

El Monte Union High School District

Course Outline

September 18, 2008

High School _____ District _____

Title: English 3 Lab

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: English

Grade Level (s): 11

Semester _____ Year X

Year of State Framework Adoption 1987

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

Department/Cluster Approval	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): Any combination of two of the following: 10th grade ELA CST score below 325; D or F in English 2P; Non passing score on CAHSEE; SRI Lexile measure less than 1085.

2. Short description of course which may also be used in the registration manual:

English 3 Lab is designed to continue the development of student skills in reading and writing and serves as a reinforcement class for English 3P. The class is based on the California State Content Standards for (11th/12th grade) English Language Arts.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):

- Academic Achievers: Students will further develop reading and writing skills.
- Critical Thinkers: Students will use critical thinking skills in their reading analysis and their writing assignments.
- Technology Competent Users: Students will use technology to research topics and create essays.
- Ethical, Respectful Individuals: Students will be respectful while working in diverse collaborative groups.
- Active Community Participants: Students will develop skills that will increase their ability to participate in the community.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

- Study skills and Cornell notes will be emphasized.
- RESEARCH BASED strategies and activities will take place to assist students in learning about the ways they best learn (STRP strategies, AVID, Write Path, Marzano strategies).
- Prior knowledge will be used to connect existing knowledge with knowledge to be learned.
- Vocabulary development will be emphasized.
- Graphic organizers such as pictures, realia, and audiotapes will be utilized during instruction in order to provide various learning modalities for the students.

5. Describe the interdepartmental articulation process for this course:

Interdepartmental articulation is on-going and driven by a common need to improve literacy skills school-wide. English 3 Lab is particular aligned with U.S. History in the Social Studies Department. Many units in this course coincide with material covered in U.S. History so both departments try to work together in order to help students connect the materials presented in both classes. American Literature also utilizes skills taught in the Business Department such as word processing.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students will be made aware that the skills taught and practiced in this course are crucial in the work force in all careers. Setting career goals and creating educational plans will be discussed and addressed in various assignments.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

Holt *Literature and Language Arts* Fifth Course

Holt *Handbook* Fifth Course

or

Prentice Hall *Literature*

Readings may include, but are not limited to, the following:

The Crucible

The Great Gatsby

The Catcher in the Rye

The Adventures of Huckleberry Finn

Of Mice and Men

Death of a Salesman

B. Supplemental Materials and Resources:

Holt Interactive Reader *Literature and Language Arts* Fifth Course

Prentice Hall *Literature* support materials

Materials from *Next Step in Writing*

CAHSEE support materials

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

Media presentations to support core readings may be used if time permits:

The Crucible *The Adventures of Huckleberry Finn* *The Great Gatsby*
Of Mice and Men *Death of a Salesman*

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 3P 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 junior 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 teachers' with a phone number to contact them to make sure they are monitoring their student's progress.

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:

- College preparedness activities
- Watching and responding to one movie related to school success
(*Dead Poet's Society, Hoop Dreams, Stand and Deliver, Rudy*, etc)
- Note taking activities
- Book circles
- Projects based on their reading
- Vocabulary development games.

Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used.

All standards can be found in the junior English text and are outlined in the EMUHSD *Curricular Map* for English 3P with a more comprehensive description in the EMUHSD *Power Standards – Unwrapped* document.

Student performance standards:

Students will participate in class discussions, complete classroom assignments, home assignments, and assessments. The following is the grading scale used for overall performance:

- 90 - 100% - A
- 80 - 89% - B
- 70 - 79% - C
- 60 - 69% - D
- Below 60% - F

Since the purpose of the lab course is to reinforce the English core course and is designed as an extension of the core course, the grade the student receives in the Lab course and the English core course should not vary by more than one LETTER grade as these courses are taught by the same teacher (lab and core course).

Evaluation/assessment/rubrics

Participation, reading logs, assignments, CFBA's scores from the core class, and essays will be used for assessment purposes in the lab.

In addition, 5 required assignments that must include:

- Autobiographical Narrative
- Persuasive Essay
- Compare and Contrast
- Research Report
- Historical Investigation

All writing will use the Holt rubric for assessment

Include minimal attainment for student to pass course

Students must attain an average of 60% in all coursework, and must pass the English 3 class in order to receive a passing grade in the Lab. The Lab grade and the English core course grade should not vary by more than one LETTER grade. Each of the following account for 25% of the grade:

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