

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Youth in Conflict			
DISTRICT COURSE NUMBER #0136		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2133	
Rationale:		This class is one of many senior English choices which will fulfill the fourth year English requirement. This class will focus on the genre of youth in conflict and explore the many themes this genre presents.	
Course Description that will be in the Course Directory:		This survey course uses contemporary fiction and non-fiction dealing with problems of teenagers as they come into conflict with their peers, parents, society, and themselves. Emphasis will also be placed on how individuals can solve their problems and improve their situations. Students will read, write, research, analyze, discuss, debate, and explore a wide variety of issues, influences, trends, temptations, and dangers which confront America's youth.	
How Does this Course align with or meet State and District content standards?		The course will correlate with National Standards.	
NCLB Core Subjects:		<i>Select up to two that apply:</i> <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input checked="" type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Not Core Subject	
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)		CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A
		INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A	
Length of Course:		<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester	
Grade Level(s):		<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Credit:		<input checked="" type="checkbox"/> Number of credits: 10 <input checked="" type="checkbox"/> Meets graduation requirements (subject English) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____	<input type="checkbox"/> College Prep
Prerequisites:		Successful completion of English 1, 2, and 3	
Department(s):		English	
District Sites:		EDHS, UMHS	
Board of Trustees COS Adoption Date:		5/14/2013	
Textbooks / Instructional Materials:		Novels	

Funding Source:	General Fund
Board of Trustees Textbook Adoption Date:	NA

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

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Course Title: Youth in Conflict #0136

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EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Youth in Conflict**

Course Number: **#0136**

Unit Title: **Identity**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: (1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain; (2) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

WS 11-12: (3a-e) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; (4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; (5) 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.

SLS 11-12: (1a-d) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LS 11-12: (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; (2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Through critical analysis of various genres of literature, students will examine the rites of passage which mark the end of childhood and the beginning of adulthood and will broaden their knowledge of universal problems and emotions. Topics include self-esteem, body image, stereotypes, bullying and loss of innocence. Essential questions:

- How do you define yourself as a friend, family member and member of the community?
- How does the way others perceive you define your identity?
- How do your values and culture define your identity?
- Why do so many teens feel as though they are alone with their problems?
- How do painful or difficult situations lead to a better understanding of oneself?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students' in-depth analysis of the theme of identity. Teachers will incorporate standards into lessons relating to texts such as "Perks of Being a Wallflower," "Speak," "Buddah Boy," and "Stargirl."

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, and a personal narrative essay.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Opportunities to review and strengthen reading comprehension and writing skills include modification of reading pace, teacher-student conferences, pairing of struggling students with successful peers, and participation in academic recovery programs. For Special Education students, books-on-tape provide extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Youth in Conflict**

Course Number: **#0136**

Unit Title: **Alienation and Rebellion**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: (1); (3) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

WS 11-12: (1 a-e); (4); (5).

SLS 11-12: (1a-d); (4) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

LS 11-12: (1); (2).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will read novels and other texts centering on the problems of teenagers as they come into conflict with their peers, parents, society, and themselves and explore how characters might solve problems or improve their situations. Students will explore the topics of disillusionment, hypocrisy, self-protection, non-conformity, escape, and destructive behavior. Essential questions:

- a. In what ways do you conform to what is expected of you? In what ways do you rebel?
- b. What are the major causes of communication breakdowns between parents and their children?
- c. How are teens targeted by corporations? Do unrealistic ads contribute to depression and self-destructive behavior?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students' in-depth analysis of the theme alienation and rebellion. Teachers will incorporate standards into lessons relating to texts such as "The Virgin Suicides," "Fight Club," "The Beach," and "Like We Care."

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, and an argumentative essay and/or letter to a corporation.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Opportunities to review and strengthen reading comprehension and writing skills include modification of reading pace, teacher-student conferences, pairing of struggling students with successful peers, and participation in academic recovery programs. For Special Education students, books-on-tape provide extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Youth in Conflict**

Course Number: **#0136**

Unit Title: **Overcoming Adversity**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: (1); (5) Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

WS 11-12: (2 a-f) 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; (4); (5).

SLS 11-12: (1a-d)

LS 11-12: (1); (2).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reading novels and other texts centering on characters who grew up in adverse conditions, students will develop sensitivity to the various problems which people, both fictional and real, encounter in life. Topics include abandonment, violence, survival, and transformation. Essential questions:

- a. What makes a "good" parent?
- b. Is home a geographical place or a state of mind?
- c. How much of an impact do our parents have on us?
- d. In the face of adversity, what causes some people to prevail while others fail?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students' in-depth analysis of the theme of overcoming adversity. Teachers will incorporate standards into lessons relating to texts such as "The Glass Castle," "Freedom Writers," "The Honk and Holler Opening Soon," and "A Long Way Gone."

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, and a comparative essay.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Opportunities to review and strengthen reading comprehension and writing skills include modification of reading pace, teacher-student conferences, pairing of struggling students with successful peers, and participation in academic recovery programs. For Special Education students, books-on-tape provide extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - Youth in Conflict**

Course Number: **#0136**

Unit Title: **Choices and Consequences**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: (1); (4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; (6) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement); (10) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

WS 11-12: (2 a-f); (4); (5).

SLS 11-12: (1a-d); (5) 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.

LS 11-12: (1); (2).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Through readings in which characters must confront the harsh realities of their choices, students will discuss the relationship between the problems encountered vicariously by fictional characters with problems students encounter in the real world, using the student's own experiences and value systems. Topics include peer pressure, temptation, morality, accountability, cliques, gangs and justice. Essential questions:

- a. How do our daily choices contribute to our quality of life?
- b. In a culture where we are bombarded by people trying to define us, how do we make decisions for ourselves?
- c. How much do social constructs (race, class, gender) play a part in our legal system?
- d. What conditions make an individual "good" or "bad"?

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Teachers will use direct instruction, collaborative group assignments, jigsaw activities, and other available technology to engage students' in-depth analysis of the theme of choices and consequences. Teachers will incorporate standards into lessons relating to texts such as "Monster," "Always Running," "Baby Help," and "Too Soon for Jeff."

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, and an expository essay.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Opportunities to review and strengthen reading comprehension and writing skills include modification of reading pace, teacher-student conferences, pairing of struggling students with successful peers, and participation in academic recovery programs. For Special Education students, books-on-tape provide extra support.