

<b>Course Title: CAHSEE ENGLISH</b>	<b>Course Description</b>
<p><b>Course No.</b> 4114                      <b>Grade level:</b> 9-12</p> <p><b>Text and Resources:</b>  <i>Meeting the California Challenge: Instruction and Practice for High School Students on the California English-Language Arts Content Standards</i>; Globe Fearon Ongoing tutorial classes are available for all students at risk of not passing the CAHSEE. Mandatory tutorial for students at risk of not passing the CAHSEE.</p> <p><b>Course Content: Key Content Standards and Course Objectives</b></p>	<p><b>Course Value:</b> *One Semester</p> <p><b>Credit Value:</b> 1 - 5</p>
<p><b>The following objectives are based on the Grade 9-10 English-language Arts Standards:</b></p> <ol style="list-style-type: none"> <li><b>Vocabulary and Concept Development:</b> Identify and use the literal and figurative meanings of words and understand word derivation (1.1), distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words (1.2).</li> <li><b>Reading Comprehension:</b> Analyze both the structure and format of functional workplace documents (2.1), prepare a bibliography of reference materials (2.2), generate relevant questions about readings (2.3), synthesize the content from several sources, evaluate the credibility of an author's argument or defense of a claim (2.4), extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration (2.5).</li> <li><b>Literary Response and Analysis:</b> Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (3.1), analyze interactions between main and subordinate characters in a literary text (3.3), determine characters' traits by what the characters say (3.4), compare works that express a universal theme (3.5), analyze and trace an author's development of time and sequence (3.5), recognize and understand the significance of various literary devices (3.7), explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text (3.9).</li> <li><b>Writing Strategies:</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject (1.1), use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice (1.2), use clear research questions and suitable research methods (1.3), integrate quotations and citations into a written text (1.6), revise writing to improve the logic and coherence of the organization and controlling perspective (1.9).</li> <li><b>Writing Applications:</b> Write biographical narratives (2.1), write responses to literature (2.2), write expository compositions, including analytical essays and research reports (2.3), write persuasive compositions, write technical documents (2.6).</li> <li><b>Written and Oral English Language Conventions:</b> Identify and correctly use clauses (1.1), demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure diction, and syntax (1.2), reflect appropriate manuscript requirements (1.2-1.4).</li> </ol>	<p>This course will focus on meeting the California content standards in language arts. Students will develop skills in word analysis; fluency and vocabulary development; reading comprehension; literary response and analysis; writing strategies; writing applications; and English Language conventions.</p> <p>*Open entry/open exit</p>
<p><b>Methods of Study</b></p> <ol style="list-style-type: none"> <li>Students will complete all activities assigned.</li> <li>Students will participate in discussion with other class members and/or teacher.</li> </ol>	<p><b>Evaluation of Performance Standards</b></p> <ol style="list-style-type: none"> <li>Students will complete all assignments with a minimum of 70% accuracy.</li> <li>The supervising teacher will be satisfied with the quality of the student's work.</li> <li>The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> </ol>

