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ABSTRACT

This curriculum guide for Indio High School (California) describes a phased-elective English curriculum designed to meet the basic needs of high school students with more flexibility than traditional programs offer. The guide contains a list of courses divided to correspond to each of the eight phases in the English program. Each course in the guide is described in terms of (1) a time limit (six weeks or two semesters); (2) intended grade level, if any (usually nongraded); (3) course objectives; (4) instructional materials; and (5) methods of evaluation. Some of the courses described in this curriculum guide include filmmaking, composition, literature (consumer literature and literature for lovers), technical writing and vocational skills, and several elective courses on basic skills. (RB)

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DESERT SANDS UNIFIED SCHOOL DISTRICT

INDIO HIGH SCHOOL

English Curriculum - 1972-1973

PHASE PROGRAM

What's Your Life
Style?

**Approved by Curriculum Council
February 17, 1972**

**Adopted by Board of Education
March 14, 1972**

BOOK NO. 22

CS 201 900

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INDIO HIGH SCHOOL

English Curriculum 1972-73

Phase Program

Beginning in the Fall of 1972, all incoming Freshmen will be placed in one of eight Phased courses as determined by their scores on the Deny Test. This new Phase curriculum has been designed to meet the basic English skills needs of the students more adequately and with more flexibility than the traditional courses have done, for a student now will be placed at a level where his particular skill weaknesses will receive concentrated attention. When the student and teacher believe that the student is ready to proceed to the next Phase, the student will take the hurdle examination. When the student completes the hurdle, he is passed on to the next Phase. A student may remain in Phases I-IV until he completes the Phase skill. He will receive credit for the Phase, if he completes the hurdles exam. Special consideration for credit will be given to students who do not pass the hurdle requirement but continue to show improvement, or have a physical handicap, or have an emotional handicap. The Phase program will enable the teacher to isolate a particular reading problem at an early age and thus enable him to refer the student to the many specialists available to the district. More capable students, who already possess the skills of the earlier Phases, may move at their own pace to the advanced Phases or to the Selective classes. However, all students must accrue a minimum of 30 units in the Phase-Elective program in order to meet the English Department requirements for graduation. There will be 12 vocational electives open to students who complete Phase V, and there will be 18 electives open to students who complete Phase VIII.

READING - SKILLS LABORATORY - PHASES II, III, IV

The basic purpose for a reading - skills laboratory is to provide individualized programs for each student based on his ability to succeed and to meet his particular needs and weaknesses.

Each student will be interviewed privately at the beginning of the program and periodically to evaluate his progress and assign new short-term work contracts.

The student will be responsible for accomplishing all the work assigned to his contract within the required time limit.

There will be two full time reading teachers with an extra reading and English consultant available to help each student when he needs help.

The student will advance as fast as he is capable and willing. He will be evaluated periodically using a battery of reading and English tests.

A Nongraded Phase-Selective English Curriculum

Even though some course titles may appear familiar, the Phase-Selective courses in format, content and approach are distinctly different from traditional courses.

The following is a list of courses which are available to the students of Indio High School for the 1972-1973 year.

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Phase IV	11
Phase V A	15
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English Courses 1972-73

VOCATIONAL ELECTIVES

1. Principles of Spelling	9 Weeks	35
2. Principles of Vocabulary	9 Weeks	39
3. Man, Fate and Survival	9 Weeks	41
4. Rock Poetry and The Romantics	9 Weeks	45
5. Greek-Norse Mythology	9 Weeks	49
6. American Folklore-Literature	9 Weeks	53
7. Consumer English	1 Semester	57
8. Technical-Vocational English	1 Semester	63
9. Mexican-American Authors	9 Weeks	67
10. Afro-American Authors	9 Weeks	71
11. Imaginative Literature	1 Semester	75
12. Business English	Please refer to Business Dept.	

SELECTIVE ELECTIVES

1. American Novel	1 Semester	79
2. Literature for Lovers	1 Semester	83
3. Twentieth Century Drama	1 Semester	89
4. Logic and Semantics	1 Semester	93
5. Humor, Satire Parody	1 Semester	99
6. Shakespeare	1 Semester	103

A Nongraded Phase-Elective English Curriculum (Con't.)

7. The Bible as Literature	2 Semesters	107
8. Supernatural Literature	1 Semester	113
9. World Literature	2 Semesters	117
10. Creative Writing	1 Semester	121
11. The Essay	1 Semester	125
12. English III MCL	2 Semesters	129
13. Honors English	2 Semesters	133
14. Annual	2 Semesters	137
15. Journalism	2 Semesters	139

SENIOR ELECTIVES

1. Filmmaking	1 Semester	147
2. English IV	2 Semesters	159
3. English IV MCL	2 Semesters	163
4. English Advanced Placement	2 Semesters	165
5. Humanities	2 Semesters	167

SPECIAL ENGLISH DEPARTMENT COMMITTEE ASSIGNMENTS

Phase I Mr. Harlan Walker

Phase II-IV Mr. James Kiser

Phase V A-3 Mrs. Beverly Knowles

Phase V. A-B Mrs. Eva Somers

Phase VII Miss Elaine Sable

Phase VIII Mrs. Doris Miller

Vocational Electives Co-ordinator Mr. William Frost

Pass-Fail Co-ordinator - Mr. James Weber

Selective Literature Electives - Mrs. Alice Shope

Selective Language and Writing Electives - Mrs. Flora Simay

Independent Study Co-ordinator - Mrs. Rose Wachter

Publications Co-ordinator - Mr. Lawrence Weishart

Media Co-ordinator - Mr. William Frost

Phase-Elective Co-ordinator - Mr. Raymond Hill

INDIO HIGH SCHOOL

ENGLISH CURRICULUM

The English Department of Indio High School has become dissatisfied with the basic educational assumptions underlying the present curriculum. The department feels that the present curriculum is geared to the college-bound student, excessively subject matter oriented, too constrictive for both the student and teacher, and extremely unrealistic in educating students for life. Discontent provoked the teachers to self-examination and research.

Research showed us that our traditional English curriculum is generally operating on archaic educational principles. The grade level structure, for example, was instituted in Medieval Germany. The English curriculum of most high schools, including Indio, is basically the same as the one outlined by the NEA's Committee on Uniform College Entrance Requirements before the turn of the century. Both teachers and students suffer under the current system, rather than being able to utilize their special abilities to teach "everything". With a curriculum designed for their grandparents the students understandably are bored and apathetic. Since their individual needs and interests are neglected, they perceive little or no significance in learning English. For example, students, who are reading far below grade level, are asked to read Robert's Grammar, Great Expectations and Silas Marner.

Disturbed by these observations, the English Department of Indio High School began a study of concepts and Curriculum which promised a more firm foundation for the teaching of English. The department examined various imaginative innovations in such high schools as Agoura High School in Agoura, California; Burlingame High School in Burlingame, California; Camelback High School in Phoenix, Arizona; and Trenton High School in Trenton, Michigan. At our meetings, questions such as: "Why doesn't Johnny bring paper and pencil to class?" were raised. Possible answers to these questions were advocated, scrutinized, argued, and agreed upon. Electing, phasing and nongrading all appeared to be useful concepts. Thus, in December of 1971, a proposal for nongraded, phase-elective English curriculum was drafted by the Indio High School English Department and steps were taken to implement the program.

Indio High School
English Curriculum

Definition of "Completion" and "Fail"

In the phase program, two new concepts must be clearly understood (and should be explained carefully to students) in relation to student assessment. Students who attempt hurdle examination may be said to have "completed" the hurdle examination satisfactorily or to have "not completed" the hurdle and thus be eligible for a retake. Similarly, a student may have completed or not completed the phase class at the end of the semester. If he has not completed all the hurdle requirements, he may remain in the same phase class.

Pass-Fail

During the 1972-1973 school year Indio High School will launch a system of Pass-Fail which will be available to certain students on a limited basis. Teachers are reminded that this will necessitate a double standard of evaluation in the classroom which should be clearly understood by the students in the program. Teachers who use the Pass-Fail system will be required to file a Pass-Fail form with co-ordinator of Pass-Fail, J.M. Weber.

Nongrading

Nongrading means that freshman, sophomores, juniors, and seniors may be enrolled in any course since courses are not designated as 9th, 10th 11th or 12th grade English. The rationale for nongrading is that, in any given student body, the linguistic and literary sophistication of students at different grade levels will not only vary but also overlap. According to Dr. B. Frank Brown, "The dispersal of achievement among students in a tenth grade class in English will range from grade three through thirteen, which is the first year in college."¹ In fact, it is not uncommon to find freshmen who perform as well or better than many seniors.

The concept of nongrading is not entirely new. It has existed in other high school departments for a number of years. For example, sophomores, juniors, and seniors may be enrolled in foreign language, mathematics, and science courses. In most high schools, English is the only rigidly graded subject.

¹Brown, B. Frank. The Nongraded High School. Englewood Cliffs New Jersey: Prentice Hall, 1963.

The grade level system in English is unrealistic. It falsely implies that it is possible to build in a logical sequence of meaningful learning experiences through the grade levels. In some curricula, for example, American Literature is presented in the 11th grade with English Literature in the 12th grade, while in others it is just the opposite. It would appear that in either case the sequence is not really imperative even though the two curricula operate under that assumption. (There have been cases of Indian students, for example, who have failed 9th grade English, enrolled in 9th and 10th grade English concurrently the following year and finished that year by passing 10th grade. 10th grade could not have been passed unless the concepts in 9th grade had been mastered.) It was clear that this was not true. By making courses available to students through nongrading, the students are freed from the lockstep of grade levels and tracks and can take combinations of courses which more realistically meet their interests, abilities and needs.

Electing

The nongrading and phasing of courses, however, does not necessarily eliminate two stifling characteristics of the traditional English curriculum--the rigidity and repetitiousness of the subject matter approach. Prescription frequently implies that all students--no matter what their interests, abilities or needs--must be exposed to Shakespeare, must be taught to write competent essays, must be able to identify parts of speech and parts of sentences in order to survive in our society or to become humane. The prescribed English curriculum is an anachronism of the aristocratic past when one of the symbolic traits of the upper class was a formal education. Secondly, a misconception seems to prevail among many English teachers that this prescription is a preparation for college. APEX research states that college professors do not agree as to what incoming freshmen should know about English. The closest they could come to any agreement was that students should have a love for reading, be able to write competently and think creatively.

Each student knows better than anyone else what his interests and needs are and will, with some guidance and assistance from teachers and counselors, choose courses wisely. In the Phase Elective Program, the student assumes a greater responsibility for his education because he is involved in selecting his courses. Consequently, he is motivated more to learn because he is given the psychological and real freedom to elect courses.

The Phase Elective Program has eliminated much of the monotonous repetition of the traditional English curriculum with 9 week and semester courses. Each course is designed to focus on one major purpose but within each course are consciously planned learning experiences in reading, writing, speaking, thinking and listening. Thus, regardless of what combination of courses a student might choose, he is helped to grow in each of the basic language skills. For example, although composition techniques are not formally taught

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in humanities, activities such as keeping a journal and writing and illustrating an original magazine are part of the course. In creative writing, students read and analyze literature as well as write their own short stories and poems. Making movies involves much reading of plays and books dealing with the theatre as well as the writing of scripts in addition to the obvious making of films.

Providing electives, however, is not sufficient. To chop up the old English into semester courses would have been simply to package English into pretty, colorful gift boxes which would fascinate students at first but disillusion them when they discovered that English was the same old stuff.

SUBJECT: Phase I
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Assigned by recommendation
TIME FRAME: I semester or as needed

GOALS	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
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To keep potential dropouts in school.

Participates in classroom discussion in a democratic manner (observes conventional courtesies in speaking and listening.)

Teacher observation of individuals in group situations.

To involve students in positive creative outlets.

Accepts responsibilities as required by teachers (comes to class prepared accepts and completes tasks.)

Teacher evaluation based upon individualized student-teacher contacts.

To enhance the student's concept of self.

To help students to interact with others in a positive manner.

Builds proficiency in communication skills as determined by prescription.

Pretest; Basic English Skills Test, Reading Test; prescription according to individual needs. Post test based upon needs fulfillment.

To motivate students to accept the challenge of normal phase programs.

Indicates by words and actions his desire to proceed to his appropriate phase level.

Teacher evaluation based upon student-teacher conferences classroom participation, and student's acceptance of class related responsibilities.

PROGRAM DESCRIPTION

TIME FRAME
Where applicable

ACTIVITIES AND EXERCISES

Self-Awareness Unit

Who are you?
 What kind of a person do you want to be?

Classroom discussion based upon short stories, role playing, word associating games, films, and thought stimulating games. Keeping of personal journal consisting of items and thoughts which subject finds provocative; discussion of these items or thoughts.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Individual Prescription

Now that you know what kind of a person you are and what kind of a person you want to be, how do you do it?

Student self-evaluations, personality inventories; student-teacher conferences; standardized testing (usage, mechanics, etc.)

Commitment and Involvement

Personality profiles, involvement games, competition--individual and group, role playing..all supplemented with appropriate and motivational readings from selected texts.

Responsibility

Student work on fulfilling individual contracts based upon their needs as prescribed.

MATERIALS OF INSTRUCTION

Paperbacks: Flowers for Algernon
The Outsider
The Diary of Anne Frank
Charles
The Open Window
Impact Series
Shane
Raisin in the Sun
Troubleshooter Series

Films: Charlie
The Captains Courageous
Filmstrips:
The New Generation
The Generation Under 25
The Alienated Generation
Problems of Our Cities
A Generation on Drugs
Civil Disobedience

Magazines:
"Now Poetry"
"Read Magazine"
"Scope"

SUBJECT: Phase II
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Reading level 0.-3
TIME FRAME: Three weeks to one year

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Time	Knowledge - Skills - Attitudes	Instrumentation or Assessment

To master the SEQUENCE OF SENSORY-MOTOR SKILLS, AUDITORY MOTOR, VISUAL MOTOR. (Phase 0, Strand 5)

Identifies common sounds, objects, shapes, and sizes with above 80% correct.

Pretesting to determine a point for each student starting in Phase II program. S.R.A Power Builder lab and teacher testing.

To master the SEQUENCE OF CONCEPTUAL VOCABULARY. (Phase I, Strand 1)

Understands and uses descriptive words, specific field (area) vocabulary, topographical symbols or punctuation with an 85% average.

Pretesting on teacher-made tests to strengthen the advisability of placement on a predetermined test.

To master the SEQUENCE OF PERCEPTUAL VOCABULARY SKILLS. (word attack) (Phase I, Strand 2)

Understands decoding of words, recognizes and uses correctly the alphabet sounds, can distinguish syllable sounds having a 70% standard or student ability recognition for basis.

Post testing to evaluate the growth of each student in Phase II program.

To master SEQUENCE OF VOCABULARY SKILLS. (Phase II, Strand 2)

Recognizes and recalls word appropriate to class program and curriculum with a 90% comprehension.

Post testing for selection of student to be moved to Phase III.

To master SEQUENCE OF LOCATION AND STUDY SKILLS. (Phase 0, Strand 6-7)

Understanding use of Table of Contents, concentrates on a task while other students engage in different activities. Student need for individualism.

Evaluate the use of reading skills through the use of E.D.L. Labs, S.R.A. reading tests, Gray's Oral reading test. etc.

To master SEQUENCE OF ADAPTIVE READING SKILLS.

Phase II, Strand 5)

Adjust rate to purpose in 1) silent reading, 2) oral reading, 3) speaking approximately 70% of the time.

The attendance of a student shall be an integral part of the evaluation.

To move from Phase II to Phase III.

Read on or above 3.0 level in all fields of testing. The 3.0 level must be 100% achievement or goal.

Final post test or end of year test will be Triggs Battery of Diagnostic Testing.

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
<p><u>Orientation:</u> An introductory period on how the program works for the individual.</p>	<p>Not applicable as the student will be the determining factor of time needed.</p>	<p>S.R.A. Lab, Elementary, 11b and 111a 1964</p>
<p><u>Individual Analysis:</u> a) A contract is drawn for the individual student on his immediate needs and the fulfillment of such work to move to the next PHASE of the program. b) To provide a special opportunity for student to remedy and improve vocabulary reading skills, listening skills, and writing skills.</p>		<p>Educational Developmental Laboratories in Library Skills, Reading Skills. Rew Practice Readers, A, B, C.</p>
<p><u>Prescription:</u> Credit is extended upon satisfactory completion of contract. If unsatisfactory, the student remains in program until such time as work is satisfactory to student and teacher.</p>		<p>Writing stories or completing stories which have been introduced for students. Filmstrips on letter sounds Sullivan's Programmed Materials</p>

MATERIALS OF INSTRUCTION

Parker, Don H., Reading Laboratory, Multi-Level Series, Elementary, Science Research Asso., Inc., 1958
 Scholastic Magazines, Inc., Scholastic Scope, Scope Magazine, Inc. Published Weekly
 Stone, Clarence R., and Burton, Ardis Edwards, New Practice Readers, Book A, Webster Division, McGraw-Hill 1960
 Grover, Charles C., New Practice Readers, Book B, Webster Division, McGraw-Hill 1960
 Robinsen, H. Alan, Study Skills Laboratory, Library Series, (lettered) C,D,E,F,G,H, Educational Developmental Laboratory 1964
 Sullivan, M.W., Programmed Reading (books and tapes) Series I, II, III, IV, (K-12), Behavioral Research Laboratories, 1966.

SUBJECT: Phase II (Cont.)

MATERIALS OF INSTRUCTION

Paperbacks: A Girl Like Me, Jean Eyerly (Berkley-Highland)
Durango Street, Frank Bonham (Scholastic Book Services)
Edgar Allan, John Neufeld (Signet)
Escape From Nowhere, Jean Eyerly (Berkley-Highland)
Fighting Five, William Heuman (Pyramid Hi-Lo)
Karen, Marie Killilea (Falcon/Noble and Noble)
Megan, Iris Noble (Scholastic Book Services)
Nigger, Dick Gregory
Of Mice and Men, John Steinbeck (Bantam)
Phoebe, Patricia Dizenzo (Bantam)
That Was Then, This Is Now, S. E. Hinton (Dell)
The Contender, Robert Lipsyte (Bantam)
The Outsiders, S. E. Hinton (Dell)
The Wild One, Bruce Cassiday (Pyramid Hi-Lo)
Viva Chicano, Frank Bonham (Dell)
You Would If You Loved Me, Nora Stirling (Camelot/Avon)

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SUBJECT: Phase III
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Diagnostic [3.1 - 6 Reading Level]
TIME FRAME: Individualized

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

To master conceptual vocabulary skills of reading heirarchy currently adopted by elementary grades. (Strand I Phase III)

To master perceptual vocabulary skills based on above heirarchy. (Strand II Phase III)

To understand basic linguistic comprehension skills. (Strand III Phase III)

To gain knowledge of cognitive and effective comprehension skills. (Strand IV Phase III)

To understand adaptive reading skills. (Strand V Phase III)

To recognize location and study skills. (Strand VI Phase III)

To move from Phase III to Phase IV.

EVALUATION - SELECTED

Instrumentation or Assessment

Pretest -- Nelson Reading test (scoring between 3.0 and 6.0 overall grade).

Pretest -- Nelson Reading test (paragraph comprehension).

Post test -- teacher prepared (demonstrates knowledge of conceptual vocabulary to teacher's satisfaction).

Pretest: Teacher prepared test from SRA Power Builder LAB IIIA.

Post test: teacher prepared test from SRA Power Builder LAB IIIA.

Pretest prepared from Roberts' English Series for 8th grade.

Teacher evaluated paragraph.

Post test prepared from Roberts' English Series for 8th grade.

Paraphrases a sentence in descriptive words (i.e. synonyms, antonyms).
 Recognizes words from context clues.
 Recognizes meaning from figurative language and abbreviations. Uses conceptual vocabulary skills to 85% expectancy for 6th grade testing.

Understands spelling rules (i.e. vowel changes, double consonants, prefix, suffix changes. Recognizes root words and their usage. Knows consonant and vowel sounds (i.e. hard-soft-blends, silent letters). Displays ability to use spelling rules satisfactorily (70%) on teacher made test.

Progresses from writing simple to complex sentences. Recognizes punctuation marks as signals for comprehension. Recognizes different types of sentences (i.e. declarative, interrogative. Writes satisfactory paragraph using IHS style and usage sheet as a guideline.

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment
<p>Organizes ideas, plot sequences, formats, etc. Identifies intangible concepts. Generalizes from descriptive details. Able to read short stories and write book report, worth 85%.</p>	<p>Pretest: Triggs Diagnostic reading test (lower division). Post test: Triggs Diagnostic reading test (lower division).</p>	
<p>Accomplishes acceptable rate of silent reading; at least 150 - 200 wpm. Maintains good silent reading skills (i.e. no lip movement, smooth eye fixations). Displays ability to express views orally and written (i.e. ability to summarize and evaluate) at least 85% efficiency.</p>	<p>Pretest: teacher prepared from Reader's Digest Education Edition. Post, test: teacher prepared from Reader's Digest Education Edition.</p>	
<p>Uses alphabetical listings to find words in dictionary. Understands use of glossary, table of contents, etc. Summarizes main points of a story - masters 85% of work.</p>	<p>Pretest: EDL library and study skills tests. Post test: EDL library and study skills tests.</p>	
<p>Places on or above 6.0 in all fields of diagnostic test.</p>	<p>Phase III Post 'test: Triggs Diagnostic Reading test (battery).</p>	
PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
<p>Introduction and orientation to class routine and high school.</p>	<p>1 week</p>	<p>Read and discuss handbook. Discuss and demonstrate proper use of all machines and labs.</p>

ACTIVITIES AND EXERCISES

TIME FRAME
Where applicable

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Individual program written by teacher and individual student designed expressly to correct and strengthen his own weaknesses.	2 days	Teacher-student conference to discuss test scores and goals.
Individualized work on reading rate, comprehension, vocabulary, and retention skills.	Time frame will vary from student to student.	<ol style="list-style-type: none"> 1. Tachistoscopic work (vocabulary) 2. Multi-level labs (exercises) 3. Film strips and tapes (audiovisual) 4. Reading for pleasure (paperbacks) 5. Reading for profit (texts assorted) 6. Periodic student-teacher conferences to discuss, evaluate, and advise.
Current Magazine and book reading.	Once each week.	

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MATERIALS OF INSTRUCTION

- Parker, Don H., Reading Laboratory IIIA, SRA 1957
Reading Laboratory IIIA revised SRA 1964
Reading Laboratory IIIB SRA 1963
- Hardwick, H.C. Words Are Important (1, 1A, 2, 2A, 3, 3A) C.S. Hammond & Co. 1964
- Thurstone, Thelma Gwinn Reading for Understanding (Jr) SRA 1963
Reading for Understanding Gen. SRA 1963
- Lewis, Hobart, Reader's Digest, (monthly magazine) Reader's Digest Assc. Inc. (Educ. Division) current
- Paperbacks: A Patch of Blue, Elizabeth Kata (Popular Library)
Black Boy, Richard Wright (Perennial Classic)
Claudia, Rose Franken (Pyramid Books)
Dave's Song, Robert McKay (Bantam)
Edgar Allan, Denfield
Hijacked, David Harper (Bantam)
I Always Wanted To Be Somebody, Gibson
I Am Third, Gale Sayers (Bantam)

MATERIALS OF INSTRUCTION

In The Heat Of The Night, John Ball (Bantam)
Jordi, Lisa And David, Theodore Isaac Rubin (Ballantine Books)
Joshua, Jan Hartman (Popular Library)
Kate's Story, Christopher Leach (Scholastic Book Services)
Kim, A Gift From Viet Nam, Frank Chinnock (Paperback Library)
Lisa Bright and Dark, John Neufeld (Signet)
Mr. & Mrs. Bojo Jones, Ann Head (Signet)
My Sweet Charlie, David Westheimer (Signet)
Night, Elie Wiesel(Discus/Avon)
Soul Brothers And Sisters Lou, Kristin Hunter (Avon)
The Butterfly Revolution, William Butler (Ballantine Books)
The House of Tomorrow, Jean Thompson (Signet)
The Pigman, Paul Zindel (Dell)
There Is a Season, Karen Rose (Avon)
They Never Come Home, Lois Ducan (Camelot/Avon)
Walkabout, James Vance-Marshall (Belmont)

SUBJECT: Phase IV
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Diagnostic
TIME FRAME: Individualized

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment

To involve students in positive, creative outlets.

Increases speed, comprehension, and vocabulary recognition to grade 8.1 on the Nelson Test.

Pretest Nelson
 Post test Nelson

To develop individual success in reading for each student at his level.

Recognizes and uses 70% of vocabulary listed in Words Are Important (Junior edition).

Pretest (Words Are Important)
 Post test (teacher)

To develop a positive approach to study habits and skills.

Reads aloud to the degree that the reading can be heard and understood the back of the room.

Teacher evaluation of oral reading either private or before class.

To encourage students to increase their communication skills.

Makes inference and draws conclusions to a teacher acceptable level.

Pretest on inferences and conclusions. Teacher reading quizzes. Class discussions.

To improve the student's ability to use reading for personal development.

Post test - Student presents story that will require written inferences and conclusions. (Students and teacher evaluate post test.)

To encourage wide reading for pleasure.

To move from Phase IV to Phase V.

Writes his reaction to a visual or oral presentation.

Teacher pretest (What's It All About?)
 Post test: Teacher evaluation of student's written reaction to

- a. Magazine picture
- b. Teacher read biography
- c. Newspaper headline
- d. Humorous story
- e. Assembled visual clues.

GOALS OBJECTIVES - SELECTED EVALUATION - SELECTED

Long Range - Timeless

Knowledge - Skills - Attitudes

Instrumentation or Assessment

Writes and dramatizes skit based on short story or play.

Class and teacher evaluation of participation in a group dramatization of student written, directed and dramatized adaptation of short story or play.

Spells correctly 60% of the words listed in Warriner's 300 most commonly misspelled words.

Pretest (Warriner's)
Post test (Warriner's)

Understands simple plot, setting and character analysis to the degree of proficiency that the teacher sets for individual students.

Pretest on plot, setting, character, point of view, and conflict.

Teacher evaluated quizzes and essays on above.

NEP

Post test on above.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Introduction and orientation to class and high school

1 week

Read and discuss handbook. Visit offices, library, and Circle Theater.

Increase reading speed, comprehension, and vocabulary recognition. Readings in Scope, Tales of Action and Adventure, I'll Get There It Better Be Worth the Trip, Call of the Wild, and student selected readings.

Time frame will vary from student to student.

Teacher lectures.
Student discussions.
Free-reading.
Teacher and standardized tests for evaluation increase in speed, comprehension and recognition skills.
Oral reading.
Dramatization of stories and plays.
Role playing.

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
Vocabulary recognition and usage.	Where applicable	Daily activity.
Basic dictionary usage	Daily activity	Vocabulary drills and games. <u>Exercises in Words Are Important.</u> (junior edition) Write vocabulary words in sentences. Vocabulary quizzes.
SRA reading Lab. III b & IV a	Twice a week	Locate vocabulary words from <u>Words Are Important</u> and write definition in book.
Holt, Rinehart and Winston Skills Box I: Usage, Mechanics, and Spelling.	Twice a week	Individualized activities
Basic written expression	Once a week	Writing exercises in <u>What's It All About?</u>
A. Winners and Losers		Brief written reactions to readings, movies, filmstrips, magazines, newspaper headlines.
B. Laughter		
C. Self - awareness		

MATERIALS OF INSTRUCTION

- Texts:
- What's It All About, Alex McKay, John MacKenzie (Addison Wesley Publishing Co.)
 - Tales of Action and Adventure
 - I'll Get There It Better Be Worth the Trouble (Dell)
 - Call of the Wild London (Signet)

MATERIALS OF INSTRUCTION

Periodicals:

Scope Magazine

Materials:

SRA Lab.

Holt Rinehart Skills Box I

Films:

Captains Courageous

Paperbacks:

An Empty Spoon, Sunny Decker (Scholastic Book Services)
Black Like Me, John H. Griffin (Signet)
Bless The Beasts And Children, Glendon Swarthout (Pocket Books)
Dibs In Search Of Self, Virginia Axline (Ballantine Books)
Drop Out, Beverly Eyerly
Flowers For Algernon, Daniel Keyes (Bantam)
Joy In The Morning, Betty Smith (Bantam)
Love Story, Erich Segal (Signet)
My Darling, My Hamburger, Paul Zindel (Bantam)
Tuned Out, Maia Wociokowski

SUBJECT: V A
 GRADE LEVEL: Non-graded
 DEPARTMENT: English
 SPECIFICATIONS: Diagnostic Test
 TIME FRAME: 18 weeks

EVALUATION - SELECTED

OBJECTIVES - SELECTED

GOALS

Instrumentation or Assessment

Knowledge - Skills - Attitudes

Long Range - Timeless

To train the student to use the dictionary as a tool to extend his grasp of vocabulary, spelling and pronunciation.

To show the student how the dictionary can give an understanding of the structure and growth of language by noting the historical context and by noting the words borrowed from other languages.

To increase the student's awareness of differences in word status (standard, non-standard, slang, dialectal).

To guide the student in the intelligent use of the library as a source of experience and a reservoir of ideas.

Demonstrates knowledge of the many uses of the dictionary by scoring 70% or better on teacher devised objective test.

Pretest, teacher
 Post test - teacher; based on Random House Guide to the Dictionary

Demonstrates knowledge of the I.H.S library rules and regulations, physical facilities, methods for locating books and materials, and resources of the Reference Room at 70% proficiency on a librarian prepared test.

Librarian-devised pretest and post test.



GOALS

Long Range - Timeless

To guide the student in seeing the structure of the paragraph as a whole and to give him some idea of the ways in which a paragraph may be developed (such as exposition, narration, and description).

To give the student through the study of a few literary passages in the Roberts English Series an idea of the elements of style and of the way in which the form of writing is compatible with content and purpose.

To help the student to order and express different experiences, ideas, sensations and observations for different audiences.

To encourage the student to take a critical viewpoint of his own work and that of others.

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

Writes a well developed paragraph from a topic sentence which meets teacher approval.

Uses punctuation, capitals, plurals, possessives and other mechanics correctly in writing utilizing I.H.S. correction sheet.

Recognizes some of the elements of style (as expounded by Paul Roberts) to a degree of 70% proficiency on an objective test.

Applies the habit of literary criticism to his own work and that of others at a teacher acceptable level.

EVALUATION - SELECTED

Instrumentation or Assessment

Teacher evaluation of student assignments or teacher/student evaluation.

Teacher devised or standardized pretest and post test.

Pretest and post test, teacher devised.
Class discussion: Teacher will notice the degree to which student utilizes the vocabulary which describes elements of style and applies it to his own work as well as that of other writers.

Teacher evaluation of essays utilizing techniques of literary criticism.

SUBJECT: Phase V A (Cont.)

EVALUATION - SELECTED
Instrumentation or Assessment

OBJECTIVES - SELECTED
Knowledge - Skills - Attitudes

GOALS
Long Range - Timeless

To show students something of the nature of language in general and English in particular, what sort of thing it is and how it works. Language shall be studied in three areas; syntax, phonology and semantics.

Uses the generative-transformational terminology at a proficiency of 70% on an objective test.

Identifies kernel sentences (Roberts English Series Ch. 1-2) at a teacher acceptable level.

Transforms the kernel sentences in the various ways given in The Roberts English Series, Chapters 10-14 to 70% proficiency.

To enlarge the student's vocabulary

To help him handle words effectively

To help him appreciate both the denotations and connotations of words.

To give him practice in working with synonyms and antonyms.

Teacher evaluation

Pretest; quizzes by teacher; exercises; drills; mastery test

Pretest; quizzes by teacher; exercises; drills; mastery test

Pretest; quizzes by teacher; exercises; drills; mastery test

Pretest; quizzes by teacher; exercises; drills; mastery test

PROGRAM DESCRIPTION

Study of the dictionary

Study of the library

TIME FRAME

Where applicable

1 week

1 week

ACTIVITIES AND EXERCISES

Teacher prepared study guide; discussion, exercises

Librarian prepared study guide and questions relating to the library. Book reports. Oral reports.

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
	Where applicable	
Grammar	12 weeks	Exercises from <u>Roberts English Series</u> ; Study sheets; drill; <u>discussion</u> ; teacher prepared tests; tests from Harcourt, Brace and Jovanovich, notetaking from overhead projector.
Composition	2 weeks	Essay questions; writing assignments from the <u>Roberts English Series</u> ; writing for <u>Scholastic Writing Awards Contest</u> ; identifying topic sentences in paragraphs; creative writing assignments.
Vocabulary	2 weeks	Drill in pronunciation; exercises; tests

MATERIALS OF INSTRUCTION

Random House Guide to the Dictionary

The Roberts English Series

Shostak Vocabulary Workshop - Ninth Level

SUBJECT: Phase VB
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase IV or B.1 Reading Level
TIME FRAME: One Semester

COALS **OBJECTIVES - SELECTED**

EVALUATION - SELECTED

Long Range - Timeless

Instrumentation or Assessment

Knowledge - Skills - Attitudes

To encourage students to use the English language correctly when the occasion calls for it.

Demonstrates classroom responsibility to level of efficiency required by teacher.

Teacher evaluation of student.

To aid the student in choosing a vocation wisely.

Uses verbs, adjectives, adverbs, negatives, pronouns, punctuation, and capitals on teacher-evaluated post test.

Pretest on grammar usage.
Post test on grammar usage.

To encourage the students to read, interpret and discuss the problems and issues of the times during the student's life.

To enable the student to express himself clearly and concisely both orally and in writing.

Writes completed sentences on teacher evaluated post test.

Pretest on sentence construction.
Post test on sentence construction.

To help the student see the value in meeting one's personal responsibilities in life and in work.

Writes good paragraphs with special emphasis on the topic sentence and the concluding sentence according to teacher evaluation.

Teacher evaluated paragraphs.

Recognizes basis sentence patterns so that he will have the necessary knowledge to apply grammar usage rules as indicated by a post test.

Pretest on sentence patterns.
Post test on sentence patterns.

Fills out forms and applications for jobs according to teacher requirements.

Pretest on forms.
Post test on forms.



OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Instrumentation or Assessment
Demonstrates increase in spelling accuracy and word meanings by scoring 70% or better on spelling and vocabulary tests.	Pretest. Post tests.
Formulates ideas about possible vocations according to teacher requirements.	Teacher-student conference.
Reads about and discusses problems and ideas relevant to today's adolescent according to teacher requirements.	Teacher evaluation for student's discussion in class.
PROGRAM DESCRIPTION	ACTIVITIES AND EXERCISES
TIME FRAME	
Where applicable	
Verb recognition and usage.	Practices from <u>English on the Job</u> , Globe, pp. 237-423.
Incomplete and run-on sentences.	Teacher prepared practices.
Adjective and adverb recognition and usage.	Lectures.
Double negatives.	Blackboard practices.
Sentence patterns.	Films.
Pronoun usage.	Filmstrips.
Punctuation and capitalization.	Quizzes.
Paragraph writing and study of vocations.	Tests.
	<u>English on the Job</u> , pp. 3-50.
	Lectures and discussions.
	Written assignments.



SUBJECT: Phase VB (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Forms and applications.

1 week

English on the Job, pp. 62-73.

Teacher prepared practices.

Reading and discussion.

2 weeks

Reading and discussion from
Prose of Relevance, Methuen.

Spelling and vocabulary.

4 weeks

English on the Job, pp. 193-231.
Shostak, grade 8.

Teacher prepared practices and tests.

MATERIALS OF INSTRUCTION

Carlin, Christ, and Holder; English on the Job; Globe Book Co., N.Y., 1970

Shostak; Vocabulary, Grade 8

Weber; Prose of Relevance, Book 1, Methuen Publications, Agincourt, Ontario, Canada, 1971

SUBJECT: Phase VI
 GRADE LEVEL: Non-graded
 DEPARTMENT: English
 SPECIFICATIONS: Completion of Phase V A
 TIME FRAME: One Semester

OBJECTIVES - SELECTED	EVALUATION - SELECTED
GOALS	Instrumentation or Assessment
Long Range - Timeless	Knowledge - Skills - Attitudes
To introduce the student to literature as an art form and to give him a working knowledge of literary types.	Distinguishes among the following genre according to format and characteristics: myth, poetry, short story, epic, drama, the essay, and the novel of 70%.
To encourage the student to articulate the meaning or theme of a work as well as the purpose.	States the theme of a work with a degree of accuracy and understanding to be determined by the teacher.
To aid the student in developing a lasting habit of literary analysis.	Knows the author's underlying purpose(s) in writing a particular work to a degree determined by the teacher.
To encourage the student to take different approaches to reading.	Demonstrates knowledge of the content of the works by scoring 70% or better on objective test.
To provide flexibility and depth in the use of language as well as the ability to relate to others through its use by providing worthwhile learning experiences.	Forms a personal evaluation of the works studied (using techniques of literary criticism) that meets with a standard of approval determined by the teacher.
To assist the student in forming good habits of vocabulary building.	Recognizes 70% and uses 60% of words from Shostak vocabulary (second half)
To stimulate further reading in all types of literature.	Writes papers and answers questions on literary selections which reveal an understanding of paragraph development, grammar and usage, and mechanics at a level of teacher acceptability for writing goals.
To encourage, stimulate and enrich writing skills.	Teacher evaluation of written work.
	Teacher devised pretest and post test; teacher may pre/post test all areas or pre/post test in each area individually.
	Teacher evaluation of collages, essays and discussions (according to teacher devised communication guidelines) that reveal student's understanding of the theme.
	Teacher evaluation of essays and/or discussion (according to teacher devised communication guidelines)
	Pretest and post test using teacher devised tests or standardized tests.
	Teacher evaluation of essays and/or discussion (according to teacher devised communication guidelines)
	Pretest, post test

SUBJECT: Phase VI (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment

Writes reports on books in areas of biography or autobiography, drama and the classics at a level of teacher expectancy for both reporting and composition.

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
Introduction to the idea of genre, format and characteristics as well as the Random House chart for "Types of Literature"	1 week	Teacher lecture; Teacher tests; study guides; memorization.
The short story Macmillan Series <u>A Book of Stories</u>	2 weeks	Read and discuss stories in selected text. Essay questions on stories as well as textbook questions; collages; Teacher quizzes and tests; standardized tests. Vocabulary development.
The article Non-fiction articles	2 weeks	Objective tests-standardized or teacher compiled; Textbook questions.
Poetry Macmillan Series <u>A Book of Poems</u>	2 weeks	Filmstrips; Oral reading of poetry Both objective and essay questions relating to literary selections; collages; Tests; Discussion; bulletin board work.
Drama <u>Romeo and Juliet</u> or <u>The Merchant of Venice</u>	3 weeks	Role-playing; memorization; participation in group presentations; cross-word puzzles; writing based on content of the plays. Tests; assigned text material.

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PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

The novel: Choice of one or more of the following:

- The Human Comedy
- Great Expectations
- Ethan Frome
- Fahrenheit 451
- All Quiet on The Western Front
- The Loneliness of the Long Distance Runner

Teacher lecture; Assigned text material; Teacher quizzes and tests; Standardized tests if available; Discussions; Writing assignments based on content of the literary selections; oral responses to teacher questions and textbook questions; bulletin board work; collages. Vocabulary development with pronunciation of words in class as well as their use in various exercises. Films.

Book Reports

1 week

Standardized form; or teacher devised form; Oral reports

The epic tale

The Odyssey

2 weeks

Teacher lecture, filmstrips; Discussion; Drill; Teacher tests; Perfection form tests; Test for Adventures in Reading; vocabulary development.

MATERIALS OF INSTRUCTION

- Shostak Vocabulary Builder - Ninth Grade
- A Book of Poetry from the Macmillan Co., 1965
- A Book of Stories from the Macmillan Co., 1965
- Romeo and Juliet or The Merchant of Venice by Shakespeare
- The Human Comedy by Saroyan; Great Expectations by Charles Dickens; Ethan Frome by Edith Wharton
- Fahrenheit 451 by Ray Bradbury; or All Quiet on The Western Front by Erich Maria Remarque
- The Loneliness of the Long Distance Runner Stillitoe

Films

Filmstrips

Records and tapes

SUBJECT: Phase VII
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of VI
TIME FRAME: One Semester

GOALS **EVALUATION - SELECTED**
 Long Range - Timeless **Instrumentation or Assessment**

OBJECTIVES - SELECTED
 Knowledge - Skills - Attitudes

<p>To help the student understand, analyze, and appreciate various literary forms so that he may make an intelligent choice of Selective Electives.</p> <p>To help the student discover the universality of themes in all literary forms by a selection of world authors.</p> <p>To enable the student to communicate ideas effectively.</p> <p>To provide skills helpful for the college-bound student, such as notetaking and answering essay exam questions.</p> <p>To provide experiences in creative expression.</p> <p>To help the student understand the structure of the English language.</p> <p>To reinforce correct usage of language, punctuation, and capitalization.</p> <p>To learn new words.</p>	<p>Defines elements of short story and novel learned in Phase VI to teacher acceptability.</p> <p>Reads and understands short stories in <u>Adventures in Appreciation</u> to 70% literacy.</p> <p>Reads modern novel and understands to 70% proficiency.</p> <p>Recognizes universal themes in short stories and novels to teacher acceptability.</p> <p>Writes a short story according to teacher guidelines.</p> <p>Writes paragraph per Phase VI standards.</p> <p>Writes essay answers on test, formal and informal essays, critical reviews and analysis to teacher acceptability.</p> <p>Understands single-base transformations per Phase VI standards.</p> <p>Masters double-base transformations to 70% proficiency.</p> <p>Understands correct usage, punctuation, and capitalization to 70% proficiency.</p>	<p>Pretest of literary terms. Mastery of terms.</p> <p>Workbook quizzes accompanying <u>Adventures in Appreciation</u>.</p> <p>Teacher and class evaluation of book, book report; teacher devised-test.</p> <p>Formal essays evaluated by teacher relating selections to universal themes</p> <p>Teacher and class evaluation of short story.</p> <p>Teacher evaluation of paragraph.</p> <p>Teacher and class evaluation of essays, critiques, analysis.</p> <p>Pretest, <u>Roberts, Book 1</u> Quizzes by teacher; exercises; drills; Mastery test.</p> <p>Teacher devised written exercises; Mastery test.</p> <p>Pretest, teacher devised Mastery test.</p>
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SUBJECT: Phase VII (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skill - Attitudes	Instrumentation or Assessment

Masters first half of Shostak, Vocabulary Workshop, Book 10
 Pretest; Mastery test.

PROGRAM DESCRIPTION	TIME FRAME Where Applicable	ACTIVITIES AND EXERCISES
Review elements of short story and novel learned in Phase VI	7 weeks	Teacher lecture; discussion; notetaking.
Read selections from short story unit in <u>Adventures in Appreciation</u> or <u>Cavalcade Magazine</u> .		Essays; notetaking; notebook Films; Short Story Showcase; Encyclopedia Britannica. Oral reports.
Outside reading of novel, <u>The Pearl</u> .	(2 weeks)	Oral report-author Essays; Film: Grapes of Wrath Teacher lecture; discussion; notetaking.
Present concept of universal themes.		Student check list; class and teacher discussion of student stories.
Creative writing project-short story.	2 weeks	Notetaking; notebook. Student and teacher critiques of written work.
Write paragraphs and essays using <u>Prose of Relevance</u> .		
Optional use of Christensen Rhetoric		
Review <u>Roberts Book I</u>	9 weeks	Notetaking; notebook. Drills, exercises
Learn double-base transformations, <u>Roberts Book II</u>		Notetaking; notebook, drills, exercises.
Usage, capitalization, and punctuation review from Tressler's <u>English in Action</u> or Warriner's <u>English Grammar and Composition</u> .		Drills; exercises; games; notebook.

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
Vocabulary study from Shostak, <u>Vocabulary Workshop, Book 10</u>		Games; puzzles; drills; exercises; notebook.
MATERIALS OF INSTRUCTION		
Loban, <u>Adventures in Appreciation</u> , Harcourt, Brace & World, 1963		
<u>Cavalcade Magazine</u>		
Fuller, <u>Four Novels for Appreciation</u> , Harcourt, Brace 1960		
<u>Prose of Relevance, Books 1 and 2</u>		
Shostak, <u>Vocabulary Workshop, Book 10</u>		
Tressler, Christ, <u>English in Action</u> , Scott-Foresman, 1965		
Warriner, <u>English Grammar and Composition</u> , Harcourt, Brace 1965		
<u>Christensen Rhetoric</u>		
<u>Novels or additional reading: The Heart Is a Lonely Hunter, The Lord of the Flies</u>		
<u>The Paragon, The Planet of the Apes, Light in the Forest, I Never Promised You A Rose Garden</u>		
Film: <u>The Grapes of Wrath</u> (Jan. 1)		

SUBJECT: Phase VIII
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase VII
TIME FRAME: 1 semester

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment

<p>To continue to survey various forms of literature, specifically drama, poetry, and non-fiction writing.</p> <p>To encourage the discovery of paradoxes and planned ambiguities of poems, respecting poetry as a priceless art form.</p> <p>To provide library skills students need to gain access to knowledge and wisdom of the past.</p> <p>To reinforce the student's ability to write more than one paragraph.</p> <p>To participate in the art of creative expression.</p> <p>To increase vocabulary in a planned program of study.</p> <p>To examine critically non-fiction writing.</p>	<p>Understands content of Shakespearean and modern drama to 70% proficiency on objective test.</p> <p>Compares and contrasts elements of the short story, novel, drama and poetry on essay test form that meets teacher standard of acceptability.</p> <p>Identifies in written essay the literary movements and literary vocabulary.</p> <p>Identifies various forms of poetry. Must pass (70%) test to accompany <u>Adventures in Appreciation</u>.</p> <p>Creates a poem or play according to teacher guidelines.</p> <p>Demonstrates proficiency in the use of the library by passing test to 70% proficiency.</p> <p>Writes a short research paper according to standards of MLA style sheet.</p> <p>Masters second half of Shostak vocabulary.</p> <p>Identifies various forms of non-fiction writing.</p> <p>Writes a manuscript with proper structure according to an acceptable style sheet.</p>	<p>Teacher devised or essay test to determine understanding of <u>Julius Caesar</u> and <u>Miracle Worker</u>.</p> <p>Teacher evaluation of essay comparing elements of comparative literary works.</p> <p>Teacher evaluation of essay describing literary movements.</p> <p>Objective test from <u>Adventures in Appreciation</u> on poetry unit.</p> <p>Teacher and class evaluation of poem or play.</p> <p>Pre/post test on the library.</p> <p>Student checklist; teacher evaluation of research paper.</p> <p>Pre/post test vocabulary.</p> <p>Teacher devised tests from <u>Adventures in Appreciation</u> on non-fiction unit.</p> <p>Teacher evaluation of manuscript.</p>
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SUBJECT: Phase VIII (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Read and discuss <u>Julius Caesar</u> and <u>Miracle Worker</u> .	4 weeks	Read plays aloud; discuss. Panel discussion Oral reports (author, literary times) Projects on Shakespearean theatre
Reviews elements of short story, novel, drama.		Teacher lecture; discussion; note taking
Review literary movements discussed in Phase VI.		Teacher lecture; discussion, note taking
Poetry unit in <u>Adventures in Appreciation</u> or " <u>Cavalcade Magazine</u> "	3 weeks	Read poems aloud; discussion maintain notebook; creative anthology.
Creates a poem or play or similar creative project.	1 week	Work on creative project.
Identify classifications of <u>Dewey Decimal System</u> .	2 weeks	Visit the library: make a map; exercises on use.
Review card catalog, Reader's Guide and various reference works.		Write an acceptable term paper according to style sheet.
Discuss <u>Fundamentals of the Research Paper</u> .		
Vocabulary study	4 weeks	Drill and usage in vocabulary; games, drills
Read non-fiction unit in <u>Adventures in Appreciation</u> .	4 weeks	Read, discuss, write essays.
Outside reading: <u>Silas Marner</u> or <u>Tale of Two Cities</u> .		Discussion and analysis of novels.



SUBJECT: Phase VIII (Cont.)

MATERIALS OF INSTRUCTION

Loban, Adventures in Appreciation, Harcourt, Brace & World
Shostak, Vocabulary Workshop, Book 10
Fundamentals of the Research Paper
"Cavalcade Magazine"

Films: "Julius Caesar"
"Tale of Two Cities" (Before Easter)

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SUBJECT: Principles of Spelling
GRADE LEVEL: 9-12
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: One Quarter

GOALS

OBJECTIVES - SELECTED

EVALUATION - SELECTED

Long Range - Timeless Knowledge - Skills - Attitudes Instrumentation or Assessment

To increase the student's spelling skills.
 To make the student an independent speller.
 To develop a spelling conscience.

Learns 65% of each group of patterns and principles as indicated in each of the following:

Differentiates vowel from consonant patterns.

Distinguishes monosyllables and polysyllables.

Masters the spelling of derivatives.

Learns the factor of stress and its influence on syllabication.

Distinguishes spelling differences in plural of words ending in y.

Recognizes hard and soft consonants and accommodates spelling differences.

Writes the spellings of plurals and possessives.

Pretest (Wallace, Eunice E.).

Pretest.
 Teacher lecture, self-instruc. material, group work, test.

Pretest.
 Teacher lecture, self-instruc. material, group work, test.

Pretest.
 Teacher lecture, self-instruc. material, group work, test.

Pretest.
 Teacher lecture, self-instruc. material, group work, test.

Pretest.
 Teacher lecture, self-instruc. material, group work, test.

Pretest.
 Teacher lecture, self-instruc. material, group work, test.

Pretest.
 Teacher lecture, self-instruc. material, group work, test.

SUBJECT: Principles of Spelling (Cont.)

GOALS

OBJECTIVES - SELECTED

EVALUATION - SELECTED

Long Range - Timeless

Knowledge - Skills - Attitudes

Instrumentation or Assessment

Demonstrates a mastery of spelling variations with words ending in ly, ful, less, ment, ness, able, ible, ance, ence, ar, er, or, ise, ize, zre.

Pretest.
Teacher lecture, self-instruc. material, group work, test.

Masters ei and ie words.

Pretest.
Teacher lecture, self-instruc. material, group work, test.

Reviews spelling patterns.

Pretest.
Teacher lecture, self-instruc. material, group work, test.

Classifies words into families to principles that apply (reversal of all of the above).

Pretest.
Teacher lecture, self-instruc. material, group work, test.

Studies spelling demons to see if any of the above principles apply.

Pretest.
Teacher lecture, self-instruc. material, group work, test.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Vowel and consonant patterns
Monosyllables and polysyllables
Spelling of derivatives
Factor of stress
Words ending in y
Hard and soft consonants
Plurals and possessives
Word endings: ly, ful, less, ment, ness
able, ible
ance, ence
ar, er, or
ise, ize, zre

Approximately:

1 week
1 week
1 week
1 week
1 week
1 week

Teacher lecture.

Dictation.

Small working groups.

Discovery through inductive learning: observation, associations, thought processes (not basically memorization).

Spelling Games.

SUBJECT: Principles of Spelling (Cont.)

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
<u>EI</u> and <u>ie</u> Review of spelling patterns	1 week 1 week	Spelling "B" Quizzes Test

MATERIALS OF INSTRUCTION

Text: Wallace, Eunice E., Principles of Spelling, Lyons and Carnahan, Inc., 1967
Supplementary: Succeed in Spelling, J. Weston Walch, 1971
Ward S. Miller, Word Wealth, Holt, Rinehart, 1967

SUBJECT: Vocabulary
GRADE LEVEL: 9-12
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: One Quarter

GOALS **EVALUATION - SELECTED**
 Long Range - Timeless Instrumentation or Assessment

To increase the student's vocabulary
 To expand his communication through word choice
 To increase his enjoyment of reading through an expanding vocabulary

Learns 65% of the basic meanings of the following:

Common prefixes: pre, de, mono, inter

un, re, trans, pro, non

epi, mis, ob, ex, dis

in, com, sub, in (second meaning), ad

Learns 60% of the basic meanings of the root derivations of the following:

capere, ponere, tenere, ducere, mittere

scribere, facere, tendere, specere, plicare

stare, ferre, graphein, logos

Overall, gains minimum 60% knowledge of all basic prefixes and roots

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Pretest (Brown, James I.)

Review Exercise 1 to check student's use of these prefixes

Review Exercise 2 for these prefixes

Review Exercise 3

Review Exercise 4
 Post/test

Pretest

Review Exercise 5

Review Exercise 6

Review Exercise 7

Post/test (Brown, James I.)

SUBJECT: Vocabulary (Cont.)

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills-Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

Applies knowledge of English and Latin prefixes and roots

Addenda: To gain greater mastery, the student may review and take further tests which are composite testings of all prefixes and roots. He may take them at his own speed and as many tests as he wishes -- 5 tests totally in addenda.

PROGRAM DESCRIPTION

Through the principle of mnemonics (making associations) and the principle of assimilation (recognizing the basic similarity in words), the student learns the basic meanings of common prefixes:

pre, de, mono, inter

un, re, trans, pro, non

epi, mis, ob, ex, dis

in, com, sub, ad

Common root derivations:

capere, ponere, tenere, ducere, mittere

scribere, facere, tendere, specere, plicare

stare, ferre, grabhein, logos

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Teacher lecture
 Teacher guidance
 Small groups working together
 Programed material based on memorization, association, assimilation.
 Review exercises
 Maintenance of student word list gathered from daily reading and listening
 Crossword puzzles
 Quizzes
 Tests

MATERIALS:

Basic text:

Brown, James J., Programed Vocabulary, Lyons & Carnahan
 Miller, Ward S., Word Wealth, Holt, Rinehart & Winston
Vocabulary for High School Students, Amsco Publishing Co.

TITLE: Man, Fate, and Survival
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase V
TIME FRAME: Quarter

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skill - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

<p>To give students, especially the non-college bound students, an opportunity to read and discuss literature that relates more meaningfully to their world.</p>	<p>Reads various literary works on the theme of Man, Fate, and Survival and scores above 70% on teacher devised objective or essay test.</p>	<p>Reading quizzes teacher devised objective or essay test.</p>
<p>To give students the opportunity to discuss man's most basic problems of existence as seen in literary works.</p>	<p>Discusses ideas in works read to teacher level of acceptance.</p>	<p>Teacher evaluated class discussions.</p>
<p>To awaken or increase in students an appreciation of literature and literary technique through the reading of high interest level works thereby to helping students see that there are novels that they leave high school.</p>	<p>Discusses and compares in writing, following the IHS style and usage sheets, the theme of Man, Fate, and Survival as seen in the literary works read.</p>	<p>Teacher evaluated essays.</p>
<p>To help students discuss and compare the views of various authors on man's nature and problems as seen through the struggles of leading characters.</p>	<p>Recognizes 40% and uses 60% of vocabulary words taken from context of reading.</p>	<p>Vocabulary quizzes</p>
<p>To help students analyze authors' style of characterization, dialogue, and description.</p>	<p>Writes a cohesive paragraph showing support and conclusion to teacher level of acceptance.</p>	<p>Teacher evaluated essays.</p>
<p>To give students the opportunity to discuss in both speaking and writing the ideas presented by various authors on the same general theme-man and his struggle with his environment and his own nature.</p>	<p>Prepares and presents a researched report on a book and author of his own choosing on the theme of Man, Fate, and Survival. (book chosen from teacher-compiled list)</p>	<p>Teacher, class, and self-evaluation of presentations.</p>

SUBJECT: Man, Fate, and Survival (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Introduction to theme and outline of course.

1 week

Pretesting in reading and paragraph writing.

Discussion of theme.

Vocabulary exercise.

Introduction and expansion on theme of man and survival. Differentiate between physical and spiritual survival.

2 weeks

Lecture on short story.

Discussions.

Short story writing.

Reading quizzes.

Paragraph writing.

Vocabulary exercise.

Role play.

Introduction and expansion on theme of Man and Fate.

2 weeks

Lecture on historic concept of fate.

Read Of Mice And Men.

Discussions.

View film Of Mice And Men.

Writing on theme.

Vocabulary exercise.

Paragraph writing emphasizing support.

SUBJECT: Man, Fate, and Survival (Cont.)

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
Combine ideas of Fate and Survival as seen in <u>Huckleberry Finn</u> emphasizing "spiritual" survival.	2 weeks Where applicable	Lecture on Twain and period. Read and discuss <u>Huckleberry Finn</u> . Exercise in comparative writing. Vocabulary drill. Role play of selected scenes. Recording of Mark Twain. Library research of authors. Select works and present theme to class. Small group reading and discussion. Preparation of panel reports.
Small group reading of student-selected books on course theme.	2 weeks	
Student presentations panel discussions of group reading.	1 week	Listening to presentation, class discussion of how book relates to theme, teacher, class, and self-evaluation. Final essay.



SUBJECT: Man, Fate, and Survival (Cont.).

MATERIALS OF INSTRUCTION

Materials

Texts:

Tales of Action and Adventure, Dell
Of Mice and Men, Bantam
Huckleberry Finn, The Riverside Press

Film

Of Mice and Men

50

SUBJECT: Rock Poetry and The Romantics
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase V
TIME FRAME: Quarter

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skill - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

To introduce and familiarize students with the elements and structure of poetry - imagery, figurative language, symbolism, rhyme, etc. and to help students to see how these elements contribute to the meaning of the poem.

To give students the opportunity to discuss and analyze in writing the various themes and ideas expressed in rock lyrics.

To give students an opportunity to analyze and evaluate rock lyrics as set in rock music and to discuss how the particular music relates or contributes to the message of the words.

To introduce and familiarize students with the poets of the 19th century and the revolutionary styles and themes of their poetry.

To help students develop the ability to compare contemporary poetic expression and ideas with the ideas expressed in Romantic poetry.

To give students the opportunity to create lyric poetry of their own.

Reads selections of Rock poetry from Lyric Voices - Approaches to the Poetry of Contemporary Song, and exhibits ability to interpret these poems in speaking and in writing to teacher level of acceptance.

Listens and takes notes from teacher lecture on Romantic poets and their work and scores above 70% on objective test on material.

Discusses and compares in writing, following the IHS style and usage sheets, various themes in Rock and Romantic poems.

Reads chapter on poetic elements in Lyric Voices and recognizes and identifies image, metaphor, and symbol in an objective test to 70% accuracy.

Researches and reports orally on the life and work of a Rock or Romantic poet.

Prepares and presents a creative project on Rock and/or Romantic poetry, either in written, audio visual, or dramatic form.

Teacher evaluated class discussions and written interpretations.

Objective test on lecture and reading.

Teacher evaluated compositions.

Exercises and quizzes.

Teacher, class, and self-evaluation.

Teacher, class, and self-evaluation.

SUBJECT: Rock Poetry and The Romantics (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Introduction to Rock Poetry and the poetry of the Romantic movement of 19th century England. Also Chapter V in Lyric Voices (part on poetic statement)

2 weeks

Teacher lecture and student note-taking.

Read chapter one in Lyric Voices and dittoed essay on Rock poetry.

Discussions.

Exercise in interpreting poetry.

Figurative language exercise work sheets from Rock music unit.

Study and discuss Chapter II of Lyric Voices "I and Thou" and compare with selected Romantic poems on same theme
Also Chapter V in Lyric Voices (part on Image)

2 weeks

Read, listen to, and discuss rock lyrics and compare with romantic poems.

Poetry writing.

Library research of poet's life and works.

Written interpretation of poems.

Study chapter III of Lyric Voices "Community" and selected romantic poems on similar theme. Also Chapter V in Lyric Voices (part on Metaphor)

2 weeks

Read and listen to recordings of rock poems - discuss written comparison to romantic poems.

Presentation of reports oral or written on poet's life.

Vocabulary and figurative language drill.

Poetry writing.

Film strips on romantics.

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Study Chapter IV in Lyric Voices
"The Universe" and selected
romantic poems. Also Chapter V
in Lyric Voices. (part on Symbol)

2 weeks

Read and listen to recordings of
rock poetry and discuss.

Read romantic poems and compare in
discussion.

Written interpretation.

Exam on lecture material and chapter V
Lyric Voices.

Student presentation of
creative projects.

1 week

Presenting and listening to presen-
tations.

Teacher, class and self-evaluation.

MATERIALS OF INSTRUCTION

Lyric Voices - Approaches to the Poetry of Contemporary Song. Graves and McBain

Selected Rock recordings taken from Lyric Voices.

Selected Romantic Poetry.

SUBJECT: Mythology
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase VB
TIME FRAME: Quarter

GOALS

OBJECTIVES - SELECTED

EVALUATION - SELECTED

Long Range - Timeless	Knowledge - Skill - Attitudes	Instrumentation or Assessment
To involve student in enjoyable reading experiences in the field of classical and Norse mythology.	Summarizes the Greek and Norse creation myths (Summaries should indicate ability to condense core ideas).	Written paper showing ability to select major points. Oral discussion and reporting in class.
To make the student aware of the similarities and differences in Greek and Norse mythology.	Writes topic sentence, supportive ideas and clincher sentence on themes discussed in class.	Pretest on topic sentence, supportive ideas and clincher sentence. Post test teacher evaluates student's topic sentence, details and clincher sentence.
To stimulate the student's interest and curiosity in classical literature.	Writes correct paragraph on paper presenting similarities and differences in the two creation stories. (Paragraph adheres to IHS style and usage sheet).	Written paper which will show ability to use supporting detail and then form a conclusion.
To encourage students to discover the origin of everyday words having mythological roots.	Demonstrates by a written summary his knowledge of at least three Greek myths and three Norse myths.	Written paper which will indicate knowledge of content and communication skill.
To introduce students to common mythological literary allusions.	Identifies by discussion, written explanation or test at least six Greek gods and six Norse gods.	Teacher-made pretest and post test covering the exploits and identity of the gods.
To reinforce and expand the student's communication skills.	Writes according to teacher guidelines a review of one of the Greek plays recommended in the text. (Extra credit).	Written or oral report following an outline that will indicate knowledge of the play, archetypal patterns of the hero, and the moral issue involved.

SUBJECT: Mythology (Cont.)**GOALS****OBJECTIVES - SELECTED****EVALUATION - SUGGESTED****Long Range - Timeless****Knowledge - Skill - Attitudes****Instrumentation or Assessment**

Gives two examples illustrating how the Greeks explained different natural phenomena.

Two separate paragraphs showing logical order in their presentation of ideas.

Uses correctly and with understanding the literary allusions taken from the text.

Teacher made pretest and post test covering literary allusion. Classroom discussions. (Teacher-student evaluation).

Recognizes 70% of vocabulary words from teacher-devised test.

Teacher made test (pre/post) covering vocabulary words. Use in classroom discussion and bringing in clippings using the word.

Demonstrates ability to pronounce classical or Norse names - either orally or by writing phonetically.

Classroom discussion - test if necessary.

Expresses himself orally or in writing an understanding of the following archetypal patterns: the quest, hubris, patricide, hospitality, metamorphosis.

Classroom discussion and teacher constructed test (pre/post).

Demonstrates knowledge of the basis literary devices employed by the authors of the myths by scoring 60% or better on teacher devised objective test.

Pretest on literary devices.
Post test teacher devised objective test.

SUBJECT: Mythology (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Introduction to Greek myth Creation myth The Titans	2 weeks	Lecture, reading in <u>Myths and Folklore</u> (pp. 2-6); worksheet; written paper; vocabulary assignment and test; discussion.
Myths and Nature myths in the Sky.	1 week	Read text (pp. 6-15); filmstrip; oral reading from Hamilton; written assignment; vocabulary.
Three Love stories Three Heroes Adventure Story	1 week	Read text (pp. 16-30); filmstrip; record on Hercules; vocabulary discussion.
Two Tragedies	1 week	Read text (pp. 31-46); filmstrip library for outside reading; discussion, vocabulary.
Introduction to Norse Myth Creation Myth Norse gods	2 weeks	Lecture; read text (48-77); discussion; vocabulary; write paper; library for research.
Tales of the Trojan War	2 weeks	Read text (pp. 78-93); library for reference; vocabulary; written paper; record.

MATERIALS OF INSTRUCTION

Text:

Myths and Folklore Henry D. Christ

Supplementary texts:

Mythology Hamilton

The Age of Fable Bulfinch

Adventures in American Literature Fuller & Kinnick

County film:

Search for Ulysses

Filmstrips:

Heroes of Greek Mythology

Myths of Greece and Rome

Contemporary Greek Mythology

Our Heritage from Ancient Greece

Records:

The Vikings

Twelve Labors of Hercules

The Odyssey

The Iliad

Sophocles

SUBJECT: Folklore
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: 9 weeks

	OBJECTIVES - SELECTED	EVALUATION - SELECTED
GOALS		
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment
To stimulate the students to enjoy, appreciate, and read further in American folklore and literature.	Demonstrates knowledge by scoring 60% or better in teacher devised objective test of correct spelling, definition, and use of the vocabulary words taken from their assigned reading.	Assigned vocabulary words to be used in sentences, listed by teacher-made exam for spelling and use in sentence.
To help students appreciate the "folk" legend as well as the literary legends of our country.	Demonstrates knowledge of the content of the hero tales by writing a paper which contains the major exploits.	Written paper which will show ability to select major points.
To be aware of the similarities and differences between our legendary and actual heroes.	Gives oral report on topic researched in library.	Pretest on library oral reports (teacher evaluated). Post test in library.
To have students appreciate the humor, hope, love, despair, and hero worship prevailing in the folk ballad and tales.	Writes an analysis of a ballad adhering to teacher guidelines on the development of the topic sentence into a coherent paragraph.	Teacher evaluation of written paper which will require supporting details.
To impress upon the student that greater understanding and appreciation of literature is gained when there is better knowledge of the vocabulary used.	States following teacher guidelines how the use of specific detail contributes to the credibility of a story.	Teacher evaluation of written lists illustrating details.
	Identifies to teacher level of acceptance the author's use of exaggeration and understatement as his means of creating humor.	Teacher evaluation of class discussion.
	Writes a precis following teacher guidelines and I.H.S. style and usage sheet.	Written paper which will illustrate ability to condense core ideas and to make conclusions.

SUBJECT: Folklore (Cont.)

GOALS Long Range - Timeless	OBJECTIVES - SELECTED Knowledge - Skills - Attitudes	EVALUATION - SELECTED Instrumentation or Assessment
Demonstrates that he has read at least one book from a recommended list of folk books by scoring 70% or better on objective test.	Oral or written book reviews that will call for analysis and evaluation of the book.	
Creates an original ballad or folk tale. (Extra credit.)	Teacher and class evaluation of an original folk tale or ballad (Extra credit.)	
PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Introduction to American Folklore Folk Heroes Fictional Real	3	Lecture, class discussion; vocal assignment and test; reading in text and outside reading in Botkin; film strip; library, written assignments - paragraphs & answers.
American Ballads and Songs	1	Reading in text; records and other ballads, old and new; vocabulary assignment and test; discussions.
Indian Legends	1	Reading in text; library for other legends; discussion; vocabulary assignment and test.
Tall Tales	1	Oral reading from Botkin; vocabulary assignment and test; creative writing assignment.
Literary Lore Twain Irving Hawthorne Benet	3	Reading from text, <u>Adventures In American Literature</u> ; library for reference; records, film strips; vocabulary assignments and test; critical review of work.

SUBJECT: Folklore (Cont.)

MATERIALS OF INSTRUCTION

Text: Myths and Folklore by Henry Christ

Supplementary texts:

A Treasury in American Folklore by B. A. Botkin
Adventures in American Literature by Fuller & Kinnick

Multi Media - Charts: America, Its Folklore, William Cropper

Filmstrips: American Legendary Heroes

Folklore Songs of California and the Old West
Folk Songs of the U.S.A

Filmstrips: Folk Songs in American History
Famous American Stories

Record Tape:

"Rip VanWinkle" and
"The Legend of Sleepy Hollow"

SUBJECT: Consumer English
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Reads at Grade Level (9)
TIME FRAME: One Semester

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GOALS	OBJECTIVE: - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skill - Attitudes	Instrumentation or Assessment

To help the student build self-confidence and acquire a large measure of self-respect in his dealings with the consumer world.	Identifies the role of the mass media in the consumer world using text and teacher guidelines for evaluation.	Pretest: To determine the role the mass media plays in life of the student. Teacher post test to determine student improvement.
To help the student acquire or improve basic reading, writing, speaking, listening and thinking skills that will enable him to be a prudent consumer.	Detects fallacies and propaganda in mass media advertising to teacher level of acceptance.	Pretest on fallacies and Propaganda Oral presentation of an original fallacious argument. (Class evaluates) Teacher assigned essay 900 to serve as post test for fallacies and propaganda in mass media advertising.
To encourage the student to demand integrity from the business world.	Identifies the major aspects of merchandising psychology using text and teacher guidelines for evaluation.	Writes brief research paper on merchandising psychology that local business employs.
To develop a sense of consumer awareness in the face of a multiplicity of consumer goods and a deluge of mass media advertising.	Reads, and discusses novels <u>The Ugly American</u> and <u>Animal Farm</u> and identifies propaganda techniques in writing.	Pretest on propaganda in literature. Reading quizzes. Evaluation of discussion. Written analysis of propaganda techniques used in novel. (post test)
To make the student aware of the tremendous role that the mass media play in his life.	Evaluates orally and in writing the techniques used in mass media advertising by a local company and a national product.	Writes a major research paper that will demonstrate student knowledge of the techniques of mass media advertising used by a local company and a national product.
To encourage students to be ecologically - conscious consumers.		
To introduce the student to books, periodicals and films that will aide him in consumer decision-making.		

Promotes a given product utilizing skills gained through a study of various effective modes of commercial advertising.

Writes a major research paper that will demonstrate the techniques of mass media advertising used by a local company and a national product. Participates in a group promotion of a hypothetical product.

Develops the techniques of writing business letters and notes using text book and teacher guidelines to evaluate level of proficiency.

Pretest on form and content of business letters and notes. Post test - writes a letter of

- a. complaint
- b. compliment
- c. inquiry.

Conveys orally and in writing a request for services to be rendered.

Participates in hypothetical telephone conversations regarding consumer needs. (class evaluates.)

Recognizes and use 70% of the vocabulary, lingo or slang of teacher prepared list of consumer vocabulary.

Writes business note. (post test)
Pretest on consumer vocabulary.
Post test on consumer vocabulary.

Reads and discusses consumer related articles found in Consumer's Report, Time, Reader's Digest, and local newspapers.

Quizzes on reading assignments in periodicals. Evaluation of discussions.

Writes critical observations of articles found in above mentioned resources to the degree of proficiency required by IHS style and correction sheet.

Writes a summary and critical analysis of article from resource periodicals at least once every two weeks.

SUBJECT: Consumer English Continued**PROGRAM DESCRIPTION****TIME FRAME**

Where applicable

ACTIVITIES AND EXERCISES

The Role of the Mass Media

1 week

Read and discuss text Coping With The Mass Media pp. 1-11.

Vocabulary drills and games.

Written evaluation of ideas presented.

The Branches of the Mass Media: Television, Movies, Newspapers, and Magazines.

4 weeks

Read and discuss text Coping With The Mass Media pp. 17-120.Selected readings from Consumer's Report, Time, Reader's Digest.

Discussion and oral presentations based on readings in above mentioned periodicals.

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Discussion of T.V. programs, movies, magazines, and newspaper articles illustrating concepts presented by teacher and text regarding the mass media.

Detecting fallacies, propaganda, and merchandising psychology.

4 weeks

Lectures on fallacious arguments, propaganda and merchandising psychology.

Discussion of fallacious arguments, propaganda, and merchandising psychology using examples from students own experience.

View, discuss and write evaluation of film Best T.V. Commercials of 1970.

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Consumer writing

2 weeks

Read student letters.

Read consumer articles.

Consumer vocabulary drills and games.

Propaganda in Literature

3 weeks

Read and discuss the novel The Ugly American.

Discuss student written reports dealing with propaganda in the novel.

View film The Ugly American.

Research paper on company and product.

1 week

Read and discuss Animal Farm.

Oral presentations of research papers.

MATERIALS OF INSTRUCTION

Text:Coping With the Mass Media, McDougal LittellPeriodicals:Consumer's ReportTimeReader's DigestFilms:Best T.V. Commercials (1970)The Ugly AmericanOthers as they apply

SUBJECT: Consumer English (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Detecting fallacies, propaganda, and merchandising psychology.

4 weeks

Students will make oral presentation of an original fallacious argument.

Record student advertising pitches.

Make advertising posters.

Read and discuss articles in resource periodicals.

Vocabulary drills and games.

Visit local supermarket to view the psychology of merchandising in action. Discuss and write evaluation of visit.

Group promotion of hypothetical product.

3 weeks

Library research on Madison Avenue merchandising.

Group work on promotion.

Presentation of promotions. (skits, posters, slides, recording) Read and discuss consumer articles.

Written evaluation of articles.

Consumer vocabulary drills and games.

Consumer writing

2 weeks

Review or introduce the format of business letter.

Introduce methods of a writing letter of compliment, complaint, or inquiry.

SUBJECT: Technical and Vocational English
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase V
TIME FRAME: One Semester

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment

To involve students in enjoyable, success bringing, learning activities which are especially relevant to their life goals or immediate life situation.

To help students build self-confidence and acquire a larger measure of self-respect.

To help students acquire or improve upon basic reading, writing, speaking, listening and thinking skills to the point where they are capable of surviving in the life situation they expect to find themselves when they live on their own.

To deepen the students' understanding of what is involved in selecting, securing, keeping or advancing in a job and in living on one's own.

To help students remedy on an individual basis their special weaknesses in language arts.

To provide an opportunity for students to pursue in depth special interests related to language arts.

Scores 70% or better on teacher prepared list of vocational vocabulary.

Writes personal and business letters in form specified by text.

Analyzes all forms of business communication following business communication form.

States and demonstrates steps in paragraph development as outlined by text.

Writes three paragraph essays adhering to IHS essay evaluation form.

Conducts interviews according to teacher guidelines.

Summarizes job description following text guidelines.

Completes individualized study projects in teacher-determined areas of communication weakness.

Vocabulary pretest. Vocabulary post test.

Text form of assessment.

Teacher evaluation of communication forms.

Teacher evaluated paragraph.

Teacher evaluated essays.

Teacher evaluation of job research.

Teacher evaluation of job summary.

Student contract. Teacher evaluation of project.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Exploring occupations

1, 2 weeks

Orient students to the dual nature of the course: A common study of occupations and life on one's own; and individualized work in areas of interest and personal weakness.

Job study project

3 weeks

Obtain student profile information.

Discuss individualized learning projects.

Find 25 different jobs that you might qualify for and be remotely interested in working at after high school. Type this list and put it on the board.

Select the two jobs you would most likely pursue and prepare a job description of the work.

Work through pgs. 1 - 38 in Jobs In Your Future. Letter pgs. 86 - 94.

Individualized work

4 - 6 weeks

Individualized conferences with students on their individualized learning projects.

Student reports on job study projects parts I & II.

SUBJECT: Technical and Vocational English (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Job-Getting Project	7 - 9 weeks	Students select a help wanted ad from the newspaper and do the following: A. Data Sheet-Job Profile pg. 95 <u>Jobs</u> B. Letter to employer pg. 58-59 <u>Jobs</u> C. Application and references 44-46 <u>Jobs</u> D. Job interview pg. 40 <u>Jobs</u>
Job interviews	10 - 11 weeks	Job interviews on VTR with each student to watch the playback. Work on individualized learning projects.
Budget	12 weeks	Direct students to prepare an itemized budget for one year by months based on the amount of income expected in their first year of working. Give total class direction for the first two days of the week and allow individual work the last three days.
Understanding of self and work.	13 weeks	Discussion of languages as a form of behavior. Examination of the purposes of language.
Personal Living Projects.	14 - 15 weeks	Continued work on self-understanding and language. Assign the personal living project for the remaining three days of each week.
The World of Labor.	16 - 18 weeks	In depth analysis of the labor market. Work on personal living project. Evaluation of individualized study projects. III

MATERIALS OF INSTRUCTION

Materials:

Jobs in Your Future, Text
Gates Reading Text; Strong vocational interest survey.

SUBJECT: Minority Literature (Mexican-American Authors)

GRADE LEVEL: Non - Graded

DEPARTMENT: English

SPECIFICATIONS: Completion of Phase V

TIME FRAME: Quarter

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

To introduce students to the literary contributions of Black and Mexican authors.

Reads The Underdogs, Tortilla Flat, selected poems and stories, and scores 70% or better on teacher prepared objective test.

Reading quizzes, teacher devised objective, exam.

To help students discover ways of alleviating friction between majority and minority groups

Discusses above mentioned writings according to teacher-devised communication guidelines.

Teacher evaluated class discussions.

To encourage students to relate insights gained in this course to existing community and school situations.

Takes notes following teacher outline on historical development of Mexican literature, the novel of the revolution, American caricatures of the Mexican, and Mexican self-portraits.

Evaluation of student notebook.

To aid the minority student in finding a place in present U.S. society.

Expresses himself in writing following the IHS style and usage sheets on the following topics:

Teacher evaluated essays.

To reinforce and expand the reading, writing, listening, talking and thinking skills of the student.

What is a Mexican?
According to Azuela what was the significance of the Mexican revolution?
Do American writers such as Harte, Steinbeck, London and Faulkner paint accurate pictures of the Mexican and his way of life.

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

Writes a topic sentence, supporting ideas, and clincher sentence in an essay which discusses the position of the Chicano in 20th Century Literature.

Teacher Evaluated essay.

Writes a brief character analysis of Bemetrrio (The Underdogs) and Danny (Tortilla Flat).

Teacher evaluated character analysis.

Identifies in essay test following teacher guidelines the basic structure of the novels studied in the course.

Essay exam.

Recognizes 70% and uses 60% of words in text Vocabulary for the High School Student. (pp.1-48)

Pre-test on Vocabulary.
Vocabulary quizzes.
Post-test on vocabulary.

Researches and presents orally to class a biography of a famous Mexican.

Teacher and student evaluation of oral presentation.

SUBJECT: Minority Literature (Cont.)

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
Introduction and history of the development of Mexican literature.	2 weeks Where applicable	<p>Pre-tests: reading and vocabulary. Statement of objectives. View film: <u>Everybody is Prejudiced.</u></p> <p>Teacher lectures. Discussions. Library research.. Oral presentation of biography. Vocabulary drills and games. Test on historical background.</p>
Novel of the Revolution Topic Sentence	2 weeks	<p>Teacher lecture. Read and discuss <u>The Underdogs</u> Reading quizzes. Vocabulary spelling drills, games, exercises. Practices writing topic sentences. View film on the Revolution. Role playing from the novel. Final test on novel.</p>
American caricatures of the Mexican. Supporting ideas.	2 weeks	<p>Read and discuss <u>Tortilla Flat.</u> Reading quizzes. Practice writing supporting ideas. View film: <u>Tortilla Flat</u> Spelling and Vocabulary drills and games. Final Test on <u>Tortilla Flat.</u></p>

SUBJECT: Minority Literature (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

The Mexican in The United States.
The Clincher Sentence.

2 weeks

Read and discuss stories in
Mexican American Authors and
The Chicano

Reading quizzes.

Practice writing Clincher sentence.

Writes major essay on the position
of the Chicano in 20th century
literature. Vocabulary and spelling
drills.

Final exam.

MATERIALS OF INSTRUCTION

Texts:

The Underdogs, Azuela
Tortilla Flat, Steinbeck
Mexican-American Authors
The Chicano, Simmen

Films:

Tortilla Flat

Minority Literature (Black):

Nigger by Dick Gregory
Black Boy by Richard Wright

Minority Literature (Mexican):

Chicano by Richard Vasquez

SUBJECT: Minority Literature (Afro-American Authors)
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Phase V
TIME FRAME: Quarter

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skill - Attitudes	Instrumentation or Assessment

To introduce students to the literary contributions of Black and Mexican authors.	Reads Afro-American drama, poetry, fiction and non-fiction and demonstrates comprehension of content by scoring 70% or better on teacher devised objective exam.	Reading quizzes Teacher devised objective test
To help students discover ways of alleviating friction between majority and minority groups.	Discusses above mentioned writings according to teacher devised communication guidelines.	Teacher evaluated class discussions
To encourage student to related insights gained in this course to existing community and school situations.	Identifies in writing the narrative elements of plot and cites examples of each: conflict, episodes, incidents, and points of view.	Teacher evaluated paragraphs
To aid the minority student in finding a place in present U.S. society.	Writes a topic sentence, supportive ideas and clincher sentence on themes discussed in class.	Teacher evaluated topic sentences, supportive ideas, and clincher sentence.
To reinforce and expand the reading, writing, listening, talking and thinking skills of the student.	Reads poem aloud to class in such a way that it can be heard and understood in the back of the room.	Teacher and student evaluation
	Recites poem to class.	Teacher student evaluation
	Writes a poem.	Teacher student conference



Minority Literature (Afro-American Authors)

Subject:

OBJECTIVES - SELECTED

EVALUATION - SELECTED

Knowledge - Skill - Attitudes

Instrumentation or Assessment

GOALS

Long Range - Timeless

Writes a paragraph that contains:

Teacher evaluated essay.

- a. topic sentence
- b. supportive ideas
- c. clincher sentence on the following topic:

Does Griffin give an accurate picture of the Black dilemma in American society?

Reads Afro-American novel of his choice and makes oral presentation.

Teacher-Student evaluation.

Recognizes 70% and uses 60% of Vocabulary for High School Student pp. 49-97.

Pre/Post vocabulary test.

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Introduction
Folk Tales

1 week

Teacher lectures.
Readings and discussion.
Vocabulary drills and games.

Early portraits in black

Afro-American Poetry

3 weeks

Teacher lectures.
Read and discuss the poems of Cullen, Hughes, Tolson, Hayden and Brooks.
The language of poetry. (lecture)
Vocabulary drills and games.
Poetry reading and recitation.
Writes topic sentences on poetry themes.
Poetry writing.
Test on Poetry unit.

The New Day
Black Pride
Angry Voices

Introduction to Topic Sentence

SUBJECT: Minority Literature (Afro-American Authors) (Cont.)

PROGRAM DESCRIPTION **TIME FRAME**
Where applicable **ACTIVITIES AND EXERCISES**

Afro-American Non-Fiction
Early spokesmen
Black Identity
Civil Rights
New Directions

2 weeks

Read and discuss essays by Douglas, Washington, Gregory, Malcolm X, Baldwin, King and Cleaver.

Introduction of Supportive Ideas

Library research.
Oral presentation to class.
Write supportive ideas.
Vocabulary drills and games.
Test on Non-fiction unit.

Afro-American Drama

2 weeks

Read and discuss Raisin in the Sun and Land Beyond the River.
Oral readings.

Insights into Black Life in the South.

Vocabulary of drama drills and games.
Writes clincher sentences.
Writes character analysis.
Exam on Drama unit.

Black Like Me

Read and discuss Black Like Me.
Vocabulary drills and games.
Role playing.
Test on book.

MATERIALS OF INSTRUCTION

Texts:

Afro-American Poetry, Houghton Mifflin
Afro-American Drama, Houghton Mifflin
Black Like Me, Griffin Signet

BEST COPY AVAILABLE

SUBJECT: Imaginative Literature
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase VIII
TIME FRAME: 1 semester

EVALUATION - SELECTED

OBJECTIVES - SELECTED

GOALS

Instrumentation or Assessment

Knowledge - Skill - Attitudes

Long Range - Timeless

To introduce the student to works of writers in the areas of science fiction, fantasy, and the supernatural, and the super-natural.

Recognizes works in the areas of science fiction, fantasy and the supernatural and associates them with the correct authors to 70% proficiency on objective test.

Teacher devised pre and post test; library research question and answer.

To help the student realize that many works of fiction included in the realm of fantasy make timely commentaries about the here and now and about the foibles of man.

Identifies devices used in the literary works (Examples: the quest in On the Beach; the dream in The Secret Life of Walter Mitty; reversal in "The Unicorn in the Garden"; a medical experiment in Flowers for Algernon; talking animals in Animal Farm; a special world with its own laws in The Hobbit; gadgetry, hypnosis, telepathy, unusual creatures, solar radiation, etc. in science fiction) to 70% proficiency on objective test.

Teacher devised pre and post tests on said topics

To explore some of the archetypes that evolve from the unconscious mind.

To encourage students to notice and analyze some of the trends that are current concerns of man and to extrapolate from those trends.

Demonstrates knowledge of the content of the works read to 70% proficiency on objective tests.

Teacher devised pretests and post tests; objective tests from Perfection Form if available for a particular work.

To develop an appreciation of literature that is evocative, magical, and mysterious rather than realistic or practical - that emphasizes individuality and spontaneity rather than logic and efficiency.

Writes original papers in the areas of science fiction, fantasy and the supernatural.

Teacher evaluation of papers of essay type which probe the student's understanding of the literary selections.

SUBJECT: Imaginative Literature (Cont.)

GOALS

OBJECTIVES - SELECTED

EVALUATION - SELECTED

Long Range - Timeless

Knowledge - Skill - Attitudes

Instrumentation or Assessment

To help students examine the devices used in fantasy

Develops discussion skills with emphasis on questioning, qualifying, problem solving, and direct response to others at teacher acceptable level.

Teacher, student evaluation, checklist.

Recognizes 70% and uses 60% of vocabulary of Imaginative Literature on test.

Pretest and post test over all areas, or in each area individually.

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Science fiction
1984 by George Orwell
 (Anti-utopia or Dystopia)
On the Beach by Shute
 (Extrapolation)
Science Fiction Hall of Fame
 N.Y., Avon, 1971
 Silverberg, Robert (ed.)

8 weeks

Teacher lecture; films; essays; role playing and problem solving in discussion groups; essays; library work; vocabulary drill; bulletin board work, collages; map making.

Fantasy
The Hobbit by Tolkien
 Selected short stories such as "The Unicorn in the Garden" by Thurber
Animal Farm by Orwell

5 weeks

Teacher lecture, discussion, films, essays, exercises, oral reports; the acting of scenes from the literary selections; vocabulary drill; bulletin board work; collages.

The Supernatural
Emerald, Horror and the Supernatural by Saki
 (22 short stories)
 The works of Edgar Allan Poe

5 weeks

Teacher lectures; discussion; films; slides; essays; written exercises; oral reports; bulletin board work; collages.

SUBJECT: Imaginative Literature (Cont.)

MATERIALS OF INSTRUCTION

Texts: 1984 by Orwell
On the Beach by Schute
Science Fiction Hall of Fame
ed. Robert Silverberg
The Hobbit by Tolkein
Animal Farm by Orwell
Humor, Horror and the Supernatural by Saki

Supplemental Materials

Tapes

Records

Filmstrips

Films: "La Jetee"
"Cosmos"
"Castles Made of Sand"
"Dream of Wild Horses"
"Shadow of Time"
"The Unicorn in the Garden"
"When Angels Fall"



SUBJECT: American Novel (Modern)
GRADE LEVEL: 11 - 12
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: Semester

GOALS **EVALUATION - SELECTED**
 Long Range - Timeless Instrumentation or Assessment

OBJECTIVES - SELECTED	EVALUATION - SELECTED
Knowledge - Skill - Attitudes	Instrumentation or Assessment
To present American Literature as a reflection of American life and ideals.	Pre/Post test in mechanics, grammar and usage.
To stress the worth and dignity of the individual.	Pre/Post test teacher evaluated essay in which critical terminology is utilized.
To stress personal rights as realized through responsibility.	Teacher evaluated essays and checklist on elements.
To appreciate our American literary and cultural heritage.	Teacher evaluated essay utilizing literary texture. Identification of texture. Exercises from works studied.
To make the student more sensitive to the sufferings of others.	Teacher evaluated essays and paragraphs demonstrating these specific skills.
To foster a sense of ethics and humanitarianism.	Teacher evaluation of research paper on selected topics. Pre/Post test on library usage.
To improve, enrich and expand communication and library skills.	Test to determine successful notetaking technique.
To encourage, enrich, and direct creative outpouring.	Teacher evaluation of essays and paragraphs. IHS style and usage sheet.
To present American Literature as a reflection of American life and ideals.	Pre/Post test in mechanics, grammar and usage.
To stress the worth and dignity of the individual.	Pre/Post test teacher evaluated essay in which critical terminology is utilized.
To stress personal rights as realized through responsibility.	Teacher evaluated essays and checklist on elements.
To appreciate our American literary and cultural heritage.	Teacher evaluated essay utilizing literary texture. Identification of texture. Exercises from works studied.
To make the student more sensitive to the sufferings of others.	Teacher evaluated essays and paragraphs demonstrating these specific skills.
To foster a sense of ethics and humanitarianism.	Teacher evaluation of research paper on selected topics. Pre/Post test on library usage.
To improve, enrich and expand communication and library skills.	Test to determine successful notetaking technique.
To encourage, enrich, and direct creative outpouring.	Teacher evaluation of essays and paragraphs. IHS style and usage sheet.

SUBJECT: American Novel (Modern) (Cont.)

GOALS OBJECTIVES - SELECTED

Long Range - Timeless

Knowledge - Skill - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

Prepares and participates in debates utilizing comparison and contrast, emphasis, logical development and semantics (slanting, connotation, denotation)

Teacher and class evaluation of debates.

Creates in independent study session a project (essay, play, art, etc.) relating to one of the major themes explored in the course.

Teacher and class evaluation.
Guest evaluators.

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PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

The New Morality
(Concepts and illustrative novel)

3 weeks

Discussion, films, research and essay.
Role playing, survey. Vocabulary drills and reference room. Debate New Morality (vs) Puritan Ethic.

Personal identity

4 weeks

Journal, role playing. Circular seminar, rap session, collage expressing identity, essay, posters and bulletin board displays.

What does it mean to say "I"?

American Dream of Success Ideals, disappointments and implications of the American Dream.

4 weeks

Creative written expression on "success." Discussion, debates. Precis writing essay. Guest speakers.

Social Conscience and Civil Disobedience. "Individual rights and responsibilities"

4 weeks

Field trips to local farms and migrant camps. Guest speakers, panel discussions, debates, library research and essay.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Independent study and course evaluation. Choice within framework of above themes.

Independent study choices (students may offer suggestions for topics)

"The American Establishment"

"Morality in America"

"Integrity"

"The Lonely American"

"Is the American Truly the Ugly American?"

"The American Dream"

"The American Social Conscience"

3 weeks

Independent exploration culminating in project of student's choice.

MATERIALS OF INSTRUCTION

Records: The Great Gatsby

Texts: Goodby Columbus
A Separate Peace
Catcher in the Rye
The Grapes of Wrath
The Jungle
The Invisible Man
The Great Gatsby
The Bridge of San Luis Rey
Intruder in the Dust
Walden II

Outside Reading (Suggested collateral reading) others will be added as needed

Ox Bow Incident
An American Tragedy
In Dubious Battle
Giants in the Earth
The Yearling
Studs Longin
Black Like Me
Gentleman's Agreement
Why We Can't Wait
To Kill a Mockingbird

The Learning Tree
Nigger
Man in the Grey Flannel Suit
Young Man With a Horn
The Golden Boy
Native Son
Silent Spring
The Quiet Crisis
Knock on Any Door
Unsafe at any Speed
Robber Barons
The Heart is a Lonely Hunter

Films: The Golden Twenties
The Grapes of Wrath

Filmstrips: The Alienated Generation

SUBJECT: Literature For Lovers
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Completion of Phase
TIME FRAME: Semester

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

To give students the opportunity to read and discuss great works of literature on the theme of love.

Reads various literary works and historic views on the theme of love and scores above 70% on teacher prepared tests (objective and essay)

Teacher prepared objective and essay tests.

To help student develop the ability to analyze and compare the varying views of great authors of several historic periods on the theme of love and the male-female relationship.

Discusses various ideas in the works covered to teacher level of acceptance.

Teacher evaluated class discussions.

To give students the opportunity to compare the attitudes of various literary characters to the opposite sex and the many aspects of the love relationship - passion, romance, jealousy, loyalty, infidelity, lust, respect, admiration, etc.

Discusses and compares in writing, following the IHS style and usage sheet, the ideas and techniques of various authors studied.

Teacher evaluated compositions.

To help students develop the ability to compare the styles and themes of various authors and their methods of characterization, setting, plot, etc.

Listens to teacher lectures on literary genres, poetry types and figurative language and scores above 70% on teacher prepared objective test on this material.

Teacher prepared objective tests.

Vocabulary quizzes.

To help students develop the ability to discuss works of literature on a specific theme both in speaking and writing.

Chooses and reads one literary work on the theme of love and presents a researched report to the class.

Teacher, class and self-evaluation of presentations.

SUBJECT: Literature For Lovers (Cont.)

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

.....
Listens to teacher lectures on historic views of love-courtly love, conventional love, etc. and scores above 70% on teacher prepared essay or objective test.

Teacher prepared essay or objective test.

Prepares and presents a creative project from his own ideas on the theme of love - either in written, dramatic, or visual arts form.

Teacher, class and self-evaluation of presentations.

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Introduction to theme and outline of course.

1 week

Pretesting in writing
Lecture

Modern view of love preliminary to studying views of past.

1 week

Read and discuss Love Story
Writing critique and character analysis.
Vocabulary exercise

Introduction to historic views of love as seen in earlier literary works (noting differences in genres)

2 weeks

Lecture and note taking
Read and discuss selections from Paradise Lost, The Canterbury Tales, Hero and Leander, etc.

Role play enactment of courtly love.

Vocabulary exercise testing on lecture material

Filmstrip

Library research of author and choosing outside book

SUBJECT:

Literature For Lovers (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Introduction and expansion of theme of ill-fated young love.

4 weeks

Lecture

Read and discuss Romeo and Juliet and West Side Story

Written composition in comparing these works

Vocabulary exercise

Reading quizzes

Oral reading of parts

Listen to record of Romeo and Juliet

Presentation and class discussion of how work relates to theme of love.

Teacher class and self-evaluation

Introduction and expansion on theme of conventional love of 19th century England.

3 weeks

Lecture

Read Jane Eyre

Class discussion

Role play selected scenes

Reading quizzes

Vocabulary exercise.

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PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Love poetry	2 weeks	Composition writing. Final test on <u>Jane Eyre</u> Lecture on poetry types, figurative language, sonnet form. Read and discuss sonnets of E.B. Browning and Shakespeare Vocabulary exercise Student poetry writing Test on figurative language and poetry types Written interpretations Lecture on Ibsen and Times Read and discuss <u>A Doll's House</u> Oral reading of parts Written composition Read and discuss <u>Dr. Zhivago</u> Vocabulary exercise Male - female debate Comparative paper Reading quizzes
Introduction and expansion of theme of married love-self-fulfillment and equality in marriage (female point of view)	2 weeks	
Married love - fidelity and individual needs (male point of view)		

SUBJECT: Literature For Lovers (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Presentation of student projects and summation.

1 week

Presentation and class discussion
Teacher, class and self-evaluation

MATERIALS OF INSTRUCTION

Materials:

Love Story Erich Segal New American Library - Signet

Dittoed selections from Paradise Lost, The Canterbury Tales, Mero, Romeo and Juliet, West Side Story, Leander, etc.

Dell Publishing Co.

Jane Eyre Dell Publishing Co.

Selections of Shakespeare's Sonnets and E.B. Browning

A Doll's House

Dr. Zhivago

SUBJECT: Twentieth Century American Drama
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Phase VIII
TIME FRAME: One Semester

OBJECTIVES - SELECTED		EVALUATION - SELECTED	
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment	
To introduce students to the masterpieces of Twentieth Century American Drama.	Reads plays of representative American authors and demonstrates knowledge of content by scoring 70% or better on teacher devised objective test.	Pretest (teacher inventory of plays read) Quizzes Objective Test	
To develop through dramatic literature the student's awareness of himself.	Discusses plays following teacher-prepared discussion guidelines.	Teacher-student evaluation of class discussion.	
To foster a sense of ethics and humanitarianism.	Reads with understanding and expression a part in one of the plays.	Teacher-student evaluation of readings.	
To re-enforce and expand communication skills.	Recognizes 70% and uses 60% of the vocabulary of drama on teacher devised objective test.	Vocabulary pretest Quizzes Vocabulary post/test	
To encourage creativity and self-expression.	Writes an essay following teacher guidelines and I.H.S. style and usage sheet on a) history of drama b) structure of drama c) dramatic innovations.	Teacher evaluated essays	
	Writes an essay on the themes discussed in class.	Teacher evaluated essay	
	Writes an Aristotelian analysis of a play of his choice.	Teacher evaluated paper	
	Participates in a group dramatization of a scene from student selected play.	Teacher student evaluation.	
	Writes a dramatization of a short-story or novel.	Teacher-student evaluation of work.	

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

In search of the meaning of justice	Three weeks	Teacher lectures. Read and discuss <u>Inherit The Wind</u> and <u>The Andersonville Trial</u> . Read and discuss student essays on theme Role playing Exam on unit
The quest	Three weeks	Teacher lectures Read and discuss <u>Man of La Mancha</u> and <u>Of Mice and Men</u> Read and discuss student essays on this theme Exam on unit
In search of the new morality	Two weeks	Teacher lectures Independent readings from teacher- suggested list of plays Read and discuss student themes Oral presentations Work on original dramatization Unit exam
Student dramatizations and reading	One week	Students dramatize original play
Introduction History of Drama	One week	State Objectives Teacher Lectures Read essays Vocabulary Drills and games
The world of the play Setting Structure Character Guides to analysis of drama	One week	Teacher lectures Discussions Read and discuss <u>The Skin of Our Teeth</u> <u>Quizzes</u> Student readings Vocabulary Test on unit



SUBJECT: Twentieth Century American Drama (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

A search for identity

Three weeks

Teacher lectures
Read and discuss Death of a Salesman and A Raisin in the Sun
Read student essays on theme
Vocabulary drills and games
Unit exam

In search of a hero

Four Weeks

Teacher lectures
Read and discuss the Crucible,
Home of the Brave and 1000 Clowns
Read and discuss student essays on theme
Exam on unit

MATERIALS OF INSTRUCTION

The Skin of our Teeth
Death of a Salesman
A Raisin in the Sun
Home of the Brave
1000 Clowns
The Crucible

Wilder
Miller
Hansberry
Laureants
Gardner
Miller

Inherit the Wind
The Andersonville Trial
Of Mice and Men
Man of La Mancha

Lawrence & Lee
Levitt
Steinbeck
Masserman

Film: 1000 Clowns

SUBJECT: Logic and Semantics
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Phase VIII
TIME FRAME: One Semester

GOALS

OBJECTIVES - SELECTED

EVALUATION - SELECTED

Long Range - Timeless

Knowledge - Skills - Attitudes

Instrumentation or Assessment

To present the student with experiences and training in the field of logic in such a way that the student will be stimulated by new ideas.

Writes proofs of basic theorems following text and teacher guidelines.

Pretest.
 Teacher evaluated discussion.
 Teacher post test.

To become aware of the function of logic in technical and vocational fields in society.

Develops the ability to analyze word problems following teacher guidelines.

Pretest
 Post test - teacher objective test

To reinforce the appreciation and need for precision of language and definition.

Demonstrates the use of the basic laws and rules of logic in solving problems by scoring teacher-approved percentage on objective test.

Pretest
 Post test - teacher objective test

To introduce concepts of formal logic.

Recognizes and constructs various types of proof as shown in text.

Group reports teacher evaluated.
 Teacher objective test.

To stimulate original methods of problem solving within a logical framework.

Uses fluently 60% and recognizes 70% of vocabulary words in text.

Pretest on vocabulary of logic vocabulary quizzes. Post test on vocabulary
 Teacher evaluated panel discussions and debates.

To have the students acquire facility in applying concepts and skills of logic.

Recognizes the library resources relative to the history and cultural significance of logic.

Teacher evaluated research in library.
 Evaluation of student research paper following the IHS style and usage sheet.

To encourage the discovery and independent observation in logical relationships.

Introduces proof by induction and deduction following teacher guidelines.

Pretest on induction and deduction.
 Teacher evaluated essays.
 Post objective test.

SUBJECT: Logic and Semantics (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Introduction of logic and semantics

1 week

Pretest on Logic and Semantics.
View film Why Man Creates
Statement of objectives
Teacher lectures and discussions.
Test on introduction of Logic and Semantics.

The Uses of Language

1 week

Brain teasers.
Teacher lectures and discussion
Library research
Student note taking.
Vocabulary drills and quizzes.
Test on uses of language
Brain teasers

Informal fallacies

1 week

Teacher lectures and discussion
on relevance and ambiguity.
Student note taking
Group reporting
Test on informal fallacies.
Brain teasers.

Definition

1 week

Teacher lecture on purposes and type
Class discussion
Vocabulary drills and quizzes.
View film A STORY OF DISCOVERY

Categorical propositions

2 weeks

Test on definition.
Brain teasers.
Teacher lecture on categorical propositions.
Brain teasers
class discussion
student note taking
Vocabulary drills and quizzes
Library research
Group debates

SUBJECT: Logic and Semantics (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Categorical syllogisms.

1 week

Teacher lecture and discussion on standard-form and Venn Diagram technique.
 Student note taking
 View film Everybody's Prejudiced
 Test on categorical syllogisms
 Brain teasers.

Arguments in ordinary language.

2 weeks

Teacher lecture and discussion on enthymemes, sorities, and dilemmas.
 Student notetaking
 Library research and writing proofs.
 Vocabulary drills and quizzes.
 Test on arguments in ordinary language
 Post test on logic and semantics
 Brain teasers.

Symbolic logic.

2 weeks

Second pretest on logic and semantics
 Teacher lecture and discussion on symbols, conjunction, negation, laws of thought, implication, paradoxes, etc.
 Student notetaking
 Vocabulary drills and quizzes.
 View film No Greater Challenge
 Test on symbolic logic
 Brain teasers.

Evaluating extended arguments.

1 week

Teacher lecture and discussion on validity and invalidity.
 Student notetaking
 Panel reports
 Writing proofs
 Test on evaluating extended arguments
 Brain teasers



PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
Propositional functions.	1 week Where applicable	Teacher lecture and discussion on quantification and a syllogistic inference. Class debates. Student note taking. Vocabulary drills and quizzes. Test on propositional functions. Brain teasers.
Analogy and probable inference.	1 week	Teacher lecture and discussion on argument and appraising. Student note taking. Group reporting. Test on analogy and probable inference Brain teasers.
Casual connections. Mill's methods of experimental inquiry.	1 week	Teacher lecture and discussion on cause, criticism and vindication of Mills method. Student note taking. Vocabulary drills and quizzes. Writing proofs. Test on casual connections. Mill's methods of experimental inquiry. Brain teasers.
Science and hypothesis	2 weeks	Teacher lecture and discussion on values, explanations, experiments, and classification. Note taking by students. Library research Writing proofs. Group debates. Test on science and hypothesis Brain teasers.



SUBJECT: Logic and Semantics (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Probability.

1 week

Teacher lecture and discussion on alternative conceptions.
Student note taking.
Work exercises.
Test on probability.
Post test on logic and semantics.

MATERIALS OF INSTRUCTION

Adler, Irving, Logic for Beginners, John Day Co., 1964
Arnold, B.H., Logic and Boolean Algebra, Prentice-Hall, Inc., 1962
Brennan, Joseph, A Handbook of Logic, Harper & Row, 1961
Chase, Stuart, Guides to Straight Thinking, Harper & Row, 1956
Church,
Holmes,
LeBlanc,
Lieber, Lillian, Mits, Wits, & Logic, W.W. Norton & Co., Inc., 1960
Ruby,
Russell,
Schneider,
Suppes, Patrick, First Course in Mathematical Logic, Blaisdell Publishing Co., 1964

SUBJECT: Humor, Satire, Parody
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: 18 weeks

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment

To develop the student's faculty for understanding, appreciating, and expressing himself in various forms of humor.

To provide the student with vehicles for laughter as an enjoyable form of emotional release.

To allow students to become aware of the differences in types and purposes of humor so they can act thoughtfully and appropriately in social situations.

To develop through humor the student's faculty for understanding his fellow man.

To develop through humor the student's awareness of himself as a social being.

Demonstrates a working understanding of the vocabulary of humor as it applies to this course by achieving an acceptable percentage on a teacher-made test and by incorporating these words into class discussion.

Traces in a written essay major elements and styles of humor through the ages, pointing out any significant changes at given times in history.

Identifies and analyzes in class discussion, to a teacher-acceptable level, selected readings, the major cultural elements of which influence ethnic humor.

Analyzes in a written essay of not more than 5 pages major psychological aspects of a given work of humor. Paper will be based upon library research and will adhere to teacher-acceptable level to dictat~~es~~ of usages, mechanics, and form.

Compares in short paragraphs roles played by emotion from a) point of view of "receiver" b) point of view of "sender" in given humorous situations.

Teacher-made test; written and oral discussion of terms; teacher's observations of student's incorporation of terms into his vocabulary.

Written essay, based upon library research, in which student illustrates any major differences in humor that have occurred throughout history.

Teacher evaluation of class discussion in which 80% of students contribute, to a teacher-acceptable level, to listing and analysis of cultural elements in ethnic humor.

Teacher evaluation of essay based upon library research of major psychological aspects of a given work of humor. Evaluation will be based upon content, usage, mechanics and form.

Teacher evaluation of short paragraphs comparing roles of "sender" and "receiver" in given humorous situations, evaluation based upon teacher acceptable level of form and content.

SUBJECT: Humor, Satire, Parody (Cont..)

GOALS

Long - Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

Identifies and explains various major forms of humor (satire, pun, parody, comedy) from given examples presented by teacher.

Gives oral presentation to class which analyzes a given form of humor from a student selected work.

Analyzes the role of figurative language as elements of humor in given works.

Demonstrates use of humor as a persuasive device by either a skit, recording, or poster to a teacher acceptable level.

Demonstrates to a teacher acceptable level based upon individual evaluation competency in use of standard essay form and techniques commensurate with his level in school.

Presents to the teacher and the class, either orally or in writing an original work following one of the major forms of humor (puns, parody, slapstick, force, comedy, satire, cartoons, etc.) to a teacher acceptable level.

EVALUATION - SELECTED

Instrumentation or Assessment

Teacher made test in which students identify and explain forms of humor evident in given examples presented in test.

Oral presentation in which student analyzes elements of humor in student selected work.

Teacher evaluation individuals participation in class discussion in which 50% of students will contribute to analysis of figurative language in humor.

Teacher evaluation of presentation.

Teacher evaluation of essays based upon student-teacher conferences and teacher acceptable standards.

Teacher and class evaluation of presentation based upon degree of amusement.

SUBJECT: Humor, Satire, Parody (Cont.)

ACTIVITIES AND EXERCISES

TIME FRAME
Where applicable

PROGRAM DESCRIPTION

Introduction to course Vocabulary of Humor	1 week	Lecture, Teacher-made study sheets. Discuss range of humor with examples.
Humor Through the Ages	2 weeks	Lecture, read study sheets of examples of humor from earliest times - library research. Essay due.
Ethnic Humor	1 week	Class discussion, lecture, student gathered examples, text.
The Psychology of Humor	2 weeks	Library research, lecture, class discussion. Paper due.
Uses of Humor	2 weeks	Oral presentation, lecture, class discussion, skits.
Forms of Humor	(10 weeks)	Oral Presentation
a) Comedy	2 weeks	Readings from texts: Wilder movie: When Comedy Was King
b) Farce	1 week	Farce: Lecture, Skits, Text.
c) Satire	3 weeks	Lecture, discussion, readings from texts, movie: Dr. Strangelove
d) Parody	1 week	Readings from text, essay utilizing parody.
e) Non-Verbal	1 week	Lecture, class discussion, students bring in examples of non verbal humor to present to class.

MATERIALS OF INSTRUCTION

Materials: Three Plays: Wilder
Mad Magazine
My Life and Hard Times - Thurber

Films: When Comedy Was King
Dr. Strangelove

Filmstrip: American Humorists

Supplementary: Extensive use of teacher handouts and TV progr.

SUBJECT: Shakespeare
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS:
TIME FRAME: One Semester

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long - Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment

To guide the student in developing a moral, psychological and political as well as esthetic sensitivity.

Identifies the conventions of the theatre of Shakespeare's time - in particular with the Globe Theatre.

Teacher devised Pre/post Test.

To develop awareness in the student of what the work evokes in the reader regarding the human condition.

Knows the main historical aspects of the Elizabethan Age.

Teachers devised Pre/post Test.

To help the student discover his own uniqueness and also to show him his deep personal obligations to his fellow human beings.

Knows the content of some of Shakespeare's works in areas of tragedy, comedy and history as well as some of the sonnets and poems.

Perfection form Test.

To give the students the experience of listening to and participating in the oral reading of Shakespeare's works.

Identifies the speaker and play of quotations that reveal Shakespeare's brilliant use of language.

Students will keep personal records of lines memorized, of lines particularly enjoyed, of oral reports given and of cultural activities attended which relate to the class, if any.

To help students understand why Shakespeare was a playwright who was "not of an age, but for all time."

Writes brief papers which reveal an understanding and awareness of some of the more powerful human emotions that play like lightning over the landscape of Shakespeare's plays, and which reveal as well insight into human motivation (example: Discuss Iago's belief that the sole motive of all action is self-interest) and human relationships.

Teacher shall evaluate papers of essay type which probe the students' understanding of the literary selections.

SUBJECT: Shakespeare (Cont.)

GOALS

Long - Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

Identifies and uses vocabulary of literary criticism selections

Pre/post test.

In writing to teacher level of acceptance analyzes Shakespearean play in terms of literary techniques: figurative language, puns, irony, recognition, and mistaken identity.

Teacher test. Class discussion. Teacher observation of students incorporating terms into his verbal repertoire.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Elizabethan Age

1 1/2 week

Note taking, oral reading and discussion of material

Elizabethan Theatre

Histories - Richard II,
Richard III, Henry IV (I)

7 weeks

Role playing for Elizabethan Theatre
Matching exercises - oral and written
Teacher test

Tragedies - Othello

3 weeks

Comedies - The Tempest, The Taming Of The Shrew

5 weeks

Sonnets & Poems

1 week

Vocabulary of Literary criticism

1/2 week

Standardized tests, Book review,
Bulletin Board, Mini Projects



SUBJECT: Shakespeare (Cont.)

MATERIALS OF INSTRUCTION

Texts: Folger Library

Richard II

Richard III

Henry IV, Part I

Othello

The Tempest

The Taming of the Shrew

Films: "Richard III"

Filmstrips; Records

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SUBJECT: The Bible as Literature
GRADE LEVEL: Non - Graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: One year

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED
 Knowledge - Skills - Attitudes

EVALUATION - SELECTED
 Instrumentation or Assessment

To increase knowledge of the content and nature of Biblical literature.

Reading:

Interprets passages in the light of their complete textual and cultural contexts.

Precis evaluated by teacher to determine ability to condense to core ideas.

To improve and enrich the communicative skills (listening, speaking, reading, and writing).

Written critiques to be corrected and evaluated by teacher.

To stimulate more mature and productive thought processes.

Demonstrates competency in the handling of Biblical literary texture: i.e. concepts, figures of speech, symbols, idioms, and imagery.

Pre/Post test on interpretive con-textual criteria.

Written and oral exercises to determine ability to identify textural entities from actual passages.

To cultivate a deeper sensitivity for human values.

To release creative potential and instill an appreciation for creative expression.

Understands the diversity of literary genre in the Bible and can discriminate between their likenesses and differences.

Pre/Post test to determine ability to discriminate and identify genres.

Research:

Comprehends the impact of Biblical content on English literature and Western Civilization.

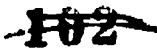
Research papers on selected topics evaluated by teacher.

Post unit test to determine retention of lecture content survey taking and compilation.

Recognizes the unique processes and historical influences by which Judeo-Christian literature was originated, authored, compiled, edited, preserved, canonized, and translated into an understandable entity for modern men.

Pre/Post test to determine knowledge gained in the processes of biblical development.

Research papers and panel report to determine in depth understanding of specific processes.



SUBJECT: The Bible as Literature (Cont.)

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

Assimilate the essential facts that comprise the history of the Jewish people as it pertains to a better understanding of the Bible.

Book reviews evaluated by teacher.

Pre/Post unit test determine over all knowledge gained.

Research papers on selected topic determine specific in depth learning.

Knows for purposes of cross referencing, comparing, synthesizing, and the like the format (divisions and books) of the Bible.

Pre/Post unit test.

Drill and review games to determine increase in look-it-up skill.

Collates divergent materials and scholarly opinion to formulate original, considered, and critical judgements.

Full blown research papers on selected topics evaluated by teacher.

Listening & Speaking:

Synthesizes opposing viewpoints and biases in a spirit of tolerance and with an open mind.

Debates in which participation is evaluated by teacher.

Presents views in well structured and articulated oral expression.

Panel and oral reports evaluated by teacher.

Demonstrates the ability to focus his mental capacity on his audio monitoring.

Group discussion, rapping.

Writing:

Develops an individual and appealing style.

Teacher evaluation of essays, creative writing, research paper, critiques, reviews, etc.

Composes compositions in which logical organization, thought continuity, and paragraph development contribute to clear, more coherent communication.

SUBJECT: The Bible as Literature (Cont.)ed

GOALS OBJECTIVES - SELECTED EVALUATION - SELECTED
Long Range - Timeless Knowledge - Skills - Attitudes Instrumentation or Assessment

Writing:
Proofreads and revises manuscripts so detracting mechanical errors are eliminated.

Writes with equal ease in both scholarly creative modes.

Thinking:

Develops, formulates independent thoughts

Applies the tests of logic and consistency to his own and others' ideas.

Demonstrates skill in surveying possibilities and problem solving.

Multimedia projects evaluated by teacher for creative problem solving thought processes.

Written oral expressions in which critical and independent thought is evaluated by teacher.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Orientation and diagnostic pretesting.

2 weeks

Lecture - discussion - tests. Explanation of course outlines, assignments, and projects.

Introduction to possible approaches to Biblical study.

2 weeks

Guest speakers. Question and answer discussions or group interviews. Tests essays - debates.

A historical study of the process by which ancient Biblical writings began as oral tradition and culminated in modern printed translations.

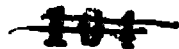
2 weeks

Research assignments - library visits - lecture - discussion - oral reports - panel reports. Tests - essays - book reviews.

Broad survey of books and divisions of the Bible.

3 weeks

Written and oral exercises - lectures - drill review games - tests.



PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
	Where applicable	
Broad survey of literary genres in the Bible.	3 weeks	Study fill-in sheets - written and oral exercises - lecture - discussion - tests. Book reviews.
A comparative study of styles and literary textures in the various Biblical writings.	4 weeks	Lectures - panel reports - written and oral exercises - observation sheets - written analysis - panel reports.
A historical study of the Jewish nation of Biblical times.	3 weeks	Study sheets - library visits - written and oral reports. Book reviews. Tests. Lecture - discussion.
An in-depth study to <u>Old Testament Narratives</u> .	4 weeks	Multimedia presentations - lecture discussion - Nalytical work sheets - group and individual projects. Essays exams.
An in-depth study of Biblical poetry-the Psalms.	3 weeks	Illustrated notebooks - multimedia reading and pictures and sound tracks lectures - test - discussion.
An in-depth study of the aphoristic literature in the Bible - Proverbs, Ecclesiastes, and the Sermon on the Mount.	3 weeks	Posters / banners illustrating Biblical aphorisms in artistic modes - Topical lectures and discussions - surveys - exams.
An in-depth study of the parables of Jesus.	4 weeks	Discussion - artistic presentations - exams.



MATERIALS OF INSTRUCTION

The King James Edition of the Bible (Main text book)
(Some of the books on reserve in the library)
Norman K. Gotwald, A Light to the Nations, Harper and Brothers, 1959
Richard Heard, An Introduction to the New Testament, Harper and Brothers, 1950
Hymarx, An Outline to the Old Testament, Student Outline Co., 1930
Hymarx, An Outline to the New Testament, Student Outline Co., 1930
(Many more books will be added to this as new sources are tapped.)

SUBJECT: Supernatural Literature and Communication

GRADE LEVEL: Non - Graded

DEPARTMENT: English

SPECIFICATIONS: Elective

TIME FRAME: Semester

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

To improve, reinforce and enrich the basic communicative skills.

Demonstrates acceptable level in composition, oral skills and mechanics.

Pre/Post test on elements of composition, oral skills, mechanics and punctuation.

To increase knowledge of the content and nature of Supernatural Literature.

Recognizes and uses the vocabulary of the supernatural to teacher acceptable level.

(Pre/Post test) on vocabulary from stories, texts and teacher lectures.

To encourage natural curiosity concerning matters which appear beyond human power of explanation.

Develops and applies skills in cross reference and research to teacher acceptable level.

Drills and games utilizing use of library reference materials. (Pre/Post test on library skills.)

To encourage critical analysis of non-sectarian supernatural beliefs.

Demonstrates competency in semantics (slanting, connotation, denotation etc.).

Pretest on semantic terminology of written and oral reports.

To encourage reading of all forms (drama, stories, poetry).

Researches and prepares a major written report on one specific occult topic (free choice.)

Post test to discern improvement in semantics.

To develop perceptive, critical thinking and reading.

Critically analyzes and explicates representative authors from 14th - 20th century who have dealt with supernatural themes (Concepts, symbols, figurative language, imagery) to teacher acceptable level.

Teacher evaluation of research topics. Suggested: alchemy, magic, witches, tarot cards, numerology, phrenology, etc.

Pretest on literary terminology (figurative language) and modern critical terms (function, relationship, etc.)

Post test utilizing terminology in composition form.

SUBJECT: Supernatural Literature and Communication (Cont.)

GOALS **EVALUATION - SELECTED**
Long Range - Timeless **Instrumentation or Assessment**
OBJECTIVES - SELECTED
Knowledge - Skills - Attitudes

<p>To increase knowledge of individual and human foibles.</p> <p>To increase individual self-awareness by developing a philosophy concerning the relevance of the supernatural in the modern age.</p> <p>To expand perceptions, imagination and creativity.</p>	<p>Discovers and knows the relationship between supernatural matters and science, mathematics, basic logic and other tools of human understanding to teacher acceptable level.</p> <p>Analyzes own character and personality in relation to what astrologers, palmists and fortune tellers have to say.</p> <p>Develops and presents a creative project (story, play, collage, mobile, etc.) relating to the supernatural by developing capacity for independent study.</p>	<p>Teacher evaluation of library reports, and panel discussions. (Pretest on basic superstitions. Post test to record changes.)</p> <p>Utilizes astrological readings, fortune telling, personal analysis and acceptable psychological personality (and/or vocational) test.</p> <p>Teacher and class evaluation of projects.</p> <p>To evaluate student capacity for independent study - i.e. work produced in time allotted, teacher evaluation.</p>
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PROGRAM DESCRIPTION

TIME FRAME
 Where applicable

<p>Questionnaires and orientation to subject matter.</p> <p>Viewing, discussing and analyzing a variety of short stories and films related to the general studies of the supernatural.</p> <p>Library research on individual types, guest speakers on astrology, palmistry and fortune telling.</p>	<p>1 week</p> <p>3 weeks</p> <p>1 1/2 week</p>	<p>Completes questionnaire and discusses apparent attitudes toward supernatural and witchcraft.</p> <p>Written evaluation and exploration of ideas presented.</p> <p>Specific use of devices used in "supernatural" world such as ouija board, water witching, mental telepathy and extrasensory perception.</p>
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ACTIVITIES AND EXERCISES



SUBJECT: Supernatural Literature and Communication (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Vocabulary, dictionary, and reference work (done at various times throughout semester)	3 weeks	Word and reference games - create and solve anacrostic puzzles on supernatural subjects.
Analyze ghost stories, plays and operas dealing with reincarnation, predetermination (both for supernatural elements and as critical analysis).	4 weeks	Records, film strips, panel discussions, class discussions and essays.
Unit on witchcraft and magic, medieval concepts, church heresy, practice of witchcraft.	6 weeks for total program	"Crucible" - music - operas and symphonies. Guests to demonstrate magic and elements of witchcraft.
Relationship of witchcraft to voodooism, pinstickling, evil spells, burning in effigy.		Perform a few of the rites and rituals of magic and witchcraft i.e. telling time with "ring in the glass."
Evaluation of course.	1/2 week	Student-teacher evaluation (forms, questionnaires.)

MATERIALS OF INSTRUCTION

Gibson & Gibson, The Complete Illustrated Book of the Psychic Sciences, Pocket Books, 1969
 Hill & Williams, The Supernatural (Signet) 1965.

Selections:

- Arthur, Monster Mix (Dell, 1968)
- Cerf, Famous Ghost Stories (Vintage, 1944)
- Hoopes, Speak of the Devil (Dell, 1967)
- Lovecraft, the Dunivich Horror (Lancer, 1969)
- Ward, Black Magic (Dell, 1968)

MATERIALS OF INSTRUCTION

Other Selections from: Poe, Hawthorne, Irving, Bierce, O. Henry, S.V. Benet, Bradbury, Dickens, Wells, Marlowe, Shakespeare, Coward, Miller, H. James, and Ira Levin and Jovita Gonzales, James Dixon, Edward Cayce.

Operas: Faust (Gounod)
Menotti (The Medium)
Mozart (Don Giovanni)

Symphonies: Berlioz (Fantastic Symphony)
Dukas (Sorcerer's Apprentice)

Films: Selected Films

SUBJECT: World Literature
GRADE LEVEL: Non-graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: 1 year course

GOALS

Long - Range - Timeless

ORJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation - Assessment

To expose the student through meaningful themes to the range and variety of the world's great literature.

Write an essay of either analysis or comparison & contrast based upon each of the major themes covered in the text (see course description) in which the student adheres to the conventions of standard English.

Teacher evaluation based upon content, usage and mechanics (Indio High School Composition, Guide).

To develop in the student an appreciation for man and his literature.

Write a major paper (5 pages) each semester, adhering to the dictates of standard form and techniques in which the student presents and defends a thesis.

Teacher evaluation based upon a) thesis b) support of thesis c) conventional research paper form (to be handed out to students), and d) style.

To allow and to encourage students to explore, as their own interests dictate, meaningful questions of man's position in the universe.

Demonstrates proficiency in library and research skills in researching information in defense of a thesis.

Pretest and post test; effectiveness with which student utilizes library resources for assigned work.

To provide a foundation in not only great literary themes and their variations, but in the philosophical premises on which they are based.

Give to the class an oral presentation based upon literature or ideas encountered in readings.

Teacher evaluation of oral presentation based upon delivery, content, and depth of thought.

To encourage the student to examine his own values in relation to the values expressed in works read.

Identifies major trends of philosophy expressed in works read in course.

Teacher made test; class discussion.

To understand not only those areas in which the universality of man dominates, but those areas enriched by individual differences.

Points out orally or in writing any significant aspects of the author's lives as they bear upon their artistic expression.

Oral or written report.



SUBJECT: World Literature (Cont.)

GOALS

Long - Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation - Assessment

To develop, enrich, and reinforce communication skills, written and oral.

Trace in written essay historical, cultural, philosophical influences on given works of literature read.

Essay - evaluation based upon a) style b) organization c) content.

Identifies and explains orally significant uses of figurative language in a given work.

Oral recitation in class - teacher evaluation.

Displays a working understanding of the vocabulary of a) literature b) criticism c) philosophy as it applies to this course of studies.

Teacher made test; written or oral discussion of terms; teachers observation of student's incorporation of terms into his vocabulary when discussing these areas.

By achieving an acceptable percentage on a teacher made test and by incorporating these words into class discussion.

Arranged individually for either evaluation by oral presentation or written paper. (Test lists supplementary readings centering about unit themes.

Selects on his own two outside readings from suggested works relating to one of the major themes in the course: Hate, Love, Justice, Truth, etc.

Essay in which student clearly and comprehensively analysis effect of studies on his concept of values.

Assesses in writing any modification or reinforcement of students' values effected by contact with class.

SUBJECT: World Literature (Cont.)

GOALS

Long - Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation - Assessment

Materials to be used

Text: Themes in World Literature, Houghton Mifflin & Co.
Required supplementary reading:

- The Iliad, Homer
- The Orestia, Aeschylus
- Billy Budd, Foretopman, Melville
- The Idiot, Dostoevesky
- Othello, Shakespeare
- Portrait of An Artist, Joyce

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Introduction to western literature and thought	2 weeks	Lecture - study sheets - filmstrip & record.
The questions of truth	4 weeks	Readings from text; lecture, class discussion. Essay dealing with aspect of truth from readings.
Facts & free will	4 weeks	Movie: Oedipus The King, class discussion - Essay dealing with aspect of man's will, library research.
Introduction to research paper.		
The meaning of greatness	4 weeks	Readings from text, class discussion, essay on greatness, outside book <u>The Iliad</u> . Library work.
Good & evil	4 weeks	1st semester paper due (last weeks class discussion.) Library work.



SUBJECT: World Literature (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
The nature of justice	4 weeks 2nd Semester	Outside readings: <u>Billy Budd</u> , <u>Orestia</u> . Class discussion, lecture, essay on justice, group discussion.
Man and nature	3 weeks	Lecture, discussion.
Love and hate	4 weeks	Oral report, essay, lecture, library, <u>Othello</u> .
The question of identity	5 weeks	2nd semester paper due; essay on identity, lecture, films, <u>Portrait of An Artist</u> .

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SUBJECT: Creative Writing
GRADE LEVEL: 9, 10, 11, 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One semester

	OBJECTIVES - SELECTED	EVALUATION - SELECTED
<u>Long Range - Timeless</u>	<u>Knowledge - Skills - Attitudes</u>	<u>Instrumentation or Assessment</u>
To cultivate powers of observation, imagination and reflection.	To increase analytic skills through an examination of the styles of various writers and the mechanical and structural elements of several individual fictional works.	Textbook models Teacher evaluation Punctuation Spelling Grammar
To develop an individual style of expression.	To increase literary appreciation through an awareness of the problems involved in the creation of the literary work.	
To gain an appreciation of form and style in various types of literature.	To increase ability to express oneself on paper using the mode of the literary artist.	
To develop the skill of listening.	To develop a distinct, personal, individual style of writing.	
<u>PROGRAM DESCRIPTION</u>	<u>TIME FRAME</u>	<u>ACTIVITIES AND EXERCISES</u>
<u>Descriptive and Narrative Writing</u> Stress on denotation, connotation, sensory impressions. Classroom description - audio and visual. Descriptive writing of classroom.	1 Week 3 Days	Required Assignments Short story writing on individual basis. Structural suggestions by teacher and class. Stylistic suggestions by teacher and class.



PROGRAM DESCRIPTION **TIME FRAME**
Where applicable

Description of campus Dialogue writing Real dialogue Fictional dialogue Narrative writing Identification of forms of creative verse, story, play, sketch, script, essay, and article Elements of style as an expression of personality Elements of structure and form Structural analysis of several short stories Techniques of revision Techniques of criticism Standards of form and usage in literary writing Grammatical principles which underlie clear and effective expression Levels of usage and discriminating use of each Study skills and the techniques of reporting	3 Days 3 Days 2 Weeks 9 Weeks 1 Week 3 Days 7 Days 1 Week	Writing several poems Writing literary analysis of a poem, or a short story Writing an additional short story Writing an original radio or tele- vision script Writing a personal essay Planning an original advertising campaign Working on editorial board for student magazine Student's experience and direct observation Free unfocused dissociational writing Writing anything, as long as it is an honest feeling idea Conversation Use of conversation, discussion as a method of gaining ideas Teacher use of associational words which students react to Bringing levels of words (i.e., freedom) from abstract to concrete
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Pictures, poetry
 Use of art (i.e., "Guenerica"
 Picasso) to create mood vicarious
 and real experience through reading
 and listening



SUBJECT: Creative Writing (Cont.)

MATERIALS OF INSTRUCTION

Leavitt & Sohn, Stop, Look and Write, paperback - Bantam Pathfinder, 1968
Leavitt, The Writer's Eye, paperback - Bantam Pathfinder, 1968
West, William, On Writing by Writers,
Trapnel, Coles, Teleplay,
Rehder, Jessie, The Young Writer at Work,
Cassill, R. V., Writing Fiction,

SUBJECT: Writing Experience: The Essay
GRADE LEVEL: 9-12
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: One Semester

GOALS

Long Range - Timeless

To provide training and experience in written expression

To discover that writing is a way of thinking (not just a method of communication)

To help the student become a better writer

To improve the student's ability to say what he means

To discover fun in writing and self-expression

To open new avenues for information, enjoyment, and enrichment through the essay media.

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

To a teacher-acceptable level establish author's

- a) purpose
- b) point of view
- c) his language; appeal to emotions or to intellect

Writes to a teacher-acceptable level an essay using professional essays as models.

To a teacher-acceptable level achieves unity, coherence, emphasis; puts ideas in a "best" order

Writes to a teacher-acceptable level an essay using professional essays as models

To a teacher-acceptable level recognizes relationships of time, space, and cause and effect

Writes to a teacher-acceptable level an essay using professional essays as models

EVALUATION - SELECTED

Instrumentation or Assessment

Pretest: Objective and essay questions to a professional essay

--Teacher-evaluated discussion of essays

--Objective and essay tests

--Student written essay

Teacher-evaluated discussion

Objective and essay tests

Student written essay

Teacher evaluated discussion objective and essay tests

Student written essay

SUBJECT: Writing Experience: The Essay (Cont.)

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment

To a teacher-acceptable level	Groups A, B, C - discussions for each set of essays
a) draws inferences from a given set of facts	Objective test
b) recognizes the language of distortion	Objective test
c) recognizes assumptions based on evidence	Objective test
Writes to a teacher-acceptable level an essay using professional essays as models	Teacher-evaluated discussion Student written essay
	Post test: Objective questions to a professional essay Student-written essay

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
Study essays by good, professional writers	Where applicable	
Types of essays: personal or familiar essay	3 weeks	One reading of each essay to grasp main idea A second, close analytical reading of same essays
character sketch	2 weeks	Analysis of authors' means of projecting ideas in their writings
descriptive essay	2 weeks	Essay questions to selected essay for study Assignment of correlated projects (writing or information gathering to supplement readings)
philosophic essay	3 weeks	Constructive criticism of each student's essay
editorial essay	2 weeks	Assignment of supplemental essays by same author Analysis of word choice

SUBJECT: Writing Experience: The Essay (Cont.)

PROGRAM DESCRIPTION **TIME FRAME** **ACTIVITIES AND EXERCISES**

Where applicable

Author's purpose in writing

Point of view 3 weeks

Word choice, word order 1 week

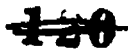
Opinion or fact 2 weeks

MATERIALS OF INSTRUCTION

Basic text: Fears, Ann and Schachter, Norman, Experience Book 1, Steck-Vaughn Company, Austin, Texas

Supplementary: Composition: Models and Exercises, Books 9, 10, 11, Harcourt, Brace 1965
Newspapers
Magazines

Strunk, Jr., and White, Elements of Style, MacMillan Co.



SUBJECT: English III - MCL
GRADE LEVEL: 11
DEPARTMENT: English
SPECIFICATION: Required
TIME FRAME: One year

GOALS

Long Range - Timeless

To acquire a knowledge and appreciation of representative selections of American literature through diversified writing.

To enlarge the students' faculty for critical discrimination in reading and listening.

To prepare for further education through development of critical reasoning, correct writing, intelligent speech, and an extensive vocabulary.

To gain a meaningful association of man and his literature, past and present.

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

Reading: Improve reading rate and comprehension; gain an understanding of development of American literature in order to recognize and analyze literary forms and to discuss American literature intelligently.

Spelling and Vocabulary: Master words on regular word lists.

Writing: Write short expository compositions which are clear and correct. Begin to develop an effective writing style.

Thinking: Develop clear thought upon a subject in writing and speaking. Analyze and report on literary forms. Associate self in the world in the present and with the past.

EVALUATION - SELECTED

Instrumentation or Assessment

Written tests
 Oral reports - subject and novels.
 Oral reports
 Essays
 Group discussions
 Daily and weekly assignments
 Independent assignments

Oral reports
 Research of American authors
 Research of genre-American novel, poetry, short story, and American folklore

ACTIVITIES AND EXERCISES

TIME FRAME
Where applicable

PROGRAM DESCRIPTION

The growth of American literature	1 Week	Lecture - teacher
The colonial time	1 Week	Group discussion, individual
The making of a nation	2 Weeks	oral reports, panel discussions
The flowering of the East	1 Week	Team teaching-writing techniques
New England's Golden Day		Student leader instruction
Transcendentalism at Concord		One-to-one instruction
The Cambridge poets		(teacher-student and student-student)
Growth and Conflict	1 Week	Audio-visual
The advancing frontier		Self instruction
The War between the States		
The post war West		
Time of change	1 Week	
New directions in poetry		
New directions in prose		
American literature in the modern world	1 Week	
Novellists as social historians		
Twentieth century poetry		
Form in literature	2 Weeks	
Novel, poem, short story, essay, biography, drama		
Elements in writing referring to composition; style, point of view, satire, tone, atmosphere, irony, comedy, tragedy		
Class study of the American novel	2 Weeks	
Analysis of elements in form		
The total experience in fiction	1 Week	

SUBJECT: English III - MCL (Cont.)

ACTIVITIES AND EXERCISES

TIME FRAME
Where applicable

PROGRAM DESCRIPTION

Continue with suggestions given on preceding page. For further details see Curriculum guide.

Modern American Literature	1 Week
Modern Fiction	1 Week
Modern non-fiction	1 Week
Modern Poetry	1 Week
Modern drama	
Sequential writing program (item teaching)	3 Weeks
Expository writing	2 Weeks
The longer composition	2 Weeks
Outlining	3 Weeks
Review of the English grammar and usage	1 Week
Expository writing continued	1 Week
Proofreading	2 Weeks
Method in revision of writing	1 Week
Writing vocabulary study	2 Weeks
Research paper	
Literary criticism	1 Week
Essays	2 Weeks



SUBJECT: English III - MCL (Cont.)

MATERIALS OF INSTRUCTION

Early, James, Adventures in American Literature, Classic et al Harcourt, Brace & World, 1968
Corbin & Perrin, Guide to Modern English II, Foresman & Company, 1965
Warriner's English Grammar & Composition II, Scott, Foresman & Company, 1965
Miller, Ward S., Word Wealth, Holt, Rinehart & Co., 1967
Learning to Write, Smith, Paxton, Meserve
Mastering Parts of Speech, Continental Press
Reader's Digest
Dictionaries
Novels - American
Minnesota Press - Biographies of Americans
Audio-Visual Aids - Prepared color Transparencies

SUBJECT: English III - Honors
 GRADE LEVEL: 11
 DEPARTMENT: English
 SPECIFICATION: Required
 TIME FRAME: One year

GOALS
 Long Range - Timeless

OBJECTIVES - SELECTED
 Knowledge - Skills - Attitudes

EVALUATION - SELECTED
 Instrumentation or Assessment

To acquire a knowledge and appreciation of representative selections of American literature through diversified writing.

To enlarge the student's faculty of critical discrimination in reading and listening.

To prepare for further education through development of critical reasoning, correct writing, intelligent speech, and an extensive vocabulary.

To gain a meaningful association of man and his literature, past and present.

Language Usage: To write essays about literature or answers to definite questions with no fragments, syntactical errors, and using literary terminology.

Literature: To recognize form; to analyze forms; to know the American heritage through its literary development; to relate the American literary heritage to England and Europe; to develop methods of analysis; to develop criteria for criticism; to learn American contributions to the development of literature; to place an author's works in a literary school; and to explore the "American Character" through its literature.

Discussion: To discuss all of the above in literary terms.

Writing: To make a thesis statement and support it in a sustained paper; to use inductive or deductive method in writing; to refer to special works when writing about literature; to paraphrase poetry; and to write critical discussions of poetry.

Written tests
 Extensive individual assignments
 Oral reports
 Research paper
 Group discussions

Comparative studies of authors
 Daily, weekly, and longer term assignments

ACTIVITIES AND EXERCISES

TIME FRAME
Where applicable

PROGRAM DESCRIPTION

Early American Literature
Letters, diaries, journals
Poetry
Papers of state

1 Week

Research papers
Panels and reports
Book Reports
Essay

Real Literature
Deism
Romanticism
Individualism

2 Weeks

Panels and reports
Research papers
Book Reports
Essay

New England's Golden Years
Transcendentalism

2 Weeks

Research papers
Panels and reports
Book Reports
Essay

The Writers: Emerson; Thoreau;
Longfellow; Lowell; Holmes; and
Whittier

Growth and Conflict
The Frontier
The War

2 Weeks

Research papers
Panels and reports
Book Reports
Essay

After the War

1 Week

Realism of: Twain, Whitman, Lanier,
Dickinson, Robinson, Crane, Riley,
Field, and Markham

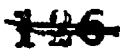
1 Week

Naturalism added to Realism

1 Week

The American Personality
(Reviewed Historically)

1 Week



SUBJECT: English III - Honors (Cont.)

ACTIVITIES AND EXERCISES

TIME FRAME
Where applicable

Continue with suggestions on preceding page. For further detail consult Curriculum Guide

2 Weeks

Modern American Literature
Short Story
The Novel
The Essay
The Modern Poem
The Modern Drama
 Our Town, Wilder
 All My Sons, Miller
 The Glass Menagerie, Williams

1 Week

New Frontiers
Space Age Fiction
Space Age Themes

3 Weeks

The Human Predicament
The Death of the Protestant Ethic
New morality
New literary forms (rock lyrics)
New individualism

MATERIALS OF INSTRUCTION

Fuller, et al, Adventures in American Literature, Harcourt, Brace (Laureate Edition), 1963
Perrin and Porter, Writer's Guide and Index to English, Scott Foresman (as a handbook)
Strunk, Jr., and White, Elements of Style
Chamberlain, Essays Old and New, Harcourt, Brace & World
Hawthorne, Scarlet Letter
Miller, The Crucible
Lee, To Kill a Mockingbird
Melville, Moby Dick or Billy Budd, or Piazza Tales
McCallum, Prose and Criticism, Harcourt, Brace, 1966

MATERIALS OF INSTRUCTION

Supplemental - Pulitzer Prize novels (3 each, expected to be read)
Novel Prize winners works read (Levis, Faulkner, Hemingway, Steinbeck, O'Neill and Buck)
Poe's essays on criticism and the composition of "The Raven"
James' essays on the novel
Saturday Review of Literature
Atlantic Monthly
A handbook of literary terms
Student's Handbook for the Study of Literature, Holt, Rinehart, Book V (American Literature)
West, The Devil in Massachusetts
Roberts, Rabble in Arms

Records - "Hal Holbrook Tonight"; Readings of American poetry by actresses and actors; Readings of Poe by Rathbone, et al
Carl Sandburg: "The Lincoln Album"; Whatever the library affords

Television or Movies - "Gone With the Wind"; "The Ox-Bow Incident", etc.; watch for others of relevance

SUBJECT: Annual Staff
GRADE LEVEL: 11 - 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

BEST COPY AVAILABLE

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

To develop and produce a successful yearbook that graphically reflects all facets of the school and its operation.

To develop and instill a spirit of cooperation within a small group capable of capturing and recording those events which give definition and meaning to the school and its activities during the year.

To demonstrate individual responsibility.

To develop skills in allocating responsibility and authority among others.

To experience business training and dealing with the public.

To combine art and business methods and techniques which will be used later in business and professional lives, and to train leaders in the fields of writing, photography, layout and art.

To train students in the technical know-how of the publication business.

To assist a selected group in telling the human history of one year of school life.

To build good-will for the school by giving a true and comprehensive picture of the accomplishments of the institution.

Total evaluation is based upon the production of a well laid-out creatively photographed and interestingly written yearbook, and the students' efforts in planning and executing their project for the year.

ACTIVITIES AND EXERCISES

TIME FRAME
Where applicable

PROGRAM DESCRIPTION

Review and Planning	10 Weeks	<p>Review last annual checking errors and omissions. Staff members organized into sections with leaders. Checking with school officials for ideas and time schedules. Planning book - through outline, ladder diagrams, then full size. Cover design and division pages. Scheduling of pictures.</p>
Product and work	19 Weeks	<p>Working through the picture schedule including lab procedures, and coordinating photos with copy. Copyreading before sending to publisher. Meeting deadlines. Proofreading returned materials.</p>
Continuity	6 Weeks	<p>Selection of next staff. Begin preliminary steps toward producing new book when old one is completed.</p>
Distribution	1 Week	<p>Distribution of yearbook through a matched ticket system.</p>

MATERIALS OF INSTRUCTION

Yearbook Publisher's Guide Kit

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SUBJECT: Introduction to Journalism
GRADE LEVEL: 9, 10, 11, 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

To provide the student with a survey of the news media and give him an opportunity to practice the various skills employed by media personnel.

To create a framework for improvement of his own command of language skills and for acquiring a greater background for his own interpretation of news during his lifetime.

Reading: Demonstrate an ability to read newspapers and magazines critically and objectively.

Listening: Demonstrate an ability to gather facts and opinions objectively from news sources, radio and television.

Writing: Demonstrate the ability to write clearly, coherently and objectively in standard English, and in a manner suitable for any journalistic use, and to develop a style of writing his own opinion and feature stories in appealing form.

Research: Show the ability to find facts necessary to develop a news story objectively from a variety of sources including library facilities, and personal interview.

Thinking: Demonstrate the ability to sort fact from fiction, to assume the posture of being objective in considering any issue, and to render unbiased reports, as well as opinions, based on facts by writing on a series of selected controversial subjects.

Standardized and teacher tests on current events.

Written reports of comparisons made of news coverage in various media.

Write news and feature stories based on presented or actual subjects for self, class, and teacher evaluation.

Teacher assignments for story subjects, as well as self-selected subjects, for self and teacher evaluation.

Teacher evaluation, and evaluation according to the NSPA Guide for Journalism.



ACTIVITIES AND EXERCISES

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

Survey of journalism, including background, vocational use.	1 Week	<u>American Newspaper Publishers Association</u> , or school materials.
Gathering the news	1 Week	<u>Scholastic Journalism</u> , Chapters 1 & 2.
Writing lead paragraphs in a variety of styles.	3 Weeks	<u>Scholastic Journalism</u> , Chapters 3, 4, & 5. Practice in writing leads.
Writing news stories.	3 Weeks	<u>Scholastic Journalism</u> , Chapters 6 & 7. Practice in writing news stories.
Getting and writing speech stories and interviews.	3 Weeks	<u>Scholastic Journalism</u> , Chapters 8 & 9. Practice in writing stories based on same.
Developing and writing feature stories.	3 Weeks	<u>Scholastic Journalism</u> , Chapters 11 & 12. Practice in writing features.
Coverage and writing for sports events	2 Weeks	<u>Scholastic Journalism</u> , Chapter 10 (Practice).
Developing effective editorials.	3 Weeks	<u>Scholastic Journalism</u> , Chapter 3. Class development of editorial policy and practice in writing editorials
Learning newspaper style.	2 Weeks	<u>Scholastic Journalism</u> , Chapter 15. Practice in writing and editing stories.
Writing headlines and newspaper layout and design.	3 Weeks	<u>Scholastic Journalism</u> , Chapters 17 & 20. <u>Scholastic Journalism Workbook</u> , student-developed front and inside pages.

SUBJECT: Introduction to Journalism (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Learning to copyread.	2 Weeks	<u>Scholastic Journalism</u> , Chapter 16. Practice with prepared materials and newspapers.
Learning to prepare and sell advertising.	2 Weeks	<u>Scholastic Journalism</u> , Chapter 18. <u>Functional activity</u> .
Understanding typography.	1 Week	<u>Scholastic Journalism</u> , Chapter 19.
Reading proof.	1 Week	<u>Scholastic Journalism</u> , Chapter 21.
Canons of journalism and newspaper ethics. Daily newspaper practice. Radio and television news coverage. Understanding magazines. Evaluating motion pictures. Pictorial appeal.		<u>Scholastic Journalism</u> , Chapters 22-30. A continuing study of media throughout the year, including student reports and evaluation, discussion and teacher tests. Practice in evaluating illustrations in the professional media, as well as student created photographs and cartoons.

MATERIALS OF INSTRUCTION

English and Hach, Scholastic Journalism, 4th Edition, Iowa State Press, 1968
English and Hach, Scholastic Journalism Workbook, Iowa State Press, 1968
National Scholastic Press Association Guide for Journalism, NSPA
Time Magazine
Life
Newsweek
U. S. News and World Report
Desert Magazine

MATERIALS OF INSTRUCTION

Palm Springs Life
Editor and Publisher
Los Angeles Times
Riverside Enterprise
Indio Daily News
Palm Desert Post
The Sandscripts
Various high school and college-level exchange papers
Films
Film Strips
Live radio and television news programs
Tape recordings
Field trips
Journalism workshops
Writing contests

SUBJECT: Art of Film
GRADE LEVEL: Non - graded
DEPARTMENT: English
SPECIFICATIONS: Elective
TIME FRAME: Semester

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skill - Attitudes	Instrumentation or Assessment

To meet the needs of the transition generation of students at Indio High School.

Scores 70% or better on teacher or better on teacher prepared test of vocabulary.

Teacher devised vocabulary exam.

To enable students through basic instruction in film technique, to understand how the film director achieves his effects and elicits particular responses from the viewer.

Discusses all films according to teacher devised communication guidelines. Evaluates all films according to teacher prepared evaluation form.

Teacher evaluated class discussions.

To promote the students appreciation of film as an art form - one which manifests all the aspects of literary forms with which students are already familiar.

Adapts one short story and one article into film treatment form according to teacher devised treatment guidelines.

Teacher evaluated treatments.

To introduce students to those film directors past and present, who have made the greatest contributions both technical and ethical, to the art of film.

Demonstrates on VTR 5 motion picture techniques in accordance with teacher devised VTR technique sheet.

Teacher and class evaluated of presentation.

Teacher evaluated essay.

Describes in an essay following teacher guidelines the role of one of the following: producer, screen writer, director, soundman, cinematographer. Using technique or inventory sheet, finds 70% of techniques in specific films.

Teacher evaluation of inventory sheets.

SUBJECT: Art of Film (Cont.)

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skill - Attitudes

EVALUATION - SELECTED

Instumentation or Assessment

Following discussion guidelines, explains effects achieved by the use of the above mentioned techniques in specific examples.

Teacher and lass evaluation.

Expresses himself in writing following the IHS style and usage sheet on the position of both literature and film of the 20th century culture.

Teacher evaluated essay.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Visual Language

3 - 4 weeks

Study list of visual terms and techniques.

Using VTR, demonstrate as many motion picture techniques as possible.

Examine how a scenario is composed.

Illustrate the end product of a scenario.

Discuss the film editor as the final authority and artist.

Behind the Scenes

5 weeks

Illustrate and discuss the roles of producer, screen writer and director.

Illustrate and discuss the role of the art director, cinematographer and soundman.

Demonstrate editor and editing techniques

Students chose and describe one of the above roles.

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SUBJECT: Art of Film (Cont..)

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

The Film As An Aesthetic Experience

6 - 9 weeks

Demonstrate the film's potential as a creative interpreter of reality.

Examine cinematic explorations of several themes.

Illustrate the contemporary and complex ways of interpreting reality by means of the experimental film.

Make treatment for 3 minutes film of reality.

The Documentary

10 - 12 weeks

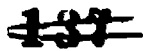
Examine how the film records man's struggle for survival in non-urban settings.

Discuss the poetic documentary.

Examine the use and value of the anthropomorphic - narrative technique used in the scientific documentary.

Examine how the camera captures multiple points of view in the experimental documentary.

Treatment for hit record and or news item.



SUBJECT: Art of Film (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Evaluation of Film as an Art Form.

15 - 18 weeks

Examine the western hero as myth and reality.

Investigate the rebel film makers.

Write a brief summation of film history in the U.S.

MATERIALS OF INSTRUCTION

Materials:

The Contemporary Cinema, Houston
Movies on T.V., Scheuer

The Loneliness of the Long Distance Runner, Sillitoe

Supplemental:

Photography-The Amateur's Guide to Better Pictures, Brummit and Aim
The Liveliest Art, Knight

The Cinema As Art, Stephenson and Debris

The Immediate Experience, Marshow

Films:

Occurrence at Oak Creek Bridge

Time Piece

Dead Birds

Nothing But a Man

Citizen Kane

Night & Fog

Twelve Angry Men

The Golden Age of Comedy

Singing in the Rain

SUBJECT: Art of Film (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
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The Power of the Film in an image-saturated culture.

13 - 14 weeks

Compare the amount of film watching with the amount of reaching done today.

Examine the threat to a democratic society posed by the propaganda film.

List "film" propaganda techniques.

Discuss how a film can express an attitude through technique.

Discuss the necessity for rules in the judgment of a film's "morality."

List film "types" offered by your local theatre.

Evaluation of film as an Art Form.

15 - 18 weeks

Examine early inventions which led to the birth of the motion picture camera and industry.

Highlight the growth of film before sound.

Explain how the movies learned to talk.

The Golden Age of Comedy. Examine the nature and function of film comedy.



SUBJECT: Advanced Journalism
 GRADE LEVEL: 10, 11, 12
 DEPARTMENT: English
 SPECIFICATION: Elective
 TIME FRAME: One year

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

To provide students with the opportunity to develop competence in the skills of writing, editing and producing a newspaper under laboratory conditions patterned upon accepted standards.

Writing: Demonstrate the ability to write in a journalistic style all materials appearing in a newspaper, including news, sports, feature stories, editorials, columns, cutlines and captions, headlines, schedules and advertising copy.

Thinking: Demonstrate the ability to form opinions based on fact, to develop an editorial policy and arrive at rational decisions regarding school events and problems.

Editing: Demonstrate the skills involved in producing a newspaper for the school students. These include proofreading, correction, preparation of copy, physical layout of the pages, assigning coverage, human relations, typographic usage, and directing the advertising and business aspects of the newspaper.

EVALUATION - SELECTED

Instrumentation or Assessment

Teacher evaluation. Student editor and staff evaluation. Participation in writing contests sponsored by the Journalism Education Association and local newspapers.

Evaluation by the faculty and student body at large through their written and oral criticism of the paper.

Evaluation by the National Scholastic Press Association critical service, including its rating of the paper in comparison with other high school newspapers from all over the country.

Evaluation by college and university Journalism personnel, professional newsmen and others in contests and seminars throughout the year.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Practice in producing the school newspaper every other week. Utilization of the skills of finding news, and of writing news stories, feature stories, editorials, sports stories, columns and other material in the newspaper.

The newspaper, The Sandscripts, is student-produced as both the exercise and product of this class. Students select their own editors, who exercise the functions and prerogatives of managing the work of their staff. Each issue is an exercise in student-produced copy. Practically no professionally or faculty-produced materials are used.

Practice in producing the graphic materials: photographs, cartoons, art heads, graphs and charts used in a newspaper.

Graphic materials are produced and prepared by the students.

Development of the skills of editing written material.

Each issue in detail is evaluated first by the editors, then by the entire staff. Evaluation is implemented by comparison with newspapers of other schools.

Students use a variety of text and reference books in individually developing their skills.

Journalism field days and seminars sponsored by colleges and press associations are attended.

36 Weeks

SUBJECT: Advanced Journalism. (Cont.)

MATERIALS OF INSTRUCTION

English & Hach, Scholastic Journalism, 4th Edition, Iowa State University, 1968
Editor and Publisher

Contemporary American Usage - Random House

Los Angeles Times, Daily

Associated Press Style Book

National Scholastic Press Association Guide

Scholastic Editor Magazine

Time

Life

Newsweek

U. S. News and World Report

Saturday Review

Popular Photography

National Observer

Photo-Journalism - Rothstein

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SUBJECT: Film Making
 GRADE LEVEL: Non - graded
 DEPARTMENT: English
 SPECIFICATIONS: Elective
 TIME FRAME: Semester

GOALS ¹ EVALUATION - SELECTED
 Long Range - Timeless Instrumentation or Assessment

OBJECTIVES - SELECTED

Knowledge - Skill - Attitudes

<p>To introduce and involve students in the film making process - script writing, directing, producing, filming, editing, publicizing, etc.</p> <p>To familiarize students with various types of films and the varying purposes and techniques involved in their production. (i.e. the creative art film, the documentary, animated, feature, news reel, etc.)</p> <p>To help students see the film media as a method of presenting ideas and to analyze the best techniques for putting different ideas on the screen.</p> <p>To give students an opportunity to put their own creative abilities into a lasting production and to view and evaluate the results.</p> <p>To help students develop the ability to evaluate critically filming and acting techniques by viewing and discussing the qualities and faults of various films, as well as their own productions.</p>	<p>Scores 70% or better on teacher prepared film vocabulary list.</p> <p>Describes and performs all aspects of film production in accordance with teacher devised production sheet.</p> <p>Writes and publishes film review following teacher and text review guidelines.</p> <p>Writes short story for use in film project following teacher and text guidelines.</p> <p>Creates film treatment from selected literature according to teacher prepared treatment guidelines.</p> <p>Produces instructional slide program following teacher guidelines.</p> <p>Reviews films for publication following teacher prepared film review guidelines.</p> <p>Identifies in essay test following teacher guidelines the essential guidelines of 10 major historical producers.</p>	<p>Teacher devised vocabulary exam.</p> <p>Teacher evaluated production sheet.</p> <p>Teacher evaluated reviews.</p> <p>Teacher evaluated short story.</p> <p>Teacher evaluated treatments.</p> <p>Teacher evaluated slide presentation.</p> <p>Teacher evaluated film reviews.</p> <p>Teacher evaluated essay exams.</p>
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SUBJECT: Film Making (Cont.)

GOALS

Long Range - Timeless

OBJECTIVES - SELECTED

Knowledge - Skill - Attitudes

EVALUATION - SELECTED

Instrumentation or Assessment

To foster greater personal sensitivity to the world we live in by examining it through the camera lens.

Assists in the production of three 8 mm films according to teacher devised production sheet.

Teacher evaluated film reviews.

Assumes responsibility for one area of film promotion according to film festival activity sheet.

Teacher - class evaluation of project.

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Orientation

1 week

Examine films made by student filmmakers film: A Day With Timmy Page.

Examine techniques of experimental filmmakers.

Demonstration and exercises with film equipment.

Film assignments given.

2 weeks

Instruction in use of tape recorder.

Tape exercises.

Shooting techniques.

Editing techniques, Film: Free Fall.

Begin working on clear film assignment.

SUBJECT: Film Making (Cont.)

PROGRAM DESCRIPTION	TIME FRAME Where applicable	ACTIVITIES AND EXERCISES
Group projects	3 - 4 weeks	<p>Students discuss own footage.</p> <p>Work on projects: tape, collage, clearfilm, script.</p> <p>Films: A Visual Fable, What Does A Picture Mean, Making Sense Visually, The Rhetoric of a Movie.</p>
Script writing	4 - 5 weeks	<p>Editing of a poem, short story, play, novel, essay or other piece of prose for shooting.</p> <p>Examine differences between film-making and writing a composition.</p>
Story board preparation	5 - 6 weeks	<p>Story board preparation.</p> <p>Shooting.</p> <p>Presentation of historical directors.</p>
First 2 hrs. film projects	6 - 7 weeks	<p>Editing and sounding of project.</p> <p>Assignments in editing.</p> <p>a. 5 min. tape</p> <p>b. Montage of stock footage.</p>
Preparation of Final Project	8 - 9 weeks	<p>Preparation and presentation of final project.</p> <p>Organization and promotion of film festival.</p>

SUBJECT: Film Making (Cont.)

PROGRAM DESCRIPTION

TIME FRAME

Where applicable

ACTIVITIES AND EXERCISES

Individual Projects	10 - 11 weeks	Script writing and approval. Examination of treatments. Writing of treatment.
Individual projects	11 - 12 weeks	Approvals on film scripts for final film.
Individual projects	13 - 14 weeks	Shooting of a 3 min. film - VTR Shooting.
Individual projects	15 - 16 weeks	Examination of major historical directors. Editing and sounding.
Final presentation	17 - 18 weeks	VTR presentation to accompany current hit song. Class evaluation. Final Editing. Making sound tracks. Final presentations. Film festival.

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SUBJECT: Film Making (Cont.)

MATERIALS OF INSTRUCTION

Super 8 mm cameras, editors, projectors, viewers.

Films: Film Vocabulary
8 mm Film Production
Editing

Amateur's Guide To Better Pictures, Brummit and Aim (Text)

SUBJECT: English IV - Regular
 GRADE LEVEL: 12
 DEPARTMENT: English
 SPECIFICATION: Elective
 TIME FRAME: One year

OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless To prepare the student for college by training him to analyze carefully, organize closely, and write concisely. To attain cultural values through the study of literature and history of Great Britain.	Knowledge - Skills - Attitudes To offer the college student some of the best works in composition, short story, novel, drama, and poetry. To create through these works an attitude and sensitivity which will add dimension to the student's life through the values attained by careful analysis. To read novels and analyze language form, characterization and style. To increase each student's understanding of the human predicament by means of Aristotelian criticism. To increase each student's skill in writing concisely and fluently. To develop sensitivity to the nuances of language through increased understanding of connotation, tone texture, point of view and figurative language. To enhance each student's ability to speak logically and articulately.
	Instrumentation or Assessment Tests on vocabulary, verbal analogies, reading and cultural background. Composition of essays. Critiques, and class reports. Use of Christensen Rhetoric. Quizzes and oral reports. Panel discussions and debate.



SUBJECT: English IV - Regular (Cont.)

GOALS

OBJECTIVES - SELECTED

EVALUATION - SELECTED

Long Range - Timeless

Knowledge - Skills - Attitudes

Instrumentation or Assessment

To augment each student's appreciation of poetry, metaphoric language and style.

PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Grammar, usage, diction and sentence Characteristics of good English Meaning of words

Composition of essays

9 Weeks

Sentence and Paragraphs
Sentence length and economy
Sentence variety, control, parallelism
emphasis
Christensen Rhetoric
Paragraphs

Critiques and class reports with emphasis on area being studied

Composition
Discovering and organizing material for writing
The overall view
Revising and correcting a paper
Writing in and out of college

Punctuation-as needed
Teaching punctuation as need arises
Use of handbook for quick, easy student reference

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
<p><u>Tests on vocabulary, verbal analogies, reading and cultural background</u></p> <p>Vocabulary</p> <p>Verbal analogies</p> <p>Reading</p> <p>Informational uses of works for determining student's cultural knowledge</p>	<p>2 Weeks</p>	<p>Drill exercise</p> <p>Tests and quizzes</p>
<p><u>Unit on Mythology</u></p> <p><u>Introduction to cultural hero, anti-hero and mono-mythic hero</u></p> <p>Introduction to gods and goddesses and what they represent</p> <p>Myths</p> <p>Theories of racial collective unconscious, (Dr. Carl Jung).</p> <p>Archtypal patterns</p> <p>Quest Myths</p>	<p>7 Weeks</p>	<p>Oral and written reports</p> <p>Panel discussions</p> <p>Word study with emphasis on influence of Mythology</p>
<p><u>Writing about Literature</u></p> <p><u>Methods</u></p>	<p>2nd Semester</p>	<p>Oral reports on historical and social background</p>
<p><u>Survey to English Literature through the Seventeenth Century</u></p> <p>Anglo-Saxon Period</p> <p>The Medieval Period</p> <p>The Elizabethan Age</p> <p>The Seventeenth Century</p>	<p>2nd Semester</p>	<p>Oral reports on historical and social background</p>
<p><u>Genre</u></p> <p><u>Poetry</u></p> <p>Modern Poetry</p> <p>Short story and Essay</p> <p>Essays - Old and new</p> <p>Novel</p> <p>Drama</p>	<p>255</p>	<p>Critiques</p> <p>Debates</p>
<p>161</p>	<p>256</p>	<p>161</p>

SUBJECT: English IV - Regular (Cont.)

MATERIALS OF INSTRUCTION

- A. Inglis, Spear, Adventure in English Literature, Olympic, Harcourt, Brace, 1952
- B. Perrin, Smith, Corder, Handbook of Current English, Scott Foresman, 1955
- Cox, Foote, Reading Approach to College Writing, Chandler, 1962
- Hamilton, E., Mythology, Little Brown Company, 1942
- Diederich & Carlton, Vocabulary for College, Book II, Harcourt, Brace, 1964
- Jamieson, Robert, Essays Old and New, Harcourt, Brace, 1957
- McCallum, E., Prose and Criticism, Harcourt, Brace, 1966
- Atlantic Monthly

SUBJECT: ENGLISH IV - MCL
 GRADE LEVEL: 12
 DEPARTMENT: English
 SPECIFICATION: Elective
 TIME FRAME: One year

GOALS

Long Range - Timeless

- To increase each student's understanding of the human predicament (life, death).
- To create an attitude of sensitivity to add dimension to student's life.
- To enhance each student's ability to speak logically and articulately.
- To develop sensitivity to environment and man's relationship to his natural world.
- To augment appreciation of poetry and to increase his understanding of form, metaphoric language, style and content.

OBJECTIVES - SELECTED

Knowledge - Skills - Attitudes

- To recognize basic genre.
- To analyze language, form, characterization and style.
- To increase students' ability to communicate through knowledge of semantics (slanted words, connotation, denotation).
- To utilize language in problem solving. Audio-visual materials.
- To teach paragraph development and continuity.
- To introduce mythology, cultural hero, anti-hero, mono-mythic hero, and quest myths.

EVALUATION - SELECTED

Instrumentation or Assessment

- Scholastic Aptitude Tests.
- Writing contests.
- Vocabulary games, and drills.
- Atlantic Monthly tests, and discussions.
- Other materials chosen by teacher.



PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Grammar: Usage, diction and sentence.
Sentence and paragraphs.
Composition.
Punctuation.

18 Weeks

Textbook exercises.
Old S.A.T. Tests.

Atlantic Monthly, readings and exercises.

Daily and weekly writing.
Discussion when applicable.

Vocabulary: Verbal analogies, reading and cultural background.

Mythology.

Survey of English Literature through 17th Century.

9 Weeks

Genre: Poetry (Lyric, romantic, modern).
Short Story

9 Weeks

Textual analysis, when applicable.
Techniques and terms of the novel.

Essay
Novel

MATERIALS OF INSTRUCTION

Inglis and Spears, Adventures in English Literature, Harcourt Brace, 1958

Perrin Smith, Handbook of Current English, Scott Foresman, 1962

Prestly, J. B., Four English Novels, Harcourt, Brace and World, 1958

Cox and Foote, A Reading Approach to College Writing, Changler Publishing Company, 1962

Hamilton, Edith, Mythology, Little, Brown and Company, 1942

Drederick and Carlton, Vocabulary for College Writing, Book II, Harcourt, Brace and World, 1964

Jamison, Robert, Essays Old and New, Harcourt, Brace and World, 1957

McAllum, John, Prose and Criticism, Harcourt, Brace and World, 1966

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BEST COPY AVAILABLE

SUBJECT: ENGLISH IV - Advanced Placement
 GRADE LEVEL: 12
 DEPARTMENT: English
 SPECIFICATION: Elective
 TIME FRAME: One year

OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes Instrumentation or Assessment
To think with originality and creativity.	Advanced Placement Test.
To express himself effectively in speech and composition.	Vocabulary Tests. S.A.T. Tests.
To analyze and evaluate literature from a sound base of values.	Writing contests, local, state and national.
To acquire content and techniques of the various art forms.	Use of applied skills in <u>Atlantic Monthly</u> .
To develop effective vocabulary.	

PROGRAM DESCRIPTION	TIME FRAME	ACTIVITIES AND EXERCISES
To develop interest and understanding in: Semantics and logic, symbols, content, emotive language.	1 Quarter Where applicable	To write exposition that is compact, well organized and forceful.



PROGRAM DESCRIPTION

TIME FRAME

ACTIVITIES AND EXERCISES

Where applicable

Grammar and rhetoric of sentence application of semantics and logic in effective writing through medium of literature.

2nd Quarter

To appreciate the varieties and appropriateness of style.

Survey of early and middle English lyric poetry.

3rd Quarter

To comprehend distilled wisdom of great writers.

Drama Exposition

4th Quarter

To develop understanding of modes of development of theme.

MATERIALS OF INSTRUCTION

Inglis and Spears, Adventures in English Literature, Harcourt, Brace & Company, 1958
 Nelson and Others, Writing - Unit Lessons in Composition, Ginn & Company, 1968
 Smith, Perrin, Handbook of Current English, Scott Foresman, 1962
 Zahner, Mullin, Lazarus, The English Language, Harcourt Brace Company, 1960
 Priestley, J., Four English Novels, Harcourt, Brace & World, 1960
 Fitzgerald, F. Scott, The Great Gatsby, Scribners, 1953
 Wright & Lamar, Othello, Folger collection, Washington Square Press, 1957
 Wright & Lamar, Henry IV, V, Folger collection, Washington Square Press, 1957
 Knowles, John, A Separate Peace, McMillan Company, 1959
 James, Henry, The Turn of the Screw, Crowell & Company, 1969
 Kafka, The Penal Colony, Schocken, 1966
 Wilde, Oscar, The Importance of Being Earnest, Avon 1965 - New American Library, 1950
 Conrad, Heart of Darkness, Secret Sharer, Signet

115
N.C. 60

SUBJECT: Humanities
GRADE LEVEL: 12
DEPARTMENT: English
SPECIFICATION: Elective
TIME FRAME: One year

GOALS	OBJECTIVES - SELECTED	EVALUATION - SELECTED
Long Range - Timeless	Knowledge - Skills - Attitudes	Instrumentation or Assessment

To enrich the student in music, art, and literature by introducing the historical and artistic development of these areas.

To develop ability to live in an increasingly complex society by developing sympathetic, understanding, and knowledgeable students.

To help the student learn about himself and extend this knowledge to an understanding of his environment.

To aid the student in discerning the image (ideal) as opposed to the reality of situations.

To aid the student in asking the fundamental problems of the intellect (nature of being, the relationship of man to being - his own, and that of others).

To enrich college bound students in major works of literature philosophy.

To be unafraid of life and its challenges (suffering, death).

To relate to and work in the natural world.

To help student find himself in art forms.

To develop ideals in students.

To develop an understanding of human nature - why man acts as he does.

To help students to be less alone, less lonely.

To understand man's development from past.

Research papers dealing with philosophical movements, i.e., of Greeks, Medieval thinkers, and 20th Century philosophers.

Class discussion.

ACTIVITIES AND EXERCISES

TIME FRAME
Where applicable

PROGRAM DESCRIPTION

Greek and Roman Period	11 Weeks	Library Discussion
Medieval Philosophy	5 Weeks	Library Discussion
Renaissance	4 Weeks	Films - Humanities Series
Various Philosophic studies through literature	8 Weeks	Filmstrips
Twentieth Century Philosophy	8 Weeks	Lectures related to subject areas

MATERIALS OF INSTRUCTION

- Hamilton, Edith, Greek Way, Mentor, 1958
 Hamilton, Edith, Roman Way, Mentor, 1963
 Fremantle, Anne, The Age of Belief, Mentor, 1958
 Inglis, Stewart, Adventures in World Literature, Harcourt, Brace and World, 1954
 Plato (W.H.D. Rouse-Translator), Dialogues of Plato, New American Library, 1956
 Anouilh, Jean, Five Plays of Anouilh, Hill and Wang, 1968
 Barret, and Sylvan, Eight Great Tragedies, New American Library, 1957
 Sophocles, Oedipus the King, Washington Square Press, 1959
 Wright & Lamar, Hamlet, Folger Collection, Washington Square Press, 1947
 Barrett, William, Irrational Man, Doubleday and Company, 1962
 Dostoyevsky, Fyodor, Crime and Punishment, Airmont, 1967
 White, Morton, The Age of Analysis, Mentor, 1964
 Combrich, Story of Art, Phaidon Publishers, 1958
 Dostoevsky, The Grand Inquisitor, Ungar Publishing, 1968