

Mt. San Antonio College
Adult Diploma
Course Syllabus
English 4A

Textbook

The textbook used for this course will be Literature and the Language Arts: The British Tradition, 2003, EMC Paradigm. This book may be checked out of the High School Office (Building 30, Room 115). **Units 1-6**

Course Overview

The British Tradition presents British literature using the historical approach. The students will explore the social, political, and intellectual trends connected with the periods ranging from the Anglo-Saxon Period to the Modern Era.

Grading Policy

Class Assignments	25%
Projects	15%
Essays	25%
Tests	35%

The required work for each chapter is divided into section objectives. Your assignments are attached to this course syllabus. You must achieve a 70% or better ("C") overall grade in order to receive credit for this class. Follow instructions carefully and turn in your assignments when completed **IN ORDER**. Tests will be assigned once class assignments, projects, and quizzes are finished within each chapter. The instructional staff proctors chapter tests and quizzes.

All coursework must be completed in class. Work completed outside of class will not be accepted.

Students who engage in cheating or plagiarism are subject to immediate dismissal from the High School Program.

STUDENT LEARNING GOALS

We will prepare all students to be:

Effective Communicators who
<ul style="list-style-type: none">❖ Acquire reading and listening skills❖ Speak and write to be understood❖ Work productively as part of a team❖ Use technology to express ideas
Critical Thinkers who
<ul style="list-style-type: none">❖ Gather, organize, and analyze information from a variety of sources❖ Form and express a logical opinion or conclusion❖ Demonstrate problem-solving skills❖ Apply knowledge to personal, professional, or academic situations
Lifelong Learners who
<ul style="list-style-type: none">❖ Take responsibility for setting and implementing educational plans❖ Recognize and apply learning strengths❖ Participate productively in the community

English 4 Standards

Reading

Vocabulary Development

I can:

- Understand new words based on their roots.
- Recognize that the words surrounding an unfamiliar word provides clues to a words meaning.
- Understand how words are used in different subjects.

Features of Informational Texts

I can:

- Analyze the way public documents like speeches and debates are written.

Comprehension and Analysis of Texts

I can:

- Understand a text by the way it is organized, its main ideas, and the words that are used.
- Identify and explain facts.
- Explain the author's arguments and beliefs.

Critique of Texts

I can:

- Assess the strength and truthfulness of arguments and counterarguments.

Features of Literature

I can:

- Analyze a type of category of literature by a particular form (short story, parody, satire, and allegory).

Narrative Texts

I can:

- Analyze the meaning of a text.
- Define irony, tone, mood, style, imagery, personification, and figures of speech.
- Analyze how myths and traditions affect an author's writing.

British Literature

I can:

- Contrast the meanings and characteristics, of the major literary periods (such as Homeric Greece, medieval, romantic, neoclassic, and modern).
- Identify how the philosophical, political, religious, ethical, and social influences of each period shape the characters, plots, and settings.

Literary Criticism

I can:

- Analyze the political ideas and philosophical arguments in a text.

Writing Standards

Organization and Focus

I can:

- Write essays with a clear purpose.
- Compare and contrast narrative, informative, persuasive, and descriptive essays.
- Use point of view, characterization, style, and tone in essays.
- Support ideas and arguments with examples.
- Improve writing using repetition, analogies, and visual aids.

Research and Technology

I can:

- Create presentations using research strategies (such as: interviews, experiments, videos/recordings, and the internet).
- Organize and record information using personal stories, bibliographies, graphs, tables, and charts.
- Create a word-processing document.

Evaluation and Revision

I can:

- Revise sentences using voice, meaning, tone, and style.
- Identify the audience.

Fictional, Autobiographical, and Biographical Narratives

I can:

- Describe a series of events and tell its importance to the reader.
- Describe the sights, sounds, and smells of a scene.
- Describe the actions and feelings of the characters in great detail.
- Recognize changes in the mood and point of view of the story.

Responses to Literature

I can:

- Understand the important ideas in a text.
- Support ideas and viewpoints with examples from different texts.
- Understand the implied meaning of a text.
- Analyze the use of imagery, language, and general themes in the text.

Compositions

I can:

- Write about personal experiences, events, or concerns by using strategies such as: narration, description, information, or persuasion.
- Compare specific events and themes that explain the writer's beliefs and points of view.
- Relate specific events to general ideas.

Historical Reports:

I can:

- Use narration, description, information, or persuasion or a combination of these to support a main idea.
- Analyze historical records of a single event, and connect them to the topic.
- Explain the similarities and differences in historical records with information from other sources.
- Include different points of view using reliable sources.
- Include a properly formatted bibliography.

Job Applications and Resumes

I can:

- Give clear information and speak to the reader appropriately.
- Use different words and change the tone to help the reader understand the document.
- Use the standard style (formats, fonts, and spacing) for documents like resumes and memos.

Multimedia Presentation

I can:

- Gather and use information, pictures and sounds from many sources such as: television, films, newspapers, magazines and the Internet.
- Choose the best media source for each part of the presentation.
- Edit the media source appropriately.
- Evaluate the audience's reaction and change the presentation when needed.

Language Convention

Standard English Conventions

I can:

- Demonstrate the proper use of grammar, word choice, sentences, and paragraphs.
- Create neat work that has correct spelling, punctuation, and capitalization.
- Use the correct format in the text, notes, and bibliographies (MLA, Chicago Style, etc.).

Listening and Speaking

Comprehension

I can:

- Recognize the ways the media informs, persuades, entertains, and spreads information through advertisements, pictures, special effects, language, etc.
- Analyze how the media influences the government at the local, state and national level, including: elections, leaders and attitudes.
- Interpret and evaluate the ways that graphic artists, filmmakers, illustrators, and photographers present events and information.

Oral Communication

I can:

- Use questions, pictures, repetition, description, characterization, irony, and dialogue to communicate effectively.
- Understand the different types of arguments including: persuasive, reasoning, and comparisons.
- Use reasoning, beliefs, and emotions to strengthen tone or purpose.
- Prepare for performances by including details, showing an understanding of the topic, and using techniques such as tone and gestures.
- Use different types of language to communicate, such as using everyday words to be clearer.
- Research the importance of using strategies, such as gesture, movement, tone, and pronunciation.
- Create presentations using pictures, music, and sound.

Oral and Media Communication

I can:

- Evaluate the word choice, grammar, purpose, and impact of a speech.
- Identify the misleading ideas used in speeches and ads, such as overgeneralization, negative ads and following the crowd's ideas (bandwagon effect).
- Analyze the four types of persuasive speeches (propositions of fact, value, problem, and policy).
- Compare and contrast speeches based on organization, reasoning, proof, and use of persuasive words.
- Analyze techniques use by the media and determine their effectiveness.

Reflective Presentations

I can:

- Explore the importance of personal experience, events, conditions or concerns, using strategies such as narration, description, information and persuasion.
- Compare specific events and general themes that show my beliefs about life.
- Keep a balance between describing the events and relating it to more general ideas.

Historical Investigation Reports

I can:

- Use information, narration, description, or persuasion to support the thesis or main idea.
- Analyze historical records of a single event and connect them to the topic.
- Explain the similarities and differences in historical records with information from other sources.
- Include different points of view using reliable sources.

Responses to Literature

I can:

- Show an understanding of the important ideas of literary works such as making statements that are reasonable and that can be supported by the text.
- Analyze the imagery, language, and themes of the text through the use of narrative, descriptive, persuasive, and informative strategies.
- Support important ideas and viewpoints through detailed references to the text or to other works.
- Show an understanding of the author's use of style and the effects it has on the text.
- Identify and analyze assumed information.

Multimedia Presentations

I can:

- Gather and use information, pictures, and sounds from many sources such as television, films, newspapers, magazines, and the Internet.
- Choose the best media source for each part of the presentation.
- Edit the media source appropriately.
- Evaluate the audience's reaction and change the presentation when needed.

Poems, Speeches, Soliloquies

I can:

- Recite poems, parts of speeches, or dramatic soliloquies with clarity and emotion. (Lady Macbeth's soliloquy)

Class Assignment Rubric

Types of Questions	Description	Length	Point Value
Recall & Interpret	<ul style="list-style-type: none"> All answers must be written as complete sentences. (Answers should not begin with pronouns) If applicable answers must be written in proper paragraph form. Answers must include all information asked. Examples, evidence, and reasons must be provided for each answer and opinion. 	1-5 Sentences Minimum per question	3 points per question
Analyze, Synthesize, Evaluate, & Extend		3-5 sentences Minimum per	5 points per question
Understanding Literature & Literary Tools		3-8 Sentences Minimum, Paragraph Form (Chart form when applicable)	5 points per question
Formal Outlines	<ul style="list-style-type: none"> Outlines should be in correct format. (See page 1045 section 2.30) Outlines must contain correct information. Outlines should cover all major ideas. Outlines should cover all important details. 	X (Long enough to include all necessary information)	15 points

Grading Scale

	5 point scale	3 point scale
Little to no mistakes, meets or exceeds the assignment goal, and may have added extra information.	5	3
A few mistakes but no major errors, meets the assignment goal.	4	2.5
Mistakes are made but most of the information is correct. Assignment goal may be missing some content.	3	2
Many mistakes are made and some of the information is incorrect. Assignment goal is barely met.	2	1.5
Many mistakes are made and information is incorrect. Assignment goal is not met.	1	1
No attempt is made	0	0

Grammar Assessment

Each project has a separate section for grading grammar, spelling, and punctuation, based on a 3 point scale. The grammar should be graded on:

	3 point scale
Few to no mistakes in spelling, punctuation, capitalization, grammar, usage, paragraphing, sentence structure	3
Some mistakes are made in grammar, spelling, and punctuation	2
Many mistakes are made in grammar, spelling, and punctuation	1
No attempt is made	0

General Writing Rubric

Introduction

- Topic Sentence
- Three main ideas

Body

- Paragraph 1- Topic sentence and examples
- Paragraph 2- Topic sentence and examples
- Paragraph 3- Topic sentence and examples

Conclusion

- Rewording of topic statement
- Show a broader importance of your subject or thesis

English 4A
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Unit 1- Genres and Techniques of Literature

Reading Standards: 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.4, 3.9
Writing Standards: 1.1, 1.4, 1.8, 2.1, 2.2, 2.3, 2.6

Convention Standards: 1.1, 1.2, 1.3
Listening/Speaking Standards: 1.10, 1.13, 2.1

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
The Oral Tradition	1	Read Time Period Introduction and the Timeline Complete Formal Outline (Ex. Page 1206 Section 2.30)	4	15 total
"Robin Hood and Allen a Dale" by Anonymous	2	Read: About the Selection and Robin Hood and Allen a Dale Complete Investigate, Inquire, Imagine Questions	6-10 11	38 total
	3	Complete Understanding Literature Question	11-12	35 total
Poetry	4	Read: Poetry/Elements of Poetry Create a study guide examples of the elements of poetry	14-21	15 total
"The Naming of Cats" by T.S. Eliot	5	Read: About the Author and About the Selection and The Naming of Cats Complete Selection Test 4.1.8	22-24 <i>See Instructor</i>	100 total
	6	Read: Fiction/Elements of Fiction Create a study guide giving examples of the elements of fiction	27-31	15 total
"The Rocking Horse Winner" by D. H. Lawrence	7	Read: About the Author and About the Selection and The Rocking Horse Winner Complete Investigate, Inquire, Imagine Question	32-43 44	38 total
	8	Complete Understanding Literature Questions	45	15 total
	9	Read: Nonfiction/Purpose and Organization in Nonfiction Create a study guide giving examples of the elements of nonfiction	62-65	15 total
"Speech to the Troops at Tilbury" by Queen Elizabeth I	10	Read: About the Author and About the Selection and Speech to the Troops at Tilbury Complete Investigate, Inquire, Imagine Questions	66-67 68	32 total
	11	Complete the "Writing a Book Review" Essay <input type="checkbox"/> See instructor before beginning <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Final draft <i>Word count- 1000</i>	70-77 <i>See Instructor to Review Rubric</i>	65 total

- Multiple choice, true or false, and matching---1 point
- Short answer ---3 points
- Essay Questions---5 points
- Projects ----have their own rubrics and points

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Unit 2- The Anglo-Saxon Period (449-1066)

Reading Standards: 1.1, 1.2, 3.5, 3.7
Writing Standards: 2.1, 2.2, 2.5

Convention Standards: 1.1, 1.2, 1.3
Listening/Speaking Standards: 1.10, 1.13, 2.1

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Unit Introduction Time Period: The Anglo-Saxon Period (449-1066)	12	Read Time Period Introduction and the Timeline Complete Formal Outline (Ex. Page 1206 Section 2.30)	84-89, 145-148	15 total
	13	Complete Introductory Test 4.2.2	<i>See Instructor</i>	100 total
"The Story of Caedmon" by Saint Bede the Venerable	14	Read: About the Author and About the Selection and The Story of Caedmon Complete Investigate, Inquire, Imagine Questions	95-98 99	38 total
	15	Complete Writer's Journal #3	100	10 total
"The Wife's Lament" Translated by Marcelle Thiebaux	16	Read: About the Author and About the Selection and The Wife's Lament Complete Literary Tools	101-104 101	10 total
	16A	Progress Check	<i>See Instructor</i>	20 total
	17	Complete Selection Test 4.2.8	<i>See Instructor</i>	100 total
Unit Review	18	Complete the "Creating a Narrative poem" <input type="checkbox"/> See instructor before beginning <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Final draft <input type="checkbox"/>	149-155 <i>See Instructor to Review Rubric</i>	70 total

- Multiple choice, true or false, and matching---1 point
- Short answer ---3 points
- Essay Questions---5 points
- Projects ----have their own rubrics and points

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Unit 3- The Medieval Period (1066-1485)

Reading Standards: 1.1, 1.2, 2.2, 3.5, 3.6, 3.7, 3.8
Writing Standards: 1.2, 1.4, 1.5, 1.8, 2.1, 2.2, 2.3

Convention Standards: 1.1, 1.2, 1.3
Listening/Speaking Standards: 1.10

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Unit Introduction Time Period: The Medieval Period (1066-1485)	19	Read Time Period Introduction and the Timeline Complete Formal Outline (Ex. Page 1206 Section 2.30)	159-167,264-267	15 total
	20	Complete Introductory Test 4.3.2	<i>See Instructor</i>	100 total
"Sir Gawain and the Green Knight" by The Pearl Poet, Translated by Y.R. Ponsor	21	Read: About the Author and About the Selection and Sir Gawain and the Green Knight Complete Selection Test 4.3.10	187-196 <i>See Instructor</i>	100 total
	22	Complete Personality Traits Project	<i>See Rubric</i>	25 total
"Le Morte d'Arthur" by Sir Thomas Malory	23	Read: About the Author and About the Selection and Le Morte d'Arthur Complete Literary Tools	199, 200-208 199	10 total
	24	Complete Selection Test 4.3.12	<i>See Instructor</i>	100 total
	25	Read: About the Author and About the Selection and The Prologue and The Pardoner's Tale Complete Investigate, Inquire, Imagine Questions	216-234, 236-240 235	38 total
"The Prologue and The Pardoner's Tale" by Geoffrey Chaucer, Translated by Nevill Coghill	26	Complete Understanding Literature Questions	241	15 total
	27	Complete the "Writing a Parable" <input type="checkbox"/> See instructor before beginning <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Final draft <i>Word Count 1000</i>	268-275 <i>See Instructor to Review Rubric</i>	65 total

- Multiple choice, true or false, and matching---1 point
- Short answer ---3 points
- Essay Questions---5 points
- Projects ----have their own rubrics and points

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Unit 4- The English Renaissance (1485-1660)

Reading Standards: 1.1, 1.2, 2.4, 2.5, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9

Writing Standards: 1.1, 1.2, 1.3, 1.4, 1.5, 1,8

Convention Standards: 1.1, 1.2, 1.3

Listening/Speaking Standards: 1.10

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Unit Introduction Time Period: The English Renaissance (1485-1660)	28	Read Time Period Introduction and the Timeline Complete Formal Outline (Ex. Page 1206 Section 2.30)	279-287, 352-354	15 total
	29	Complete Introductory Test 4.4.2	<i>See Instructor</i>	100 total
"The Doubt of Future Foes" by Queen Elizabeth I	30	Read: About the Author and About the Selection and The Doubt of Future Foes Complete Reading Strategy Guidesheet 10	310-311 <i>See Instructor</i>	10 total
	31	Complete Test 4.4.14	<i>See Instructor</i>	100 total
	31A	Progress Check	<i>See Instructor</i>	20 total
"Ecclesiastes, Chapter 3, Verses 1-8" From The King James Bible	32	Read: About the Selection and Ecclesiastes 3:1.8 Complete Investigate, Inquire, Imagine Questions	330-331 332	38 total
	33	Complete Understanding Literature Questions	332	5 total
	34	Complete Writer's Journal #2	333	10 total
"The Geography of Utopia, Their Gold and Silver" by Thomas More	35	Read: About the Author and About the Selection and The Geography of Utopia, Their Gold and Silver Complete Investigate, Inquire, Imagine Questions	334-339 340	38 total
	36	Complete Understanding Literature Questions	340	10 total
	37	Complete Utopia, Dystopia Project	<i>See Rubric</i>	20 total
"Canzoniere: Sonnets 1,47,54" by Petrarch	38	Read: About the Author and About the Selection and Canzoniere: Sonnets 1, 47, 54 Complete Reading Strategy Guidesheet 7	342-345 <i>See Instructor</i>	10 total
	39	Complete Test 4.4.26	<i>See Instructor</i>	100 total

• Multiple choice, true or false, and matching---1 point

• Short answer ---3 points

• Essay Questions---5 points

• Projects ----have their own rubrics and points

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Unit 5-Renaissance Drama (1485-1660)

Reading Standards: 3.3, 3.5, 3.6, 3.7, 3.9
Writing Standards: 1.4, 1.5, 1.8, 2.1, 2.2, 2.6

Convention Standards: 1.1, 1.2, 1.3
Listening/Speaking Standards: 1.10

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Unit Introduction Time Period: Renaissance Drama (1485-1660)	40	Read Time Period Introduction and the Timeline Complete Formal Outline (Ex. Page 1206 Section 2.30)	365-373	15 total
	41	Complete Introduction Test 4.5.2	<i>See Instructor</i>	100 total
"Macbeth" by William Shakespeare	42	Read: About the Author and About the Selection Complete Formal Outline (Ex. Page 1206 Section 2.30)	374-375	5 total
Act I	43	Read Scenes 1-7 Complete Selection Test 4.5.4	376-393 <i>See Instructor</i>	100 total
	44	Complete Lady Macbeth Speech Project	<i>See Rubric</i>	25 total
Act II	45	Read Scenes 1-4 Complete Test 4.5.6	396-407 <i>See Instructor</i>	100 total
Act III	46	Read Scenes 1-6 Complete Reading Strategy Guidesheet 8 for 3 characters	410-425 <i>See Instructor</i>	10 total
	47	Complete Test 4.5.8	<i>See Instructor</i>	100 total
	47A	Progress Check	<i>See Instructor</i>	20 total
Act IV	48	Read Scenes 1-3 Complete Investigate, Inquire, Imagine Questions	428-444 445	38 total
	49	Complete Understanding Literature Questions	445	15 total
Act V	50	Read Scenes 1-9 Complete Reading Strategy Guidesheet 6	447-461 <i>See Instructor</i>	10 total
	51	Complete Speech Memorization Project	<i>See Rubric</i>	20 total

- Multiple choice, true or false, and matching---1 point
- Short answer ---3 points
- Essay Questions---5 points
- Projects ----have their own rubrics and points

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Unit 6- The Early Seventeenth Century (1660-1675)

Reading Standards: 1.1, 1.3, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.7
Writing Standards: 2.2, 2.5

Convention Standards: 1.1, 1.2
Listening/Speaking Standards: 1.5, 1.10

<u>READING SELECTION</u>	<u>ASSIGNMENT #</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Unit Introduction Time Period: The Early Seventeenth Century (1660-1675)	52	Read Time Period Introduction and the Timeline Complete Formal Outline (Ex. Page 1206 Section 2.30)	490-495	15 total
	53	Complete Introductory Test 4.6.2	<i>See Instructor</i>	100 total
"Meditation 17" by John Donne	54	Read: About the Author and About the Selection and Meditation 17 Complete Literary Tools	496, 502-503 497	10 total
	55	Complete Test 4.6.8	<i>See Instructor</i>	100 total
"Paridise Lost" by John Milton	56	Read: About the Author and About the Selection and Paradise Lost Complete Test 4.6.12	511-519 <i>See Instructor</i>	100 total
"The Pilgrim's Progress" By John Bunyan	57	Read: About the Author and About the Selection and The Pilgrim's Progress Complete Investigate, Inquire, Imagine Questions	524-530 531	38 total
	58	Complete Understanding Literature Questions	531	10 total
"The Rubaiyat of Omar Khayyam" by Omar Khayyam, Translated by Edward FitzGerald	59	Read: About the Author and About the Selection and The Rubaiyat of Omar Khayyam Complete Selection Test 4.6.22	544-547 <i>See Instructor</i>	100 total
	60	Complete Carpe Diem Project	<i>See Rubric</i>	25 total
Unit Review	61	Complete "Writing a Resume and Application Letter " <input type="checkbox"/> See instructor before beginning <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Final draft	554-561 <i>See Instructor to Review Rubric</i>	70 total

- Multiple choice, true or false, and matching---1 point
- Short answer ---3 points
- Essay Questions---5 points
- Projects ----have their own rubrics and points

English 4A- Unit 6
Rubric for Informative Writing: Application Letter & Resume

Assessment Scoring Guide	5 – Strong
	4 – Effective
	3 – Developing
	2 – Emerging
	1 – Not Yet

Category	Writing Characteristics	Score and Comments
Focus and Construction of Knowledge	<input type="checkbox"/> Writer accurately addresses the assignment topic and conveys appropriate information, showing clear understanding of the task, purpose, and audience.	
	<input type="checkbox"/> Application letter expands on items in resume and tailors them to the job's requirement.	
	<input type="checkbox"/> Resume includes clearly stated objective, skill assessment, work history, and list of education and training.	
	<input type="checkbox"/> Writer highlights strengths and tailors skills to job opportunity, in both the application letter and resume.	
Organization and Elaboration	<input type="checkbox"/> Application letter follows standard business letter format and is focused and concise.	
	<input type="checkbox"/> Final product shows clear evidence of having been worked through a number of stages in the writing process. (Grade for graphic organizer, drafts, self-evaluation, word count)	
Voice and Word Choice	<input type="checkbox"/> Writer's voice and word choice contribute to the reader's understanding and enjoyment; the writing effectively engages the reader.	
	<input type="checkbox"/> Writer shows evidence of a unique relationship or insight into the subject. Opening and closing reflect writer's understanding of the values, interests, or needs of self and audience.	
	<input type="checkbox"/> Information is expressed in a clear and thoughtful way.	
	<input type="checkbox"/> Word choice and use of language contribute to writing that is honest, effective, and engaging.	
Construction of Language	<input type="checkbox"/> The writer constructs language and presents information in a format that is appropriate and effective to task, purpose, and audience	
	<input type="checkbox"/> Contact information appears at the top of the application letter and resume.	
	<input type="checkbox"/> The writer shows the ability to use action verbs effectively.	
	<input type="checkbox"/> Control of formatting, conventions, punctuation, and usage enhances stylistic effect; spelling and capitalization are correct, including difficult or unusual words. Proper nouns, including names of people and business organizations, are spelled correctly.	

Total Score: _____

English 4A
Carpe Diem Project- Unit 6

Objective: Identify the pros and cons of the carpe diem philosophy as it relates to your own life.

Neatness	<ul style="list-style-type: none"> • Project should be easy to read. • Papers/Poster should be clean, not torn or wrinkled. 	1 point
Appearance	<ul style="list-style-type: none"> • Class name, and assignment name, and date should be written at the top of the papers/poster • Each section should be properly labeled 	1 point
Grammar	<ul style="list-style-type: none"> • Project should be free of errors in spelling, punctuation, and grammar. 	3 points
Content	<ul style="list-style-type: none"> • <u>Description</u> <ul style="list-style-type: none"> <input type="checkbox"/> Create a chart showing the pros and cons of living for the moment and not thinking about the future <input type="checkbox"/> Write a short description about how you can coordinate the two in your life. <input type="checkbox"/> You may complete the project on paper or one a poster board. • <u>Include</u> <ul style="list-style-type: none"> <input type="checkbox"/> Create a chart give 5 pros and 5 cons for living in the moment and not thinking about the future as it relates to your own life. (5 pts) <input type="checkbox"/> Looking at your chart answer the following questions in paragraph form: <ul style="list-style-type: none"> ○ When is planning and thinking for the future important? ○ When might worrying too much about the future stand in the way of enjoying the present moment? ○ When might living too much in the moment cause problems? <input type="checkbox"/> How might you achieve balance in your life? <ul style="list-style-type: none"> ○ (10 pts) <input type="checkbox"/> Looking at your chart and your answers write a paragraph describing a reasonable compromise for your own life. (5 pts) 	20 points

English 4A
Speech Memorization Project- Unit 5

Objective: Choose a speech from the play to memorize

Content	<ul style="list-style-type: none">• <u>Description</u><ul style="list-style-type: none">→ Choose a speech from any section of the play to memorize and perform.→ The speech should be about 10 lines.→ Decide how you think this speech should be acted out.• <u>Speech</u><ul style="list-style-type: none"><input type="checkbox"/> Explain to your teacher which scene you have chosen<input type="checkbox"/> How you will perform it<input type="checkbox"/> Why you have chosen to perform it that way.<ul style="list-style-type: none">For example if you have chosen to act a scene by showing anger, explain why you believe anger is the right emotion for the scene. (5 pts)<input type="checkbox"/> Perform the speech in front of your teacher. You will be graded on:<ul style="list-style-type: none">○ Volume- too loud or too quiet○ Pace- too fast or too slow○ Fluency- too many pauses○ Enunciation- pronunciation of words○ Tone- expression-how you speak matches the emotions in the soliloquy/rewrite (3 points for each)	20 points total
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English 4A
Lady Macbeth Speech Project- Unit 5

Objective: Revise Lady Macbeth's speech into modern English and perform

Neatness	<ul style="list-style-type: none"> • Project should be easy to read. • Papers/Poster should be clean, not torn or wrinkled. 	1 point
Appearance	<ul style="list-style-type: none"> • Class name, and assignment name, and date should be written at the top of the papers/poster • Each section should be properly labeled 	1 point
Grammar	<ul style="list-style-type: none"> • Project should be free of errors in spelling, punctuation, and grammar. 	3 points
Content	<ul style="list-style-type: none"> • Description <ul style="list-style-type: none"> → Use Lady Macbeth's soliloquy in scene 5 lines 34-50. → Rewrite this into modern English making sure that the meaning is preserved. → Perform the soliloquy or the rewrite in front of your teacher. • Assignment <ul style="list-style-type: none"> <input type="checkbox"/> Using your own words rewrite the soliloquy using modern English and preserving the original meaning. (5 pts) <input type="checkbox"/> Perform the soliloquy or rewrite in front of your teacher. You will be graded on: <ul style="list-style-type: none"> ○ Volume- too loud or too quiet ○ Pace- too fast or too slow ○ Fluency- too many pauses ○ Enunciation- pronunciation of words ○ Tone- expression-how you speak matches the emotions in the soliloquy/rewrite <p style="text-align: center;">(3 points for each)</p>	20 points

English 4A
Utopia/Dystopia Project- Unit 4

Objective: Identify elements of a dystopia and solutions to create a utopia

Neatness	<ul style="list-style-type: none"> • Project should be easy to read. • Papers/Poster should be clean, not torn or wrinkled. 	1 point
Appearance	<ul style="list-style-type: none"> • Class name, and assignment name, and date should be written at the top of the papers/poster • Each section should be properly labeled 	1 point
Grammar	<ul style="list-style-type: none"> • Project should be free of errors in spelling, punctuation, and grammar. 	3 points
Content	<ul style="list-style-type: none"> • <u>Description</u> <ul style="list-style-type: none"> → The opposite of a utopia is a dystopia, or a horrible world that shows multiple problems. → You will choose an area, preferably near where you live, and describe or show pictures illustrating elements found in a dystopia. → Then you will create solutions, including pictures, for turning the dystopia into a utopia. → This project may be done on a poster board. The pictures may be photographs, magazine cutouts, or drawings. • <u>Procedure</u> <ul style="list-style-type: none"> <input type="checkbox"/> List 3 elements of a dystopia <ol style="list-style-type: none"> 1. 2. 3. <input type="checkbox"/> Choose an area or city that exemplifies different elements of a dystopia. <ol style="list-style-type: none"> 1. <input type="checkbox"/> Find pictures that show examples of these problems. • <u>Include</u> <ul style="list-style-type: none"> <input type="checkbox"/> 1 paragraph explaining why the place you have chosen is a dystopia. (5 pts) <input type="checkbox"/> Use at least 3 pictures that show examples of the problems, label each picture. (1 pt per picture) <input type="checkbox"/> Write 2 solutions that will help the place become a utopia. Explain why these solutions are examples of a utopia and how they should be implemented to work properly. (1 pt per solution) <input type="checkbox"/> Use 2 pictures to that show examples of the solutions, label each picture. (1 pt per picture) <input type="checkbox"/> Make sure that your project is visually appealing: colors, diagrams, creative labels, etc...(3 pts) 	15 points

English 4A- Unit 3
Rubric for Expressive Writing: Writing a Parable

Assessment Scoring Guide	5 – Strong
	4 – Effective
	3 – Developing
	2 – Emerging
	1 – Not Yet

Category	Writing Characteristics	Score and Comments
Focus and Construction of Knowledge	<input type="checkbox"/> Uses personal, creative, or unique responses	
	<input type="checkbox"/> recognizes alternative views and experiences of others	
	<input type="checkbox"/> The moral of the parable fits with the story.	
Organization and Elaboration	<input type="checkbox"/> Story is well organized- the flow of ideas makes sense	
	<input type="checkbox"/> Uses appropriate transitions <input type="checkbox"/> Uses appropriate details	
	<input type="checkbox"/> Includes introduction, 3 body paragraphs, and conclusion	
Voice and Word Choice	<input type="checkbox"/> voice and word choice contribute to the reader's understanding and enjoyment	
	<input type="checkbox"/> Word choice and use of dialogue and description are lively and vivid	
Construction of Language	<input type="checkbox"/> Uses correct verb tense	
	<input type="checkbox"/> Uses a variety of sentence types and lengths	
	<input type="checkbox"/> Uses correct grammar, punctuation, spelling, and capitalization	

Total Score: _____

English 4A
Personality Traits Project- Unit 3

Objective: To describe a personality trait in a creative, fantastical essay

Neatness	<ul style="list-style-type: none"> • Project should be easy to read. • Papers/Poster should be clean, not torn or wrinkled. 	1 point
Appearance	<ul style="list-style-type: none"> • Class name, and assignment name, and date should be written at the top of the papers/poster • Each section should be properly labeled 	1 point
Grammar	<ul style="list-style-type: none"> • Project should be free of errors in spelling, punctuation, and grammar. 	3 points
Content	<ul style="list-style-type: none"> • Description <ul style="list-style-type: none"> → You will take an event in your life and add to it so that the events and actions are elaborated and fanciful. → Additions can be anything such as magic, monsters, unusual tasks, or enhanced abilities • Procedure <ul style="list-style-type: none"> <input type="checkbox"/> List 3 personality traits <ol style="list-style-type: none"> 1. 2. 3. <input type="checkbox"/> List 3 events in your life. Each one should be an event that corresponds to the trait you listed. For example, if trait #1 is honesty, pick an event in your life that shows someone acting in an honest way. <ol style="list-style-type: none"> 1. 2. 3. <input type="checkbox"/> Pick one of these traits and its corresponding event. <ol style="list-style-type: none"> 1. • Include <ul style="list-style-type: none"> <input type="checkbox"/> A short description (2-3 paragraphs) of the event as it occurred and why it demonstrates the trait you choose (10 pts) <input type="checkbox"/> Rewrite the event adding in exaggerated details (magic, monsters, enhanced abilities) (10 pts) <input type="checkbox"/> <p style="text-align: center;"><i>Do not copy and paste, everything must be written in your own words.</i></p>	20 points

English 4A- Unit 2
Rubric for Narrative/Imaginative Writing: Writing a Narrative Poem

Assessment Scoring Guide	5 – Strong 4 – Effective 3 – Developing 2 – Emerging 1 – Not Yet
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Category	Writing Characteristics	Score and Comments
Focus and Construction of Knowledge	<input type="checkbox"/> Uses personal, creative, or unique responses <input type="checkbox"/> Shows understanding of the assignment	
	<input type="checkbox"/> Writes a narrative in Anglo-Saxon meter.	
Organization and Elaboration	<input type="checkbox"/> Tells a vivid, interesting story in verse form.	
	<input type="checkbox"/> The flow of ideas makes sense- no details are inconsistent or detract from the theme.	
	<input type="checkbox"/> Final product includes graphic organizer, drafts, self-evaluation, and appropriate word count	
Voice and Word Choice	<input type="checkbox"/> Uses a variety of words to make reading interesting	
	<input type="checkbox"/> Uses figurative language	
Construction of Language	<input type="checkbox"/> Uses alliteration	
	<input type="checkbox"/> Uses assonance.	
	<input type="checkbox"/> Includes successful use of caesura, or dramatic pause, throughout most lines.	
	<input type="checkbox"/> Grammar, spelling, punctuation, and capitalization support the intended style.	

Total Score: _____

English 4A- Unit 1
Rubric for Informative Writing: Writing a Book Review

Assessment Scoring Guide	5 – Strong 4 – Effective 3 – Developing 2 – Emerging 1 – Not Yet
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Category	Writing Characteristics	Score and Comments
Focus and Construction of Knowledge	<input type="checkbox"/> Uses personal, creative, or unique responses <input type="checkbox"/> Shows understanding of the assignment	
	<input type="checkbox"/> Accurately addresses the assignment topic <input type="checkbox"/> Contains a thesis statement that states the main idea of the paper	
	<input type="checkbox"/> Uses well-selected evidence to back up ideas	
Organization and Elaboration	<input type="checkbox"/> Essay is well organized- the flow of ideas makes sense <input type="checkbox"/> each paragraph includes a topic sentence and supporting details	
	<input type="checkbox"/> Includes introduction, 3 body paragraphs, and conclusion.	
	<input type="checkbox"/> Final product includes graphic organizer, drafts, self-evaluation, and appropriate word count	
Voice and Word Choice	<input type="checkbox"/> Uses a variety of words to make reading interesting	
	<input type="checkbox"/> Responds to the values, interests, or opinions of the audience.	
Construction of Language	<input type="checkbox"/> Uses correct grammar, punctuation, spelling, and capitalization	
	<input type="checkbox"/> Uses a variety of different types of details	
	<input type="checkbox"/> Uses a variety of sentence types and length	

Total Score: _____

Class: Level 1

Time: Monday through Friday 8:00am to 11:30am

Location: Building 31B, Room 6

Instructor: Katalin Gyurindak

Voice Mail: (909) 594-5611 ext. 3462

E-mail: kgyurindak@mtsac.edu

website: katalinlevel1.pbworks.com

Textbooks and Materials needed:

- Focus on Grammar 2 3rd Edition by Irene E. Schoenberg
- Focus on Grammar 2 Workbook 3rd by Samuela Eckstut
- Notebook or 3-ring binder
- A dictionary

Course Goals and Objectives:

This class will help you improve your listening, speaking, reading, and writing skills by increasing your vocabulary and giving you basic grammar patterns. We will achieve this by studying and completing exercises in the textbook, reading and writing stories, going to the computer lab to practice pronunciation, grammar and listening comprehension and practicing conversations in class.

Student Responsibilities: Important Information:

- **Attend class regularly and speak only English in class.**
- Class starts at **8:00 am**, please be on time.
- Break time is from **9:30 to 9:50**. Please return from your break on time.
- If you **cannot come** to class on time, **inform your instructor**. (telephone number and e-mail listed above)
- You allowed missing **27 hours**. If you miss more than that is allowed, you can be dropped and you lose your priority to register for the Summer Intersession. There are **NO EXCUSED ABSENCES.**
- There will be an **El Civics project** in this class. I encourage everybody to participate. It will be a great practice.
- The ESL office in Building 66 has a **counselor/advisor available** to help students with educational goals, problems in schools, and other problems.
- Respect your teacher, your classmates, yourself, and the school property.
- Participate in class and study hard at home.
- Don't write on the tables and don't leave trash behind you.
- **NO CELL PHONE ALLOWED! If you must make a call or text, leave the classroom.**
- **NO GUMS ALLOWED DURING CLASS!**
- **Please recycle cans, plastic bottles and paper.**



NO 
CELL PHONES!



How to pass level 1:

No Pass: 0 – 69% Pass: 70 – 100%

Unit Tests & Vocab. Quizzes: 30%	Project: 10% Midterm & Final Test: 30%	Homework (15): 15% Attendance: 15%
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Extra Credit: Spending 10 hours in the Language Learning Center (Building 6) = 10%

OR

You can ask for extra assignment.

Measurable Assessment: Students need to complete 70% of unit tests, project, midterm, final test, homework; and students need to score 12 correct answers out 20 on the listening part of the final test (SLO).

General Parking Information

STUDENT PARKING PERMITS

A Parking Permit is required & parking regulations are enforced in all Students Lots during Fall, Spring, Winter and Summer sessions **24 hours a day, 7 days a week**. Student Permits are valid only in Student Lots.

Student Parking Permit Fees:

- \$40 Spring or Fall Semesters
- \$25 Replacement fee for Spring and Fall
- \$20 Winter or Summer Intersessions
- \$12 Replacement fee for Winter and Summer Intersessions

Students may purchase permits Monday through Thursday from 8:30 a.m. to 5:00 p.m. and 8:30 a.m. to 4:30 p.m. at the bursar's office located in building 9A.

Mission: The mission of Mt. San Antonio Community College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Vision Statement: Continuing Education commits to providing educational opportunities for students from diverse backgrounds who are seeking self-improvement, enhanced earning power, increased literacy skills and access to higher education and employment.

Student Learning Goals: We will prepare all ESL students to be:

- 1) **Effective Communicators** who
 - a. Acquire reading and listening skills
 - b. Speak and write to be understood
 - c. Work productively as part of a team
 - d. Use technology to express ideas
- 2) **Critical Thinkers** who
 - a. Gather, organize, and analyze information from a variety of sources
 - b. Form and express a logical opinion or conclusion
 - c. Demonstrate problem-solving skills
 - d. Apply knowledge to personal, professional, or academic situations
- 3) **Lifelong Learners** who
 - a. Take responsibility for setting and implementing educational plans
 - b. Recognize and apply learning strengths

c. Participate productively in the community

Week 1: Feb. 28 – March 4

Focus On Grammar: Introduce Yourself, Part I: Unit 1 & Unit 2

Speaking/Listening: Unit 1: Vowel Overview

Reading: Where is Buckingham Palace – What a World 1 – Unit 3

Writing: Capitalization

Aug. 27 (F) – ESL Welcome Back Meeting, ESL Library, 10:00am – 11:30, Class time: 8:00 – 9:45am

Week 2: March 7 – 11

Focus On Grammar: Part I: Unit 3, Review Test & Part I Test

Speaking/Listening: Unit 2: Unit 2: [iy] and [I]

Reading: Where is Buckingham Palace – What a World 1 – Unit 3

Writing: What is a sentence?

March 9 (W) – CASAS #1

Week 3: March 14 - 18

Focus On Grammar: Part II: Unit 4 & Unit 5

Speaking/Listening: Unit 3: [æ] and [ɛ]

Writing: Connecting with And and But

Week 4: March 21 - 25

Focus On Grammar: Part II: Unit 5 & 6

Speaking/Listening: Unit 4: [a] and [ə]

Reading: Why do people give gifts for Weddings? – What a World 1 – Unit 9

Writing: Story about a change in life (FOG)

Week 5: March 28 – April 1

Focus On Grammar: Part II: Unit 7, Part II Review Test, Part II Test, Part III: Unit 8

Speaking/Listening: Unit 5: Review of [ə], [æ] and [a]

Reading: Why do people give gifts for Weddings? – What a World 1 – Unit 9

March 31 (Th) – Cesar Chavez Day – No School

Week 6: April 4 – 8

Focus On Grammar: Part III: Unit 9 & 10

Speaking/Listening: Unit 6: Vowels + r: [ar], [or] and [ər]

Reading: Where do people live under the ground? – What a World 1 – Unit 13

Writing: Time word connectors: First, Next, After that, Then, Finally

April 6 (W) – Teachers' Meeting (Midterm Workshop) 10:30 – 11:30am, Class time: 8:00 – 10:15am

Week 7: April 11 - 15

Focus On Grammar: Part III Review Test, Part III Test, Part IV: Unit 11

Speaking/Listening: Unit 7: Consonant Review, Word endings: plurals and present tense

Reading: Where do people live under the ground? – What a World 1 – Unit 13

Writing: Writing about a routine (FOG)

April 13 (W) – CASAS #2

Week 8: April 18 - 22

Focus On Grammar: Part IV: Unit 12, Midterm Review & EL Civics: Emergencies and Natural Disasters

Speaking/Listening: Unit 8: [θ] three and [ð] this

April 20 (W) – MIDTERM TEST

No Skill Classes this week.

Week 9: April 25 - 29

Focus On Grammar: Part IV: 13 & EL Civics: Emergencies and Natural Disasters

Speaking/Listening: Unit 9: [p] pen, [b] boy, [f] foot, [v] very, & [w] wet

Reading: Emergencies and Natural Disasters

Writing: Punctuation I: The Apostrophe, The Comma, The Period, The Question Mark

No Skill Classes this week.

Week 10: May 2 – 6

Focus On Grammar: Part IV: 14 & EL Civics: Emergencies and Natural Disasters

Speaking/Listening: Unit 10: [s] sun, [z] zoo, [ʃ]shoe, & [ʒ] television

Reading: Emergencies and Natural Disasters

Week 11: May 9 - 13

Focus On Grammar: Part IV Review Test, Part IV Test, Part V: Unit 15

Speaking/Listening: Unit 11: [tʃ]chair, & [dʒ]jet & [y], yet

Reading: Who are the Blue Man of the Sahara? – What a World 1 – Unit 16

Writing: Subjects and Verbs

May 13 (F) – Teacher’s Meeting 10:30 – 11:30am, Class time: 8:00 – 10:15am

Week 12: May 16 - 20

Focus On Grammar: Part V: Unit 16 & 17

Speaking/Listening: Unit 12: [r] road & [l] love

Reading: Who are the Blue Man of the Sahara? – What a World 1 – Unit 16

Week 13: May 23 - 27

Focus On Grammar: Part V: Unit 18 & 19, Part V Review Test

Speaking/Listening: Unit 13: [m] mouth, [n] nose, & [ŋ] sing

Writing: Subjects and Verbs

May 25 (W) – CASAS #3

Week 14: May 30 – June 3

Focus On Grammar:, Part V Test, Part VI: Unit 20

Speaking/Listening: Unit 15: Word endings: past tense

Reading: How did Red Cross start? – What a World 1 – Unit 15

May 30 (M) – Holiday – Memorial Day – No Class

Week 15: June 6 – 10

Focus On Grammar: Part VI: Unit 21 & 22

Speaking/Listening: Unit 16: Consonant groups

Reading: How did Red Cross start? – What a World 1 – Unit 15

Writing: Punctuation II: The Exclamation Point, The Hyphen, Question Marks

Week 16: June 13 - 17

Focus On Grammar: Part VI Test, Review for Final Test

Speaking/Listening: Final Review

Summer 2011 Priority Registration: June 13th (M)

Final Test: Wednesday, June 15th

June 17 (Friday) – Last Day of Level 1 Class!

No Skill Classes this week!

Post-Term

Summer Session: July 5th – August 12th, 2011

Fall Semester: August 29th – December 17th, 2011

Have a Wonderful Spring Semester!



Mt. San Antonio College
ESL Department, Level 4
Building 66 Room 109
M-F, 8:00- 11:30 am
Instructor: Mark Herbst
Email: mherbst@mtsac.edu
Voicemail (phone): (909) 594- 5611 x3107

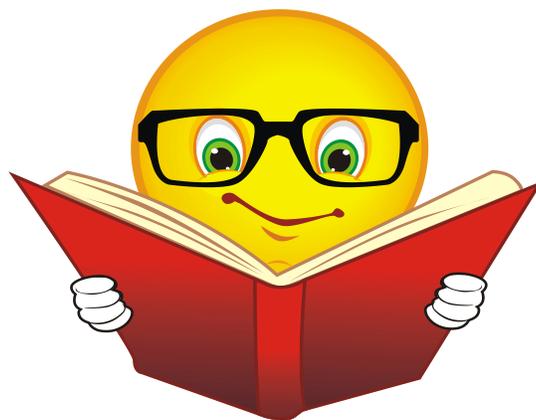
Course Goals: In this class we will improve our ability to communicate effectively in English. We will practice reading, listening, speaking, and writing. We will also focus on English grammar and giving short presentations. Every day we will become more confident to use our skills at home, work, college, and the community.

Evaluation: To pass this level, you must do the following:

1. Have good attendance and participate actively
2. Turn in 3 in-class writing samples for the ESL department
3. Give 2 class presentations
4. Pass 4 class grammar quizzes (70%)
5. Pass weekly vocabulary quizzes (70%)
6. Pass the ESL department midterm and final (70%)

Student Responsibilities:

1. Come to class and be on time. Students with more than 33 hours of absence (9.5 days) will lose priority. Students with more than 50 hours (14.5 days) may be dropped from this class.
2. Speak English in class- no native language conversations.
3. Try to do homework every day- this will help you!
4. Tell the teacher when you will miss more than one day of class or if you have schedule problems.
5. Participate in group activities and class assignments.
6. Encourage each other! Don't laugh at your classmates' mistakes or customs. Work together!
7. Work hard and have a good time!



Turn your cell phone to silent or off in class. If you must use your phone, go outside.

Required Books: **Focus on Grammar 4: An Integrated Skills Approach- Third Edition.**
(The Purple Book)
Focus on Grammar 4 Workbook (The Purple Workbook)

*You must buy the book immediately. Each student needs their own copy. No book sharing please. Books can be purchased at the Mt. SAC bookstore (Building 9).

Required Supplies:

- Textbook & Workbook
- A notebook with lined 8 ½ x 11 inch paper
- A pencil or pen
- A dictionary or translator (optional)

Presentations (Measurable Assessment) :

1. *Presentation #1:* The first speech will be an introduction. Tell the class where you are from, what your family is like, what you did in your home country (work, education, hobbies, special talents, awards, etc.), what you are doing in the USA, and your plans for the future. Feel free to bring pictures, things you have made, native costumes, or other visual aides. Your speeches will be spread throughout the first half of the semester.
2. *Presentation #2:* For the second speech you will introduce someone else. You must interview someone you don't know and give a five to ten minute speech about this person. I will give more information about this speech in October.

<p><i>Student Support:</i> If you have any questions about registration, skills classes, credit classes, the GRE, or career goals, please talk to the registration desk. You can ask the registration staff about meeting with a counselor. Your teacher doesn't know everything about registration and classes, but the counselors do.</p>

Mission

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Vision Statement

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Student

Learning Goals

We will prepare all ESL students to be:

1. Effective Communicators who
 - Acquire reading and listening skills
 - Speak and write to be understood
 - Work productively as part of a team
 - Use technology to express ideas
2. Critical Thinkers who
 - Gather, organize, and analyze information from a variety of sources
 - Form and express a logical opinion or conclusion
 - Demonstrate problem-solving skills
 - Apply knowledge to personal, professional, or academic situations
3. Lifelong Learners who
 - Apply strengths and improve weaknesses
 - Learn and apply new information or skills
 - Participate productively in the community
4. Self-Directed Individuals who
 - Set goals, establish, and implement a plan of action
 - Work independently
 - Seek appropriate information and help

Level 4 Course Schedule- Spring 2010

Week/ Dates:	Weekly Content:
1 Feb. 22-26	Unit 1 <i>Reading: Longevity</i> <i>Writing: Introduction Paragraph</i> *F-Class Over at 10:00 for Teacher Meeting
2 March 1-5	Unit 2 <i>Reading: Finding Work</i> Presentations Begin Quiz #1
3 March 8-12	Unit 3 <i>Reading: Geeks</i> <i>Writing: Paragraph Organization and Error Correction</i> Writing Sample #1
4 March 15-19	Unit 4 <i>Reading: Finding Someone to Marry</i> *T- Teacher Meeting: Class over @ 10:30
5 March 22-26	Unit 5 Quiz #2 <i>Reading: Intuition</i>
6 March 29- April 2	Unit 7 <i>Reading: Chezar Chavez</i> <i>Writing: Paragraph Organization and Error Correction</i> *W- No Class !! Cesar Chavez Day *F- Teacher Meeting: Class over @ 10:30
7 April 5-9	Unit 8 <i>Reading: Neighborhood Feuds</i> Writing Sample #2

8	April 12-16	Unit 9 Midterm Review *W- Midterm Test (4/14)*
9	April 19-23	Unit 10 <i>Reading+ Writing: Great Paragraphs</i>
10	April 26-30	Units 11, 12 <i>Reading+ Writing: Great Paragraphs</i> <i>PowerPoint Seminar</i> Quiz #3 *W- Career Conference
11	May 3-7	Unit 13 Presentation #2 <i>Reading: The Stock Market</i>
12	May 10-14	Unit 14 Presentation #2
13	May 17-21	Unit 18 <i>Reading: Helping One Another</i> Presentation #2
14	May 24-28	Unit 21 Quiz #4 Presentation #2
15	May 31*-June 4	Unit 22 Final Test Review <i>Writing: Paragraph Organization and Error Correction</i> Presentation #2 Writing Sample #3 *M- No Class !! Memorial Day
16	June 7-11	Final Test Review *W- Final Test (6/9)* *F- Last day of class- Party! (6/11)*

Mt. San Antonio College
English as a Second Language
Course Syllabus/Substitute Plan
(Cover Sheet)

Course Title Level 6

Term: Spring 2011

Instructor: Dana Miho

Time: 6:30-10:00pm

Bldg. Room # 66/280

Daily Activities (an overview)

<u>Time</u>	<u>Content Area</u>	<u>Text & Material</u>		
6:30pm	Reading	Teacher-prepared material or <u>FOG Book 5 (students')</u>	<input type="checkbox"/> class set	<input type="checkbox"/> students'
6:50pm	Grammar	<u>FOG Book 5</u>	<input type="checkbox"/> class set	× students'
8:10pm	BREAK			
8:30pm	Grammar	<u>FOG Book 5</u>	<input type="checkbox"/> class set	× students'
9:00pm	Listening & Speaking and/or Reading & Writing	<u>Summit 2</u>	× class set	<input type="checkbox"/> students'
9:50pm	Class Dismissed		<input type="checkbox"/> class set	<input type="checkbox"/> students'

What class set texts and materials are you using and where are they located in your room?

FOG Book 5 audio CDs and Summit 2 audio CDs are located in the teacher's desk drawer. Summit 2 class set is located in a bookshelf.

Comments for anyone substituting in your class:

***Substitutes can call ESL Office for help (ext. 5237)**

Mt. San Antonio College
English as a Second Language
Level 6 / Spring 2011

Teacher:	Dana Miho	Phone:	(909) 594-5611 Ext. 3096
Class Day:	Monday ~ Thursday	Email:	dmiho@mtsac.edu
Class Time:	6:30pm ~ 10:00pm	Classroom:	Bldg. 66 - Rm. 280

Course Description:

Advanced level ESL students improve their English communication skills and prepare to transition into academic, vocational programs, or general community classes. Activities include teamwork, projects, presentations, and exams to ensure lifelong learning, civic participation and academic/career success.

Textbook (Students must buy):

Maurer, J. (2006). Focus on Grammar Book 5: An Integrated Skills Approach. (3rd Edition)

Expectations:

- Come to every class on time. In case of an absence, please contact me in advance.
- After 26 hours of absences, you will be dropped from the class.
- After three continuous unexcused absences, you will also be dropped from the class.
- Complete all assignments by the due date. Late work is accepted only by arrangement.
- Participation is very important. Please volunteer answers and ask many questions.
- Please turn off or silence your cell phone during class.

Requirements:

- Attendance
- Class Participation
- Assignments
- Grammar Quizzes
- Idiom Teaching
Each student, with a partner, is responsible for creating and teaching a 10-minute lesson on an English idiom twice during the semester.
- Class Newspaper
Each student, with a partner, will create a one-page class newsletter that contains a variety of short writings according to their interests.
- Midterm Exam – Tuesday, April 19 (Week 8)
- Final Exam – Tuesday, June 14 (Week 16)

Measurable Assessment: Career Path Presentation

Students will complete a chart comparing categories of job information using the Internet. In addition, students will present via PowerPoint the research results of an identified career path using multiple resources. Students will be evaluated on the chart and presentation. A passing score is 36 out of 40 points.

Student Learning Outcome: Final Exam Listening Section

At the end of the semester, students will be assessed on the listening section of the final exam. The assessment will take about 30 minutes. A passing score is 12 out of 20 points.

Counseling & Guidance:

The ESL office in Bldg. 66 has counselors/advisors available to help students with a variety of problems. If you need to see a counselor/advisor, you should make an appointment at the ESL registration counter (1st floor, Bldg. 66).

Student Parking Permits:

A Parking Permit is required & parking regulations are enforced in all Students Lots during Fall, Spring, Winter and Summer sessions **24 hours a day, 7 days a week**. Student Permits are valid only in Student Lots. Students may purchase permits Monday through Thursday from 8:30 a.m. to 5:00 p.m. and 8:30 a.m. to 4:30 p.m. at the bursar's office located in Building 9A.

Mt. San Antonio College MISSION STATEMENT

Mt. San Antonio College welcomes all students and supports them in achieving their personal, educational, and career goals in an environment of academic excellence.

Continuing Education VISION STATEMENT

Continuing Education will provide outstanding educational opportunities for students from diverse backgrounds who are seeking self-improvement, enhanced earning power, increased literacy skills and access to higher education and employment.

Continuing Education STUDENT LEARNING GOALS

We will prepare all students to be:

1. Effective Communicators who
<ul style="list-style-type: none">• Acquire reading and listening skills• Speak and write to be understood• Work productively as part of a team• Use technology to express ideas
2. Critical Thinkers who
<ul style="list-style-type: none">• Gather, organize, and analyze information from a variety of sources• Form and express a logical opinion or conclusion• Demonstrate problem-solving skills• Apply knowledge to personal, professional, or academic situations
3. Lifelong Learners who
<ul style="list-style-type: none">• Take responsibility for setting and implementing educational plans• Recognize and apply learning strengths• Participate productively in the community

Tentative Course Schedule (subject to revision)

- **Week 1** Course Introduction, Verb Tense Review (**Unit 1 ~ 3**)
- **Week 2** **Unit 4** – Auxiliaries & **Unit 5** – Modals: Necessity
Guidelines: Idiom Teaching & Class Newspaper
CASAS Test 1 & LLC Orientation
- **Week 3** **Unit 5** – Modals: Necessity & **Unit 6** – Modals: Certainty
Oral Evaluation & Writing Sample 1 (Basic Skills SLO)
- **Week 4** **Unit 11** – Adj. Clauses
Grammar Quiz 1
- **Week 5** **Unit 12** – Adj. Clauses and Phrases
Thursday, March 31 – No Class / Cesar Chavez Day Holiday
- **Week 6** **Unit 13 & Unit 14** – The Passive
Writing Sample 2 (Practice AWE)
- **Week 7** **Unit 17** – Adverbs
Grammar Quiz 2
CASAS Test 2
AWE Testing (Thursday, April 14)
Review for the Midterm
- **Week 8** **Midterm Exam (Tuesday, April 19)**
Unit 18 – Adverb Clauses
- **Week 9** **Unit 18** – Adverb Clauses
Career Conference (Wednesday, April 27)
Career Path Presentation – Guidelines, Start Research
- **Week 10** **Unit 19** – Adverbial Phrases & **Unit 20** – Connectors
VESL Open House (Tuesday, May 3)
- **Week 11** **Unit 21** – Noun Clauses
Grammar Quiz 3
Job Charting Assessment
- **Week 12** **Unit 21** – Noun Clauses & **Unit 22** – Direct and Indirect Speech
- **Week 13** **Unit 23** – Conditionals; Other Ways to Express Unreality
CASAS Test 3
- **Week 14** **Unit 24** – More Conditions; The Subjunctive
Monday, May 30 – No Class / Memorial Day Holiday
Writing Sample 3 (Basic Skills SLO)
Student PowerPoint Presentations
- **Week 15** Review for the Final Exam
Student PowerPoint Presentations
- **Week 16** **Final Exam (Tuesday, June 14)**
Certificate Party - Last Day of Class (Thursday, June 16)

I hope we will have a great semester studying together! – Dana ☺

Mt. San Antonio College
English as a Second Language
Session I, Spring Semester 2011
March 7 - April 16



Class: Speaking A (M. & W.)
Time: 11:30 - 1:00 p.m.
Location: 31A-4

Instructor: Grace Kim
E-mail: gkim@mtsac.edu
Voice Mail: (909) 594-5611 Ext: 3496

In this class, you **will not** have to buy a book. I will provide you with the materials we will need to practice speaking English, but I would like you to bring a **Spiral Notebook, pencils, and pens** as you will be given vocabulary words for each unit we study. Some days we may join another speaking A class. This will give you a chance to speak to new people.

Absences:

Above you will see the telephone number for Mt.SAC along with my extension number, please call and leave a message for me if you are going to be late or miss class. Every student is allowed to miss _____ **hours of class** for the Spring session I. After _____ hours, you will **lose priority** for the spring session II registration. There are no excused absences allowed every absence will be counted towards your missing hours. Please let me know if you decide to drop this class.

Course Objective:

By the end of this course, you will be a more confident English speaker. You will also increase your vocabulary while learning idioms and phrases common to American culture.

How can I pass this class?

During the 3rd and the 6th week of class, students will take a test on the listening comprehension tests. Students should get 14 out of 20(70%) on each test in order to pass the test.

- Listening test 1 _____(50%)
- Listening test 2 _____(50%)

Course Outline:

Week	Topic
March 7-12	Getting Acquainted/ Talking about Families
March 14-19	Everyday Life
March 21-26	Giving Directions
March 28-April 2	Eating In, Eating Out/ Creating a Restaurant
April 4-9	Staying in Shape/ Culture Concept
April 11-16	Occupations/ Looking for a job

***Subject to Change

Student Responsibilities:

- ✓ Attend class everyday. Please inform the teacher when you're going to be absent, late or leaving early. You can call my extinction or email me a message.
- ✓ Always be kind and considerate to your classmates and teacher.
- ✓ Leave your **desk area clean everyday at the end of class.**
- ✓ Turn **off cell phones** while in class VERY **IMPORTANT!**
- ✓ Participate in all class activities.

Parking Permits:

All students are required to buy a parking permit to park in student's parking lot during spring semester. You will have only one week to purchase a student-parking permit before the campus police begin ticketing cars without them. You can buy a permit in Building 9A. They cost \$40.00.

Counseling and Guidance:

The ESL office in building 66 has a counselor or advisor who can help you with visa information, entering Mt. SAC credit classes, problems in school, and other problems. If you want to see a counselor/advisor, you should stop by the ESL office in building 66 **to make an appointment.**

Mission The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

Vision Statement Continuing Education will provide outstanding educational opportunities for students from diverse backgrounds who are seeking self-improvement, enhanced earning power, increased

literacy skills and access to higher education and employment.

Student

Learning

Goals

We will prepare all ESL students to be:

1. Effective Communicators who
 - Acquire reading and listening skills
 - Speak and write to be understood
 - Work productively as part of a team
 - Use technology to express ideas
2. Critical Thinkers who
 - Gather, organize, and analyze information from a variety of sources
 - Form and express a logical opinion or conclusion
 - Demonstrate problem-solving skills
 - Apply knowledge to personal, professional, or academic situations
3. Lifelong Learners who
 - Apply strengths and improve weaknesses
 - Learn and apply new information or skills
 - Participate productively in the community

Course Syllabus: Algebra 1B

Adult Diploma

Materials: The textbook used for this course will be Algebra I, Structure and Method, McDougal Littell, 2004. This book may be checked out of the High School office. (Building 30, Room 115)

Algebra 1, Semesters A/B, Presents the key components of first year algebra. Includes variables and equations, real number operations, operations with polynomials, fractions, functions, systems of linear equations, inequalities, rational and irrational numbers, quadratic functions, and problem solving.

Chapters 7-12

Grading Policy

Class Assignments	40%
Tests and Quizzes	50%
Final Exam	10%

The required work for each chapter will be divided into section objectives. Your assignments are attached to this course syllabus. You must earn a minimum 70% in order to receive credit for this class. Follow instructions carefully and turn in your assignments when completed **IN ORDER**. Tests will be assigned once class assignments, quizzes and projects are finished within each chapter. Chapter tests and quizzes are proctored by the instructional staff.

Students must show evidence of their work for all class assignments, projects AND tests and quizzes. NO credit will be given for work without the proper steps shown on students' answer sheets.

STUDENT LEARNING GOALS

We will prepare all students to be:

Effective Communicators who	Lifelong Learners who
<ul style="list-style-type: none">• Acquire reading and listening skills• Speak and write to be understood• Work productively as part of a team• Use technology to express ideas	<ul style="list-style-type: none">• Apply strengths and improve weaknesses• Learn and apply new information or skills• Participate productively in the community
Critical Thinkers who	Self-Directed Individuals who
<ul style="list-style-type: none">• Gather, organize, and analyze information from a variety of sources• Form and express a logical opinion or conclusion• Demonstrate problem-solving skills• Apply knowledge to personal, professional, or academic situations	<ul style="list-style-type: none">• Set goals, establish, and implement a plan of action• Work independently• Seek appropriate information and help

Note Taking Rubric and Page Diagram

<p>CUE COLUMN</p> <ul style="list-style-type: none">❖ Reduce each main idea or set of facts into key words or phrases. Write these key phrases in the Cue Column. (2 points)	<p>BOOK NOTES SECTION</p> <ul style="list-style-type: none">❖ Notes should be easy to read. Papers should be clean, not torn or wrinkled. (1 pt)❖ Class name, lesson/page numbers, assignment #, and date should be written at the top of each page. (1 pt)❖ Using short statements and abbreviations, paraphrase the main ideas and supporting details presented; record definitions as stated. (3 points)❖ Page should be formatted using correct outline format. Write headings to indicate changes in topics during the course of the text. Use numbering and/or indentation to organize supporting ideas under each heading. (2 point)
<p>SUMMARY SECTION</p> <ul style="list-style-type: none">❖ Write a summary of the main points for the section. Be sure to include the objectives of the section. (6 points)	

Algebra I: Semester B
Adult Diploma

Chapter 7- Applying Fractions

Standards: 2.0, 15.0, 25.3

<u>SECTION</u>	<u>ASSIGNMENT</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Ratio	1	Read and take notes	287-289	15 <i>See rubric for grading</i>
	2	Written Exercises 2-30 even	289-290	15
	3	Problems 2-10 even	291	15
Section 2 Proportions	4	Read and take notes	293	15 <i>See rubric for grading</i>
	5	Written Exercises 2-30 even	295	15
	6	Problems 2-10 even	296	15
Section 3 Equations with Fractional Coefficients	7	Read and take notes	298, 302	15 <i>See rubric for grading</i>
	8	Written Exercises 2-16 even	299	8
	9	Problems 2-10 even	300-301	15
Section 4 Fractional Equations	10	Read and take notes	304-305	15 <i>See rubric for grading</i>
	11	Written Exercises 2-20 even	305-306	10
	12	Problems 2-10 even	307-308	15
Section 5 Percent	13	Read and take notes	309-311	15 <i>See rubric for grading</i>
	14	Written Exercises 2-36 even	312	18
	15	Problems 2-10 even	313-314	15

Section 6 Percent Problems	16	Read and take notes	315-316	15 <i>See rubric for grading</i>
	17	Written Exercises 2-20 even	317-318	10
	18	Problems 2-10 even	318-319	15
Section 7 Mixture Problems	19	Read and take notes	321-322	15 <i>See rubric for grading</i>
	20	Problems 2-16 even	324-325	24
Section 8 Work Problems	21	Read and take notes	326-327	15 <i>See rubric for grading</i>
	22	Problems 2-16 even	328-329	24
Section 9 Negative Exponents	23	Read and take notes	331-333	15 <i>See rubric for grading</i>
	24	Written Exercises 2-50 even	333-334	25
Section 10 Scientific Notation	25	Read and take notes	336-338	15 <i>See rubric for grading</i>
	26	Written Exercises 2-26 even	339	13
Chapter Review	27	Chapter 7 Review: 1-16 all	342	16
	28	Chapter 7 Test	<i>See Instructor</i>	35

- Word Problems (with work shown)-----3 points
- All other problems (with work shown)-----1 point
- Projects, Writing Assignments, and Notes----- have their own rubrics and points.

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Chapter 8- Introduction to Functions

Standards: 6.0, 7.0, 8.0, 16.0, 17.0, 18.0, 21.0

<u>SECTION</u>	<u>ASSIGNMENT</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Equations in Two Variables	29	Read and take notes	349-351	15 <i>See rubric for grading</i>
	30	Written Exercises 1-35 odd	351	18
Section 2 Points, Lines, and Their Graphs	31	Read and take notes	353-355	15 <i>See rubric for grading</i>
	32	Written Exercises 1-35 odd	357	18
Section 3 Slope of a Line	33	Read and take notes	360-363	15 <i>See rubric for grading</i>
	34	Written Exercises 1-29 odd	363-365	15
Section 4 The Slope- Intercept Form of a Linear Equation	35	Read and take notes	366-368	15 <i>See rubric for grading</i>
	36	Written Exercises 1-35 odd	368-369	18
Section 5 Determining an Equation of a Line	37	Read and take notes	371-372	15 <i>See rubric for grading</i>
	38	Written Exercises 1-27 odd	372	14
	39	Chapter 8 Quiz A	<i>See Instructor</i>	6
Section 6 Functions Defined by Tables and Graphs	40	Read and take notes	374-376	15 <i>See rubric for grading</i>
	41	Written Exercises 1-10 all	377	10
Section 7 Functions Defined by Equations	42	Read and take notes	379-380	15 <i>See rubric for grading</i>
	43	Written Exercises 1-33 odd	380-381	17

Section 8 Linear and Quadratic Functions	44	Read and take notes	383-385	15 <i>See rubric for grading</i>
	45	Written Exercises 1-29 odd	386-387	15
	46	Chapter 8 Quiz B	<i>See Handout</i>	6
Chapter Review	47	Chapter 8 Review: 1-17 all	405	17

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Chapter 9- Systems of Linear Equations

Standards: 7.0, 8.0, 9.0, 15.0

<u>SECTION</u>	<u>ASSIGNMENT</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 The Graphing Method	48	Read and take notes	413-414	15 <i>See rubric for grading</i>
	49	Written Exercises 2-16 even	415	8
Section 2 The Substitution Method	50	Read and take notes	417-418	15 <i>See rubric for grading</i>
	51	Written Exercises 2-24 even	419-420	12
Section 3 Solving Problems with Two Variables	52	Read and take notes	421-423	15 <i>See rubric for grading</i>
	53	Problems 2-16 even	424	24
Section 4 The Addition-or-Subtraction Method	54	Read and take notes	426-427	15 <i>See rubric for grading</i>
	55	Written Exercises 2-18 even	427-428	9
Section 5 Multiplication with the Addition-or-Subtraction Method	56	Read and take notes	430-431	15 <i>See rubric for grading</i>
	57	Written Exercises 2-24 even	432	12
Section 6 Wind and Water Current Problems	58	Read and take notes	438-439	15 <i>See rubric for grading</i>
	59	Problems 2-16 even	440-442	24
Section 7 Puzzle Problems	60	Read and take notes	444-446	15 <i>See rubric for grading</i>
	61	Problems 2-16 even	447-448	24
Chapter Review	62	Chapter 9 Review: 1-9 all	451	9
	63	Chapter 9 Test	<i>See Instructor</i>	25

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Chapter 10- Inequalities

Standards: 1.1, 3.0, 4.0, 5.0, 6.0, 25.3

<u>SECTION</u>	<u>ASSIGNMENT</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Order of Real Numbers	64	Read and take notes	457-459	15 <i>See rubric for grading</i>
	65	Written Exercises 1-29 odd	459-460	15
Section 2 Solving Inequalities	66	Read and take notes	462-465, 468	15 <i>See rubric for grading</i>
	67	Written Exercises 1-39 odd	466-467	20
Section 3 Solving Problems Involving Inequalities	68	Read and take notes	463-465	15 <i>See rubric for grading</i>
	69	Written Exercises 1-15 odd	471-472	8
Section 4 Solving Combined Inequalities	70	Read and take notes	478-479	15 <i>See rubric for grading</i>
	71	Written Exercises 1-25 odd	480-481	13
	72	Chapter 10 Quiz A	<i>See Instructor</i>	6
Section 5 Absolute Value in Open Sentences	73	Read and take notes	482-483	15 <i>See rubric for grading</i>
	74	Written Exercises 1-23 odd	484-485	12
Section 6 Absolute Value of Product in Open Sentences	75	Read and take notes	486-487	15 <i>See rubric for grading</i>
	76	Written Exercises 1-17 odd	487-488	9
Section 7 Graphing Linear Inequalities	77	Read and take notes	490-492	15 <i>See rubric for grading</i>
	78	Written Exercises 1-23 odd	492-493	12

Section 8 Systems of Linear Inequalities	79	Read and take notes	495	15 <i>See rubric for grading</i>
	80	Written Exercises 1-17 odd	496	9
	81	Chapter 10 Quiz B	<i>See Instructor</i>	6
Chapter Review	82	Chapter 10 Review: 1-11 all	501	11

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Chapter 11- Rational and Irrational Numbers

Standards: 1.1, 2.0, 24.1, 25.1

<u>SECTION</u>	<u>ASSIGNMENT</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Properties of Rational Numbers	83	Read and take notes	507-509	15 <i>See rubric for grading</i>
	84	Written exercises 2-20 even	510	10
Section 2 Decimal Forms of Rational Numbers	85	Read and take notes	512-515	15 <i>See rubric for grading</i>
	86	Written Exercises 2-28 even	515	14
Section 3 Rational Square Roots	87	Read and take notes	517-518	15 <i>See rubric for grading</i>
	88	Written Exercises 2-32 even	519	16
Section 4 Irrational Square Roots	89	Read and take notes	521-522	15 <i>See rubric for grading</i>
	90	Written Exercises 2-30 even	522-523	15
Section 5 Square Roots of Variable Expressions	91	Read and take notes	525	15 <i>See rubric for grading</i>
	92	Written Exercises 2-38 even	526	19
	93	Problems 2-10 even	527	15
Section 6 The Pythagorean Theorem	94	Read and take notes	529-531	15 <i>See rubric for grading</i>
	95	Written Exercises: 2-20 even	532	10
	96	Problems 2-8 even	533	12
Section 7 Multiplying, Dividing, and Simplifying Radicals	97	Read and take notes	537-538	15 <i>See rubric for grading</i>
	98	Written Exercises 2-32 even	538-539	16

Section 8 Adding and Subtracting Radicals	99	Read and take notes	540	15 <i>See rubric for grading</i>
	100	Written Exercises 2-32 even	541	16
Section 9 Multiplication of Binomials Containing Radicals	101	Read and take notes	544-545	15 <i>See rubric for grading</i>
	102	Written Exercises 2-34 even	545-546	17
Section 10 Simple Radical Equations	103	Read and take notes	547-548	15 <i>See rubric for grading</i>
	104	Written Exercises 2-24 even	548	12
	105	Problems 2-10 even	549-550	15
Chapter Review	106	Chapter 11 Review: 1-17 all	555	17
	107	Chapter 11 Test	<i>See instructor</i>	25

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Chapter 12- Quadratic Functions

Standards: 14.0, 19.0, 20.0, 21.0, 22.0, 23.0

<u>SECTION</u>	<u>ASSIGNMENT</u>	<u>DESCRIPTION</u>	<u>PAGES</u>	<u>POINTS</u>
Section 1 Quadratic Equations with Perfect Squares	108	Read and take notes	561-562	15 <i>See rubric for grading</i>
	109	Written Exercises 1-29 odd	563	15
Section 2 Completing the Square	110	Read and take notes	564-565	15 <i>See rubric for grading</i>
	111	Written Exercises 1-17 odd	566	9
Section 3 The Quadratic Formula	112	Read and take notes	567-568	15 <i>See rubric for grading</i>
	113	Written Exercises 1-17 odd	569	9
Section 4 Graphs of Quadratic Equations: The Discriminant	114	Read and take notes	572-573	15 <i>See rubric for grading</i>
	115	Written Exercises 1-17 odd	574	9
	116	Chapter 12 Quiz A	<i>See Instructor</i>	6
Section 5 Methods of Solution	117	Read and take notes	576-577	15 <i>See rubric for grading</i>
	118	Written Exercises 1-21 odd	577	11
Section 6 Solving Problems Involving Quadratic Equations	119	Read and take notes	579	15 <i>See rubric for grading</i>
	120	Problems 1-11 odd	580	18
	121	Chapter 12 Quiz B	<i>See Instructor</i>	6
Chapter Review	122	Chapter 12 Review: 1-12 all	595	12
Final Exam	123	Algebra 1 B Final Exam	<i>See Instructor</i>	100