

Course Description

A. COVER PAGE

<i>Date of Submission (Please include Month, Day and Year)</i>	
1. Course Title English 9	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 9 A & B	
3. Transcript Course Code(s) / Number(s) 1E1001 & 1E1005	
4. School <i>Ocean Grove Charter School</i>	
5. District San Lorenzo Valley	
6. City <i>Santa Cruz</i>	10. Grade Level(s) for which this course is designed <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input 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@ieminc.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 Charter School & Connecting Waters Charter School

Course title at other school a-g English 9 A & B

16. Pre-Requisites

None

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 the year, the students will read a selection of literature and respond to the various genres, incorporating their own personal experiences. Students will respond to the literature through journal entries, and reflective, narrative and descriptive writings. The students will be developing their writing skills by focusing on mechanics, generating ideas, precise sentences and vocabulary. English 9 will address spelling, traditional grammar, oral communication, letter writing, study skills, research skills and library/internet use.

B. COURSE CONTENT

20. Course Goals and/or Major Student Outcomes:

- Develop English language skills through classroom discussions, oral readings, group interactions, formal presentations, and writing activities.
- Acquire knowledge of literature from Greek mythology into the twentieth century.
- Become familiar with a variety of writing techniques, narration, exposition, persuasion, and description.

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 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 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.	Language Arts Writing: 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.	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: 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 research. 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 4 of the 6 novels and each of the drama selections and short stories listed below.

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

Texts:

- *Holt Literature & Language*, Third Course, by John E. Warriner
- *Holt Interactive Reading Book*- consumable workbook
- *Holt Handbook*- grammar and mechanics, by John E. Warriner

Correlations to State Standards found at: www.hrw.com/ca

Novels:

- Animal Farm*- Orwell, G.
- Of Mice and Men*- Steinbeck, J.

All Quiet on the Western Front- Remarque, E.
Great Expectations- Dickens, C.
The Red Pony- Steinbeck, J.
The Picture of Dorian Gray- Scott, W.

Drama:

The Merchant of Venice Shakespeare
Romeo and Juliet, Shakespeare
West Side Story, Laurentis

Short Stories:

"The Most Dangerous Game," Connell, R.
"The Lady or the Tiger," Stockton, F.
"The Secret Life of Walter Mitty," Thurber, J.
"Split Cherry Tree," Stuart, J.
"The Necklace," de Maupassant, G.
"The Fifty-First Dragon," Broun, H.
"The Bet," Chekhov, A.
"To Build a Fire," London, J.
"Masque of Red Death," Poe, E.

24. Key Assignments:

1. Students will write a bibliography of all the assigned books read within a designated time frame given by the instructor.
2. Students will re-write a final chapter for a novel they have selected and read from the course reading list.
3. Students will compose a letter written to the editor of a local paper on any topic of interest.
4. Students will write an expository essay about a theme in one of the short stories that has been read.
5. Students will record a reading journal while completing a reading assignment.
6. Students will respond to a literature essay that explores one of the themes of the play that the student has read.
7. Students will write an essay that compares/contrasts short stories that have been read.
8. Students will write and present a persuasive speech on a topic that has been pre-approved by the California Credentialed Education Specialist.
9. Students will write a reflective essay on an assigned piece of work.
10. Students will complete an expository research paper with subject to be determined by student and instructor that includes proper formatting and graphics.
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 4 of the 6 novels and each of the drama selections and short stories listed above.
- Students will write essays, journal entries, and essay responses 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 writings and presentations.
- Students will conduct research on the internet to gather information for their writings and presentations.
- Students will participate in project-based learning by completing an expository research paper that has a professional appearance, including the use of graphics.
- Students will complete a majority of the grammar and composition text and workbooks.

26. Assessment Methods and/or Tools:

Evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Frequent review of work: the students work will be evaluated on a monthly or bi-monthly basis by the Education Specialist (a credentialed teacher) to ensure that the students is meeting all requirements and fulfilling the state standards.
- Portfolios: students and Education Specialists will collect all of the students' 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: student will conduct research and present their expository writing in a professional manner using grammatically correct English.
- Exams: students 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.
- Research projects: the students 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)