El Monte Union High School District

September 18, 2008

Course Outline

High School District

Title: English 4 Lab _			This course meets graduation requirements		
Transitional*(Eng. Dept. Only) Sheltered (SDAIE)*Bilingual* AP**Honors** Department:English		J	•		
Grade Level (s):	12	()			
Year of State Framework	rk Adoption <u>1987</u>				

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

Media presentations, if time permits, to support core readings include, but not limited to:

Hamlet

All Quiet on the Western Front

Macbeth

McDougal Littell Language Network

Holt Progress Assessment Materials

Writing, Listening and Speaking

Reading, Vocabulary and Literature

8. Objectives of Course; (Including Projects, Activities & Duration of Units); References to State Frameworks; Student Performance Standards; Evaluation/Assessment/Rubrics; Minimal Attainment for Student to Pass

Objectives of the course: Extend the English 4P curriculum so that students are able to access proficiency in reading and writing

Students will receive support to master the California English Content Standards with an emphasis on developing writing skills and achieving a C or better in their core English course.

Students will write and speak with a command of standard English conventions.

Students will produce persuasive, expository, analytical, narrative, and technical writings.

Students will write coherent and focused essays that convey a defined perspective and reasoned argument. The writings will reflect an understanding of audience and purpose.

Unit detail including projects and activities including duration of units (pacing plan):

The basic weekly activity component will consist of completing the regular senior curriculum. In addition to those requirements, the Lab portion of the class will consist of a regimented schedule of reading, and various activities designed to foster development in English language. The first semester will take place with a weekly schedule that is consistent and tightly structured. Each day will provide a reading duration of about twenty minutes. On each of those days students should be given five minutes to find all materials and do any changing of their books. With the remaining twenty minutes of class, students will do some type of linguistic activity each day of the week. Each day of the week should also find students responding to their reading in their journals. This will help students learn the basic principles of story development and learn to track those elements in their stories.

Schedules for individual teachers may vary but should consist of the basic categories: Reading Strategies; Writing Conventions; Grammar Exercises; Essay Development; Vocabulary Development. Under these categories teachers can use sound research based techniques and devices to enhance student learning. In addition to this weekly schedule students will also be reading two and a half hours for homework a week. This reading assignment is verified with a parent sign off sheet, whereby parents provide with a phone

As the year advances, students read books in small groups and have book discussions. This process teaches them how to speak orally about the books they read. Students complete various literary projects when they complete books, and all books that they finish get recorded so we can monitor the amount of pages read. As the second semester begins, students will start to feel more comfortable with each other and various supplemental activities will be inserted into the curriculum. Activities can be, but are not limited to:

Homework / class work / participation (attendance) Writing assignments Other assignments and assessments Essays with rubric