

Course Description

A. COVER PAGE

<i>Date of Submission (Please include Month, Day and Year)</i>	
1. Course Title English 12	9. Subject Area <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
2. Transcript Title(s) / Abbreviation(s) a-g English 12 A & B	
3. Transcript Course Code(s) / Number(s) 1E1004 & 1E1008	
4. School Ocean Grove Charter School	
5. District San Lorenzo Valley	
6. City Santa Cruz	10. Grade Level(s) for which this course is designed <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
7. School / District Web Site http://www.ogcs.org	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Course List Contact Name: Janelle Brewer Title/Position: Curriculum Specialist Phone: (530) 295-3566 Ext.: 46 E-mail: jrucker@jeminc.org	12. Unit Value <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: _____
13. Is this an Internet-based course? <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 and Connecting Waters Charter Schools

Course title at other school a-g English 12 A & B

16. Pre-Requisites

English 11, 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

Throughout the course of English 12, students will encounter a multitude of British authors through the reading of several essays, plays, stories, poems, and novels. Students will study world literature classics by exploring the cultural, political, and literary perceptions throughout several centuries. Students will have the opportunity to use their critical thinking and analysis skills as they make connections between the present world culture with that of the British culture in various time periods. Through writing essays and research papers, students will continue to develop their grammar, mechanics, and spelling skills as they proceed through the phases of pre-writing, writing, revising, and publishing. Students will use advanced writing and communication skills as they create persuasive, descriptive, evaluative, and informative essays, articles, and reviews. Students will examine the nature, character, and universality of themes found in various pieces of literature. Students will use advanced communication skills in reading, writing, speaking, and listening to gain insight into their values, opportunities, and choices.

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 11.
- Students will survey literature from a social, historical, and artistic perspective, with special emphasis on drama and poetry in addition to the novel and selected non-fiction.
- Students will develop further organization and articulation skills through the writing of analytical essays.
- Students will discover the universal themes that exist in various forms of literature, including the correlation between literature and the historical/social development of different countries.

21. Course Objectives

Objectives	Standards
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 Word Analysis, Fluency, and Systematic Vocabulary Development: 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
Students read and respond to historically or culturally significant works of	Language Arts Literary Response and Analysis: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6,

literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.	3.7, 3.8, 3.9
Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.	Language Arts Writing Strategies: 1.1, 1.2, 1.3, 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. Student writing demonstrates a command of standard American English and research, organizational, and drafting strategies.	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 English Language Conventions: 1.1, 1.2, 1.3
Students formulate 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.	Language Arts Listening and Speaking: 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 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 Applications: 2.1, 2.2, 2.3, 2.4, 2.5

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, 3-5 of the drama selections and 2 of the “other” selections listed above.

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:

Out of Africa, Dinesen, I.
The Beggar, Chekov, A.
Don Quixote, Cervantes, M.
The Iliad, Homer
The Divine Comedy, Dante
The Thousand and One Nights, Traditional
The Aeneid, Virgil
Gulliver’s Travels, Swift, J.

Drama:

The Jewels of the Shrine, Henshaw, J.
The Dwarf Trees, Motokiyo, S.
Cyrano de Bergerac, Rostand, E.
Macbeth, Shakespeare
Raisin in the Sun, Hansberry, L.

Short Stories:

“The Actor,” Barstow, S.
“The Winner,” Kimenye, B.
“The Kabuliwallah,” Togore, R.
“The Rat Trap,” Lagerlof, S.
“The Infant Prodigy,” Mann, T.
“Federigo’s Falcon,” Boccaccio, G.
“Tuesday Siesta,” Marquez, G.
“The Laughter,” Boll, H.
“The Guest,” Camus, A.
“The Rocking Horse Winner,” Lawrence, D. H.

Others:

The Republic, Plato
“A Modest Proposal,” Swift, J.
“Canterbury Tales,” Chaucer, G.

Grammar and Composition:

-Elements of Writing, Revised Edition - Complete Course (Grade 12). Holt, Rinehart & Winston.

- Prentice Hall Writing and Grammar: Communication in Action - Diamond, Grade 12. Prentice Hall.
- Writer's Choice: Grammar and Composition - Grade 12. 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

Student must complete these specific assignments:

1. The student will record personal responses to their assigned readings in individual journals.
2. The student will complete 3 biographies of poets he/she has read. The biography will analyze the social and political climate of the time period during poet's life time; the biography will also examine recurrent themes and patterns through out the poet's works. The biography will be 3-5 pages in length and will include proper formatting, graphics, and MLA citations.
3. The student will select a poem and analyze the literal and figurative meanings of the words and phrases found in the passage.
4. The student will select a poem and analyze the connotative meanings of the words and phrases found in the passage.
5. The student will write an essay analyzing the use of persona and voice in a short story or novel from the assigned reading list. The essay will include specific examples and discussion on how the plot, characterization, and tone are effected by the voice and persona of the short story or novel.
6. The student will write an essay analyzing the author's purpose in a drama, tragedy, comedy or dramatic monologue.
7. The student will complete a research paper that is based on a novel, exploring the effects of the time period and specific historical events on the author's purpose and writing. The research paper will be 8-10 pages in length and have a professional appearance.
8. The student will compose a persuasive speech on a political topic that one of the course's authors might be in support of. The speech will include examples and evidence from the author's work that demonstrate how the author would support the political topic.
9. The student will write select an event from a piece of literature that they have read and they will write a short newspaper column on it; the event will be written about it modern time, adding specific details. The student will use publishing software and a graphics program to complete the article.
10. The student will read 30 minutes to one hour for pleasure on a daily basis.
11. 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, 3-5 of the drama selections and 2 of the "other" selections listed above
- Students will write essays, speeches, journal entries, and biographies that will include expository, persuasive, and informational styles of writing.

- 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 his/her political speech; students will conduct research and present their speech in a professional manner using grammatically correct English and examples from the pieces of literature.
- 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 Essays: 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, informative speech, comparing/contrasting essays, biographies, narrative essays.
- Short story: the Education Specialist will review and evaluate the student's short story that will be 5-8 pages in length and will contain advanced language and quotations.

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)