

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – ENGLISH**

<u>COURSE TITLE:</u>	LITERACY
<u>GRADE LEVEL:</u>	9 - 12
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	None
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	No
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of elective credit
<u>STANDARDS AND BENCHMARKS:</u>	California Common Core State Standards
<u>ADOPTED:</u>	May 4, 2016
<u>INSTRUCTIONAL MATERIALS:</u>	No

COURSE DESCRIPTION:

Literacy course is designed to provide support and develop academic literacy skills focused on transferring skills across disciplines. The class will provide students with a small classroom environment where they can receive individual attention and build confidence. The class will focus on teaching students effective learning strategies. By learning about and using a variety of research-based strategies, students will learn how they best learn.

COURSE OBJECTIVES:

Literacy is a five prong course that addresses:

1. **Reading Focus:** Students will develop a variety of reading strategies in order to understand, analyze, and respond to various types of texts. These texts may come from multiple disciplines.
2. **Composition Focus:** Students will apply critical thinking skills in order to recognize and write various types of texts while demonstrating command of standard English conventions.
3. **Academic Speaking/Listening Focus:** Students will develop speaking and listening skills in order to effectively communicate and respond to ideas in academic settings.
4. **Academic Strategies:** Students will learn a variety of study strategies in order to succeed in academic courses and be responsible for their own learning.
5. **Personal Management Strategies:** Students will gain self-awareness and develop life skills needed to manage and live a balanced life.

GRADING GUIDELINES:

See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

COURSE CONTENT:

Reading Focus:

Reading Strategies:

- Close Reading Strategies
- Determining: main idea, structure of text
- Reading textbooks
- Fact vs. Opinion
- Paraphrase/Summarize
- Identifying key terms

Analysis of Text:

- Speaker
- Occasion
- Audience
- Purpose
- Subject
- Tone
- Ethos, Pathos, Logos
- Rhetorical Analysis and Meaning/Effect
- Meaning/ Effect related to parts of speech, phrases, clauses, sentences, and syntax

Composition Focus:

Types:

- Argumentative
- Informational
- Narrative

Process:

- Prewriting
- Drafting
- Revision
- Editing
- Focus: Voice and parallel structure

Structural Elements:

- Introduction: Develop complex, original claims/thesis
- Body
 - Develop use of commentary to reveal writer’s voice
 - Synthesizing sources and/or evidence
- Conclusion

Organization:

- Patterns of Organization (order of importance, chronological, etc.)
- Transitions (within and between paragraphs)

Style and Voice:

- Active and passive voice
- Practice sentence variety
- Academic diction: avoid vernacular

Grammar, Mechanics, and Usage

MLA/APA Formatting:

- Page formatting
- Citation (Works Cited/In-text)

Academic Speaking/Listening Focus:

- Classroom discussion norms
 - Conversational norms
 - Expressing/Responding to ideas/peers
 - Formal/Informal discussion norms
 - Presentation skills
- Collaboration Norms
 - Group work/projects

Academic Strategies:

- Classroom decorum
- Preparedness
- Time management
 - Agenda/Planner
 - School Loop checks
 - Prioritize
- Organizational Strategies
 - Binder organization
 - Note-Taking
- Testing Strategies
- Skill Transfer
- Goal Setting
- Study skills

Personal Management Strategies:

- Stress management
- Mindfulness
- Self-esteem
- Conduct
- Goal setting
- Self-Advocacy
 - Communication with peers/teachers/school staff/parents
 - Interpersonal conflict resolution and problem solving