

# Course Description

## A. COVER PAGE

<b><i>Date of Submission (Please include Month, Day and Year)</i></b>	
<b>1. Course Title</b> English 10	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input checked="" type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b> a-g English 10 A & B	
<b>3. Transcript Course Code(s) / Number(s)</b> 1R1002 & 1E1006	
<b>4. School</b> Ocean Grove Charter School	
<b>5. District</b> San Lorenzo Valley	
<b>6. City</b> Santa Cruz	<b>10. Grade Level(s) for which this course is designed</b> <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>7. School / District Web Site</b> <a href="http://www.ogcs.org">http://www.ogcs.org</a>	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>8. School Course List Contact</b> Name: Janelle Brewer Title/Position: Curriculum Specialist Phone: (530) 295-3566                      Ext.: 46 E-mail: jrucker@jeminc.org	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>13. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	

14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

A course reinstated after removal within 3 years. Year removed from list?

Same course title?  Yes  No

If no, previous course title?

An identical course approved at another school in same district. Which school?

Same course title?  Yes  No

If no, course title at other school?

Year-long VPA course replacing two approved successive semester courses in the same discipline

Approved Advanced Placement (AP) or International Baccalaureate (IB) course

Approved UC College Prep (UCCP) Online course

Approved CDE Agricultural Education course

Approved P.A.S.S./Cyber High course

Approved ROP/C course. Name of ROP/C?

Approved A.V.I.D. course

Approved C.A.R.T. course

Approved Project Lead the Way course

Other. Explain:

15. Is this course modeled after an UC-approved course from another school outside your district?  Yes

No

If so, which school(s)? Golden Valley Charter School and Connecting Water Charter School

Course title at other school a-g English 10 A & B

16. Pre-Requisites

English 9, with a grade of "C" or better

17. Co-Requisites

None.

18. Is this course a resubmission?  Yes  No

If yes, date(s) of previous submission? \_\_\_\_\_

Title of previous submission? \_\_\_\_\_

### ***19. Brief Course Description***

During this second year English course, students will study several pieces of world literature while still placing an emphasis on developing their writing skills. Students will have the opportunity to read a wide variety of authors from around the world and respond to the literature by connecting it to their own personal experiences. Students will be actively reading and writing throughout the course and will be developing their critical thinking skills. Through development of the thesis statement, writing purpose, coherent paragraph writing, and development of vocabulary and grammar, an emphasis will continually be placed on writing. By exploring essays, plays, short stories, and poetry, students will be able to examine and clarify their own values. This course will continue to expand the study of traditional grammar, spelling, oral communication, letter writing, and study skills of the student through the use of the recommended texts.

## ***B. COURSE CONTENT***

### **20. Course Goals and/or Major Student Outcomes:**

- Students will continue development in the language arts based upon those skills acquired through grade 9.
- Gain knowledge of culturally diverse literature, exploring social customs and traditions from around the world.
- Detect correlations between literature selections and their place in the historical development of a country.
- Create polished pieces of writing in each form: narration, exposition, persuasion, and description.

### **21. Course Objectives:**

<b>Objectives</b>	<b>Standards</b>
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.	Language Arts Reading: 1.1, 1.2, 1.3
Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.	Language Arts Reading Comprehension: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.	Language Arts Literary Response and Analysis: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12
Students write coherent and focused	Language Arts Writing: 1.1, 1.2, 1.3,

essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.	1.4, 1.5, 1.6, 1.7, 1.8, 1.9
Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each.	Language Arts Writing Applications: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
Students write and speak with a command of standard English conventions.	Language Arts Written and Oral Language: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
Students formulate judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.	Language Arts Listening and Speaking Strategies: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14
Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and organizational and delivery strategies.	Language Arts Speaking Strategies: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6

## 22. Course Outline:

Following the scope and sequence of the selected text, the student will demonstrate mastery of topics in table of contents, complete the majority of the textbook, and take cumulative tests. Student will take a mid-term and a final examination. Student will also complete each of the key assignments listed below. Student will read at least 5 of the 8 novels and each of the drama selections and short stories listed below.

In the course of any of the above options, the student will master each topic with sufficient depth and breadth to meet or exceed the California state standards for English-Language Arts for high school.

## 23. Texts & Supplemental Instructional Materials

### Novels:

A Separate Peace, Knowles, J.

The Pearl, Steinbeck, J.  
Lord of the Flies, Golding, W.  
A Farewell to Arms, Hemingway, E.  
A Tale of Two Cities, Dickens, C.  
David Copperfield, Dickens, C.  
Wuthering Heights, Bronte, E.  
Jane Eyre, Bronte, E.

**Drama:**

Julius Caesar, Shakespeare  
Hamlet, Shakespeare  
Cyrano de Bergerac, Rostand, E.

**Short Stories:**

“Leiningen Versus the Ants”, Stephenson, C.  
“The Quiet Man”, Walsh, M.  
“Paul’s Case”, Cather, W.  
“The Killers”, Hemingway, E.  
“A Man Called Horse”, Johnson, D.  
“The Pit and the Pendulum”, Poe, E.  
“The Monkey’s Paw”, Jacobs, W.  
“By the Waters of Babylon”, Benet, S.  
“The Legend of Sleepy Hollow”, Irving, W.

**Grammar and Composition:**

-Elements of Writing, Revised Edition - Fourth Course (Grade 10). Holt, Rinehart & Winston.  
-Prentice Hall Writing and Grammar: Communication in Action - Platinum, Grade 10. Prentice Hall.  
-Writer's Choice: Grammar and Composition - Grade 10. Glencoe McGraw-Hill.  
-The Elements of Style, 4/E. William Strunk, Jr. & E. B. White. Longman.  
-Little, Brown Handbook, 8/E. H. Ramsey Fowler. Longman.

**24. Key Assignments:**

Students must complete these specific assignments:

1. The student will record personal responses to their assigned readings in individual journals.
2. The student will write a persuasive essay a current topic agreed upon by the student and instructor/ES.
3. The student will complete a short, 3-5-page expository research paper on a self-selected, ES approved topic related to one of their assigned readings; the paper will then be presented to an audience as an oral presentation.
4. The student will write a politically persuasive speech that calls individuals to political action and present it.
5. The student will write an essay on an assigned novel from the reading list that analyzes the themes, setting, point of view, characters, and plot of the novel.

6. The student will write a compare and contrast essay that examines cultural and gender expectations in present day England to Bronte's time period, or the student will write a pre-approved compare & contrast essay that focuses on a similar topic that integrates with the student's readings.
7. The student will select a scene from one of Shakespeare's play that the student will re-write or the student will write an entirely new scene for one of Shakespeare's plays.
8. The student will write an expository essay concentrated on one of the short stories from the assigned reading list.
9. The student will write a narrative essay concentrated on one of the short stories from the assigned reading list.
10. The student will write rough drafts of papers and revise them before preparing the final draft.
11. The student will complete 3 biographies of authors he/she has read, such as Poe, Bronte, Shakespeare, Dickens, Hemingway, or Steinbeck. The biographies will be 3-5 pages in length and will include proper formatting, graphics, and MLA citations.
12. The student will read 30 minutes to one hour for pleasure on a daily basis.
13. The student will complete a mid-term and final exam, additional testing will be used as appropriate.

## **25. Instructional Methods and/or Strategies:**

The instructional methods and strategies include, but are not limited to:

- Students will read at least 5 of the 8 novels and each of the drama selections and short stories listed above.
- Students will write essays, speeches, journal entries, and biographies that will include expository, persuasive, and informational styles of writing.
- Students will present oral presentations and respond orally to literature they have read.
- Students will conduct research in a library setting to gather information for their research paper and biographies.
- Students will conduct research on the internet to gather information for their research paper and biographies.
- Students will participate in project-based learning by completing an expository research paper that has a professional appearance, including the use of graphics and MLA formatting.
- Students will complete a majority of the grammar and composition text and workbooks.

## **26. Assessment Methods and/or Tools:**

The methods available include but are not limited to the following:

- Frequent review of work: the student's work will be evaluated on a monthly or bi-monthly basis by the Education Specialist (a credentialed teacher) to ensure that the student is meeting all requirements and fulfilling the state standards.
- Portfolios: the student and Education Specialist will collect all of the student's assignments that represent their fulfillment of the key

assignments and state standards. The portfolios will be reviewed during the last quarter of the school year to ensure that the student has met or exceeded all of the course requirements.

- Presentations: the student will present their politically persuasive speech; students will conduct research and present their expository writing in a professional manner using grammatically correct English.
- Exams: the student will complete mid-term and final written examinations that will be evaluated by an Education Specialist (credentialed teacher); additional testing may be used as appropriate throughout the course of the year.
- Student Writings: the student will complete a variety of writings that will be reviewed and evaluated by the Education Specialist (credentialed teacher), including persuasive essays, expository essays, persuasive speech, biographies, narrative essays, and a scene from Shakespeare's play.
- Research projects: the student will complete a minimum of one research project that will be evaluated by the Education Specialist (credentialed teacher), based on the expository writing and grammatically correct command of the English language.

### ***C. HONORS COURSES ONLY***

*Please refer to instructions*

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

### **D. OPTIONAL BACKGROUND INFORMATION**

*Please refer to instructions*

***28. Context for Course (optional)***

***29. History of Course Development (optional)***