

Course Title: English 5-8 General / Sequence B

Grade Level: 11th – 12th grades

Length of Course: One year

Prerequisites: None

Credits: 5 per semester

Course Description:

The course is designed to meet the needs of students who perform substantially below grade level standard on multiple measures—including prior grades in English courses, standardized tests such as CST Language Arts, CAHSEE, and CELDT, and who may be in danger of not graduating due to necessary concurrent enrollment in more than one English course or having not passed the CAHSEE. For some students exiting the ELD program or an Intensive Intervention course such as Read-180, the English 5-8 General Sequence may be a more appropriate placement than a College Preparatory English Course.

English 5-8 A and B are offered in alternate years. The sequencing of an English 5-8 A and B course provides the opportunity to place either 11th or 12th grade students in the same class without the worry of overlapping or repeating curriculum.

English 5-8 General-Sequence B aims at developing students' skills in discussing, analyzing, and critiquing literature. Reading and responding to selections from world literature helps develop critical thinking skills. It also provides an exposure to literature from other countries which increases students' awareness and appreciation for the diverse cultures of the world. Vocabulary building continues and is augmented by the mastery of commonly misspelled words. Formal writing skills are developed through compositions based on personal experience, observations, insights, and responses to literature. Creative writing, which is less structured and more informal, is encouraged through journal writing as well as through a variety of creative writing assignments.

English 5-8 General includes a vocational education/tech prep aspect. Recognizing how necessary it is to teach communication skills required for success in today's workplace, this course combines academic studies with the hands-on practice of job-related communication skills. It applies reading, writing, listening, speaking, and problem solving to on-the-job situations in the five major occupational areas of agriculture, business marketing, health occupations, home economics, and technical/trade/industrial.

Scope and Sequence:

Units of Study:

Because English 5-8 General offers an integrated approach to Literature, Composition and Applied Communication, the Scope and Sequence description is included under the units of study. The length of any unit may vary based on the needs of a particular class, availability of materials, and teacher judgment. Also, units are not considered in isolation but rather as integral parts of the study of English. Insofar as possible, the 5-8 General curriculum attempts to mirror the literature and composition curriculum followed at the college preparatory level to enable capable General students to matriculate to the College

Preparatory level whenever possible. Works indicated with an asterisk are found in the Core text, *Multicultural Perspectives*, McDougal, Littel.

Literature Background

- Review different kinds of literary forms.
- Apply basic literary terms to selected course readings.

The Literature: Sequence B is designed along thematic lines. Certain themes are selected for their interest level and their relevance to the General student. The following themes and readings are included as examples of possible thematic groupings and are not meant to exclude other possible themes that a teacher might find appropriate.

The Hero - Past and Present

- 1) "I Have a Dream" - King *
- 2) *Legend of Gregorio Cortez* - Paredes *
- 3) Narrative of the Life of Frederick Douglass — Douglass *
- 4) *In Our Time*

Contemporary Issues

- 1) *Soldier's Story*
- 2) *Connections* - Contemporary Young Adult Short Stories
- 3) *Children of the River*
- 4) *A Raisin in the Sun* (play)
- 5) *Farewell to Manzanar* *

Education

- 1) *Hunger of Memory* (selection) - Rodriguez
- 2) *Barrio Boy* (selection) - Galanza *
- 3) *Kaffir Boy* (selection) - Mathabane *
- 4) *Power of One* - Courtenay

Survival

- 1) *The Canyon*
- 2) *Walkabout* - Marshall
- 3) *River Runs Out of Eden* - Marshall
- 4) *Night to Remember* - Lord
- 5) *When Heaven and Earth Changed Places* - Hayslip

The World of Nature

- 1) Selection from *Jaws*
- 2) "Life and Death of a Western Gladiator"
- 3) "Leiningen versus the Ants"

Literary Analysis

- Distinguish plot from theme
- Distinguish literal meaning from implied meaning
- Recognize symbolism
- Recognize clues contained in elements such as titles, symbols, names, and actions

Composition

- Continue the San Rafael High School writing sequence - thesis statement, topic sentence, concrete detail, and commentary
- Writing process: prewriting, drafting, editing, revising, and proofreading
- Use of the Computer Lab
- Timed writing - practice for Writing Competency Test
- Sense of audience / appropriate language

Language - The study of language is closely related to the student's composition work.

- Common usage errors
- Spelling
- Punctuation/Capitalization

Vocabulary - The study of vocabulary is linked to the composition and language aspects of the curriculum.

- Vocabulary as a part of the study of literature
- Introduction of new vocabulary through appropriate exercises, such as Warriners Level 5 or Wordly Wise Level 6 (A Warriners Level 5 or Wordly Wise Level 6)
- Dictionary and Thesaurus
- Specialized vocabulary such as: legal terms, political terms, employment application terms, insurance terms, banking terms

Listening and Speaking

- Oral presentations both individual and group
- Speaking effectively
- Class discussions
- Qualities of a responsive and respectful audience both in the class and in the auditorium
- Reading aloud in class

Library and Technology Skills

- Review: Infotrack, Reader's Guide, Reference section of library, Microfiche
- Computer Lab

Information Gathering

- Identifying and limiting a topic
- Gathering information from appropriate sources in the library such as: Infotrac, periodicals, encyclopedias
- Reporting the information in the form required

Applied Communications

Gathering and Using Information in the Workplace - Describe communication skills needed for identifying information needs in the workplace. Explore strategies for locating, gathering, reviewing, and synthesizing information on the job.

Module #2 - Illustrate examples from a hair salon and a construction site.

Using Problem-Solving Strategies - Introduce systematic strategies for solving problems in the workplace.

Module #3 - Demonstrate examples of strategies in action at a dairy farm and a sports therapy clinic

Following and Giving Directions - Introduce strategies for following and giving effective oral and written directions.

Module #7 - Demonstrate techniques being used at a construction site and a commercial greenhouse.

Communicating with Supervisors - Investigate exchanging information, requesting information, and presenting problems.

Module #8 - Show discussions with supervisors and employees, and examples from a dental lab

Communicating with Clients and customers - Review many aspects of communication with three clients and customers. Investigate how to identify and interpret nonverbal communication and how to respond to anger or dissatisfaction.

Module #10 - Illustrate examples from an automobile showroom and a childcare center.

Making and Responding to Requests - Explore types of requests found in the workplace and techniques for responding to and making them.

Module #11 - Observe examples of communication situations at a construction site and a law office.

Upgrading, Retraining, and Changing Jobs - Explore the communication skills needed to gather information about job and training opportunities.

Module #12 - Examine examples of how and why workers make decisions about upgrading, retraining, and changing jobs.

Improving the Quality of Communication - Introduce competition, technology, and the international marketplace.

Module #13 - Illustrate examples of workers at a fictional company and a B.F. Goodrich plant.

Student Outcomes – Sequence B

Literature Background - Because Sequence B is developed thematically and will incorporate a variety of literature in each thematic unit, student outcomes are listed in general and not linked to specific genres.

- Know the various types of literature.
- Understand the importance of literature in appreciating the diversity of cultures represented in literature of the world.
- Acquire knowledge of basic literary terms.
- Recognize the common themes found in literature representing a variety of cultures.

Literature/Literary Analysis

- Be able to understand plot, setting, theme, character, and point of view.
- Understand the difference between the author and the narrator.
- Recognize values from the past and use those values to compare/contrast with present day values.
- Analyze poems by identifying subject.
Recognize figurative language in poems.
- Understand the importance of setting, physical description, and dialogue in plays.
- Understand the difference between fiction and non-fiction.

Composition

- Be able to use thesis statement, topic sentence, concrete detail, and commentary in writing.
- Follow process of pre-writing, drafting, editing, proofreading, and revision.
- Sharpen proofreading and editing skills by the use of the Computer Lab.
- Enable student to pass Writing Competency successfully.
- Use appropriate language for audience being addressed.

Language

- Recognize common usage errors found in their writing.
- Master frequently used but often misspelled words.
- Be able to punctuate and capitalize correctly.

Vocabulary

- Expand vocabulary by learning new words found in literature.
- Expand vocabulary by learning new words found in selected Vocabulary Program.
- Become familiar with specialized vocabulary such as that used in legal documents, employment applications, insurance and banking forms.

Listening and Speaking

- Make brief individual presentations
- Participate in group presentations
- Read aloud

- Follow oral directions
- Be a responsive and respectful member of an audience

Library and Technology Skills

- Use Library resources
- Use the computer lab for word processing

Information Gathering

- Be able to select and narrow a topic
- Be able to get information from appropriate sources such as the library
- Be able to access information in the library
- Be able to report the information in the form required

Applied Communications

- Gathering and Using Information in the Workplace
 - Identify and locate appropriate written and oral sources of information.
 - Evaluate and select relevant sources of information using criteria such as reliability and accessibility.
 - Adjust reading strategy depending upon the purpose for reading and materials being read.
 - Summarize information in the form of notes or oral summaries.
 - Produce written requests for information.
- Using Problem-Solving Strategies
 - Describe characteristics of effective problem solving.
 - Gather and analyze information from print and non print sources.
 - Ask relevant questions to obtain information.
 - Distinguish fact from opinion.
 - Analyze cause and effect.
 - Examine alternatives.
 - Evaluate and propose solutions.
 - Participate in problem solving groups.
- Following and Giving Directions
 - Identify the characteristics of effective directions.
 - Plan, check and clarify when giving or receiving oral directions.
 - Preview, read for detail and review when following written directions.
 - Plan directions for specific audience, draft, test, revise, proofread when creating written directions.
- Communicating with Supervisors
 - Compare and contrast communication with supervisors and fellow employees.
 - Describe barriers to effective communication with supervisors.
 - Restate and paraphrase oral and written communication to confirm understanding.
 - Compose correspondence, descriptions, explanations.
 - Write summaries of processes, procedures, and events.
 - Use appropriate nonverbal communication skills.

- Communicating with Clients and Customers
 - Listen actively and speak courteously to clients and customers.
 - Identify and interpret nonverbal cues from clients and customers.
 - Describe products and services.
 - Problem-solve customer problems or complaints.
 - Respond to customer/client complaints orally and in writing.
- Making and Responding to Requests
 - Analyze requests.
 - Use clear, concise language to identify needs and problems.
 - Restate and paraphrase oral and written requests to confirm one understands.
 - Compose requests, descriptions, and explanations.
 - Write summaries or processes, procedures, and events.
 - Use appropriate non-verbal communication skills.
- Upgrading, Retraining, Changing Jobs
 - Assess personal on-the-job communications skills.
 - Describe the impact of communication skills on job success.
 - Gather information to keep up to date in an occupation area by reading professional journals, identifying professional organizations, identifying in-service, training courses.
 - Use documents such as procedure, technical or policies manuals to develop and refine job skills.
 - Identify and contact local or regional resources for upgrading, retraining, or changing jobs.
- Improving the Quality of Communication
 - Identify characteristics that make written communication effective.
 - Identify characteristics that make oral communication effective.
 - Ask relevant questions to clarify oral or written communication.
 - Evaluate the effect of inaccurate or incomplete data upon communication.
 - Read and understand complex documents.
 - Compose unified and coherent correspondence, directions, descriptions, explanations and reports.
 - Participate in formal and informal group discussions and problem solving.
 - Recognize nonverbal cues that influence the meaning of oral communication.

Skills to be Mastered – Sequence B

Learning English creates many opportunities for students to grow and change. Our English program seeks to develop a student who can do the following:

- Understand that a variety of themes occurs in literature and recognize these themes in the literature of the countries and cultures of the world.
- Become aware of the different genres of literature contained within the thematic approach.
- Become better readers.
Write with clarity and organization.
- Recognize figurative language.
- Become familiar with basic literary terminology.
- Speak and interact with thought, sensitivity, and understanding.

- Recognize and learn how to correct basic grammar errors.
- Become familiar with reference resources in the San Rafael High School Library.
- Use Computer Lab for writing and editing.
- Become familiar with Sequence B Reading and Writing Skills in the Workplace.

Instructional Strategies:

San Rafael High School English teachers utilize a wide variety of teaching techniques. The Instructional Strategies for Sequence A and Sequence B are the same. Teachers exercise professional judgment in selecting appropriate instructional strategies, basing their selection of such factors as:

- Topic being studied
- Mix and number of students in a class
- Time constraints
- Availability of equipment and materials
- Background, experience, and preferences of the teacher.

Within the English Department all of the following instructional strategies might be used during the course of the year:

- Guided discussion
- Lecture
- Small group activities
- Cooperative learning
- In-class writing exercises, such as:
 - Quick-writes
 - Learning logs, reading logs
 - Paired writing
 - Journals
 - Timed writing
- Outside of class writing assignments, such as:
 - Literary analysis
 - Personal narrative
 - Poetry
 - Creative response
- Teacher-made or duplicated materials, such as:
 - Excerpts from selected literature and documents
 - Newspaper and magazine articles
 - Study guides
 - Worksheets
- Supervised independent work during class
- Student presentations, either oral or written
 - Individual
 - Group
- Examinations, written and oral, objective and subjective
- Audiovisual materials such as film, video, laser disk, slides, music
- Debates

- Dramatic readings
- Individual assistance during Study Hall or other non-class time
- Library exercises
- Outside speakers
- Computer assisted instruction
- Classroom theater: reading or acting plays
- Literature based art projects
- Book reviews
- Class field trips (when funds are available)
- Multimedia presentations

Assessment Strategies:

A variety of assessment strategies will be used to assess student progress. The selection will depend upon the professional judgment of each teacher. Teachers will consider the particular subject, desired student outcomes, instructional strategies used, and the mix and number of students in the class. The Assessment Strategies for Sequence A and Sequence B are the same.

- Written examinations
 - Essay questions requiring the logical organization of material and drawing conclusions
 - Short answer questions requiring the recall and analysis of material or information
 - Interpretation of selected reading material
- Objective tests - Multiple choice, true-false, and fill-in requiring the recall of information or the application of knowledge or idea
- Written essays, both in-class and take home
- Periodic quizzes - both announced and unannounced
- Projects - Individual or group, culminating in a written report
- Collaborative efforts culminating in an oral report
- Evaluation of individual student's contributions to the general atmosphere and welfare of the class.

Instructional Materials

Textbook Core Reading

McDougal Littell - *Multicultural Perspectives - Responding to Literature*

Supplementary Texts

Teachers teaching the Sequence B curriculum must check the Sequence A Materials lists before teaching any books not listed below to avoid using a book that is designated for Sequence A.

A Raisin in the Sun - Hansberry

Childhood's End - Clarke

Children of the River- Crew

Joy Luck Club - Tan

Love Medicine - Erdrich
Night to Remember - Lord
One Flew Over the Cuckoo's Nest - Kesey
Power of One - Courtenay
River Ran Out of Eden - Marshall
Soldier's Story
The Canyon
The Metamorphosis - Kafka
A River Runs Through It - McLean
Visions - Short Stories for Young Adults - edited Gallo
Walkabout - Marshall
When Heaven and Earth Changed Places - Hayslip
Z for Zacharia - O'Brien