

Course Outline

Revised: September/2015



Course Description:

This competency-based course is designed to develop reading comprehension, literary analysis, writing, and listening and speaking skills. Students thoroughly review the structure of the sentence and the paragraph. Building on this foundation, they proceed to compose autobiographical, persuasive, and expository essays. Throughout, writing, reading, speaking and listening skills are applied to the analysis of both literary and informational texts. The competencies in this course are aligned with the College and Career Readiness Standards for English Language Arts and the English Language Arts Content Standards for California Public Schools. This course has been approved to satisfy the "b" English subject area of the UC/CSU "a-g" requirements for freshman admission.

Program:

Adult Literacy/High School Diploma

Course of Study:

High School Diploma

Course:

2015 English Language Arts

23-09-71

English 1

Credits: 5

Hours: 60

Prerequisites:

1. A minimum reading level of 9.0 as measured by the TABE D reading comprehension test.
2. Writing fluency at an English 1 placement level, determined by a student writing sample and evaluated by the receiving English instructor.
3. Mastery of the competencies of Reading 3 (530366).
4. Recommendation of an instructor and/or a counselor.

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

KIT BELL
Supervisor
Curriculum and Instruction Unit

CBE
COMPETENCY BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills, or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

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Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells students before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS **(continued)**

Course Outline Components

INSTRUCTIONAL STRATEGIES

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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT

Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, *and the length of the class should be that it ensures the student will learn at an optimum level.*

pp. 19-22

Units of study, with approximate hours allotted for each unit, are listed in the COMPETENCY AREA STATEMENTS of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

Cover

After a student has completed all the objectives of the course, he or she should not be allowed to re-enroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

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APPROVED:

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COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

READING STANDARDS

To become college and career ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts. Standards 1 and 10 play a special role since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the range and complexity of what students need to read.

Reading Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, RI.4.3 stands for Reading, Informational Text, Grade 4, Standard 3.

RI: Reading Informational Text

RH: Reading Historical/Social Studies Text

RL: Reading Literature

RST: Reading Scientific and Technical Text

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)⁴

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)

- *Application:* cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
- *Application:* cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

READING STANDARDS

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)

- *Application:* determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

READING STANDARDS

CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)

- *Application:* analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

READING STANDARDS

CCR Anchor 7 (continued): Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)

- *Application:* compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

READING STANDARDS

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

Associated Quantitative Measures of Text Complexity to E Levels of Learning

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
9th – 10th (E)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR (E)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY (continued)

WRITING STANDARDS

To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. The Writing Standards cultivate the development of three mutually reinforcing writing capacities: crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences. The overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts. Writing Standard 9 is a standout because it stresses the importance of the writing-reading connection by requiring students to draw upon and use evidence from literary and informational texts as they write arguments or inform/explain. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand as well.

Writing Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, W.5.1a stands for Writing, Grade 5, Standard 1a.

W: Writing

WHST: Writing for History/Social Studies,
Scientific and Technical Subjects

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

WRITING STANDARDS

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]

- a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W/WHST.9-10.2)

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

WRITING STANDARDS

CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5)

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

WRITING STANDARDS

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply Reading standards from this level to literature (e.g., “Determine the Meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone”).
- b. Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text”).
(W/WHST.11-12.9)

COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY (continued)

SPEAKING AND LISTENING STANDARDS

Including, but not limited to, skills necessary for formal presentations, the Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.⁷

Speaking and Listening Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, SL.K.2 stands for Speaking and Listening, Grade K, Standard 2.

SL: Speaking and Listening

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

SPEAKING AND LISTENING STANDARDS

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
(SL.11-12.2)

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
(SL.11-12.3)

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Language Standards 1 and 3 for specific expectations.)
(SL.11-12.6)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

LANGUAGE STANDARDS

The Language Standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. Students advancing through the levels are expected to meet each level’s specific standards and retain or further develop skills and understanding mastered in preceding levels.⁹

Language Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, L.9-10.1 stands for Language, Grade 9-10, Standard 1.

L: Language

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly. (L.9-10.2)

**COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE
ARTS AND LITERACY (continued)**

LANGUAGE STANDARDS

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)

Competency-Based Education
COMPETENCY-BASED COMPONENTS
 for the English 1 Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION</p> <p>Understand how personal skill development—including positive attitude, honesty, self-confidence, time management, and other positive traits—contribute to academic success; take CASAS test to assess areas of growth.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of classroom policies and procedures. 2. Discuss competency areas and minimal competencies for the course. 3. Discuss assignment grading and scoring policy. 4. Discuss importance of the following personal skills in the classroom/lab environment: <ol style="list-style-type: none"> a. positive attitude b. self-confidence c. honesty/perseverance d. self-management/work-ethic e. pride in product/work f. dependability 5. Prioritize tasks and meet deadlines. 6. Describe the importance of initiative and leadership. 7. Identify and achieve competency in areas of remediation.
<p>READING</p> <p>B. Read and comprehend complex literary and informational texts independently and proficiently. (CCR Reading Anchor Standard 10)</p> <p>(10 hours)</p>	<ol style="list-style-type: none"> 1. Read a variety of fiction and non-fiction texts closely to determine explicit and inferential meaning in an investigation into the obesity epidemic, bullying, and electronic aggression (CCR Reading Anchor Standard 1). 2. Cite specific textual evidence to analyze primary and secondary sources. 3. Cite specific textual evidence from a variety of non-fiction texts to support an inquiry into a big or essential question. 4. Determine the central ideas of an array of non-fiction texts, in print, digital and video formats. (CCR Reading Anchor Standard 2) 5. Evaluate an array of print, digital, and video non-fiction texts and accurately and succinctly summarize the complex concepts or processes presented in these texts. 6. Determine the theme of a novel and analyze how the author shapes and refines the theme throughout the book. 7. Summarize a novel chapter. 8. Analyze how and why individuals, events and ideas develop over the course of fiction and non-fiction texts. (CCR Reading Anchor Standard 3) 9. Analyze in detail the relationships among the parts of the structure of a narrative. 10. Interpret words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (CCR Reading Anchor Standard 4) 11. Analyze how specific word choices contribute to the tone of a novel. 12. Analyze the meaning of symbols, metaphors, and similes in a novel.

<p>C. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other. (CCR Reading Anchor Standard 5)</p> <p>(7 hours)</p>	<ol style="list-style-type: none"> 1. Evaluate the effectiveness of an author’s use of structure in a memoir, such as “Rowing the Bus,” a non-fiction article, such as “How to Stop the Bullies” by Emily Bazelon and an editorial, such as “A Change of Heart about Animals” by Jeremy Rifkin. 2. Analyze in detail how an author’s ideas or claims are supported by particular sentences, paragraphs, or larger portions of text. 3. Determine an author’s point of view or purpose in a text. 4. Analyze how an author uses rhetorical techniques including ethos, pathos, and logos to advance a point of view or purpose. (CCR Reading Anchor Standard 6) 5. Evaluate the impact of culture and society on the point of view of characters in a novel. 6. Evaluate a novelist’s use of irony in a novel. 7. Compare the point of view of two or more authors for how they treat the same of similar topics.
<p>D. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively. (CCR Reading Anchor Standard 7)</p> <p>(7 hours)</p>	<ol style="list-style-type: none"> 1. Integrate information and data gleaned from research into a societal problem like electronic aggression to create an infographic or other visual form, using an online resource like Piktochart. 2. Integrate and evaluate multiple sources of information presented in different media to research an essay that addresses a societal problem. 3. Annotate and evaluate the argument and specific claims in a text. 4. Assess the reasoning and evidence in support of a claim in a text. (CCR Reading Anchor Standard 8) 5. Compare and contrast treatments of the same topic in several primary and secondary sources. (CCR Reading Anchor Standard 9)
<p>WRITING</p> <p>E. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCR Writing Anchor Standard 4)</p>	<ol style="list-style-type: none"> 1. Demonstrate a grasp of all stages of the writing process to develop and strengthen writing by planning, revising, editing and rewriting a portfolio of well-structured paragraphs and essays for multiple purposes, including: summary, problem-solution, comparison-contrast, evaluation, argument, and response to literature. (CCR Writing Anchor Standard 5) 2. Use precise language and narrative structure to write a reflective narrative in response to a big or essential question. (CCR Writing Anchor 1) 3. Draw evidence from literary or informational texts to support analysis, reflection and research. (CCR Writing Anchor Standard 9) 4. Write arguments to support claims in an analysis of substantive topics and texts, using valid reasoning and relevant and sufficient evidence. (CCR Writing Anchor Standard 1) 5. Introduce a precise claim. 6. Distinguish a claim from alternate or opposing claims. 7. Employ a structure that establishes clear relationships among claims, reasons, and evidence. 8. Evaluate the strengths and weaknesses of claims and counterclaims.

<p>(10 hours)</p>	<ol style="list-style-type: none"> 9. Use effective transitions to move smoothly between different elements of the text, including claims, reasons, and evidence. 10. Develop a concluding statement that sums up and articulates the significance of an argument. 11. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCR Writing Anchor Standard 2) 12. Introduce a topic and organize concepts and information to make distinctions and connections. 13. Employ graphics to present ideas and concepts gleaned from personal inquiry. 14. Evaluate and employ relevant facts, details and quotations to develop a topic. 15. Clarify the relationships among complex ideas by using effective transitions. 16. Demonstrate a clear sense of audience in the use of vocabulary, conventions, and tone. 17. Articulate the implications of a topic or issue in a concluding statement.
<p>F. Conduct short as well as more sustained research projects on focused questions, demonstrating understanding of the subject under investigation. (CCR Writing Anchor Standard 7)</p> <p>(7 hours)</p>	<ol style="list-style-type: none"> 1. Conduct an inquiry to find and marshal evidence to formulate a solution to a societal problem, such as electronic aggression, bullying, and the obesity epidemic. 2. Investigating a societal problem, such as electronic aggression, use technology to produce, publish, and update individual or shared writing projects, taking advantage of the technology's capacity to link to other information and display information flexibly and dynamically. (CCR Writing Anchor Standard 6) 3. Gather relevant information from multiple print and digital sources, such as a documentary like <i>Super Size Me</i>, a news organization web site like the <i>New York Times</i>, and online video, such as <i>The Science of Being Mean on Facebook</i>. (CCR Writing Anchor Standard 8) 4. Assess credibility and accuracy of each source. 5. Integrate information into a research essay while maintaining an effective flow of ideas and avoiding plagiarism. 6. Synthesize multiple sources of information, demonstrating understanding of the subject under investigation.
<p>SPEAKING AND LISTENING</p> <p>G. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively. (CCR Speaking and Listening Anchor Standard 1)</p>	<ol style="list-style-type: none"> 1. Prepare and participate in collaborative discussions of nonfiction works like "Rowing the Bus" and "Extra Large, Please" and fiction like "The Pearl" drawing on and referring to textual evidence from texts and other research. 2. Work with peers to set rules for collegial discussions allowing for consensus and the presentation of alternate views, while engaging in the steps of the writing process and while collaborating on SAY-MEAN-MATTER analyses of fiction and nonfiction.

<p>(5 hours)</p>	<ol style="list-style-type: none"> 3. Work with peers to set rules for collegial discussions allowing for consensus and the presentation of alternate views, while engaging in the steps of the writing process and while collaborating on SAY-MEAN-MATTER analyses of fiction and nonfiction. 4. Formulate questions and respond to questions in discussion. 5. Summarize points of another speaker and make new connections. 6. Integrate and evaluate visual, quantitative, oral information presented in diverse media and formats. (CCR Speaking and Listening Anchor Standard 2) 7. Evaluate the credibility and accuracy of each source in order to make an informed decision and suggest a solution to a problem. 8. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (CCR Speaking and Listening Anchor Standard 3) 9. Present information, findings, and supporting evidence clearly, concisely and logically. (CCR Speaking and Listening Anchor Standard 4) 10. Make strategic use of digital media visual displays of data to create an infographic to express information and enhance understanding of a presentation. (CCR Speaking and Listening Anchor Standard 5) 11. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English appropriate for the audience. (CCR Speaking and Listening Anchor Standard 6)
<p>LANGUAGE</p> <p>H. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCR Language Anchor Standard 1)</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Analyze sentence structure: Identify subject, verb and modifiers. 2. Combine sentences using coordinating conjunctions correctly to link closely related independent clauses. 3. Combine sentences using conjunctive adverbs to link closely related independent clauses. 4. Combine sentences using subordinate conjunctions to link closely related dependent and independent clauses. 5. Write and revise paragraphs, essays and emails using phrases and clauses to convey specific meanings. 6. Demonstrate a command of the conventions of standard English capitalization, punctuation and spelling by combining sentences and writing and revising paragraphs and essays. (CCR Anchor Standard 2)

<p>I. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and comprehend more fully when reading or listening. (CCR Language Anchor Standard 3)</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Evaluate a writer's use of sensory details and dialog to create meaning and style in a narrative. 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCR Language Anchor Standard 5) 3. Evaluate a writer's use of strong verbs, vivid adjectives, and figurative language to create meaning and evoke feelings. 4. Revise and enhance reading by using dialog, sensory details, and figurative language to create a precise meaning and tone.
<p>J. Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (CCR Language Anchor Standard 4)</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Use a variety of context clues to clarify the meaning of unknown words, in a novel, works of non-fiction, documentary film, and web-based resources. 2. Verify the preliminary determination of a word by checking the inferred meaning in a glossary or dictionary. 3. Consult general and specialized references to determine a word's pronunciation, precise meaning, part of speech and standard usage. 4. Acquire and accurately use a range of general academic and domain-specific words and phrases for reading, writing, speaking and listening at the college and career level. 5. Demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. (CCR Language Anchor 6)

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

DEFINITIONS OF COMPETENCIES

Resources

- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information

- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
- Interprets and Communicates Information: Selects and analyzes information communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal

- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

**DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)**

Systems

- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.

Technology

- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
- Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
- Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Basic Skills

- Reading: Locates, understands, and interprets written information in prose and documents - including manuals, graphs, and schedules - to perform tasks.
- Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
- Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
- Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
- Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
- Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

Thinking Skills

- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
- Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
- Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
- Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

Personal Qualities

- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
- Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
- Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
- Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter."
- Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

**Competency-Based Education
CAREER PREPARATION STANDARDS/SCANS SKILLS
for the English 1 Course**

CAREER PREPARATION STANDARDS	EXPECTED STUDENT PROFICIENCIES
<p>1. PERSONAL SKILLS</p> <p>Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- affect employability.</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of classroom policies and procedures. 2. Discuss importance of the following personal skills in the classroom/lab environment: <ol style="list-style-type: none"> a. positive attitude b. self-confidence c. honesty/perseverance d. self-management/work ethic e. pride in product/work f. dependability 3. Establish goals for self-improvement and further education/training. 4. Prioritize tasks and meet deadlines. 5. Understand the importance of initiative and leadership. 6. Understand the importance of lifelong learning in a world of constantly changing technology.
<p>2. INTERPERSONAL SKILLS</p> <p>Understanding principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.</p>	<ol style="list-style-type: none"> 1. Identify and discuss behaviors of an effective team... 2. Explain the central importance of mutual respect in interpersonal relationships. 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the classroom and work environment. 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations. 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles. 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.

<p>3. THINKING and PROBLEM-SOLVING</p> <p>Understand the importance of good academic skills, critical thinking, and problem solving skills in the workplace.</p>	<ol style="list-style-type: none"> 1. Recognize the importance of good academic skills in information technology and implement a plan for self-improvement as need. 2. Use mathematical concepts in application of skills, techniques and operations. 3. Read, write, and give directions. 4. Demonstrate skills in technical reading and writing. 5. Locate information from written and electronic sources, and identify strategies for evaluating their reliability. 6. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving. <ol style="list-style-type: none"> a. Work as a team member in solving problems. b. Diagnose the problem, its urgency, and its causes. c. Identify alternatives and their consequences. d. Explore possible solutions. e. Compare/contrast the advantages and disadvantages of alternatives. f. Determine appropriate action(s). g. Implement action(s). h. Evaluate results of action(s) taken.
<p>4. COMMUNICATION SKILLS</p> <p>Understand principles of effective communication.</p>	<ol style="list-style-type: none"> 1. Use communication concepts in application of skills, techniques, and operations. <ol style="list-style-type: none"> a. Prepare written material b. Analyze written material. 2. Understand and implement written instructions, from technical manuals, written communications, and reference books. 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication. 4. Demonstrate active listening through oral and written feedback. 5. Give and receive feedback. 6. Demonstrate assertive communications (both oral and written). 7. Demonstrate writing/editing skills as follows: <ol style="list-style-type: none"> a. Write, proofread, and edit business correspondence. b. Use correct grammar, punctuation, capitalization, vocabulary and spelling. 8. Select and use appropriate forms of technology for communication.
<p>5. TECHNOLOGY LITERACY</p> <p>Understand and adapt to changing technology.</p>	<ol style="list-style-type: none"> 1. Understand and adapt to changing technology. 2. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing. 3. Identify the characteristics and explain the importance of adapting to changes, being flexible and evaluating goals when working in the interpreting profession. 4. Understand the importance of lifelong learning in adapting to changing technology.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Langan, John. *The Reading-Writing Connection*. West Berlin, NJ: Townsend, 2013. Print.

Applebee, Arthur N. *The Language of Literature*. (9th Grade-Orange) Evanston, IL: McDougall Littell, 2003. Print.

SUGGESTED READING LIST

Angela's Ashes by Frank McCourt

Bless Me Ultima by Rudolfo Anaya

Of Mice and Men by John Steinbeck

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

The House on Mango Street by Sandra Cisneros

The Miracle Worker by William Gibson

The Pearl by John Steinbeck

AUDIO/VISUAL

Super Size Me. Morgan Spurlock, Dir. Samuel Goldwyn Films, 2004.

Steinbeck, John. *The Pearl*. New York: Penguin/Highbridge, 1993. Audiobook on CD.

DACE RESOURCES

English 1 Individualized Instruction Contract. 230971 SC/AIS

English 1 Resource Packet. 230971. WP

English 1 Teacher Guide/Answer Key. 230971. TG

SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Common Core Basics. Building Essential Test Readiness Skills for High School Equivalency Exams-Reading. Columbus, OH: McGraw Hill Education, 2014.

Common Core Basics. Building Essential Test Readiness Skills for High School Equivalency Exams-Writing. Columbus, OH: McGraw Hill Education, 2014.

RESOURCE PERSONS

Adult Secondary Education Supervisor

Adult Secondary Education Teacher Advisors

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Individualized instruction
- B. Group instruction
- C. Group discussion
- D. Student presentations
- E. Field trips

EVALUATION

- A. Teacher observation
- B. Oral reports
- C. Research reports
- D. Multimedia projects
- E. Textbook tests
- F. Teacher-developed tests based on the competencies in this course outline

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
