "Comin Thro the Rye" poem* by Robert Burns
- "Nuns Fret Not at Their Convent's Narrow Room" poem* by William Wordsworth

Checking for Understanding and clarification

- ask students for their opinions of Holden and Salinger's style. Help them understand context, not demand they accept it; quick writes about Holden's morality or his values or his integrity or lack of; explain or assist students in discovering how Holden's emotional state and thoughts correspond; discuss his mother and the values his family holds, which are basically positive.

Supplementary Activities

For *Gatsby*:

- 1920's Online Game: http://www.mccord-museum.qc.ca/en/keys/games/game_0_1920s/
- *The Great Gatsby* Online Game: <http://greatgatsbygame.com/>

- Poetry Connection Assignment*
- Modeling Fitzgerald's Style Activity*
- *The Great Gatsby* film by Jack Clayton
- Related Readings
Poems: *The Love Song of J. Alfred Prufrock*, Eliot; *We Real Cool*, Brooks; *First Fig*, Millay

For *Catcher*:

- Holden Caulfield: Giving Voice to Generations [an National Public Radio online story: <http://www.npr.org/templates/story/story.php?storyId=18225406>]
- The Critic's Corner*
- Sitting in the Round*
- The Hot Seat*
- Mystery Character*
- Meeting of the Minds*
- The Open Mind*
- Vocabulary Quizzes*
- Comprehension Check Quizzes*
- YouTube - Little Shirley Beans by VeniceArtists
www.youtube.com/watch?v=nU1odnQjozk
- "Homosexuals in government" from Congressional Record, 1950; volume 96, part 4, 81st Congress, 2nd Session, March 29--April 24, 1950*

Culminating Activities

For *Gatsby*:

- Final Project*
- Final Exam Essay: Literary Analysis of theme or character*

For *Catcher*:

- Quotation Quilt Project*
- Mini-Essay*: Literary Analysis of theme, character, or self-determined topic [teacher approval required]

V. STUDENT ASSESSMENT

1. [insert]

VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS / SOFTWARE

The designated textbooks, materials, and technologies meet the state standards for this content area.

A. Primary text: *The Language of Literature: American Literature*

B. Supplementary texts: Interactive Reader

C. Literature/Outside reading: “Chee’s Daughter” by Juanita Platero and Siyowin Miller; “This is What it Means to Say Phoneiz, AZ” by Sherman Alexie (both for Native American Unit and each has a web link below in Subsection E)

D. Videos from video library:

E. Teacher/student resources:

Internet web sites

1. <http://www.glencoe.com/sec/literature/course/course5/unit1/theme1/webresources/chees.shtml> (for “Chee’s Daughter”)
2. http://wps.prenhall.com/hss_master_lit_1/0%2C%2C732918-%2C00.html (for “This is What It Means to Say Phoenix, AZ”)
3. <http://tinyurl.com/2bfm2q7> (for text version of “The World on Turtle’s Back”)
4. <http://www.webwinds.com/yupanqui/iroquoisdreams3.htm> (for Iroquois Myths and Legends)
5. <http://www.firstpeople.us/FP-Html-Legends/TheCreationStory-Iriquois.html> (for First People-The Legends)
6. <http://tinyurl.com/24d6tvx> (for Navajo Creation Myth)
7. Subject Matter Resources: Kings County Office of Education
<http://www.kings.k12.ca.us/kcoe/curric>
8. TeachNet (Teacher-designed projects and activities by subject)
<http://www.teachnet.org/docs.cfm>
9. Page Index for *The Catcher in the Rye**

VII. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF English Language Arts CONTENT STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner’s Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

creative writing
oral reports
essays
dramatic readings/performances
debates and speeches
storytelling

LOGICAL/MATHEMATICAL LEARNER

graphic organizers
timeline

prediction exercises
coded messages
models
computer project
science experiments

SPATIAL LEARNER

drawings and paintings
comic strips
maps and flow charts
dioramas, displays, and murals
collages
photography activities
tableau

MUSICAL LEARNER

interpretive dances
musical plays and compositions
rap songs, jingles, and melodies
playing musical instruments

BODILY-KINESTHETIC LEARNER

demonstration speeches
experiments
impersonations, role playing
using gestures, facial expressions, and pantomime
tableau

INTERPERSONAL LEARNER

discussions
cooperative and collaborative projects
peer coaching
conducting interviews
simulation activities

INTRAPERSONAL LEARNER

response journals/learning logs
observations
photo essays
autobiographical stories

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SEMESTER: Fall WEEK: 2

STANDARDS: Literary Response and Analysis 3.0, 3.2, 3.3, 3.4
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.5

Readings/Assignments/Activities Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Part I: The Early American Indians: Pre 1400s, cont.</p> <p>Literature Songs: <i>Song of the Sky Loom; Hunting Song</i> <input type="checkbox"/> Compose a myth and/or sacred song</p> <p>Folk Tales: <i>Coyote and the Buffalo; Fox and the Coyote and Whale</i> <input type="checkbox"/> Create a tableau of scene, moment from myth, song, folk tale <input type="checkbox"/> Use water colors or other art medium to depict scene/moment from 1 or more myths, songs, folk tales <input type="checkbox"/> Express 1 or more myths, folk tales, and/or sacred songs in graphic form such as panel comic strip <input type="checkbox"/> Compose a Poem for 2 Voices that explores the differences of and appreciation for the Early Native American perspective and Modern American one</p> <p><i>Literary Concepts:</i> repetition, trickster tale <i>Content-based vocabulary:</i> warp, weft</p>	<p>core textbook</p> <p>core textbook</p>	

ASSESSMENTS: to be given in Week 3

BOLD font indicates mandatory items
 REGULAR font indicates optional items

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SEMESTER: Fall WEEK: 3

STANDARDS: Literary Response and Analysis 3.0, 3.2, 3.3, 3.4
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Readings/Assignments/Activities</p> <p>Part I: The Early American Indians: Pre 1400s, cont.</p> <p>Literature</p> <p>Fiction: Silko, <i>The Man to Send Rain Clouds</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Making inferences <input type="checkbox"/> Narrative piece that explores a conflict of cultures or central conflict of a particular myth <p><i>Literary Concepts:</i> conflict, external conflict, internal conflict, narrator, 1st POV, 3rd POV</p> <p><i>Content-based vocabulary:</i> arroyo, mesa, cloister, cassock, perverse</p>	<p>textbook</p>	

ASSESSMENTS: 2-3 paragraph essay that compares-contrasts one Native American creation myth with another myth or with creation story of own choosing

BOLD font indicates mandatory items
REGULAR font indicates optional items

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SEMESTER: Fall

WEEK: 4

STANDARDS: Reading Comprehension 2.1, 2.2, 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Notes on rhetorical devices</p> <p>Analyze rhetorical devices and intended audience in print ads</p> <p>Create a print ad using rhetorical devices that appeal to target audience Share ads with class and evaluate effectiveness</p>	<p>Dropbox</p> <p>Ads--magazines G.O.--Dropbox</p>	

ASSESSMENTS: in week 5

BOLD font indicates mandatory items
REGULAR font indicates optional items

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SEMESTER: Fall

WEEK: 5

STANDARDS: Reading Comprehension 2.1, 2.2, 2.6
Writing Strategies 1.1, 1.3, 1.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Analyze intended audience and rhetorical devices in movie reviews</p> <ul style="list-style-type: none"> Use one positive and one negative review for the same film. Analyze the way in which devices are used for the two different purposes. <p>Students write a movie review for a film they've recently watched</p> <ul style="list-style-type: none"> Include appropriate rhetorical strategies to appeal to target audience. Highlight and label strategies before submitting paper 	<p>Internet (choose a popular movie kids may have seen over summer)</p>	
<p>Rhetorical devices review game</p>	<p>Dropbox</p>	
<p>Rhetorical devices quiz</p>	<p>Dropbox</p>	

ASSESSMENTS: rhetorical devices quiz; **student movie review**

BOLD font indicates mandatory items
 REGULAR font indicates optional items

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SEMESTER: Fall

WEEK: 6

STANDARDS: Literary Response and Analysis 3.9, 3.1
Writing Strategies 1.9
Reading Comprehension 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature:</p> <ul style="list-style-type: none"> -Bradstreet, <i>Upon the Burning of Our House</i> -Edwards, <i>Sinners in the Hands of an Angry God</i> -Red Jacket, <i>Lecture to a Missionary</i> -John Winthrop's text (introduction to textbook's unit) <p>Activities:</p> <ul style="list-style-type: none"> -Identify persuasive rhetoric and literary devices -Annotate and analyze Winthrop's text to identify Puritan ideals 	<p>Textbook</p> <p>Textbook</p> <p>Textbook</p> <p>Textbook</p>	

ASSESSMENTS: to be given in Week 9
6 week benchmark to be given this week

BOLD font indicates mandatory items
 REGULAR font indicates optional items

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SEMESTER: Fall

WEEK: 8

STANDARDS: Literary Response and Analysis 3.9, 3.1
Writing Strategies 1.9
Reading Comprehension 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature:</p> <p>Miller, <i>The Crucible</i></p> <p>Salem Court Public Documents, <i>The Examination of Sarah Good</i></p> <p>Activities:</p> <ul style="list-style-type: none"> -Journal prompts and literary/dialectic journal -Vocabulary and selection quizzes -Compare Salem Court Documents with events in <i>The Crucible</i> -Prepare and perform a mock trial -Create a wanted poster for a witch -Character wheels or other graphic devices for highlighting characterization throughout the play 	<p>Library</p> <p>Textbook</p>	

ASSESSMENTS: to be given in Week 9

BOLD font indicates mandatory items
REGULAR font indicates optional items

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Board Approved: October, 2011

SEMESTER: Fall

WEEK: 9

STANDARDS: Literary Response and Analysis 3.9, 3.1
Writing Strategies 1.9
Reading Comprehension 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: Miller, <i>The Crucible</i> Irving, <i>The Devil and Tom Walker</i> Hawthorn, <i>Young Goodman Brown</i></p> <p>Activities: -Journal prompts and literary/dialectic journal -Vocabulary and selection quizzes -Conflict chart -Plot diagram -Write a letter from Elizabeth Proctor to her condemned husband</p>	<p>Library</p> <p>Textbook</p>	

ASSESSMENTS: Research or Opinion essay, Vocabulary test, Comprehension test

BOLD font indicates mandatory items
 REGULAR font indicates optional items

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SEMESTER: Fall

WEEK: 10

STANDARDS: Comprehension and Analysis of Text: 2.1, 2.2, 2.4, 2.5 Expository Critique: 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Literature: “What is an American?” – J. Hector St. Jean De Crevecoeur – 1759 <i>Speech to the Virginia Convention</i> – Patrick Henry – 1775 “The Declaration of Independence” – Thomas Jefferson – 1776 <i>The Crisis</i> – Thomas Paine - 1776</p> <p>Literature of the American Revolution</p> <p>Persuasive Speech Device Chart Vocabulary Assignment Chart Basic Comprehension Questions</p>		<p>Persuasive Speech Chart</p>

ASSESSMENTS: to be given in week 11

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 11

STANDARDS: Structural Features of Informational Materials: 2.1 Literary Criticism: 3.8, 3.9 Write Historical Investigation Reports: 2.4a, 2.4b

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Reports / Investigative Analysis</p> <p>Literature of the American Revolution</p> <p>Basic Writing Prompts / Central Questions:</p> <p>1.) Did King George III of Great Britain have the right to tax and control the American colonies? Why or why not? Support your opinions with evidence from the literature.</p> <p>2.) How did most of the American colonists view England? How much did this have to do with the Revolutionary War? In other words, did Americans resent the British? Use supporting evidence</p> <p>3.) Patrick Henry, Thomas Paine, and Thomas Jefferson were all considered leaders or the Revolution. In the literature that we read in class, do these men better appeal to emotions or facts to support their arguments? Use examples.</p>		

ASSESSMENTS: Basic Vocabulary Quizzes, Persuasive Speech Handout, Comprehension Questions and Investigative Reports based on writing prompts.

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 12

STANDARDS: Literary Response and Analysis 3.3, 3.4, 3.5
Written and Oral Language Conventions: 1.0, 1.1, 1.2
Reading Comprehension 2.5, 2.6

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introductory Assignment:</p> <ul style="list-style-type: none"> • IMAGINE Handout – Introduce components of transcendentalism • Direct instruction given with ideals of transcendentalism <p>“Psalm of Life” p. 344, Longfellow</p> <ul style="list-style-type: none"> • Elements of poetry included • Literary devices – model with students • Response questions – class review <p>“ Self Reliance” p. 364, Emerson</p> <ul style="list-style-type: none"> • Tone/audience/ purpose fill in sheet (used with several works) • Introduce aphorisms used in transcendental thought • Graphic organizer – allow students to find aphorisms in literary piece while modeling one example to start them with assignment <p>Quickwrites: How do the big ideas presented in the aphorisms handout/and/or previous assignment connect to transcendental thought?</p>	<p>dropbox items</p> <p>core textbook</p> <p>core textbook</p> <p>dropbox items</p>	

ASSESSMENTS: to be given in later weeks

BOLD font indicates mandatory items
 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 14

STANDARDS: **Literary Response and Analysis: 3.0, 3.2, 3.3, 3.4, 3.5**
Written and Oral Language Conventions: 1.0, 1.1, 1.2
Reading comprehension: 2.5

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>“Into the Wild” by Jon Krakauer (Movie) (Permission slip required for some scenes) – duration 2-3 days</p> <p>Study guide follows movie and aspects of transcendentalism found in protagonist</p> <p>Venn Diagram assignment</p> <ul style="list-style-type: none"> • Compare/contrast Thoreau and Christopher McCandless in ideas of transcendentalism • Students write discoveries made from readings and movie assignment <p>“Denali National Park” – expository text</p> <p>“Christopher McCandless from an Alaska Park Ranger’s Perspective” – read as part of final assessment.</p>	<p>Dropbox</p>	<p>DVD (may need to rent)</p>

ASSESSMENTS: Short answer response to persuasive piece on McCandless; Persuasive essay on how Christopher’s philosophy on life connected to Transcendentalism philosophy through elements learned (individualism, anti-materialism, etc)

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HJUHSD ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 15

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.5, 3.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Librarian’s Censorship Presentation</p>		
<p>Anticipation activity Anticipation guide available if you choose</p>	Dropbox	
<p>Read <i>Fahrenheit 451</i> Part 1: The Hearth and the Salamander</p>	Novel	
<p>Assemble and begin Novel Journal</p>	Dropbox	
<p>Return to the Text assignment on characters or insect motif</p>	Dropbox	
<p>Article: <i>Teen Violence Shocks</i> and quick write</p>	Dropbox	
<p>Internet video: Project Natal—Meet Milo http://ishare.rediff.com/video/entertainment/xbox-360-project-natal-meet-milo-/639238</p>	Internet	

ASSESSMENTS: to be given in week 18

BOLD font indicates mandatory items
REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 16

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.5, 3.9

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>This is Thanksgiving week</p> <p>Read <i>Fahrenheit 451</i> Part 2: The Sieve and the Sand</p> <p>Continue Novel Journal</p>	<p>Novel</p>	

ASSESSMENTS: to be given in week 18

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REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Fall

WEEK: 18

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.5, 3.9
Writing Strategies 1.1, 1.3
Writing Applications 2.2

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Read <i>Fahrenheit 451</i> Part 3: Burning Bright Continue Novel Journal</p>	<p>Novel</p>	
<p>Read Coda and Afterward to the Novel</p>	<p>Novel</p>	
<p>Letter: <i>You Have Insulted Me</i> by Kurt Vonnegut</p>	<p>Dropbox</p>	
<p>Novel Project</p>	<p>Dropbox</p>	

ASSESSMENTS: Final exam essay (prompt on Dropbox)

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HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 1

STANDARDS: Literary Response and Analysis 3.1, 3.2, 3.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Focus on Poetry—Select from the following poems to address standards Students annotate poems and write responses/reflections “I Hear America Singing,” Whitman “I Sit and Look Out,” Whitman “The Raven,” Poe “Danse Russe,” Williams “anyone lived in a pretty how town,” cummings “Chicago,” Sandburg “My City,” Johnson “Mirror,” Plath Choose one author study Dickinson author study Frost author study Hughes author study</p>	<p>Textbook</p> <p>Textbook</p>	

ASSESSMENTS: Concepts assessed in week 3

SEMESTER: Spring

WEEK: 2

BOLD font indicates mandatory items
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Board Approved: October, 2011

STANDARDS: Literary Response and Analysis 3.1, 3.2, 3.4

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Finish author study</p> <p>Introduce elements of Parody Students brainstorm parodies in media, t.v, movies, etc. Poem parodies – packet Students look at parodies of poems and chart quotes which mimic each other (optional)“My Love is Like a Red, Red Rose,” Burns – poem Analyze rhyme/rhythm Students model parody based on this poem – may be humorous, romantic, or serious</p>	<p>Text book</p> <p>dropbox</p>	

ASSESSMENTS: Concepts assessed in week 3

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HJUHSD ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 3

STANDARDS: Literary Response and Analysis 3.1, 3.2, 3.4
Writing Applications 2.1 or 2.2 or 2.4
Writing Conventions

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Choose one of the following essays to assess the concepts learned in wks 1-2:</p> <p>2.2 Comparison/contrast analysis of two poems such as “My City” and “Chicago”</p> <p>2.4 Literary analysis of one author—Dickinson, Frost, or Hughes</p> <p>2.1 Personal Narrative applying the concepts studied in the previous two weeks such as sensory imagery, figurative language, mood, tone, etc.</p>		

ASSESSMENTS: Essay

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HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring WEEK: 6

STANDARDS: Reading Comprehension 2.2, 2.4, 2.5, 2.6
Literary Response and Analysis: 3.5 (3), 3.8
Writing Strategies: 1.1

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p><u>Conflict and Expansion Unit: 1850-1950</u></p> <p>Literature: <i>Gettysburg Address</i> Martin Luther King Jr., <i>Stride Towards Freedom</i> Malcom X, <i>Necessary to Protect Ourselves</i></p> <p>Activities:</p> <ul style="list-style-type: none"> - Daily journal prompts -Content-based vocabulary and/or comprehension quizzes -Watch youtube videos of MLK Jr. and Malcom X speaking. -Have students analyze speeches for rhetorical devices and word choice -Discuss how these men influenced the political and social issues of their time 	<p>Textbook</p> <p>www.classzone.com www.youtube.com</p>	

ASSESSMENTS: **Compare/Contrast essay**, Reflection paper discussing the political and/or social issues that influenced the literature read

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HJUHSD ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring WEEK: 7

STANDARDS: Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral)
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Satire unit</p> <p>Introduce elements of satire</p> <p>“If We’re Gonna Have Guns, Let’s Get’em Out in the Open – or Else” Article by Mike Royko – Read through and identify satirical comments</p> <p>““I’m the Reason There Are Signs Warning you Not To Play On The Luggage Conveyor Belt” Article – Read through article with students</p> <p>Students create their own satire signs (model examples from Internet/ resources)</p> <p>Students present their posters to the class</p> <p>Discussion on elements of satire through activity</p>	<p>Dropbox item</p>	

ASSESSMENTS: To be given at a later date

BOLD font indicates mandatory items
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HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 8

STANDARDS: Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral)

**Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0**

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Satire and Gender Stereotypes Photo activity based on Gender types – group discussion Students analyze the photos and respond to questions based on gender</p> <p>Class discussion based on findings from activity</p> <p>Begin “The Diary of Adam and Eve” Begin with Adam’s section first Read Eve’s portion next</p> <p>Writing activities throughout the readings of “The Diary of Adam and Eve” Character traits based on Adam and Eve – graphic organizer</p>	<p>dropbox items</p> <p>dropbox items</p>	

ASSESSMENTS: To be given in week 9

BOLD font indicates mandatory items
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HJUHSD ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 10

STANDARDS: Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral, fable, tall tale, elegy)
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Introduce Allegory “The Seven Ages of Man”</p> <p>Writing as introduction to story – “Connect to Life” activity - pg. 454 “The Masque of Red Death” by Edgar Allen Poe Pgs. 455-462</p> <p>Response questions on pg. 463</p> <p>Symbolism t-chart – students complete symbolic representation as they read</p> <p>Writing activity: Students rewrite the story from the perspective of one of the other characters in the story (e.g. Prospero, peasant, Death)</p>	<p>Dropbox</p> <p>Core textbook</p> <p>Dropbox item</p>	

ASSESSMENTS: To be given at later date

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HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring WEEK: 11

STANDARDS: Literary Response and Analysis: 3.1 Structural Features: Analyze characteristics of sub-genres (satire, parody, allegory, pastoral, fable, tall tale, elegy)
Written and Oral Language Conventions 1.0, 1.1, 1.2
Reading Comprehension 2.0

Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Allegory “Connect to life” Activity – pg. 500 “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne Pg. 501-513</p> <p>Writing assignment: response questions on pg. 514 Vocabulary from Text Review elements of Allegory</p> <p>Introduce Fable, Tall Tale, Anecdote, Elegy, <u>Memoir</u>, Pastoral</p> <p>“Open Spaces” – pastoral story Graphic organizer – identify quotes – pastoral</p> <p>Fable packet – Students read three short stories and identify the type of story Found in the packet. Students must prove their answers with elements Of each type of story.</p>	<p>Core textbook</p>	

ASSESSMENTS: Quiz on all of 3.1 elements (satire, parody, fable, tall tale, anecdote, elegy, memoir, pastoral)

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HJUHSD ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 12

<p>STANDARDS: Reading Comprehension and Analysis, 2.2, 2.3, 2.6 Written and Oral Language Conventions 1.0, 1.1, 1.2</p>
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Readings/Assignments/Activities	Location of Resource	Supplemental Resources
<p>Reading Comprehension Packet</p> <ul style="list-style-type: none"> ○ Utilizing different types of workplace documents, students will respond to multiple choice type questions in an effort to prepare for benchmarks and CST testing which follows this grading session. ○ Writing activities – questions ask students to analyze correlation of type of text (lettering, font, size, etc) and the purpose in the advertisement/ document given. <p>Preparation for benchmark on reading comprehension standards</p>	<p>dropbox item</p>	

<p>ASSESSMENTS:</p>

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SEMESTER: Spring WEEK: 13

STANDARDS: Literary Response and Analysis 3.9
Writing Conventions 1.1, 1.2

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i></p> <p>The American Dream Essential Question: Is the American Dream a destructive or empowering force, or a combination of both? American Dream articles Quick writes Personal American Dream Project</p> <p><i>The Catcher in the Rye</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> ☞ What does this have to do with life and living life, especially when considering one’s values as juxtaposed to those of society, family, and peers? or ☞ Is Holden the Quintessential Teenager or not? or ☞ What or Who is Normal? <p>How to Approach A Controversial Piece of Literature Prep for Students/Quick writes Holden as the Anti-hero Vera Panova’s article “On J.D. Salinger”</p>	<p>Dropbox</p> <p>Dropbox</p>	

ASSESSMENTS: Essay to be given in week 19

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HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 15

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9

Readings/Assignments/Activities— CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i></p> <p>Anticipation guide—thematic connections Notes on Fitzgerald’s life</p> <p>Read novel chapter 1</p> <p>Assemble and begin Novel Journals Modeling Fitzgerald’s Style assignment Poems: <i>We Real Cool</i>, Brooks; <i>First Fig</i>, Millay—quick write on connections to lifestyle of 1920’s</p> <p><i>The Catcher in the Rye</i></p> <p>Read Chapters 8-14</p> <ol style="list-style-type: none"> 1. Update map of Holden’s Odyssey 2. QFDs → response journal 3. SWA → response journal 4. Dialectical journal entry 5. “I am a Rock” lyrics 6. Discussion of possible topics taken from Objectives List 	<p>Dropbox Dropbox Novel</p> <p>Dropbox Dropbox</p> <p>Novel</p> <p>Dropbox Dropbox Dropbox Curriculum Guide</p>	

ASSESSMENTS: Essay to be given in week 19

Reading quizzes as needed and/or vocabulary quizzes; SWA could be used as an assessment

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REGULAR font indicates optional items

HJUHSD ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring **WEEK:** 16

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i> Read novel chapters 2-4 Continue Novel Journal Poetry connection assignment</p> <p><i>The Catcher in the Rye</i> Read Chapters 15-20 1. Update map of Holden’s Odyssey 2. “<i>Comin Thro the Rye</i>” poem* by Robert Burns 3. “Nuns Fret Not at Their Convent’s Narrow Room” poem* by William Wordsworth 4. Continue Response Journal 5. Discussion of possible topics taken from Objectives List</p>	<p>Novel</p> <p>Dropbox</p> <p>Novel</p> <p>Dropbox Dropbox</p> <p>Curriculum Guide</p>	

ASSESSMENTS: Essay to be given in week 19

Reading quizzes as needed and/or vocabulary quizzes; SWA could be used as an assessment.

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HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 17

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i> Read novel chapters 5-7 Continue Novel Journal Poem: <i>The Love Song of J. Alfred Prufrock</i> by TS Eliot</p> <p><i>The Catcher in the Rye</i> Read Chapters 21-26 1. Update/Conclude map of Holden’s Odyssey 2. Continue Response Journal 3. Discussion of possible topics taken from Objectives List</p>	<p>Novel</p> <p>textbook</p> <p>Novel</p> <p>Curriculum Guide</p>	

ASSESSMENTS: Essay to be given in week 19

Reading quizzes as needed and/or vocabulary quizzes; SWA could be used as an assessment [opportunity to incorporate map of Holden’s Odyssey in SWA]

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HJUHS D ENGLISH PACING GUIDE

Board Approved: October, 2011

SEMESTER: Spring

WEEK: 18

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9
Writing Strategies 1.1, 1.2, 1.3, 1.9

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i> Read novel chapters 8-9 Complete Novel Journal Novel Project—share with class</p> <p><i>The Catcher in the Rye</i> Complete Response Journal Final Discussion/Activities Discussion of possible topics taken from Objectives List Ending activities could include: The Critics Corner; Sitting in the Round; The Hot Seat; Mystery Character; Meeting of the Minds Quotation Quilt Project – Share with class</p>	<p>Novel</p> <p>Dropbox</p> <p>Dropbox Curriculum Guide</p> <p>Dropbox</p> <p>Dropbox</p>	

ASSESSMENTS: Essay to be given in week 19

Reading quizzes as needed and/or vocabulary quizzes; SWA could be used as an assessment
 Novel Project

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 REGULAR font indicates optional items

HJUHS D ENGLISH PACING GUIDE

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SEMESTER: Spring

WEEK: 19

STANDARDS: Literary Response and Analysis 3.2, 3.3, 3.4, 3.9
Writing Strategies 1.1, 1.2, 1.3, 1.9
Writing Applications 2.2

Readings/Assignments/Activities—CHOOSE EITHER <i>GATSBY</i> OR <i>CATCHER</i>	Location of Resource	Supplemental Resources
<p><i>The Great Gatsby</i></p> <p>Final Exam Essay Novel Project Film: <i>The Great Gatsby</i> by Jack Clayton</p> <p><i>The Catcher in the Rye</i></p> <p>Mini-Essay [2-3 days] Ending activities could include: The Critics Corner; Sitting in the Round; The Hot Seat; Mystery Character; Meeting of the Minds</p>	<p>Dropbox Dropbox</p> <p>Dropbox Dropbox</p>	<p></p> <p>NPR piece on Holden; “Little Shirley Beans” youtube video by Venice Artists; 1950s Congressional Record [see Curriculum Guide for all 3]</p>

ASSESSMENTS: Final Exam Essay (prompt on Dropbox); Mini-Essay

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DISTRICT CURRICULUM GUIDE

I. COURSE NAME:	Racquet Sports
Grade Level:	11-12
Prerequisite:	Physical Education One & Successful Execution of Fitness Tests (Pass 5 out of 6)
Duration:	One Year (two semesters)
Credit:	P.E./Elective
Guide – Board Adoption:	Tentative October 2011
Course Articulation:	No
Text – Board Adoption:	n/a
Textbook Name:	n/a
Publisher:	n/a
Publication Year/Edition:	n/a
ISBN – Student Text:	n/a
ISBN – Teacher Text:	n/a

II. COURSE DESCRIPTION:

Racquet Sports is a two-semester course, which may satisfy the second year of the two-year HJUHSD P.E. requirement. This course is designed to give the student an in depth exposure to four specific racquet sports (Badminton, Speedminton, Pickleball, and Tennis). Students will be able to focus specifically on skills that will help to make them successful and by doing so allow for a deeper appreciation for these lifetime activities.

III. CENTRAL INTELLECTUAL PURPOSE

Communications

Reading

Comprehension of the required literature through discussion, study guides, and review

Writing

Instruction/review/practice of writing conventions and note taking

Speaking

Class/group discussions
Oral presentations

Critical Thinking/Problem Solving

Comprehend and analyze a scenario that may arise in a physical activity situation
Compare and contrast lifestyle choice and consequences of behavior and actions

Research

Utilize various sources of information from library or computer network while creating Training Guidebook specific to the unit

Technology

Applying technology in the research process

1. Reference literature and computer
2. Study guides and skills tests
3. Informational sheets and charts

Ethics

Sportsmanship, fair play, self-confidence and respect (for self and others)
Attentiveness, constructive use of class time

IV. CONTENT/TIMELINE/PERFORMANCE STANDARDS

The curriculum in this course is aligned with state and national frameworks. Where applicable, it meets the High School Exit Exam content standards for both mathematics and English-Language Arts. The 10th-12th grade teachers identified the following Physical Education and Health Standards as focus standards to be addressed in assignments. The focus standards in this document have been primarily adapted from the *National Physical Education Standards* and have been organized by the three major goals in the *Physical Education Framework for California Public Schools*: Movement Skills and Movement Knowledge: Self-Image and Personal Development; and Social Development.

PHYSICAL EDUCATION FOCUS STANDARDS

- 1.0 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- 2.0 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- 3.0 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

SPECIAL NOTE: *The physical education component of this course will include physical fitness activities executed throughout the year to help students achieve and maintain a healthier lifestyle. Physical fitness components include flexibility, muscular strength, muscular endurance, and cardiovascular fitness.*

FIRST SEMESTER

1st Nine Weeks: Badminton

P.E. Unit:

Physical Fitness activities include but not limited to:

- Cardiovascular activities: Low, Moderate, to High intensity activities (i.e. power walking, jogging movements, moderate/advanced sport conditioning exercises)
- Muscular Strength/Endurance: Intermediate/Advanced Level strength training specific to athletic skills involved in the game of Badminton.
- Flexibility: Low to Moderate stretches to increase range of motion as well as assist in injury prevention.

Standards

- [PE 1.1] Combine and apply movement patterns, simple to complex, in individual and dual activities.
- [PE 1.2] Demonstrate proficient movement skills in individual and dual activities.
- [PE 1.3] Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- [PE 1.5] List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- [PE 1.6] Demonstrate independent learning of movement skills in aerobic activities.
- [PE 1.9] Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in individual and dual activities.
- [PE 2.2] Participation in individual and dual activities that improve and maintain health related physical fitness.
- [PE 3.1] Display safe and responsible behavior while training..
- [PE 3.4] Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- [PE 3.8] Analyze the role of social interaction in the successful participation in enjoyment of fitness activities.
- [PE 3.9] Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities
- [PE 3.11] Engage in aerobic activities both in school and outside school.

Activities

- Students will do quick writes on the Badminton (including not limited to History, equipment, rules, scoring, etiquette, and skills involved)
 - ELA R2.4 Synthesize content; paraphrase and connect ideas
 - ELA W1.1 Establish and maintain a clear thesis
 - ELA W1.4 Develop main idea with supporting evidence
- Students will create a Training Guidebook for the Recreational Activity of Badminton
 - ELA R2.4 Synthesize content; paraphrase and connect ideas
 - ELA W1.1 Establish and maintain a clear thesis
 - ELA W1.3 Demonstrate proper usage and grammar
 - ELA W1.4 Develop main ideas with supporting evidence

SDAIE Instructional Strategies

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

2nd Nine Weeks: Tennis

P.E. Unit:

Physical Fitness activities include but not limited to:

- Cardiovascular activities: Low, Moderate, to High intensity activities (i.e. power walking, jogging movements, moderate/advanced sport conditioning exercises)
- Muscular Strength/Endurance: Intermediate/Advanced Level strength training specific to athletic skills involved in the game of Tennis.
- Flexibility: Low to Moderate stretches to increase range of motion as well as assist in injury prevention.

Standards

- [PE 1.1] Combine and apply movement patterns, simple to complex, in individual and dual activities.
- [PE 1.2] Demonstrate proficient movement skills in individual and dual activities.
- [PE 1.3] Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- [PE 1.5] List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- [PE 1.6] Demonstrate independent learning of movement skills in aerobic activities.
- [PE 1.9] Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in individual and dual activities.
- [PE 2.2] Participation in individual and dual activities that improve and maintain health related physical fitness.
- [PE 3.1] Display safe and responsible behavior while training..
- [PE 3.4] Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- [PE 3.8] Analyze the role of social interaction in the successful participation in enjoyment of fitness activities.
- [PE 3.9] Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities
- [PE 3.11] Engage in aerobic activities both in school and outside school.

Activities

- Students will do quick writes on the Tennis (including not limited to History, equipment, rules, scoring, etiquette, and skills involved)

ELA R2.4 Synthesize content; paraphrase and connect ideas

ELA W1.1 Establish and maintain a clear thesis

ELA W1.4 Develop main idea with supporting evidence

- Students will create a Training Guidebook for the Recreational Activity of Tennis

ELA R2.4 Synthesize content; paraphrase and connect ideas

ELA W1.1 Establish and maintain a clear thesis

ELA W1.3 Demonstrate proper usage and grammar

ELA W1.4 Develop main ideas with supporting evidence

SDAIE Instructional Strategies

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

Modeling, Visuals, & Graphic Organizers: Model processes and concepts in a variety of ways

2nd SEMESTER

P.E. Unit:

1st Nine Weeks: Speedminton

Physical Fitness activities include but not limited to:

- Cardiovascular activities: Low, Moderate, to High intensity activities (i.e. power walking, jogging movements, moderate/advanced sport conditioning exercises)
- Muscular Strength/Endurance: Intermediate/Advanced Level strength training specific to athletic skills involved in the game of Speedminton.
- Flexibility: Low to Moderate stretches to increase range of motion as well as assist in injury prevention.

Standards

- [PE 1.1] Combine and apply movement patterns, simple to complex, in individual and dual activities.
- [PE 1.2] Demonstrate proficient movement skills in individual and dual activities.
- [PE 1.3] Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- [PE 1.5] List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- [PE 1.6] Demonstrate independent learning of movement skills in aerobic activities.
- [PE 1.9] Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in individual and dual activities.
- [PE 2.2] Participation in individual and dual activities that improve and maintain health related physical fitness.
- [PE 3.1] Display safe and responsible behavior while training..
- [PE 3.4] Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- [PE 3.8] Analyze the role of social interaction in the successful participation in enjoyment of fitness activities.
- [PE 3.9] Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities
- [PE 3.11] Engage in aerobic activities both in school and outside school.

Activities

- Students will do quick writes on the Speedminton (including not limited to History, equipment, rules, scoring, etiquette, and skills involved)
 - ELA R2.4 Synthesize content; paraphrase and connect ideas
 - ELA W1.1 Establish and maintain a clear thesis

ELA W1.4 Develop main idea with supporting evidence

- Students will create a Training Guidebook for the Recreational Activity of Speedminton
 - ELA R2.4 Synthesize content; paraphrase and connect ideas
 - ELA W1.1 Establish and maintain a clear thesis
 - ELA W1.3 Demonstrate proper usage and grammar
 - ELA W1.4 Develop main ideas with supporting evidence

SDAIE Instructional Strategies

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

Modeling, Visuals, & Graphic Organizers: Model processes and concepts in a variety of ways

2nd Nine Weeks: Pickleball

P.E. Unit:

Physical Fitness activities include but not limited to:

- Cardiovascular activities: Low, Moderate, to High intensity activities (i.e. power walking, jogging movements, moderate/advanced sport conditioning exercises)
- Muscular Strength/Endurance: Intermediate/Advanced Level strength training specific to athletic skills involved in the game of Pickleball.
- Flexibility: Low to Moderate stretches to increase range of motion as well as assist in injury prevention.

Standards

- [PE 1.1] Combine and apply movement patterns, simple to complex, in individual and dual activities.
- [PE 1.2] Demonstrate proficient movement skills in individual and dual activities.
- [PE 1.3] Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in aerobic activities.
- [PE 1.5] List the safety equipment required for participation in aerobic activities; describe and demonstrate the use of such equipment.
- [PE 1.6] Demonstrate independent learning of movement skills in aerobic activities.
- [PE 1.9] Create or modify practice/training plans based on evaluative feedback of skill acquisition and performance in individual and dual activities.
- [PE 2.2] Participation in individual and dual activities that improve and maintain health related physical fitness.
- [PE 3.1] Display safe and responsible behavior while training..
- [PE 3.4] Identify and analyze aerobic activities that enhance both personal enjoyment and the challenge.
- [PE 3.8] Analyze the role of social interaction in the successful participation in enjoyment of fitness activities.
- [PE 3.9] Accept and perform planned and spontaneous leadership assignments and roles in aerobic activities
- [PE 3.11] Engage in aerobic activities both in school and outside school.

Activities

- Students will do quick writes on the Pickleball (including not limited to History, equipment, rules, scoring, etiquette, and skills involved)

ELA R2.4 Synthesize content; paraphrase and connect ideas

ELA W1.1 Establish and maintain a clear thesis

ELA W1.4 Develop main idea with supporting evidence

- Students will create a Training Guidebook for the Recreational Activity of Pickleball

ELA R2.4 Synthesize content; paraphrase and connect ideas

ELA W1.1 Establish and maintain a clear thesis

ELA W1.3 Demonstrate proper usage and grammar

ELA W1.4 Develop main ideas with supporting evidence

SDAIE Instructional Strategies

- Vocabulary & Language Development: Identify, highlight, and refer to key vocabulary
- Explicit Instruction: Move from part to whole
- Guided Instruction: Structure opportunities for student to student interaction during direct instruction
- Metacognition & Authentic Assessment: Utilize rubrics for student self-assessment and goal setting

Modeling, Visuals, & Graphic Organizers: Model processes and concepts in a variety of ways

V. STUDENT ASSESSMENT

- Teacher/Publisher-generated activities projects, writing, quizzes, and skills tests.

- The use of rubrics to grade writing, projects, as well as skills test by both teacher and student peers.

- Observational assessments of the activity to determine proper technique set forth by the instructor

- Peer Teaching activity

- Training Guidebook

VI. INSTRUCTIONAL TECHNOLOGIES AND MATERIALS/SOFTWARE

The designated textbooks, materials, and technologies meet the state standards for this content area.

A. Teacher computer generated assignments to increase student comprehension.

B. Videos from video library: Specific skills appropriate for lesson.

VII. TEACHING ACTIVITIES AND METHODS TO FACILITATE THE INSTRUCTION OF PHYSICAL EDUCATION AND HEALTH ONE CONTENT STANDARDS FOR ALL LEARNING STYLES

Student activities suggested below are derived from Gardner's Seven Levels of Intelligence (learning styles).

LINGUISTIC LEARNER

creative writing
oral reports
essays
dramatic readings/performances
debates and speeches
storytelling

LOGICAL/MATHEMATICAL LEARNER

graphic organizers
timeline
prediction exercises
coded messages
computer project
science experiments

SPATIAL LEARNER

drawings and paintings
comic strips
maps and flow charts
dioramas, displays, and murals
collages
photography activities

INTRAPERSONAL LEARNER

response journals/learning logs
observations

MUSICAL LEARNER

interpretive dances
musical plays and compositions
rap songs, jingles, and melodies
playing musical instruments

BODILY-KINESTHETIC LEARNER

demonstration speeches
experiments
impersonations, role-playing
using gestures, facial expressions, and pantomime

INTERPERSONAL LEARNER

discussions
cooperative and collaborative projects
peer coaching
conducting interviews
simulation activities

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
Textbook Selection Criteria

Discipline: Science

Date Submitted: 8/23/11

HHS Principal: Cheryl Hunt

Signature: Cheryl Hunt

HWHS Principal: Bobby Peters

Signature: [Signature]

* SPHS Principal: Roger Hartman

Signature: [Signature]

Other: _____

Signature: _____

Title: Hole's Essentials of Anatomy & Physiology Grade Level(s): 11-12

Author: David Shier, Jackie Butler, Ricki Lewis Publisher: McGraw Hill

ISBN Number: ISBN-13 9780077471897

Reading Level: 11-12 Edition/Copyright Date: 11th Edition/2012 Price: \$ 108.00

Course(s) title(s) in which used: Anatomy/Physiology Honors

Used as: Basic Supplementary

Binding: Hardbound Stapled Paperback Spiral

TEXTBOOK SELECTION COMMITTEE MEMBERS:

Proposed by: Nicole German

Committee Members: 1) Nicole German Site: HW

2) John Craft Site: HH

3) Christy Kennedy Site: HW

HHS Curriculum Facilitator: [Signature]

HWHS Curriculum Facilitator: [Signature]

* SPHS Curriculum Facilitator: [Signature]

Note: Principal signature(s) – all comprehensive principals should sign, unless the course is site specific.
Facilitator signature(s) – if required, all should sign unless the course is site specific

Textbook Selection Justification Form

1. The proposed item is not currently being used in any feeder district. This class is an honors level Science course only offered at the high schools.
2. The current textbook is out of date and is not well organized with the standards and/or learning outcomes for the course. The pictures, descriptions, and diagrams do not coincide with the relevant information students are required to know. Much of the narrative portion is just that, narrative. There is no reference to real life situations and/or current events and research. Science is constantly changing and students need to be kept up with current science. Many times, students have to look elsewhere for the information and it is not student friendly.
3. The test is specifically designed with the high school student in mind; in fact, it is the high school version. Therefore, the material is aligned with the curriculum framework, state standards, the STAR test, and other courses. In regards to its alignment with the curriculum framework, the organization of this textbook is broken down according to the units set forth in the curriculum guide. Chapters focus on the specific body system at hand, rather than mixing many of the systems together in each chapter. Even though the human body systems do work together, the chapters will focus on the relevant information for one system at a time. However, throughout each chapter and at the end of each chapter, there is relevant information that ties in other chapters. In addition, the first few introductory chapters do a good review of the prior knowledge needed to fully understand the workings of the human body. This is material students would have learned in Biology and Chemistry. Thus, this textbook incorporates information from other Science courses which is beneficial when taking the Science STAR test. By being constantly exposed to the information, students are more knowledgeable with the information on the STAR test. While there are no set state standards for this class alone, it does cover the state standards found in the Physiology portion of Biology and some Chemistry standards which are both prerequisite courses for this class. When students take their STAR test, they do not take an Anatomy/Physiology test; instead, they would take the test for the highest completed Science class. Because this is an honors Junior/Senior course, the students have already passed the CAHSEE, therefore, the alignment with the CAHSEE is not as relevant as its alignment with the STAR test.
4. The textbook helps supplement the central intellectual purpose by incorporating narrative information, case studies, and real-life applications. In addition, there are end of chapter summaries and assessments. There are a good variety of various learning strategies for the material presented; all of which incorporates reading and writing into the lessons.
5. This textbook was specifically designed with the high school student in mind. However, because of the intensity, detail, and depth of understanding the human body, and the fact that this is an honors course, the reading level is definitely for your advanced junior/senior high school student.
6. There is a variety of teaching materials available. These range from the traditional study guides, lab manuals, lecture notes etc. to the more advanced technology resources such as interactive websites for both teacher and student.

7. Technology:

The publisher provides a variety of technological products to support the text. There are numerous online programs. Many of these interactive websites provide exercises on dissections, animations, histology, imaging, and self-tests. There is a workbook that can accompany the previous mentioned websites. This workbook includes review questions, tables, terminology questions, coloring activities, and exercises on the human body systems. In addition, there is an online program that is called ARIS which is a course management program. This online program entails the use of a presentation center that contains a complete set of electronic book images and assets. This is actually an online digital library which contains art, photos, tables, animations, power point lectures and slides, a test bank, transparencies, and a student study guide; all of which can be customized to fit the teacher's needs for their class.

8. Content:

The layout of the textbook provides a variety of tools to facilitate student learning. Many of these tools are not only useful for the student, but they appeal to the interest of the student as well. Each chapter begins with an excerpt that uses a current event or research news relating to the subject matter in the chapter. These demonstrate applications of the concepts related in the chapter. The chapters also begin with a set of learning outcomes/standards students should be familiar with after studying the chapter. These outcomes are a good self check for the students. Chapters also include assessments (both critical thinking and integrative), aids to understanding words (this is essential for getting a grasp on the vocabulary needed to be successful in the course), clinical applications (apply ideas and facts in the narrative portion to clinical situations), and facts of life (interesting parts of anatomy and physiology information can relate). In addition to providing the narrative facts and concepts, the textbook pulls all the concepts together with real life information such as topics of interests, genetic connections, and clinical connections. Essential to the understanding of physiology and anatomy is having updated, clear, and detailed diagrams of the human body systems. This textbook provides this in the form of reference plates. This not only includes diagrams showing vibrant detail of the body structures for that particular chapter, but includes end-of-the chapter illustrations linking the body system of focus to its connection to other body systems. These illustrations reinforce the big picture in learning and applying the concepts of the course. This textbook provides a variety of learning tools for students of all learning styles and backgrounds. Whether it is the vocabulary focus at the beginning of each chapter, the detailed, up to date and clear diagrams, or the vast amount of supplemental technology resources, this textbook is more than qualified to fulfill all student learning needs for this course.

9. Instructional Aids and Authorship:

The three authors who have contributed to the text are reliable and valid. They have extensive experience in not only teaching the course to high school, college, and medical students, but have extensive experience in teaching other Science courses that are an integral part to the understanding of human anatomy and physiology. They also are highly educated in many science fields and have written many science articles and books as well.

As stated in the content section, the textbook has end of the chapter assessments as well as quick check assessments throughout the chapters. At the end of each chapter there are also items called "web connections" which are interactive websites that have additional quizzes, learning exercises, cadaver photos, animations, radiologic imaging, etc. The textbook also includes an appendix, index, and glossary. The book comes in hardback form and is only about an inch thick, and the pricing is competitive with other textbooks of the same nature.

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HJUHS CONTACT INFORMATION

823 W. Lacey Boulevard, Hanford Ca., 93230 • 559.583.5901 • www.hjuhsd.k12.ca.us

BOARD OF TRUSTEES

Art Brieno Sandra Dawson Gary Pannett Danny Todd John Webster

HJUHS ADMINISTRATION: 583.5901

Superintendent William L. Fishbough

Business Office, ext. 3113	Human Resources, ext. 3110
Educational Services, Ext. 3118	English Language Dev: Ext. 3121*
Special Education: Ext. 3123	Migrant Services: Ext. 3120 *

Hanford High School

120 E. Grangeville Blvd. Hanford Ca. 93230
559.583.5902 Fax: 583.5229

Principal: Cheryl Hunt	4000
Assistant Principal: Pablo Chavero *	4010
Assistant Principal: Mark Dutra	4018
Attendance Office	4023
Counselor: Kristen Farrah	4014
Counselor: Allison Brum	4016
Counselor: Mario Gutierrez *	4017
Psychologist: Heather Fortune	4024
School Resource Officer Dean Hoover	5940
Safety Supervisor: Andrew Mazza	4038
Athletic Coordinator: Beau Hill	4818
Student Records: Linda Downing	4006
Library: Carol Bennetts	4022
Career Center: Cindi Homburg	4011
ASB: Karen Evangelo / Chastity Riddle	4502
Ag Program Clerk: Connie Soares	4822
Work Experience: Carol Smith	4007

Hanford West High School

1150 Campus Drive Hanford, Ca. 93230
559.583.5903 Fax: 583.6708

Principal: Bobby Peters	6000
Assistant Principal: Judy Willett	6007
Learning Director: Darin Parson	6006
Attendance Office	6013
Counselor: Kirsten Barnes	6016
Counselor: Pete Haro *	6017
Counselor: Wesley Forbes	6010
Psychologist: Catherine Garman-Ramirez	6002
School Resource Officer Martha Forlines	5960
Safety Supervisor: Jason Black	6038
Athletic Coordinator: Lance Dowd	6012
Student Records: Linda Cotta	6003
Library: Carol Bennetts	6020
Career Center: Ruben Amavisca	6027
ASB: Joe McMahon / Nichole Hernandez	6037
NJROTC: LCDR John Wix	5965
Work Experience: Carol Smith	6051

Earl F. Johnson Continuation High School

1201 N. Douty Street Hanford, Ca. 93230
559.583.5904 Fax: 559.583.6580

Principal: Gary Marr	7000
Counselor: Lowell Neilson	7005
Night Cont. Principal: <u>Janice Ede</u>	7003
Psychologist: Heather Fortune	4024
Administrative Assistant: Irma Lopez *	7000

Sierra Pacific High School

1259 N. 13th Avenue Hanford, Ca. 93230
559.583.5912 | Fax: 559.583.5914

Principal: Roger Hartman	2010
Learning Director: <u>John Craft</u>	<u>2012</u>
Counselor: Edward Kotoian	2021
Counselor: Maria Lee *	2020
Psychologist: Catherine Garman-Ramirez	6002
ASB: <u>Michelle Duarte</u> / Tiffany Card	8910
Library: April Wheaton	2014

Deleted: Janice Ede

Deleted: 2000

Deleted: Dorothy Crass

Deleted: Gerald Edgcomb

* *Hablan Espanol*

INTRODUCTION

Welcome to the 2011-2012 school year. This handbook is designed to assist students and parents by providing overview of District courses as well as information about academic policies.

The Hanford Joint Union High School District is composed of six schools: Hanford High School (HHS), Hanford West High School (HWHS), Sierra Pacific High School (SPHS), Earl F. Johnson Continuation High School (EFJ) Hanford Night Continuation (HNC) and Hanford Adult School (HAS). In addition to the core college-prep curriculum and a variety of electives, HHS, HWHS, and SPHS offer a variety of extra-curricular programs, including athletics, band, choral, theater, yearbook, newspapers, and clubs. EFJ serves students in grades 10-12. Students work with staff to create individualized instruction plans based on needs, goals and abilities. The Hanford Night Continuation School is also run at EFJ. HAS serves students 18 and older as well as parenting minors, providing the opportunity to earn a diploma and receive vocational training.

A regular high school schedule includes seven classes (35 credits) per semester. Freshmen enroll in English and math courses based on ability. All freshmen are also required to take Success 101 and Physical Education. Other course choices should be based on goals and interests. Counselors can help you decide which courses are right for you. A registration packet is mailed to families in the summer. Please read and complete all the necessary forms so that your registration will proceed smoothly. We want you to enjoy a successful and happy high school career!

HJUHSD MISSION

“Preparing Today’s Students for Tomorrow’s World”

The Hanford Joint Union High School District is an educational community committed to providing all students a quality education with a multiple of learning opportunities in a safe, orderly environment fully equipped to teach 21st century skills. As a learning community, we strive to increase student achievements, to be responsive to community needs and to foster accountability for all.

RESPONSIBILITIES

- **To students:** To reach their potential and be successful in all career endeavors
- **To parents & community:** To build school, parent and community partnerships on behalf of learning
- **To staff:** To develop, implement and evaluate our effectiveness and the effectiveness of programs on an ongoing basis
- **To one another:** To create an environment of trust and mutual respect wherein all are safe to take risks, learn new methods, share ideas and express their thoughts

BASIC PRINCIPLES

- A belief that all students should learn the elements of the Central Intellectual Purpose: Communication, Critical Thinking/Problem Solving, Research Skills, Technology, and Ethics
- A belief in maintaining a safe and orderly environment for learning
- A belief in continuous improvement for all staff and students
- A belief in accountability in all we do
- A belief in self analysis and in learning and growing from all we do
- A belief in accepting challenges
- A belief in creating a community where all staff and students are members of a learning community
- A belief that the greater community is an essential partner in the future of education

CHALLENGES

- To provide facilities that will meet current and future needs
- To provide each student with the tools necessary to learn and be a productive member of the 21st century
- To provide the parents and community with ongoing opportunities for input and open communication
- To provide staff the necessary tools and opportunities for staff development to continuously maximize student learning

EXPECTED SCHOOLWIDE LEARNING RESULTS

HANFORD HIGH SCHOOL

The Hanford High community is committed to **Integrity, Knowledge and Respect** for every person, every day. Hanford High School's mission is to build a learning community dedicated to the development of students who are critical thinkers, effective communicators and responsible citizens. We strive to ensure that all students are actively engaged in the pursuit of knowledge and are respectful, capable problem solvers who demonstrate integrity, enabling them to become productive members of our school, community and world. Hanford High staff fosters these opportunities for every student every day.

Critical Thinking

- Apply problem solving skills and logical thinking processes in a variety of contexts
- Apply appropriate technology to solve problems
- Analyze, interpret, evaluate, and synthesize concepts in a variety of contexts

Communication

- Read, comprehend, and interpret a variety of written and graphic material
- Convey information and ideas individually and collaboratively through appropriate verbal and nonverbal communication
- Write logically structured compositions/responses that demonstrate awareness of audience and purpose and that support ideas and arguments with examples

Citizenship

- The Citizenship policy will be used to promote positive behaviors that will enrich the school, home and community
- The following areas will be emphasized: Attendance, Punctuality, Responsibility and Behavior.

HANFORD WEST HIGH SCHOOL

All students will be:

- Work and/or college prepared
- Effective communicators
- Skill proficient
- Technology literate

HJUHSD is an educational community committed to providing all students a quality education with a multiple of learning opportunities in a safe, orderly environment fully equipped to teach 21st century skills. As a learning community, we strive to increase student achievements, to be responsive to community needs and to foster accountability for all.

SIERRA PACIFIC HIGH SCHOOL

The mission of Sierra Pacific High School is to provide our students with the opportunity for success in learning. We are committed to a safe environment where the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school are reached. We strive to actively involve parents and the community in supporting student learning and development. In connection with our community, Sierra Pacific will provide comprehensive educational opportunities that prepare our students to be literate, career-oriented, and productive citizens ready for the challenges of the Twenty-First Century.

The following will be the initial basis for development of Sierra Pacific's ESLRs (Expected Schoolwide Learning Results)

Sierra Pacific Students will strive to be successful with **STRAIGHT A's**

Academic achievement
Attitude
Accountability
Active involvement
Aptitude

EARL F. JOHNSON CONTINUATION HIGH SCHOOL

[[add grad credit info?](#)]

Academic Achievement:

- Complete a minimum of 35 units each semester
- Maintain a 2.0 grade point average (GPA)
- Pass the California High School Exit Exam (CAHSEE)
- Demonstrate continued growth on the California Standardized Test(CST

Be Responsible:

- Attendance at 90% or better
- Be prepared (Binder/Pencil/Paper)
- Accountability (know where you stand, class work/graduation status)

Caring Community Member:

- Pride in school (graffiti and litter free)
- Positive interaction with staff and students (discipline points)
- Community Service (volunteerism)

HJUHS D GRADUATION REQUIREMENTS

HJUHS D offers a variety of ways for students to meet graduation requirements. Each student will work with a counselor to create a plan that best meets the student's individual needs, goals and abilities. These individual plans will be reviewed and revised at least once a year to ensure students are on track to meet their goals.

To earn a diploma, students must complete at least **265 units** including specific subject and course requirements. All HJUHS D students take **Core Curriculum** courses. Students may be allowed to use alternative means to complete the required course of study. Students are also required to pass the California High School Exit Exam. Graduation Requirements are subject to change.

40 Units	English (<i>English 1, 2, 3 and 4 or equivalents</i>)
30 Units	History/Social Science (<i>World Hist., US Hist., Govt. & Econ. or equivalents</i>)
20 units	Mathematics (<i>Including Algebra 1</i>)
20 units	Science (<i>Biological and Physical</i>)
10 units	Visual and Performing Arts
10 units	Career Technical Education
20 units	Physical Education (<i>required for 9th and 10th graders</i>)
115 units	Electives (including Success 101)
265	Total Units to Graduate (<i>and pass the CAHSEE</i>)

The **Sample Schedules** on page [??](#) show four ways students can meet requirements as freshmen. Other courses may meet requirements. Students and parents should work with a counselor to plan the best schedule for them.

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COLLEGE ADMISSIONS

Business, Trade, Technical Schools can help students develop knowledge and skills for a career.

Four-year college or university admission requires a grade of “C” or better in required in high school course work. Students must take the SAT or ACT. Additionally, the University of California requires students to take three SAT subject tests. See “University of California & California State University Requirements” and refer to college catalogs for more specific admission requirements.

University of California consists of ten campuses across the state – Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, Santa Cruz and San Francisco. UC offers four-year programs in a wide variety of fields as well as graduate and doctoral degrees. UC is committed to serving the top 12.5% of California's high school graduates.

California State University consists of twenty-three campuses across the state, including CSU Fresno, our local campus. CSU's offer four-year programs in a wide variety of fields, as well as graduate level degrees, credential programs in various educational fields and a limited number of doctoral programs. CSU is committed to serving the top 33% of high school graduates.

Community Colleges are located in most California counties and offer two-year degree programs and vocationally oriented certificate programs. Students may transfer to a four-year college after successfully completing two years (or 56 units) of acceptable coursework at a community college. Local community colleges include College of the Sequoias and West Hills College.

Private Colleges and Universities are independently owned and operated, relying primarily on student tuition to meet costs. Many offer substantial financial aid packages to academically accomplished students or outstanding athletes, musicians and artists. Under-graduate and graduate degrees are offered, as well as some doctoral programs. See college catalogs for more information.

SAMPLE 9TH GRADE SCHEDULES

Sample 1: <i>A student who needs help in reading & math</i>		Sample 2: <i>A “traditional” course of study</i>	
English	English Seminar	English	English 1
Elective	Reading Skills	Math	Algebra 1
Math	Algebra 1	Physical Ed.	P.E. 1
Elective	Math Skills	Elective	Success 101
Physical Ed.	P.E. 1	Elective	Elective
Elective	Success 101	Elective	Elective
Elective	Elective	Elective	Elective
Sample 3: <i>A student wanting accelerated study</i>		Sample 4: <i>An English Language Development student</i>	
English	English 1 Advanced	English	English/ELD
Math	Geometry, Advanced	Elective	English/ELD
Physical Ed.	P.E. 1	Elective	English/ELD
Science	Biology, Advanced	Math	Algebra 1
Elective	Success 101	Physical Ed.	P.E. 1
Elective	Elective	Elective	Success 101
Elective	Elective	Elective	Elective

C. Mathematics: 30 units/3 years (UC recommends 40 units/4 years)

Including Algebra 1, Geometry and Algebra 2

- Algebra 1
- Algebra 2
- Calculus or Calculus AP
- Trigonometry / Pre-Calculus or Honors
- Geometry or Geometry, Adv.
- Statistics AP

D. Laboratory Science: 20 units/2 years (UC recommends 30 units/3 years)

Including 2 of 3: Biology, Chemistry and Physics

- Biology, Biology Advanced, Biology AP
- Physics, Physics Honors
- Chemistry, Chemistry Honors, Chemistry AP
- Anatomy / Physiology Honors
- Environmental Science AP

E. Language – other than English: 20 units/2 years of same language (UC rec. 30 units/3 years)

- American Sign Language 1, 2, 3
- Spanish 1, 2, 3, AP
- Spanish for Spanish Speakers 1, 2

F. Visual and Performing Arts: 10 Units/1 year

- Art 1: Visual Arts
- Band, Marching/Symph.
- Men's Chorus / Women's Chorus
- Art 2: Art Value/Color
- Ceramics & Sculpture 1
- Multimedia Communication Design
- Art 3: Painting
- Concert Choir
- Percussion
- Art 4: Art Studio
- Chamber Singers
- Photography
- Band, Beginning
- Drama, Advanced
- Three-Dimensional Design
- Band, Jazz
- Drama, Beginning
- Wind Ensemble
- Art and History of Floral Design

G. College Prep Elective: 10 Units/1 year

One year of any A-F class beyond minimum requirements OR other college prep courses, including:

- Creative Writing
- Economics
- Journalism 1 and 2
- Economics of Business/Virtual Enterprise
- Economics Macro AP/Micro AP
- Psychology / Psychology AP
- Economics/Government AP
- Veterinary Science
- Sociology
- Child Psychology

Quick Reference: HJUHSD Electives

Arts: Visual and Performing	Credit	Pg
Art 1: Visual Arts	C F E	16
Art 2: Art Value/Color	C F	16
Art 3: Painting	C F	16
Art 4: Art Studio	C F	16
Band, Beginning	C F	17
Band, Jazz	C F	17
Band, Marching/Symphonic	C F	17
Ceramics and Sculpture 1 and 2	C F	17
Chamber Singers	C F	17
Choir, Concert	C F	17
Choir, Gospel (HW)	C F	17
Choir, Men's / Choir, Women's	C F	17
Color Guard/Winter Guard	F	17
Drama, Advanced / Beginning	C F	17
Guitar (HH)	F	17
Music Theory - AP (HW)	C F	17
Stagecraft / Stagecraft, Advanced (HH)	T F	17
Synthesizer Music Practicum (HW)	F	18
Theatrical Costuming & Makeup (HH)	F	18
Three-Dimensional Design	C F	18

Career Technical Education	Credit	Pg
Architectural Drawing (HW)	T	18
Automotive Services, Adv. (HW)	T	18
Auto, General	T	18
Business 1 (HH)(SP)	T	18
Careers in Education, Advanced (HW)	T	18
Careers in Hospitality, Tourism, Rec (HW)	T	18
Child Psychology (HW)	C T A	18
Computer Assisted Drafting 1 and 2	T A	18
Computerized Accounting 1 (HH)(SP)	T A	18
Consumer Foods (HW)	T	18
Creative Activities for Children (HW)	T A	19
Cultural Foods (HW)	T	19
Fundamentals of Education (HW)	T A	19
Industrial Processes, Intro (HW)	T	19
Life Management (HW)	T	19
Mechanical Drawing (HW)	T A	19
Metal Shop 1, 2 (HW)	T A	19
Web Page Design 1	T A	19
Web Page Design 2	T A	22
Woodshop, Advanced / Beginning	T	19
Word Processing 1 and 2	T	19
Work Experience 1 and 2	T E	19

Physical Education	Credit	Pg
Physical Education 1, 2	P E	23

Agriculture Program	Credit	Pg
Agricultural Biology	C	20
Agricultural Earth Science		20
Ag Leadership and Communications	T	20
Agricultural Mechanics 1, 2, 3, 4	T A	20
Ag Science 1: Intro to Agriculture	T	20
Ag Science 2: Applied Animal Sci.	T	20
Ag Science 3: Applied Plant Science	T	20
Ag Science 4: Ag Business	T	20
Art and History of Floral Design	C T A	21
Floral Design, Advanced	T A	21
Ornamental Horticulture 1	T A	21
Veterinary Science	C T	21

Regional Occupational Program(HH) (HW)	Credit	Pg
Auto Body and Paint (HH)	T	21
Automotive Services, Adv. (HH)	T	21
Automotive Internship	T	21
Business Internship	T	21
Business Technology Program	T	21
CISCO Courses	T	21
Econ. of Bus./Virtual Enterprise (HH)	C T	21
Health Occupations 1, 2	T A	21
Marketing Occupations (HW)	T	22
Microsoft Office Specialist (HW)	V	22
Multimedia Communic. Design 1, 2	C V E A	22
Nursing Assistant	Science A	22
PC Maintenance and Repair (HW)	T A	22
Power Equipment Tech. 1, 2 (HH)	T	22
Retail Marketing 1 and 2 (HW)	T	22
Welding courses (HW)	T	22

Other Electives	Credit	Pg
Academic Decathlon		23
AVID 9, 10, 11, 12		23
Creative Writing		23
Driver's Education		23
Journalism 1 and 2		23
Student Assistant	E	24
Student Government		24
Study Skills	E	24
Yearbook		24
Naval Science 1, 2, 3, 4 (HW)		24
Partnership Academies		25
Success 101		24

Deleted: Administration of Justice 1 and 2

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*Students may be allowed to enroll in electives at other

Quick Reference: Career Technical Recommended Sequences

CTE provides students with a **sequenced course of study** that develops academic and technical knowledge and skills for careers from entry level (high school diploma) through professional (college degree). CTE is standards-based, applied learning that emphasizes academic knowledge, problem-solving, employability skills, and occupation-specific skills.

Agriculture Science

(HH) (HW) (SP)

Ag 1: Intro to Agriculture
Ag 2: Applied Animal Science
Ag 3: Applied Plant Science
Agriculture Leadership
Ag 4: Agribusiness

Agriculture Mechanics

(HH) (HW) (SP)

Agriculture Mechanics 1
Agriculture Mechanics 2
Agriculture Mechanics 3
Agriculture Mechanics 4
Power Equip. Tech. 1 & 2 (ROP)

Animal Science

(HH) (HW) (SP)

Ag 1: Intro to Agriculture
Ag 2: Applied Animal Science
Veterinary Science
Ag 4: Agribusiness

Architecture & Drafting (HH)

Word Processing 1
Computer Assisted Drafting 1
Computer Assisted Drafting 2

Architecture & Drafting

(HW) (SP)

Intro to Industrial Processes
Mechanical Drawing
Computer Aided Drafting 1
Computer Aided Drafting 2
Architecture Drawing

Automotive Technology (HH)

Beginning Auto
Auto Body & Paint (ROP)

Automotive Technology (HW)

Intro to Industrial Processes
Beginning Auto
Advanced Auto

Business Information Technology

(HH) (HW)(SP)

Business I
Word Processing 1
Word Processing 2
Computerized Accounting
Virtual Enterprise/Econ of Business
Retail Marketing 1 (ROP)
Retail Marketing 2 (ROP)

Business Media Support

(HH) (HW)

Word Processing 1
Word Processing 2
Business FastTrack (ROP)

Business Systems Development

(HH) (HW)

Word Processing I
Web Page Design
Web Page Design 2
Multimedia Comm. & Des. 1 (ROP)
Multimedia Comm. & Des. 2 (ROP)

Child Dev. & Education (HW)

Life Management
Child Psychology
Fundamentals of Education
Creative Activities
Advanced Careers in Education

Construction & Technology (HH)

Beginning Wood
Advanced Wood

Construction & Technology

(SP)

Intro to Industrial Processes
Beginning Wood
Advanced Wood

Food Sci., Dietetics & Nutrition

(HW)

Life Management
Consumer Foods
Cultural Foods
Careers in Hospitality, Tourism & Recreation

Ornam. Hort. & Floral Design

(HH) (HW) (SP)

Ag 1: Intro to Agriculture
Ornamental Horticulture
Introduction to Floral Design
Advanced Floral Design

Plant & Soil Science

(HH) (HW) (SP)

Ag 1: Intro to Agriculture
Ag 2: Applied Plant Science
Ornamental Horticulture
Ag 4: Agribusiness

Support Services

(HH) (HW)

Health Occupations 1 (ROP)
Health Occupations 2 (ROP)
Nursing Assistant (ROP)

Welding Technology

(HW)

Intro to Industrial Processes
Metal 1
Metal 2

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(HW)¶

Administration of Justice 1¶

Administration of Justice 2¶

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Deleted: (HW)

Deleted: Intro to Indust. Processes

(HW/SP)¶

Deleted: (HH/SP)

Deleted: (SP)

Adv. Automotive Services (ROP)
Automotive Internship (ROP)

Welding Fabrication 1 (ROP)
Welding Fabrication 2 (ROP)
Welding Stainless (ROP)

DRAFT

ENGLISH

Academic Literacy (*elective*)

Grade: 9/10

Prerequisite: Basic score on the CST

This support course helps students become independent, higher-level, strategic readers and writers. Focus is on reading and writing competencies necessary for academic and personal success across disciplines, employment and everyday life.

English 1 (C)

Grade: 9

Literature is integrated with language skills to include writing workshops, grammar/vocabulary instruction, oral communication, critical reading/listening skills, and research skills. Basic genres are covered, including Shakespeare. Classic and contemporary literature emphasizes multicultural perspectives.

English 1 - Advanced (C)

Grade: 9

Prerequisite: A/B grade, 380 and above on CST, 50 or above on DRP and teacher recommendation

This advanced writing and literature course expands on English 1. This course is for students who read rapidly and accurately, and write fluently. Expectations are that students are able to read with insight; they will have reading assignments each night in core novels. Readings include novels, plays, short stories, poetry and essays. Students will study fiction and non-fiction, academic writing, listening and speaking skills

English 2 (C)

Grade: 10

Prerequisite: English 1/1 Advanced

This course emphasizes reading and comprehension, literary response and analysis, writing strategies and applications and vocabulary. Students also prepare for the Ca. High School Exit Exam.

English 2 - Honors (C) (W)

Grade: 10

Prerequisite: Semester A/B grade, Proficient/Advanced on CST and teacher recommendation or petition

This writing and literature course challenges students to read additional selections and delve deeper into literature. In addition to English 2 curriculum, this honors course prepares students for other advanced courses, and requires students to do more outside reading, more rigorous writing, and more in-depth analysis of the author's craft.

English 3 (C)

Grade: 11

Prerequisite: English 2 or 2H

This course emphasizes reading and comprehension, literary response and analysis, writing strategies and applications, and vocabulary development. Basic genres are covered with emphasis on depth of analysis and

complementing U.S. History study. Novels, plays, stories, poetry and essays are included.

English Fundamentals 3 (*elective*)

Grade: 11

Prerequisite: CAHSEE not passed

This course is required in addition to English 3 for juniors who have not passed the English-Language Arts section of the CAHSEE. The focus is on CAHSEE standards with intense instruction and practice in reading, comprehension, literary response/analysis, writing strategies/applications and vocabulary. The teacher determines individual emphasis based on CAHSEE results.

English 4 (C)

Grade: 12

Prerequisite: English 3 or AP Language and teacher recommendation or petition

Emphasis is on reading comprehension, literary response and analysis, and writing strategies and applications. This in-depth study focuses on interpretation and analysis to learn to appreciate expression, explore the human condition and reveal the common experiences of man. Primary content is British literature with supplemental multicultural literature.

English Seminar

Grade: 9 5 units English/5 units elective per semester

Prerequisite: Score Below or Far Below Basic on CST

This required two-period course substitutes for English 1 for students who need reading intervention. The course is based on the state-approved, research-based intervention program, READ 180. Daily literacy instruction includes: Phonics and decoding skills, automatic word recognition, reading fluency, vocabulary development, comprehension of text, and spelling. Students have access to software that provides individualized instruction.

Language and Composition - AP (C) (W)

Grade: 11

Prerequisite: Semester A/B, Proficient/Advanced on CST and teacher recommendation or petition

This course requires more outside reading, more rigorous writing assignments and more in-depth analysis. Focus is on diction, syntax, organization, rhetorical strategies and narrative techniques. Emphasis is on comprehension, literary response and analysis, writing strategies and applications and vocabulary development. Literature includes short stories, essays and classic novels.

Literature and Composition - AP (C) (W)

Grade: 12

Prerequisite: Semester A/B, Proficient/Advanced on CST and teacher recommendation or petition

This course exposes students to a level of literary analysis they would encounter in college. The focus is on literature with emphasis on poetry. It engages students in the careful reading and critical analysis of imaginative literature. Through close reading of selected texts, students deepen their understanding of the ways writers

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use language to provide meaning and pleasure for readers. As they read, students consider structure, style themes and smaller-scale elements, such as figurative language, imagery, symbolism and tone. Such in-depth reading leads to in-depth, college-level writing.

Literature Survey

Grade Level: 12

Prerequisite: English 3

This course covers includes study of short story, poetry, biography, drama, essay, and novel. Students will read works that span the centuries and the world. Composition is an integral part of the course requiring expository and persuasive writing. Grammar and vocabulary are primarily taught in the context of the literature. Course components are concentrated on Language Arts Exit Exam standards.

English Fundamentals 4

Grade: 12

Prerequisite: English 3 CAHSEE unfulfilled

Emphasis is on skills and strategies required for passing the CAHSEE. This course covers short story, poetry, drama, biography, autobiography, essay and novel. Students read works that span the centuries and the world. Composition is integral and students will be required to produce expository, persuasive and literary analysis text.

ENGLISH LANGUAGE DEVELOPMENT (ELD)

The ELD Program offers individual and group instruction to meet the needs of students with limited English proficiency. Specially trained teachers prepare students for mainstream classes by providing extensive language instruction on five levels: Lakeside, Basic and Books A, B and C. Class materials are provided by Hampton Brown's Edge program. All ELD courses provide communication-based language instruction. To acquire proficiency in English, students receive comprehensible input in a supportive, effective environment. Materials and instruction are challenging, yet understandable. The classes integrate listening, speaking, reading, and writing. The high schools also offer ELD social studies, math and science courses with trained teachers. The University of California grants admission credit for all ELD social studies courses and one year of advanced ELD. These two- or three-period blocks earn five units of English and five or 10 units of elective credit each semester. Students at beginning or intermediate levels are urged to enroll in the ELD program. Students are tested to determine appropriate course placement.

English Language Development 1

Grade Level: 9-12, Beginning Basics Level

Prerequisite: Diagnostic placement teacher/couns. rec.

A one-semester, two- or three-period course for beginning students that covers the first six units of Basic Level.

Beyond English, there is language development across the curriculum through consistent lessons that focus on developing vocabulary and skills outside of English, such as science, social science and mathematics. The focus is literacy skills, study skills and survival skills..

English Language Development 2

Grade Level: 9-12 Edge Advanced Basic Level

Prerequisite: ELD 1, teacher/counselor recommendation

A one-semester, two- or three-period course for beginning students that covers units seven to eighteen in Basics Level. There are consistent lessons that focus on developing vocabulary and skills outside of English, such as science, social science and mathematics. There is a focus on literacy skills, study skills and survival skills.

English Language Development 3

Grade Level: 9-12 Edge Level A

Prerequisite: ELD 2, teacher/counselor recommendation

A one-semester, two- or three-period course for beginning intermediate students that covers all five units of Level A. Focus is on vocabulary, reading strategies/comprehension, grammar in context, and response to literature.

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English Language Development 4

Grade Level: 9-12 Edge Level B

Prerequisite: ELD 3, teacher/counselor recommendation

A one-semester, two- or three-period course for intermediate students that covers all five units of Level B. The focus is vocabulary, reading strategies/comprehension, grammar in context and response to literature.

English Language Development 5

Grade Level: 9-12 Edge Level C

Prerequisite: ELD 4 teacher/counselor recommendation

A one-semester, two- or three-period course for intermediate and early advanced students that covers all five units of Level C. The focus is vocabulary, reading strategies and comprehension, grammar in context and response to literature.

Language Acquisition Support (elective)

Grade Level: 9-12

Prerequisite: Completion of Edge

This support class continues instruction to ensure students master 9-12 ELD standards that in turn facilitate mastery of grade level ELA standards. Students also enroll concurrently in the appropriate English course.

MATHEMATICS

Algebra 1 (C) (L)

Grade: 9-12

Students learn properties and structure of our number system and its operations and basic skills for solving quantitative problems. Content includes rational and irrational numbers; linear equations and inequalities; linear and quadratic functions; solving equations

graphically and with linear combinations; polynomials, rational expressions, exponents, statistics and probability.

Math Support (elective)

Grade: 9-12

Prerequisite: Teacher recommendation and/ or test

This two-semester, one-period course is for students at risk of not passing Algebra 1. Students get extra instruction and support as they learn skills and standards.

Algebra B (HW)

Grade: 9-12

Prerequisite: Algebra 1

Students who did not pass the second semester of Algebra 1 have the opportunity to re-take it relative to second semester standards they need to focus on. Algebra 1 standards are covered.

Algebra Literacy (elective)

Grade: 11-12

Prerequisite: CAHSEE math not passed

Students who did not pass the High School Exit Exam math section get individualized plans re: standards they need to focus on. All Algebra 1 standards are covered.

Geometry (C) (L)

Grade: 10-12

Prerequisite: C in Algebra 1 or Algebra Mastery Test

Students learn geometric concepts including area, volume, perimeter, angles, lines and circles, and develop their ability to construct formal logical arguments and proofs.

Geometry, Advanced (C) (L)

Grade: 9

Prerequisite: B in Alg. 1, teacher rec., 70% Alg. Mastery Test.

Students learn problem solving, connections with real world applications, fractals, functions/ratios/dilations, coordinate geometry, vectors, and measurement, with emphasis on advanced geometric skills.

Geometry, Applied

Grade Level: 10-12

Prerequisite: D in Alg. 1 w/Math Supp. or teacher rec.

This is the study of measurement, scale, proportions, perimeter, area and volume. Students apply the properties of triangles, quadrilaterals, polygons and circles. Study includes basic transformations, trigonometry and logic skills with hands-on opportunities and real-world situations. (Meets HJUHSD requirements, but not CSU/UC.)

Algebra 2 (C)

Grade: 9-12

Prerequisite: C in Algebra 1 and Geometry

Students review Algebra 1 topics and are introduced to more complex concepts including linear, quadratic and exponential and logarithmic functions. They are exposed to the binomial theorem and complex number system.

Trigonometry/Pre-Calculus (C)

Grade: 11-12

Prerequisite: C in Algebra 2

This course emphasizes problem-solving skills. The fundamental concepts of trigonometry, mathematical analysis and statistics are presented.

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Trigonometry/Pre-Calculus - Honors (C) (W)

Grade: 10-12

Prerequisite: B in Algebra 2 and teacher recommend.

This course prepares students for college calculus.

Emphasis is on trigonometry, analytical geometry, functional analysis and statistics.

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Calculus (C)

Grade: 11-12

Prerequisite: C in Trig./PreCalculus or teacher approval

This course develops understanding of the concepts of calculus and provides experience with methods of differentiation and integration and their applications.

Calculus - AP (C) (W)

Grade: 11-12

Prerequisite: B in Trig./Pre-Calculus or teacher approval

This college-level course prepares students for the AP Calculus AB Test. The concepts of differentiation and integration and their applications is the focus.

Statistics - AP (C) (W)

Grade: 11-12

Prerequisite: C in Algebra 2

Students use exploratory analysis of data to use graphical and numerical techniques to study patterns and departures from patterns.

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Math Readiness

Prerequisite: IEP Placement

This two-semester course is for special education students who have not completed courses leading to algebra and need special instructional strategies to assimilate the necessary skills. This class does not cover any single course/grade standards or requirements. It includes critical skills from several previous grades.

Algebra 1 Readiness with Math Support

Prerequisite: IEP Placement

This two-period, two-semester course is for students who remain at risk of not passing algebra. It provides support and an introduction to Algebra 1. It fills skill gaps and allows extra time to understand concepts.

SCIENCE

Anatomy and Physiology Honors (C) (W)

Grade: 11-12

Prerequisite: C in Geometry and Bio, Chem. may be concurrent

This science lab emphasizes the anatomy and physiology of human systems. The themes of a hierarchy of

organization, emergent properties, homeostasis and structure and relation to function will be highlighted.

Biology (C) (L)

Grade: 10-12 (9 if concurrent with Geometry)

Students are introduced to major concepts in biology and current biological issues, particularly related to humans. Topics include molecular and cellular aspects of living organisms, reproduction and inheritance, conservation biology and the scientific method. Students should have strong reading ability and basic math proficiency.

Biology, Agricultural (C) (See Page 22)

Grade: 10-12 (9 if concurrent with Geometry)

This is a biology course with agricultural emphasis.

Biology, Advanced (C)

Grade: 9

Prerequisite: Concurrent in English I Advanced, concurrent in Geometry Advanced recommended

This lab course emphasizes in-depth study of the scientific method, molecular and cellular aspects of living organisms, reproduction and inheritance, biological classification and ecological relationships. It also takes an inquiry-based approach to connections to the world.

Biology - AP (C) (W)

Grade: 11-12

Prerequisite: C in Geometry, Biology, Chemistry

This is the equivalent of intro college biology. This second-year course differs from Biology and Advanced Biology in textbook, range and depth of topics, lab work and time and effort required. It provides students with the conceptual framework, factual knowledge and analytical skills to deal critically with rapidly changing science.

Chemistry (C)

Grade: 10-12

Pre: C in Biology, concurrent with Geometry or higher

Students are introduced to the structure and properties of matter. Topics include atomic structure, chemical bonds, gases, conservation of matter, and acids and bases. Math skills needed to understand these ideas are reinforced, students are expected to have basic math skills. This lab-based course is intended for students not planning to major in science.

Chemistry - AP (C) (W)

Grade: 11-12

Prerequisite: A in Chemistry, B in Chemistry H and Algebra 2

This is the equivalent of introductory college chemistry. It provides students with college preparation and an opportunity to pursue college credit. It is accelerated and rigorous, requiring lengthened periods for experiments. Students develop an understanding of fundamentals and competence in chemical problems.

Chemistry - Honors (C) (W)

Grade: 10-12

Prerequisite: B in Biology, concurrent with Algebra 2

Students are introduced to the structure and properties of matter. Emphasis is on development of chemical principals and theories based on experiment and demonstration.

Topics include atomic structure, chemical nomenclature, stoichiometry, gas laws, solids, liquids and solutions, chemical bonding, reaction rates, acid-base chemistry, oxidation-reduction and electrochemistry. The quantitative aspects of chemistry are thoroughly covered.

Earth Science (L)

Grade: 9-12

This entry-level course introduces students to a broad range of topics including physical, earth and life science. It encompasses basic science concepts and presents them in a relevant practical manner. Students learn strategic reading skills to use science texts and procedures with confidence. Experiments and demonstrations introduce/reinforce academic principles.

Environmental Science - AP (C) (W)

Grade: 10-12

C in Biology, concurrent with Chemistry

This class is the equivalent of an introductory college course and provides students with scientific principals, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made and to evaluate the risks of these problems and examine solutions for resolving or preventing them.

Physics (C)

Grade: 11-12

Prerequisite: C in Biology, concurrent with Algebra 2

Physics focuses on concepts of the physical world through a laboratory and problem-solving approach. Students develop an understanding of how things work and the importance of being a scientifically literate member of society. Major topics include mechanics, energy, waves, optics, electricity, magnetism, thermodynamics and astronomy. Students use algebra 1 and geometry concepts.

Physics - AP (C) (W)

Grades: 11-12

Prerequisite: Algebra 2, Physics

This course is the equivalent of introductory college physics. This second-year course differs from Physics and Physics Honors in the textbooks used, range and depth of topics, lab work and time and effort required. This course provides students with the framework to understand the fundamentals of physics. *This course is offered every other year at Hanford West when enrollment warrants.*

Physics - Honors (C) (W)

Grade: 11-12

Prerequisite: C in Biology, concurrent with Algebra 2

This course is for students considering college study and a career in math or science. Study includes mechanics, energy, waves and optics, electricity, magnetism,

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Grade: 10 ¶
Prerequisite: Application Process ¶
This biology course has an emphasis on forensic science. ¶

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thermodynamics, astronomy, and modern physics. Extensive time is devoted to lab work.

HISTORY-SOCIAL SCIENCE

Economics - AP (C) (W)

Grade: 12

Prerequisite: Teacher approval, summer assignment

This course is equivalent to most intro college micro- and macro-economics. Summer, evening and weekend sessions may be required. (Students must also complete a semester of Government.)

Government (S) / Economics (S) (C) (L)

Grade: 12 (one semester each)

Government: Analysis of concepts of leadership, decision making, institutions, individual rights and ideologies are explored, including the constitution, presidency, courts and legislature. Economics: Study of how individuals and society make choices regarding resources; including economic systems, market system, business organization, competition, money, banking, and government.

Modern World History (C) (L)

Grade: 10

This is a general survey of World history focusing on significant events and issues of the last 300 years. Special attention is paid to the impact of political revolutions, the role of technology in history, globalization, the nature of conflict and evolution of and challenges to democracy.

Modern World History - Honors (C) (W)

Grade: 10

Prerequisite: Honors English or teacher recommendation

This is a general survey of world history focusing on significant events and issues of the last 300 years. Special attention is paid to the impact of political revolutions, the role of technology in history, globalization, the nature of conflict and evolution of and challenges to democracy.

Psychology (C)

Grade: 10-12

This course, designed for college-bound students, is a survey of psychological topics (mental illness, therapy, development, personality, learning and biological processes). Application to the individual is a feature.

Psychology - AP (C) (W)

Grade: 11-12

Prerequisite: Teacher approval, summer assignment

This course introduces students to the systematic and scientific study of the behavior and mental processes of humans and other animals. Students are exposed to facts, principals and phenomena associated with major sub-fields of psychology and to psychologists' methods.

U.S. Government and Politics - AP (C) (W)

Grade: 12

Prerequisite: U.S. History AP teacher rec., summer assign.

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This course covers the American political system including its structure, operations, and behavior of the electorate and politicians. Students will gain an analytic perspective, enabling critical evaluation of information, hypotheses, concepts, opinions and processes. Summer, assignments and eve/weekend sessions may be required.

U.S. History (C) (L)

Grade: 11

This is a general survey of United States History focusing on 20th century events and issues. Special attention is paid to the themes of state versus federal power, the evolution of American democracy, the role of minorities and women, the development of American culture, and the role of the United States as a world power.

U.S. History - AP (C) (W)

Grade: 11

Prerequisite: Teacher approval, AP contract, strong reading and writing skills

This course is designed for students desiring the challenge of a college-level course and to take the AP U.S. History Exam. It is a comprehensive course covering U.S. history from founding to present. Extensive reading, writing, homework, research and historical thinking required. Summer work and eve/weekend sessions may be required.

WORLD LANGUAGES

American Sign Language 1 (C)

Grade: 9-11

This class prepares students to function comfortably with deaf people. They learn of cultural differences between Deaf and hearing people and appropriate social interaction. A natural language environment is created by exposure to the target language and creating situations that focus on purpose over mechanics of conversation.

American Sign Language 2 (C)

Grade: 10-12

Prerequisite: C in ASL 1

Students express more complicated needs and become more adept and comfortable functioning in with the Deaf. They become more aware of nuances of cultural adjustments for a hearing person to communicate with the Deaf. A natural language environment is created by exposure to the target language and creating situations focusing on purpose over mechanics of conversation.

American Sign Language 3 (C)

Grade: 11-12

Prerequisite: C in ASL 2

This class emphasizes awareness of cultural adjustments necessary for hearing people to communicate with the Deaf and respect for other cultures through literature and interaction. Advanced language skills are emphasized in a

Deleted: World Geography/Foundations of Western Civilization (C)¶

Grade: 9-12¶

Students explore the world in terms of physical and cultural geography. They learn about various regions of the world, their physical makeup and cultural characteristics. These regional units of study have a strong focus on current events, political developments, religious influences, and economic characteristics.¶

signing-only class and in various activities and projects. Community service projects required.

Spanish 1 (C)

Grade: 9-12

This college-prep course introduces students to Spanish, developing listening, reading, speaking and pronunciation skills and cultural understanding. Students learn an extensive vocabulary and grammatical structure.

Spanish 2 (C)

Grade: 9-12

Prerequisite: C in Spanish 1 or teacher recommendation

This college-prep intermediate course reinforces Spanish 1 skills. Students expand abilities in comprehension, speaking, reading and writing and develop insight into Spanish customs, history, art, music and literature.

Spanish 3 (C)

Grade: 11-12

Prerequisite: C in Spanish 2

This advanced course emphasizes reading and writing. Students are exposed to Hispanic cultures, values and literature. Skills are emphasized by activities and projects.

Spanish for Spanish Speakers 1 (C)

Grade: 9-12

Prerequisite: Oral fluency in Spanish

This college-prep beginning course emphasizes grammar, reading and culture. Reading is integrated with language skills to include writing workshops, grammar, oral activities, critical reading and listening and research.

Spanish for Spanish Speakers 2 (C)

Grade: 9-12

Prerequisite: C in Spanish for Spanish Speakers 1 or teacher recommendation

In this college-prep intermediate course students further analyze grammar and structure. Using a thematic approach, students study Spanish and Latin American cultures through selected readings and analyze themes, relationships of characters, and the role of author/narrator.

Spanish Language - AP (C) (W)

Grade: 11-12

Prerequisite: B in Spanish 3, or Spanish Speakers 2, teacher recommendation

This course is equivalent to a third-year college course in advanced Spanish encompassing aural/oral skills, reading comprehension, grammar and composition with the following objectives: Composing expository passages; ability to express ideas orally with accuracy and fluency; Extensive training in organizing and writing compositions.

ARTS: VISUAL & PERFORMING

Art 1: Visual Arts (C) (F)

Grade: 9-12

Students are introduced to concepts of visual thinking, aesthetics and art history. The elements of art and principles of design are covered with drawing, painting and sculpture.

Art 2: Art Value/Color (C) (F)

Grade: 10-12

Prerequisite: Art 1: Visual Arts

This course focuses on visual communication through drawing and painting with continued awareness of elements of art and principles of design. Students explore life drawing, still life, landscape, advanced perspective, portfolio, career and a research/technical project.

Art 3: Painting (C) (F)

Grade: 11-12

Prerequisite: Art 2: Value/Color

Students develop an understanding of pictorial space and organization through painting. Consideration is given to 3-D and flat use of pictorial space.

Art 4: Art Studio (C) (F)

Grade: 11-12

Prerequisite: Teacher approval

This independent study class allows students to work in-depth in a specific area of art. Students are expected to develop a program and carry it through under supervision.

2-D Design – AP (PENDING C) (F) (HW)

Grade: 11-12

Prerequisite: Art 1 plus Drawing and/or Painting

This independent course allows students to work in-depth in a specified area of art. Students are expected to develop a program of study based upon the AP Studio Art curriculum and carry it out under the supervision of the teacher. Students may submit work to the AP Board at the end of the course.

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Band, Beginning (C) (F)

Grade: 9-12

Students learn to read and play instrumental music. Students may need to provide their own instrument.

Band, Jazz (C) (F)

Band, Marching/Symphonic (C) (F)

Grade: 9-12 (May be repeated for credit)

Prerequisite: Prior instrument experience, teacher approval

These advanced performance courses emphasize music learning and performance in a variety of styles. Sight-reading, notation, melodic dictation, music history and technique are covered. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performance part of grade.)

Deleted: Prereq

Ceramics and Sculpture 1 (C) (F)

Grade: 10-12

Prerequisite: Art I Visual Arts

Students use clay as an expressive, artistic medium through coil, slab and wheel techniques. Students use the elements of art and principles of design.

Ceramics and Sculpture 2 (C) (F)

Grade: 11-12 (May be repeated for credit)

Prerequisite: Ceramics and Sculpture 1

This class emphasizes design and decoration of advanced projects. Students use the elements of art and principles of design in coil, slab and wheel forming techniques.

Chamber Singers (C) (F)

Grade: 9-12

Prerequisite: Teacher approval

This advanced course emphasizes music learning and performance: Sight reading, notation, melodic dictation, music history and technique. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances part of grade.)

Choir, Concert (C) (F)

Choir, Gospel (C) (F) (HW)

Grade: 9-12 (May be repeated for credit)

These courses emphasize music learning and performance: Sight reading, notation, melodic dictation, music history and technique. Analysis and evaluation are taught through listening, performing and improvisation. (Eve/weekend practices/performances part of grade.)

Choir, Men's (C) (F)

Choir, Women's (C) (F)

Grade: 9-12 (May be repeated for credit)

These entry-level performance courses emphasize vocal technique. Sight reading, notation, melodic dictation, music history and technique are covered. Analysis and evaluation are through listening, performing and improv. (Eve/weekend practices/performances part of grade.)

Color Guard/Winter Guard (F)

Grade: 9-12

Prerequisite: Audition, Teacher approval

This group performs with the marching band in the Fall and at other competitions in the Spring. (Eve/weekend practices/performances part of grade.)

Drama, Advanced (C) (F)

Grade: 9-12

Prerequisite: Beg. Drama or Teacher approval

This advanced study of acting, production, directing and stage management includes outside reading in theater arts. Students take initiative in problems and projects and make consistent self-improvement efforts.

Drama, Beginning (C) (F)

Grade: 9-12

Emphasis is on fundamental acting skills: Interpretative techniques, body control, voice, diction, pantomime, character, memorization, projection of ideas/emotions, and scene preparation and acting. Students identify a variety of styles and demonstrate mastery of at least four genres and an awareness of theater history.

Guitar (F) (HH)

Grade: 9-12 (May be repeated for credit)

Guitar must be provided by the student.

This course emphasizes music learning and performance. Sight reading, notation, chord theory, melodic dictation, music theory, and technique are covered. Analysis and evaluation is taught through listening, performing and improvisation. Public performances are encouraged.

Music Theory – AP (C) (F) (HW)

Grade: 11-12

Prerequisite: Vocal and/or instrum. exp., teacher app.

Students develop the ability to recognize, understand and describe basic materials and processes of music. The course integrates aspects of melody, harmony, texture, rhythm, form, analysis, elementary composition, history and style. Reading/writing music notation is fundamental.

Stagecraft (T) (F) (HH)

Grade: 9-12

Students focus on aspects of technical theater that support and complement the drama program: Set construction, theatrical lighting, and general design principals. Students may serve as stage crew for credit.

Stagecraft - Advanced (T) (F) (HH)

Grade: 10-12

Prerequisite: Teacher approval

This course continues development in technical theater and includes designing, building, painting and maintaining theater, sets and props. Students are expected to assist in theater operation, school/community activities.

Synthesizer Music Practicum (F) (HW)

Grade: 9-12

This course helps students develop sight reading and instrumental skills at keyboard/piano. Notation, history and technique are covered. Students work at an independent pace with emphasis on mental discipline, attentiveness, cooperation, reflection and curiosity. Grade is based on practice habits in class and performance tests.

Theatrical Costuming and Makeup (F) (HH)

Grade: 10-12

Prerequisite: Teacher Approval

Students research history of makeup and costumes studying methods and technology. They learn the basics of production costuming by analyzing scripts, selecting material and constructing costumes.

Deleted: Advanced students create masks, puppets and 3-D makeup.

Three-Dimensional Design (C) (F)

Grade: 10-12 (May be repeated for credit)

Prerequisite: Art I: Visual Arts

This is a technical and aesthetic exploration of 3-D design in jewelry, pottery, batik and other crafts. Artistic perception, creative expression and aesthetic value are used to compare historical, cultural and modern aspects of art.

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CAREER TECHNICAL EDUCATION

See Career Technical Recommended Sequences Pg 22.

Architectural Drawing (T) (HW)

Grade: 11-12

Prerequisite: Mechanical Drawing, Algebra 1

This course introduces architectural drawing techniques, for careers in architecture, home planning or drafting

Auto, General (T)

Grade: 9-12 (HH) / 10-11 (HW)

Prerequisite: Intro. To Industrial Processes (HW)

Emphasis is on tool identification, theory of operation, electrical systems and industry working habits. Safety glasses and work clothes required (supplied by student).

Automotive Services, Advanced (T) (HW)

Prerequisite: General Auto

Emphasis is on employability skills, tool identification and their safe usage, advanced theory and repair, auto components identification, service procedures and industry quality work habits. Safety glasses and work clothes required (supplied by student).

Business 1 (T) (HH)(SP)

Grade: 9-12

First semester is devoted to keyboarding and computer literacy. Students use word processing software and learn basics of consumerism. 2nd semester includes an overview of financial institutions and improving employability skills.

Careers in Education, Advanced (HW)

Grade Level: 12

Prerequisite: Fundamentals of Education

This course offers in-depth study in child development and education. Students gain real life experience through internships and a contracted project.

Careers in Hospitality, Tourism, and Recreation (HW)

Grade Level: 12

Prerequisite: Cultural Foods

This is an in-depth study of hospitality, tourism and recreation with real-life experience through an internship and project. Students may take the ServSafe test (fee).

Child Psychology (C) (T) (A) (HW)

Grade: 10-12

Prerequisite: Life Management

Students learn how to care for children from birth to five, how to provide tools for growth and development, and basic parenting skills and will work with preschoolers.

Computer Assisted Drafting (CAD) 1 (T) (A)

Grade: 10-12

Prerequisite: Word Processing 1 or Business 1 (HH), Mechanical Drawing or Intro. to Ind. Processes (HW)

Computers have revolutionized the drafting industry. This course transfers skills learned in earlier courses to computer drafting to accomplish tasks faster and easier.

Computer Assisted Drafting (CAD) 2 (T)

Grade: 10-12

Prerequisite: C in CAD 1, Alg. 1. Teacher approval

Students review CAD 1 skills and continue revolutions, tolerance, oblique, orthographic projections, 3D drawings and assembly/production drawings and draw threads, fasteners and metal work and shaded and working drawings. Students may draft plans for wood/metal shop.

Computerized Accounting 1 (T) (A) (HH)

Grade: 11-12

Prerequisite: C in Word Processing 1 or Business 1

Computerized Accounting I will allow the student to build on math skills, while learning overall accounting concepts, principles, and computerized accounting procedures. Students study the records maintained by a service type business, a merchandising business, and a computerized accounting system. This course serves as a capstone course in preparing students for collegiate accounting as well as an accounting career in the business world.

Consumer Foods (T) (HW)

Grade: 10-12

Prerequisite: Life Management

Learning to prepare nutritious menus is the focus of this course. Students learn to prepare, select, use and purchase a variety of foods and small appliances. Study includes meats, eggs, cheese, breads and cereals, vegetables, fruits, baked goods, cake decorating & microwave cooking.

Creative Activities for Children (T) (A) (HW)

Grade: 11-12

Prerequisite: Child Psychology

Students explore the concept of creativity and plan, prepare and implement activities for children in math, reading, music, art, science, and dramatic play. Credit can be applied to the 12 college units required for child care.

Cultural Foods (T) (HW)

Grade: 10-12

Prerequisite: Consumer Foods

Students are exposed to international food customs and prepare and sample international and regional food. Gourmet equipment and advanced techniques are used.

Fundamentals of Education (T) (A) (HW)

Grade: 11-12

Prerequisite: Child Psychology

Students examine how people learn, how children develop, organization of education facilities, roles of parents, teachers and politicians, and how to deliver effective lessons. Students observe and participate in pre-schools, elementary classes, offices etc.

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Industrial Processes, Introduction to (T) (HW)

Grade Level: 9-12

In this basic course, students learn the proper use and names of tools of the industry. Students rotate every nine weeks to learn the basic mechanics of metal, wood, and mechanical drawing. At HW, students also learn about small engines. At SP, the focus is electrical systems.

Life Management (T) (HW)

Grade: 9-12

This course introduces careers in Home Economics and Technology with essential life skills. Focus is on managing personal and work responsibilities.

Mechanical Drawing (T) (A) (HW)

Grade: 10-12

Prerequisite: Intro. To Industrial Processes

Students are introduced to drafting equipment, sketching, orthographic projection, isometric and oblique drawings, and border and center draw. Students learn applied descriptive geometry and line dimensions.

Metal Shop 1 (T) (HW)

Grade: 9-12

Prerequisite: Intro. to Industrial Processes

This course develops basic shop skills including: Safety, metal and tool identification, arc, acetylene and oxyacetylene welding, flame cutting, lathe machining, forging, heat treatment, project design and instruction.

Metal Shop 2 (T) (A) (HW)

Grade 10-12

Prerequisite: Metal Shop 1

This course provides more concentrated study in safety, mig, acetylene and oxy-acetylene welding, flame cutting, lathe, milling, shaper and project construction.

Web Page Design 1 (T) (A)

Grade: 9-12

Prerequisite: C is Word Processing 1 or Business 1

This course provides entry-to-intermediate training in HTML and includes: Page layout, syntax, lists, tables, multimedia, forms, JavaScript and cascade styling sheets.

Woodshop, Beginning (T)

Grade: 9-12 (HH) (SP) / 10-12 (HW)

Prerequisite: Intro to Industrial Processes (HW)

Students develop basic carpentry skills and learn how to operate equipment and plan and construct projects.

Woodshop, Advanced (T)

Grade: 10-12 (HH) / 11-12 (HW)

Prerequisite: C in Beginning Woodshop

Advanced carpentry skills are developed as students are introduced to cabinet making and other techniques.

Word Processing 1 (T)

Grade: 9-12

Students use word processing software and learn correcting, editing, creating, saving, printing, retrieving

text, justifying, centering, and headers and footers. First semester focus is keyboarding mastery and computer familiarization. Second semester includes reports, outlines, letters, tables, language skills, and composing.

Deleted: (SP)

Word Processing 2 (T)

Grade: 10-12

Prerequisite: C in Word Processing 1

This advanced course prepares students for business. Study includes forms, reports, tables, letters and Microsoft apps.

Work Experience 1 and 2 (T)

Grade: 11-12 (28 work hours earn 1 unit.)

Pre: Paid job, worker's comp, 2.0 GPA previous period

This course combines paid employment with instruction. Students develop employment skills and awareness of labor laws, interpersonal/communication skills, career goals, job safety, basic financial management and technology literacy. Students must attend weekly class.

CTE: AGRICULTURE

The Agricultural Education Program allows students to explore fields of agriculture, including business, mechanics, animal and plant science, forestry, horticulture and floriculture through college-prep curriculum and career-tech training. Future Farmers of America (FFA) is an integral part of the program, supporting leadership, personal growth and career success. **All courses require active FFA membership and a Supervised Ag. Project.**

Agricultural Biology (C) (Science Credit)

Grade: 10-12 (9 if concurrent with Geometry)

Students are introduced to major concepts in biology. Topics include molecular and cellular aspects of living organisms, reproduction and inheritance, conservation biology and the scientific method. Students should have strong reading ability and basic math proficiency.

Agricultural Earth Science (Science Credit)

Grade: 9-12

This is an entry-level course introduces students to Earth Science and investigation and experimentation techniques and methods. Study includes basic science skills, tool use and data recording/reporting and develops critical thinking skills with interpretation/analysis.

Agricultural Leadership & Communications (T)

Grade: 11-12

Prerequisite: C in Ag. Bio. or Ag. Sci. 2 or teacher approval

Students develop leadership skills pertaining to agriculture. Personal growth activities include public speaking, team-building and organization of activities. Students will assist with completion of applications and at least two FFA newsletters. Curriculum themes include: Self-image, cooperation, goal setting, positive attitude, work ethic, patriotism, and community service.

Deleted: Prereq

DRAFT

Agricultural Mechanics 1 (T)

Grade: 9

This course provides individualized instruction in developing basic shop skills. Instruction includes shop safety, tool identification, wood working and carpentry skills, metal work, electrical wiring, painting, plumbing, concrete work, basic tool repair, introduction to arc welding, project plan and drawing for shop projects and individual projects students may build and take home.

Agricultural Mechanics 2 (T)

Grade: 10-12

Prerequisite: Ag Mechanics 1 or Intro to Ind. Proc.

This is a more in-depth study of shop skills. Curriculum focus includes wood, electrical, metal, painting, plumbing, concrete, tool repair, arc welding, and metal cutting using an acetylene gas or plasma cutting torch. Leadership and employability skills are emphasized.

Agricultural Mechanics 3 (T)

Grade: 11-12

Prerequisite: C in Ag. Mechanics 2, Ag Welding 1

Students apply practical knowledge and skills in welding (oxyacetylene, Arc, & MIG), cutting (oxyacetylene torch, plasma arc), metal work, measurement, tools, project design and layout, safety, equipment, engines, work and power, advanced electrical, cold metal and layout, and concrete as well as career development, record keeping and portfolios.

Agricultural Mechanics 4 (T)

Grade: 12

Prerequisite: B in Ag. Mechanics 3 or teacher approval

This course trains advanced students for entry-level positions in metal fabrication, specialty welding shops and post-secondary education agricultural mechanics. Students will prepare working drawings, figure billing of materials, and plan and construct/fabricate projects. They will develop advanced skills in welding (oxyacetylene, arc and MIG), cutting (oxyacetylene torch and plasma arc), metalworking, measurement, tool and equipment use and maintenance, project design, career options & development, record keeping, safety, and critical thinking.

Agriculture 1: Intro to Agriculture (T)

Grade: 9

This course is designed for beginning agriculture students interested in business, animal science, plant science, floral design and horticulture science. Content areas include California agriculture, FFA, leadership, public speaking, record keeping, animal science and plant science. This course provides hand-on learning and qualifies students to participate in all FFA activities such as showing at the county fair.

Agriculture 2: Applied Animal Science (T)

Grade: 10-12 (w/ AgSci3 for HJUHS life science credit)

Prerequisite: Agricultural Science 1 or teacher approval

Students learn the principles, concepts and inter-relationships of animal genetics, animal nutrition, feeds and feeding, digestive systems, reproductive, anatomy/

physiology, animal health and diseases, animal pests and environment, ethics, agriculture resources and energy, computers, record keeping, Supervised Agricultural Project projects, and interpersonal leadership development and community involvement.

Agriculture 3: Applied Plant Science (T) (A)

Grade: 11-12

Prerequisite: Ag Science 2, Biology or teacher approval

Students study plant growth, insects, weeds, soils, fertilizers, pesticides, herbicides, irrigation, weather, sustainable agriculture, food web, ethics, plant genetics and concepts of advanced record book keeping, Supervised Agricultural Projects. There is an emphasis on California crops, laws and regulations.

Deleted: Prereq

Agriculture 4: Agribusiness (T)

Grade: 11-12 (10th with teacher approval)

Prerequisite: Agriculture program student

Students learn about ag business, banking and finance, farm co-ops, sales and service, careers and employability, management, marketing, and international, state and local production. This course also touches on the stock market, commodity trading and investments.

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Art and History of Floral Design (C) (T) (A)

Grade: 11-12

Students are introduced to floral design. Instruction includes basic design techniques, corsage and arrangement construction, care and selection of flowers, elements and principals of design, history of floral design, balloons and floral accessories and shop practices.

Floral Design, Advanced (T)

Grade: 11-12

Prerequisite: Floral Design and/or teacher approval.

This course is designed to provide advanced training in floral design. In this course students will learn how to construct advanced floral projects, focusing on wedding and sympathy designs. In addition, students will learn practices necessary for placement in floral industry.

Ornamental Horticulture 1 (T)

Grade: 10-12

Students will have "hands on" experience in how to use plants in everyday living, such as gardening, landscaping, floral design and greenhouse production. The skills and knowledge learned in this class can lead to jobs and will help prepare for college Ornamental Horticulture classes

Veterinary Science (C) (T)

Grade: 10-12

Prerequisite: C or better in Ag Biology/Biology and Applied Animal Science recommended

This course focuses on agricultural animals. Units include basic management practices, veterinarian techniques, equipment identification and use, anatomy and physiology, genetics, breeding systems, reproduction management, lactation physiology and related units.

CTE: ROP

Kings Regional Occupational Program (ROP) classes are open to students in grades 11 and 12 and offer a variety of opportunities to learn skills for careers and/or college. ROP courses can be taken for CTE or elective credit.

Auto Body and Paint (HH) (2 period block)

Prerequisite: General Auto recommended

Students learn to repair collision damage and paint cars. and to safely use tools, equipment, chemicals and paint products. Students may work in a body shop with a journeyman body and paint technician through Community Classroom Internships. Safety glasses and work clothes required (supplied by student).

Automotive Services, Advanced (HH) (2 periods)

Prerequisite: C in General Auto or Auto Body and Paint

Emphasis is on employability skills, tool identification, advanced theory of operation, automobile components, service procedures, and good work and clean-up habits. Students will also have on-the-job training opportunities through community classroom (internship). Safety glasses and work clothes required

Automotive Internship (Community Classroom) (HH)

Prerequisite: Concurrent with Advanced. Automotive Services or Auto Body and Paint

This course provides on-the-job training in local auto, tractor and diesel repair shops.

Business Internship

Prerequisite: Typing 30 wpm (Open to all students.)

The course is for students to refresh, polish and update skills on state-of-the-art equipment. After short-term class preparation, students are placed in an office for further training. Includes basic office and computer skills.

Business Technology Program (3 hours)

Offered at Hanford Adult School; open to all students.

This course is for those with minimal or no office skills. Instruction includes: Office skills, business English and math, filing, proofreading, phone skills, payroll and job hunting, grooming, interview and resume skills. (2+2)

Cisco Discovery: Levels 1 & 2 (HW)

Recommended Prerequisites: PC Maintenance & Repair

Level 1 prepares students for entry-level home network installation and working with small business networks. It provides hands-on introduction in networking and the Internet using tools and hardware including software installation and resource sharing. Level 2 is an overview of routing and remote access, addressing, security and servers (e-mail, web and authenticated access).

Cisco Discovery: Levels 3 & 4 (HW)

Recommended Prerequisites : PC Maintenance & Repair, Cisco Discovery Level 1 & 2

Level 3: students learn advanced IP addressing techniques intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, Virtual LANs, Spanning Tree Protocol, and VLAN Trunking Protocol. Level 4 focuses on advanced IP addressing techniques, Port Address Translation, and DHCP, WAN technology and terminology, PPP, ISDN, DDR, Frame Relay, network management, and introduction to optical networking. Students also prepare for the CCNA Exam.

Econ. of Business/Virtual Enterprise (C) (HH) (2 per)

Prerequisite: C in Word Processing 1 and/or Business 1

This course introduces students to entrepreneurship and business administration. Students will develop a marketable product and learn the daily mechanics of operating a business. Seniors can receive Economics credit for this class as well as learn business applications.

Health Occupations 1 (2 periods)

This is an introduction to careers in the health care field.

It is designed to give students an overview of medical careers, medical abbreviations and terminology, growth and development, anatomy and physiology of systems of the body, nutrition, infectious disease control and vital signs. It is a prerequisite to the Nursing Assistant class and Health Occupations 2.

Health Occupations 2 (2 periods)

Prerequisite: Health Occupations 1

This course prepares students for entry-level employment in hospital / medical occupations. Students will participate in community classroom/internships at a medical facility.

Fundamentals of Video Game Design & Develop. (HW)

This hands-on course provides introduction to: The history of video gaming, social issues, story development, game development, game genres and industry software applications. Students develop games using an automated program and produce self-generated coding. Allows students an opportunity to discover aspects of computer programming in a genre conducive to their interest level.

Microsoft Office Specialist (HW)

Prerequisite: Keyboarding recommended

This course is designed to prepare students for Microsoft Office Specialist exam in Word, Excel, and PowerPoint. Students learn the creation and manipulation of data, text, and graphics in the different applications, how to integrate application files and business use of the software.

Multimedia Communication Design 1 (C) (A) (2 periods)

This course includes video production and editing techniques, an introduction to the history of American television, filming, and critiquing movies. Students will manipulate digital images, create brochures, ads and other layouts, use a video camera and import/export video.

Multimedia Communication Design 2 (2 periods)

This course furthers student abilities in video production, video and sound editing, and operation of television and radio broadcasts. Advanced students will refine leadership skills as peer directors in group projects and assist fellow students in critiquing and improving projects. Emphasis is on the art of film making and creating new works.

Nursing Assistant (Biology credit) (2+2 Credit) (2 per.)

Grade: 12

Prerequisite: Health Occupations 1 preferred

Students will learn basic nursing assistant skills, diseases, office/hospital procedures, and health assessment through classroom and community training. Student can earn a CPR certification and may test to become a CNA. Fees: Physical, TB Test, Uniform, State Certification exam.

PC Maintenance & Repair (A) (HW)

Students learn to maintain, upgrade, repair and construct PC systems, including disks, drives, sound cards, central processing units, math co-processors, and power supplies. Students learn about proper care of components and about diagnose and repair of specific problems and components.

Power Equipment Technology 1 (HH)

This course is designed for students with a basic background in engines and shop skills. Students will be exposed to various aspects of small engine tools, equipment and repair applications.

Power Equipment Technology 2 (HH) (2 periods)

Recommended: Power Equip. Tech.1, or teacher approval

This course is designed for the student who has completed Power Equipment Technology 1 (or has extensive knowledge of small gasoline engines). Students will be exposed to various aspects of small engine tools, equipment, and repair applications for both gasoline and diesel powered compact machinery. In addition students will be exposed to hydraulic systems and controls, and DC electronics and electrical systems.

Retail Marketing 1 (HW) (2 periods)**Retail Marketing 2 (HW) (2 periods)**

Recommended: Retail Marketing 1, or teacher approval

Provide "hands-on" experience in different marketing careers. Industry specific training is available in Retailing, Distribution, and Food Services. The course integrates math, communication, and people skills to better prepare students for successful employment in marketing.

Web Design 2 (A) (HW)

Introduction to becoming a Web Design professional, focusing on the overall web site production processes, particular emphasis on design elements involving layout, navigation and interactivity. This course prepares the student to take the certification to become an Apprentice Web Master. Students may have the opportunity to work on production web pages with local businesses or schools.

Welding and Construction 1 & 2 (HW) (2 periods)

These courses develop welding skills and techniques, including oxy-acetylene welding and introduction to metal inert gas welding and tungsten inert gas welding. Personal projects are encouraged after assignments.

Welding Fabrication 1 and 2 (HW)

It is recommended that students take Welding Fabrication 1 first, but students may enroll in 1 and 2 concurrently.

These courses are for students who have developed a foundation in welding technology as a basis for developing advanced skills. These courses integrate mathematic and scientific principles to applied processes in metal fabrication. These courses operate within an extensive laboratory to provide practical application and advanced instruction to foundry principles.

Welding – Stainless (HW)

Recommended Prerequisites: A beginning welding course

The course is designed to teach students the processes of stainless steel welding from flat plate to tubing. Students are introduced to industry standards regarding stainless steel fabrication. Students produce weldments using a variety of techniques and materials. Students also learn about careers in stainless and employment requirements.

PHYSICAL EDUCATION

All students must take PE in 9th and 10th grades and take the **California Physical Fitness Test** in 9th grade.

Students who do not pass the Physical Fitness Test must take PE courses until they pass the test by meeting the healthy fitness zone in 5 of 6 areas in one testing window.

Physical Education 1 (P)

Grade: 9

Students will learn about health/wellness, including physical fitness, first aid, safety, nutrition, adolescent changes, abstinence, AIDS, STDs, alcohol and illegal drugs. Team sports will also be introduced, such as flag football, softball, basketball and volleyball.

Physical Education 2 (P)

Grade: 10-12

Students learn about physical fitness, nutrition, illegal drugs, tobacco, alcohol, stress, abstinence, and STDs. Individual and recreational sports will also be introduced, such as tennis, pickleball, intramural activities.

P.E. - Fitness for Lifelong Wellness (P) (HW)

Grade: 10-12

This course is designed to stress the importance of cardiovascular, muscular and mental fitness development for maintaining a healthy lifestyle. Students will participate in aerobic and anaerobic exercise and discussion sessions and plan personal fitness programs.

P.E. - Dance (P) (HW)*Grade: 10-12*

This course includes modern, jazz, social, country and ballroom dance, culminating in unit performances. Physical fitness components are also incorporated. A performance represents a final grade.

P.E. - Strength and Conditioning (P)*Grade: 10-12*

Students learn about nutrition, drugs, tobacco, alcohol, weight room safety, designing a strength and conditioning program, physical fitness and the muscular system and participate in a personalized weight-training program.

OTHER ELECTIVES

Academic Decathlon*Grade: 9-12*

Students prepare to compete in the ten subjects of the U.S. Academic Decathlon by studying topics in language / literature, social science, art, music, economics, math, science, speech and essay.

AVID 9 (Advancement Via Individual Determination)*Grade: 9**Prerequisite: Teacher approval/placement*

Emphasis is on improving study and organizational skills. Students get extensive support academic support through WICR (writing, inquiry, collaboration and reading) strategies and are expected to take a rigorous curriculum, including honors courses.

AVID 10*Grade: 10**Prerequisite: AVID 9 or teacher recommendation*

Emphasis is on continued improvement of study and organizational skills. Students get extensive support academic support through WICR strategies and are expected to take a rigorous curriculum, including AP.

AVID 11*Grade: 11**Prerequisite: AVID 9 and 10 or teacher recommendation*

Students engage in higher levels of WICR strategies, get extensive academic support and are expected to take rigorous curriculum, including AP. Emphasis is on analytical writing, college entrance exams, study techniques, test taking, oral expression, note taking, academic leadership, and advanced research.

AVID 12*Grade: 12**Pre.: AVID 11, enrollment in 1+ honors/AP, Teacher rec.*

Students get extensive academic support and are expected to take a rigorous curriculum, including AP. Continued emphasis is on analytical writing, college entrance exams, college study techniques, test taking, oral expression, note taking, academic leadership, and advanced research.

AVID Tutor*Grade: 11-12*

Prerequisite: Enrolled in AP course(s). Site AVID coordinator approval.

This class is a two-semester, one period course. Tutors take an active role in developing the academic and personal strengths of AVID students. They will serve as a role model/mentor to AVID students by being a lifelong learner, demonstrate appropriate academic and social behaviors and become familiar with AVID curriculum. Tutors will conduct tutorial sessions in all subject areas and work with students on brainstorming, revision and editing.

Creative Writing (C)*Grade: 9-12*

This course helps writers develop skills and explore personal creativity and insight. Students brainstorm, write, edit, revise and publish. They read about writing and classical and contemporary works. They are exposed to many styles and reflect on their own. Homework includes reading, research, exam study and writing.

Driver's Education*Grade: 9-12*

This course prepares students to take the DMV written test and qualify for a pink slip.

Journalism 1 (C)*Grade: 9-12*

This course offers an introduction to communications and media. It is intended for students with a wide range of abilities and offers experience particularly helpful for skills. Students learn about the history of journalism and write features, news and sports.

Journalism 2 (C) (School Newspaper)*Grade: 10-12**Prerequisite: Journalism 1 or teacher approval*

Students hone news writing and production skills and develop the ability to write under pressure, gather information independently, organize it effectively and work cooperatively with peers. Students study media coverage and analyze local and international events. Study covers media design, graphics, paste-up, the newspaper organization, desktop publishing and business.

Student Assistant (4 semester limit)*Grade: 10-12 (HH/SP); 11-12 (HW)**Prerequisite: Teacher and administrator approval*

Students assist a teacher or staff member. A stricter dress code may be enforced. Students may not be an assistant more than 4 semesters and must maintain eligibility.

Student Government*Grade: 9-12**Prerequisite: Activities Director Approval*

Students learn creative leadership techniques through problem solving and project planning. Students plan and implement school-wide activities. Success depends on

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ability to conduct activities and interact. Associated Student Body Officers and Class Officers are expected to enroll. Evening and weekend activities are expected.

Study Skills (meets Success 101 requirement for graduation)

Grade: 9-12

Prerequisite: Teacher/Parent Recommendation, IEP

Provides students with additional academic support.

Success 101

Grade 9

Success 101 is an academically based program repackaged as a career guidance and self-discovery experience. It provides students the opportunity to uncover their own answers to three important questions: Who am I? What do I want? How do I get it? By exploring their own abilities, ambitions and dreams, students learn how this knowledge can help them plan a future career and successful life, and the importance of being able to read, write, speak and compute well.

Yearbook

Grade: 9-12

Prerequisite: Teacher approval, application/interview
Students prepare the annual school yearbook. Activities include planning of theme and layout, writing and typesetting copy and headlines, scheduling and taking photos, sales, bookkeeping and public relations.

NJROTC-HWHS

HW students may participate in the nationally approved Naval Junior Reserve Officers Training Corps. NJROTC is a three- or four-year program. Successful completion can lead to appointment to a U.S. military academy or college scholarships. NJROTC prepares students to enter at pay grade E3 in most armed forces.

Naval Science 1

Grade: 9-12

This course introduces cadets to the precepts of citizenship, the elements of leadership and the value of scholarship in attaining life goals. Students develop an appreciation for American heritage and traditions with recognition of the historically significant role of sea power and its importance in America's future. It fosters in each cadet a growing sense of pride in their organization, associates and self.

Naval Science 2

Grade: 10-12

Prerequisite: Naval Science 1

This course further develops the traits of citizenship and leadership in cadets, introduce cadets to naval history and the technical areas of naval science as well as develop a deeper awareness of the vital importance of the world oceans to the continued well-being of the U.S.

Naval Science 3

Grade: 11-12

Prerequisite: Naval Science. 2

This course broadens understanding of the operative principles of military leadership, the concept and significance of teamwork and the intrinsic value of good order and discipline in the accomplishment of assigned objectives. Continued instruction includes astronomy, meteorology, weather and navigation.

Naval Science 4

Grade: 12

Prerequisite: Naval Science 3

A comprehensive, advanced study of practical leadership and provides opportunities to exercise leadership in positions of authority and responsibility within the NJROTC unit. Additionally, it will prepare cadets to recognize and accept the responsibility and importance of citizenship as it relates to America's founding democratic principles. Cadets will gain an understanding of the nature, rigors and benefits of a military career.

PARTNERSHIP ACADEMIES

Both Hanford High and Hanford West High offer a Partnership Academy consisting of three elements: Career-path coursework, supervised occupational experience and core curriculum. Participation is voluntary and requires parental permission. Students are selected in the second semester of ninth grade.

Hanford High: Community Service

Life Skills/Intro to Human Services

Grade: 10

Students learn life and study skills. They become more aware of the importance of organization and acquire knowledge, skills, attitudes and behaviors to make healthful choices. This course helps students understand the value of community service, ethics and decision making to enable them to function in today's society.

Psychology (C)

Grade: 11

This course is for college-bound students. It is a survey of psychology topics (mental illness, therapy, development, personality, learning and biological processes). Application of material to the individual is a feature.

Senior Seminar – 2 period block

Grade: 12

This course helps students identify individual talents and create internal motivation and drive. Topics include: College selection, SAT registration, financial aid and scholarships, independent living skills and computer instruction. Mandatory two semesters of community service/job training internship.

Hanford West: Retail Merchandising

Introduction to Business (T)

Grade: 10

This multi-component course combines explanations of business and economic concepts with practical applications to help students explore business opportunities and learn to make informed economic decisions in our global economy. Units covering the economy, owning and operating a business, influences on business, marketing human resources, financial and technological resources, career planning in a global economy, buying goods and services, credit, money management, and risk management.

Introduction to Retail Merchandising (T)

Grade: 11 (in conjunction with ROP)

This multi-unit course will cover the following units; today's evolving marketplace, the exciting world of retail marketing, the retail business, retail business strategy, the retail store, exploring careers in retailing, time management, customer service, and exploration of other career fields.

Advanced Marketing Occupations (T)

Grade: 12 (2 periods) (in conjunction with ROP)

Prerequisite: Introduction to Cashiering

This course explores the retail industry first-hand and as a potential career. Following classroom preparation, students have on-the-job training in local retail.

Senior Seminar – 2 period block

Grade: 12

This multi-component course is designed to assist Partnership Academy Seniors in preparing them for the world after high school. Covering the following topics; career exploration, career plan, assist them with applying for scholarships and financial aid, study skills, period, reviewing reading proficiency skills, reviewing job skills, review math skills, and life skills.

ACADEMIC POLICIES AND INFORMATION

Additional information about HJUHSD policies and procedures is available in the Student Handbook and Parent Handbook and online at www.hjuhsd.k12.ca.us

Advanced Placement (AP)

The AP program enables high school students to complete college-level courses and permits participating colleges to evaluate that accomplishment by granting credit and/or placement. Teachers must receive approval from the College Board to offer a course with the AP designation.

AP exams are administered in the first two weeks of May. Most colleges award credits and/or placement for scores of 3, 4 or 5 on these exams. Please note that there is no designated pass/fail. Three to four units of college credit

may be awarded per semester for each test. Credit and required scores vary by institution.

HJUHSD offers AP courses in English, math, history-social science, science and Spanish. Students in AP classes are required to take the AP exam and pay the test fee (in cases of verified hardship, counselors may arrange waivers). A student who drops an AP course at the end of the first semester may not take the exam. AP credit is granted for completion of the year-long course and the AP exam. If a student drops the course or fails to take the exam, the transcript will note the regular, non-weighted course.

Attendance Office

Students leaving or returning to school after an absence must check in/out at the Attendance Office. See the Student Handbook for more information.

AVID (Advancement Via Individual Determination)

The AVID program for students who have the potential to perform at a higher academic level than their records indicate. Students selected for the AVID program have average to high test scores on standardized tests, but lower GPAs than they are capable of earning. Selection for the AVID program is highly competitive and students must commit to completing the University of California a-g requirements and to repeating in Summer School any class in which they earn less than a C. Students must maintain a 2.0 GPA. AVID includes academic support such as an elective course in note-taking and organizational skills, opportunities for tutoring, and college field trips. Contact your counselor for more information.

College and Career Centers

Information and assistance about careers, technical preparation, job availability, colleges, scholarships and financial aid are available in the College and Career Centers. Career Technicians also coordinate visits from college and military representatives. Other resources include sample college applications and software to support AP students, those preparing for the ACT, SAT and CAHSEE, or who need skill development.

Community Day School (CDS)

CDS is an alternative educational program for expelled ninth grade and first-semester tenth grade students. It is on the Hanford High campus and provides a low student-teacher ratio and individualized instruction.

Counseling

Counselors are available to help with scheduling, course planning, academic goals, college advisement and personal/social guidance. Hours are 7:30 a.m. to 3:30 p.m. Appointments are recommended.

Course Fees

Fees may be charged for some courses (labs, CTE, ROP). See your counselor for more information.

Course Registration

Student requests determine how many classes are available each semester and spaces are set for those who request the class during registration. Students should not assume space will be available to drop one class and add another.

Courses and Credit per Semester

The normal course load for HJUHS students is seven courses each semester. Some courses – such as English Language Development – are two or three class periods per day. Courses can be added by request. Students are not permitted to register for more than 45 credits in a semester, except during the senior year. In coordination with counselors, seniors may develop a schedule to meet graduation requirements within existing district programs. Credits earned in an alternative program must have prior administrative approval. See also *Senior Reduced Schedule*.

Fifth-Year Students

Students who plan to attend a fifth year of high school must complete a Fifth Year Student application during spring of the fourth year. A fifth year will be granted based on need, planned course of study, past record and counselor recommendation. A fifth-year senior may request a schedule of fewer than seven periods. Fifth-year students may not participate in athletics.

Grade Point Average

Students receive five units per class at the end of each semester with a passing grade (A, B, C, D, P). No credit is awarded at the end of the six- and 12-week progress periods: Those progress reports are for students and parents and to determine extra-curricular eligibility.

For colleges, schools report weighted and un-weighted GPAs, depending on the college. Both GPAs include grades earned in grades 10-12. Freshman grades and grades for classes taken outside of the high schools are not included.

Total GPA calculations, weighted or un-weighted, include all grades earned 9-12.

Weighted GPAs include extra points for Honors and AP courses in grades 10-12. The weighted grade provides incentive for students to enroll in advanced studies. The unweighted system is: A=4; B=3; C=2; D=1; F=0. The weighted system adds 0.02 to grades of A, B or C. AP courses are not weighted if students do not take the exam.

Class rank for academic honors for seniors is based on the 9-12 weighted GPA earned through the first semester of 12th grade. The Valedictorian is the graduate with the highest GPA; the Salutatorian is the graduate with the next highest GPA. Students with a GPA of 4.0 or above are *Graduates with Distinction*.

Home Instruction

Home Instruction is available to students who will miss two weeks or more of school for medical reasons. A doctor's note with a beginning and ending date is required. The student remains enrolled and a teacher visits the student.

Honors Courses

Honors courses satisfy criteria established by the University of California. HJUHS offers honors courses in English,

math, science, history/social science and Spanish. Grades of A, B or C in honors courses in grades 10-12 are weighted.

Incomplete Grades

An Incomplete is given only when student work is not finished because of illness or other excused absence.

Independent Study

Independent Study offers an educational alternative for students with special needs. Students meet weekly with a teacher who provides personal attention, assesses student progress, and plans approximately five days of academic work to be completed independently by the student. Independent Study uses curriculum comparable to the comprehensive schools. A variety of assessments are used to determine student competencies.

Library/Media Centers

The HH and HW libraries are staffed by credentialed library-media teachers and other knowledgeable staff. Students can use library computers to research projects, locate books or access skill-development software. Textbooks are issued from and returned to the library. Library hours at HW are 7 a.m. to 4 p.m., HH: 7:30 to 4:30.

Make-Up Work

Twice the amount of time absent is allowed for make-up work, including tests. Only school days are to apply, e.g.: If a student is absent two days, s/he has four school days to make up the missed work. Exception: Work due the first day of a student's absence is due the first day the student returns to class unless there are extenuating circumstances.

MESA

MESA is a support program to help students achieve greater academic success. Recognizing that some racial and ethnic groups are under-represented in technical fields, MESA (Math, Engineering, Science Achievement) is directed at closing this gap. MESA offers students visits to industrial, college and university sites, math and science tutoring, and financial awards for 11th and 12th graders. A 3.0 is required in English, math, physics, and chemistry.

Migrant Services

HJUHS provides support services and resources for migrant students and families, including special programs, materials and activities.

NCAA Eligibility Clearinghouse List

The National Collegiate Athletic Association Initial Eligibility Clearinghouse has approved HJUHS courses for establishing the certification status of student athletes from HJUHS. A list of these courses for each school and other NCAA Clearinghouse requirements are available from the school or online at: www.ncaaclearinghouse.net/ncaa

Repeating Courses for Credit

With approval of the principal or designee, a student may repeat a course to raise his/her grade from a D or F. Both

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The Opportunity Program provides intervention for ninth graders struggling with the transition to high school through smaller classes in English Seminar, Algebra 1, Math Support and Success 101.

grades are entered on the student's transcript, but the student receives credit only once for the course. Grades are never removed from transcripts.

School Psychologists

School psychologists provide services such as consultation, evaluation, intervention, prevention, research and planning. They work with parents, teachers and administrators to clarify sources of student learning and behavior problems, and serve as intermediaries to other services and resources. Psychologists test for student eligibility for special support services and evaluate social-emotional needs and special aptitudes and abilities. They oversee development of Individual Education Plans (IEPs) and are skilled in evaluating the learning environment of a class or school. They also offer support for students, families and staff in case of crises, such as death, illness or community trauma.

School Safety

HJUHS D maintains a *School Safety Plan* for each school that outlines how responses to school/community crises. Staff and students review and drill regularly.

Senior Reduced Schedule

Seniors may qualify to enroll in fewer than seven courses, if they have a 90 % attendance record, a GPA of 2.0 or better and passed the California High School Exit Exam. Reduced schedules are only be granted by signed agreement with a parent/guardian. To enroll in six periods per day, students must have earned 215 units at the beginning of the senior year. To enroll in a five-period day, students must have 225 units at the beginning of the senior year. Seniors on a reduced schedule may enroll in only one period of Work Experience and may not enroll as a Student Assistant. Per Education Code, College and ROP courses at an alternative site may not be included in the five or six classes.

Services for Parenting Students

Expectant and parenting teens are encouraged to complete their high school program and pursue post-secondary education. Accommodations may include flexible scheduling, on-site counseling or transportation assistance. Options also include enrollment at Earl F. Johnson High, which offers shortened day or night schedules, or Independent Study. Expectant/ parenting teens (and their parents or significant others) can meet with a counselor to discuss options.

Short-Term Independent Study

When it is in the student's best interest, s/he may be assigned short term independent study (SIS) by mutual agreement of the school, parent/guardian, and student in advance of the absence. The SIS must be 5 to 15 school days. Contact a counselor for application.

Special Education

Special Education is a government-funded program for students who meet certain qualifications indicating they have a diagnosed educational disability. Eligible students may receive assistance in regular classes, be placed in

classes with modified curriculum or qualify for other support services to ensure success in school. Students are evaluated by the school psychologist and a special education teacher. Placement decisions are made by a team that includes staff, the student, and parents/guardians. For qualifying students, an Individualized Education Plan (IEP) is developed that describes the student's academic needs and program. Before a student is evaluated for special education, modifications and interventions must have been implemented on a consistent basis in the regular education program. Additional information is available by contacting the School Psychologists.

Student Progress

Parents of students at risk of failing are notified by six-week progress reports or at scheduled conferences. Teachers attempt to notify parents before the end of the grading period to allow adequate time to achieve a passing grade. Other academic performance monitors:

- **Online Gradebook (ABI)** allows parents to view student attendance, grades and progress in each class. Contact your school to register.
- **Semester Report Cards** and six- and twelve-week **Progress Reports** are mailed to parents/guardians.
- **Counselors** call parents when issues require input.
- **Administrators** and **Counselors** mail discipline referrals, telephone about problems and try to contact parents before suspensions.
- **Student Study Team:** Parents of students with attendance, discipline or credit problems are notified regularly by mail. If the comprehensive school is not meeting student needs, an alternative program will be suggested (or, in some cases, mandated).
- **Weekly Progress Reports:** Parents may contact counselors regarding progress reports. It is the student responsibility to follow through on Weekly Reports.

Summer School

At-risk students may take Summer School courses for full credit. Summer School has two three-week sessions. Courses are usually offered in math, English, reading, science, social science and CAHSEE prep. Registration starts in March. Students should register early as classes are closed when filled. Contact your counselor for information.

Testing: California High School Exit Exam

In addition to HJUHS D Graduation Requirements, all students must pass the California High School Exit Exam (CAHSEE) to receive a diploma. The CAHSEE assesses required minimum competencies for high school graduation in English/language arts and mathematics. Students have multiple opportunities to take the test, beginning in the second semester of tenth grade. For transferring students, HJUHS D will verify scores from transferring schools. *Please note: California does not accept high school exit exams from out-of-state.* Parents receive written notice of CAHSEE results every time students take the test. Conferences are held periodically to communicate student progress and determine if

intervention is necessary. Students who meet all district requirements but do not pass the CAHSEE receive an HJUHS Certificate of Completion and may participate in the graduation ceremony.

Testing: California Physical Fitness Test

The Physical Fitness Test (PFT) is administered each spring. To pass the test, the state requires students to reach the Healthy Fitness Zone in five of six tests in one testing window. Students who do not pass will be enrolled in PE until they pass.

Testing: STAR

The California Standardized Testing and Reporting (STAR) program includes the California Standards Tests (CSTs) administered each Spring to assess students in English, math, history and science. Additionally, sophomores take a life science test required by No Child Left Behind (NCLB), and juniors have the option of adding the California State University Early Assessment Program (EAP) questions to their English and math tests. In the weeks before students take these tests, teachers review strategies for successful performance. Students who recognize how assessments work are more confident going into a test and more adept at test-taking.

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Tutoring

Teachers are available for after-school tutoring by arrangement. HWHS also offers peer-tutoring.

Unit Recovery

HJUHS offers a Saturday School Unit Recovery program for at-risk juniors and seniors. Students can also recover units through Earl F. Johnson Continuation High School or other alternative programs. See your counselor for information.

Withdrawal from Course

A student who drops a course during the first six weeks of the semester may do so without entry on his/her permanent record. A student who drops a course after the first six weeks will receive a drop grade and variable units on his/her record.