

ORANGE COUNTY
BOARD OF EDUCATION

AGENDA ITEM ABSTRACT

Meeting Date: April 4, 2011

AGENDA ITEM No. 11-04-09

ACTION: (Y/N) Y

SUBJECT: New Course Approval

INFO. CONTACT Dr. Denise Morton/Steven Weber PHONE: 919-732-8126

- ATTACHMENTS:
1. Proposed Courses for Addition/Elimination
 2. Proposed Course Outline
 3. Board Policy 3105 Addition/Elimination of Course Offerings

PURPOSE: To provide the Board of Education with a proposed high school elective course for the 2011-2012 school year

BACKGROUND: According to State Board Policy GCS-M-001 students may take and receive credit for high school courses taken while students are in middle school. The 2010-2011 school year marked the first year that middle school students in North Carolina public schools could enroll in English I for high school credit. All three middle schools in Orange County offered English I this school year. The staff is proposing to add an honors level elective course for the rising ninth graders who successfully complete English I in middle school. The intent of this course is to provide challenging writing and reading experiences which will serve as a bridge between English I and Honors English II. The attached course addition request provides an outline of the skills and concepts that this course would offer.

Board Policy 3105 Addition/Elimination of Course Offerings requires district staff to conduct a review process prior to considering the addition of new courses or the elimination of existing courses for the following school year. The district-level committee met on March 23 and approved the addition of the course. The committee members included: high school principals, high school parents, a middle school principal, Chief Academic Officer, and Director of Secondary Instruction.

FINANCIAL IMPACT: None

RECOMMENDATION: The Superintendent recommends that the Board of Education approve this proposed course addition for the 2011-2012 school year.

Course Addition Request
for
School Year 2011-2012
Procedure Number 3105-P

Print Form

School	Cedar Ridge High School
Person Making the Request/Title	Mitch Cox (OHS English Dept. Chair) and Amy Kostrewa (CRHS English Dept. Chair)
Title of Proposed Course	Critical Reading and Composing for Advanced High School Freshmen
Department/Subject Area	English
Units of Credit	1
Course Prerequisites	English I in middle school

Denise C. Morden

Chief Academic Officer

3/23/11

Date

1. In four-five sentences, explain the course as you wish for it to appear in the district's course guide.

Course Description:

Critical Reading and Composing for Advanced High School Freshmen is a required elective course for rising ninth graders who successfully completed English I in middle school. The rigorous, honors-weighted course is intended to serve as a bridge between English I and Honors English II. Designed to awaken students' intellectual curiosity, the course will emphasize contemporary and historical problems and issues, engaging students in reading and writing based on a variety of fiction and non-fiction print and non-print texts. Lessons involving cultural awareness, synthesis of information, source selection and analysis, SAT skills preparation, and communication skills will provide students with a foundation for advanced English coursework. Students will learn foundational writing components of rhetorical analysis, synthesis, research, and argumentation that make up AP, IB and college writing courses and assessments. Like all honors, AP, and IB classes, this course will require a summer reading assignment that will be available in late May.

2. What is the major justification for addition of this course?

The course is designed to address a need for students to come to Pre-AP/IB Honors English II and, later, AP and IB courses in all subjects with enhanced reading, writing, analysis, and critical thinking skills, in addition to an informed and critical engagement in current and past social and political topics and issues. Freshman college courses currently stress the types of writing this course will focus on, like analytical studies, argumentative responses, and synthesized research writing. The desired outcome of the course is better preparedness for college-level AP and IB assessments and freshman college courses with intensive writing requirements.

3. Is this course in the *North Carolina Standard Course of Study*? YES NO

4. What is the anticipated/total enrollment for the course over a two-year period?

Include number of periods offered and students enrolled in each period.

300 students over 2-yr period.
Orange High--90 students per year, 3 periods
Cedar Ridge--60 students per year, 2 periods

5. How will the new class impact the current schedule and student/teacher ratio by period and department?

It will have little impact. Because every student is currently enrolled in at least one English course per year, there will be no difference from previous scheduling.

6. What is the staffing plan? Estimate costs.

Again, because we have traditionally provided an English course for every student every year, there will be no extra staffing cost.

7. Specify the textbooks, instructional supplies, technology needs and materials needed to teach this course. Estimate costs.

We will use a variety of anthologies, writing textbooks, and supplementary materials. These materials already exist within the English departments.

8. What are the classroom needs?

Classroom Space

Already allotted for current English courses.

Furniture

Already prepared for current English courses.

Estimated Costs

No costs beyond what was already established for English I.

Are outside resources available to support this course? (i.e. grants, partnerships, college/university partner, etc.) If so, please explain.

Not necessary.

9. Provide a course outline of content and sequence of the proposed course.

*If your course request includes honors level credit, please review the state guidelines for requesting an honors level course at: www.ncpublicschools.org/curriculum/honorsguide

See attached outline of intended course concepts and skills. All of the concepts and skills align with or exceed the requirements for rigor in Honors English I, such as expanding the depth and breath of literary study and fostering intellectual curiosity through consistent use of thought-provoking questions, self-directed and reflective learning, higher-level thinking skills, and independent critical thinking. The course will, as the honors rubric requires, address in-depth, complex and abstract concepts and ideas; build upon interests, strengths and personal goals; engage consistently in sophisticated investigations of materials, texts, interactive technologies and learning activities; employ advanced critical and creative processes; embrace students as risk-takers in experimental, investigative and open-ended learning processes; utilize effectively existing knowledge and create new knowledge; develop and apply deep understanding of significant concepts, generalizations and essential questions to problem finding and problem solving; set no predetermined limits; and create life-long learners and thinkers capable of independent reflection, self-evaluation, and reasoning.

10. Submit the *Course Addition Request* to the Director of Secondary Instruction.

Course Outline for Critical Reading and Composing for Advanced High School Freshmen

Rhetorical Analysis

- Introduction to rhetorical situation
- Introduction to rhetorical analysis methods (SOAPS, TP-CAST)
- Introduction to critical approaches to literature
- Analyzing print and non-print media

Argumentation

- Introduction to logic: syllogisms, logical fallacies, inductive and deductive reasoning
- Rhetorical appeals: *logos*, *pathos*, and *ethos*
- Argumentative structures

Communication skills

- Speaking about literature
- Effective oral argument
- Individual, small group, and whole class communication skills
- Print, non-print, and oral communication skills
- Using technology for presentation

Research

- Understanding source reliability
- Improving querying techniques
- Learning appropriate styles of documentation
- Understanding refutation/counterargument
- Interpreting sources

Synthesis

- Skimming and scanning for relevant information
- Drawing connections between sources
- Assessing the effect of origin, media form, time period, etc. on works

SAT prep

- Familiarization with test format
- Techniques for increasing speed (reading and writing)
- General multiple choice techniques
- Specific techniques for improving writing at sentence and paragraph levels, including identifying grammar/usage errors in sentences
- Vocabulary enhancement

ADDITION/ELIMINATION OF COURSE OFFERINGS

Date Reviewed/Approved: 12/06/2004

Policy Number: 3105

Rescinds Policy Number: ICE

Issued: 2/28/79

The Orange County Board of Education supports a wide array of course offerings. To support the changing needs and interests of our students, new courses may be added and existing courses eliminated.

New courses that are in the North Carolina Standard Course of Study and new courses not in the North Carolina Standard Course of Study require a review process. This process includes completion of a Course Addition Report, input from the School Governance Council/parents, and approval of the superintendent preferably prior to student registration. The resources needed to support the course should be included in the school and/or system budget for the following school year. Support for the course does not guarantee school and/or system funding.

Existing courses to be considered for elimination also require a review process. This process includes completion of a Course Elimination Report, input from the School Governance Council/parents, and approval of the superintendent or designee prior to omitting the course from student registration for the following year. The redirection of resources that support the course should be reflected in the school and/or system budget for the next school year.