

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline English CAHSEE and Skill Building

Date: May 2006

Subject Area: English

Grade Level: 11-12

Course Length: Semester

Grading: A-F

Number of credits: 5 Elective

Prerequisites: Score <350 English portion of CAHSEE

COURSE DESCRIPTION:

The CAHSEE English and Skill Building course is an elective course designed to provide remedial instruction to students who have failed the California High School Exit Exam in English. It does not replace grade-level English; instead, students are offered reading and writing instruction designed specifically for success on the CAHSEE, test-taking strategies, and review of below grade level standards in a structured, focused environment. Because state funds provide for students who have not passed the exam, the class will run at a ratio of approximately 24 to 1.

GOALS/PURPOSES:

The goal of this course is to give students every opportunity to pass the CAHSEE. With intensive instruction in reading, writing and test-taking strategies, students will also begin developing the skills that will make them more successful in their grade-level English courses and other content areas.

STUDENT READING COMPONENT:

Students will read a variety of informational texts, short content-area passages, short stories and poems designed to increase fluency and comprehension. They will be asked to analyze prose and poetry for rhetorical strategies, analyze sentences for grammatical structures, and answer questions structured as they would appear on the CAHSEE.

STUDENT WRITING COMPONENT:

Students will write a variety of essays with direct instruction on proper essay format with an introduction, body and conclusion, how to develop a thesis, evidence, and commentary, and how to express thoughts in a systematic, logical fashion. Students will write narratives, persuasive compositions, responses to literature, and business letters. All writing will be focused on the released questions from the CAHSEE.

STUDENT ORAL COMPONENT:

Students will speak informally as they read and take notes for each lesson. The class is designed for students to read silently, synthesize information, and then take notes driven by this class discussion. All students will be expected to participate.

DETAILED UNITS OF INSTRUCTION:

Unit One – Informational Texts

Students will work on daily timed readings, comprehension questions, and grammatical patterns. Focus on vocabulary development, denotative versus connotative meanings, informational texts, and writing business letters.

Unit Two – Expository Writing

Students will work on daily timed readings, comprehension questions, and grammatical patterns. Focus on informational texts, preparing a bibliography, and writing expository compositions.

Unit Three – Responding to Literature

Students will work on daily timed readings, comprehension questions, and grammatical patterns. Focus on fiction, character relationships and development, literary elements, identifying historical significance of fiction, and writing responses to literature.

Unit Four – Research and Persuasive Composition

Students will work on daily timed readings, comprehension questions, and grammatical patterns. Focus on research methods, using research in persuasive arguments, and writing persuasive essays.

Unit Five – Grammatical Structures

Students will work on daily timed readings, comprehension questions, and grammatical patterns. Focus on correcting common grammatical errors, writing more sophisticated sentences, word choice, and syntax.

Unit Six – Individual Student Needs

Students will work on daily timed readings, comprehension questions, and grammatical patterns. Focus on needs of students who will work on teacher-chosen lessons, specially designed for each individual student's areas that need remediation.

Texts used are: Globe-Fearon: Meeting the California Challenge, Holt: Daily Language Activities, Holt: Interactive Reader, 5th Course, Jamestown Publishers: Timed Readings, SCOE: Preparing for the Writing Test, Jamestown Publishers: Six-Way Paragraphs in the Content Areas

See Addendum for specific Lessons/Standards addressed.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR THE FCUSD EXIT EXAMS:

In Writing, Reading, and Language Arts

LAB FEE:

None

SUBJECT AREA STANDARDS TO BE ADDRESSED:

See Detailed Units of Instruction

DISTRICT ESLR'S TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** who read and write independently, gaining confidence in their abilities to think on their own and synthesize information from a variety of sources, realizing that independent learning is a lifelong tool for success in the classroom and beyond.
- **Effective Communicators:** who are able to relate information in a logical, organized fashion.
- **Quality Producers/Performers:** who take pride in all assignments and realize the value of creating an error-free product that is original in substance.
- **Constructive Thinkers:** who reflect on their reading and writing to enhance the outcomes of their work. Students engage in higher level thinking activities, such as analysis of characters and synthesis of a number of resources into a final written product.
- **Collaborative Workers:** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as essays or analysis of literature.
- **Responsible Citizens:** who are prepared to contribute to our democracy in positive ways. Through their interpretation of literature, students gain an understanding of the responsibility, honor and integrity that is essential to become a functioning member of our society.