

San Jacinto Unified School District New Course Proposal

For more information on how to complete this form please contact:

Janet Covacevich

Director, Secondary C & I

(951)929-7700 ext. 4263

jcovacevich@sanjacinto.k12.ca.us

The respondent's email address (jryan@sanjacinto.k12.ca.us) was recorded on submission of this form.



Signature Page must be printed and wet signed

Access Signature Page at this link <https://docs.google.com/a/sanjacinto.k12.ca.us/document/d/1TO2G1fXxR6WGNhinPY-oNaxtY130cZHUQjTT3Ntv5Zg/edit?usp=sharing>

School *

Mountain View High School/Mountain Heights Academy

New Course Proposal Submitted By: *

Justin Ryan

Course Title *

Gothic Literature: Monster Stories

Transcript Title (15 characters or less) *

Please be sure to count each character and spaces used to be no more than 15.

GothLitMstrStry

Course Code (assigned by Data Management, extension 4221):

OE430-Year Long, OE431, OE432

Academic Department *

Elective

Graduation Requirement Met *

Electives



Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

No

Grade Level (check all that apply) *

☐ 6th

☐ 7th

☐ 8th

☒ 9th

☒ 10th

☒ 11th

☒ 12th

Pre-Requisite (list all that apply) *

N/A

Co-Requisite (list all that apply) *

N/A

Possible credits *

10 - year long class

Course Learning Environment *

☐ Classroom Based☒ Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

9112 Literature Elective

Career Technical Education Courses

Will this course be part of CTE Pathways? *

No



Is this an Integrated Course (Academics with Career Technical Education) *

No



CTE Courses Only: Indicate the Level of the Course:

NOT CTE



CTE Courses Only: Indicate the Industry Sector

Choose ▼

CTE Courses Only: Career Pathway & Code Pathway Name

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

Course Plans for Program Status, Online, or AP must be attached to this form.

Will this course meet any of the descriptors above? *

Yes ▼

Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

Edmentum - PLATO Course Ed Gothic Literature: Monster Stories

Submitting a Course Modeled After Another Institution:

When modeling after another institution's course, you will also need to enter a course overview specific to San Jacinto Unified School District as well as course content specific to SJUSD.

Any course modeled after another institution's course will not move forward until it has been written to reflect SJUSD's unique needs.

Submitting a course modeled after another institution.

Which school and ATP code? Must state exact course title.

Adopt an Online Publisher Course

Edmentum, Inc. (previously PLATO) ▼

Adopt a Program Status Course

Choose ▼

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

MM DD YYYY

/ /

Exact Course Title

CollegeBoard Authorization Code

Course Content

Please note: There are not specific requirements regarding the number of units each course should have.
For reference: University of California A-G Guide: <http://www.ucop.edu/aguide/a-g-requirements/index.html>
Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content. *

From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

For EACH UNIT of the course, please provide:

1. A unit title
2. A concise 3 - 5 sentences describing the topics being addressed that demonstrate the critical thinking, depth, and progression of the content covered.
3. A brief 3 - 5 sentences summarizing a key assignment from this unit and covering:
 - a. how a student will complete this assignment
 - b. what a student will produce
 - c. what the student will learn

Most importantly, use the unit(s) and key assignment(s) to demonstrate that the course meets the subject specific course criteria on the A - G Guide.

Units (outline each unit in the section provided. Indicate new units with a number and title) *

Unit 1: GOTHICA: When Gruesome is Delicious

Objectives:

Upon completion of this unit, you will be able to:

- * Discuss the definition and specific traits of Gothic literature.
- * Discuss the social and historical factors that influenced the birth of this genre.
- * Examine specific themes typically found in Gothic works.
- * Identify key vocabulary terms related to Gothic literature.
- * Discuss important works from this genre, which exemplify its themes and other traits.

Unit 2: FRANKENSTEIN: A Monster is Born

Objectives:

Upon completion of this unit, you will be able to:

- * Discuss Mary Shelley and the society in which she lived.
- * Identify key vocabulary terms and characters from Frankenstein.
- * Read and understand the Preface, letters, and chapters 1-12 of Frankenstein.
- * Connect the novel with your own personal experiences and/or reactions to its themes.
- * Determine which features of this novel make it fit the Gothic genre.

Unit 3: FRANKENSTEIN: With Great Power Comes Great Responsibility

Objectives:

Upon completion of this unit, you will be able to:

- * Discuss scientific and medical issues related to the theme of "playing god."
- * Compare the poem "Prometheus" by Johann Wolfgang von Goethe to Frankenstein.
- * Identify key vocabulary terms from Frankenstein and the related readings.
- * Read and understand chapters 13-25 of Frankenstein.
- * Connect the novel with our own personal experiences and/or reactions to its themes.

Unit 4: JEKYLL & HYDE: To Thine Ownself Be True

Objectives:

Upon completion of this unit, you will be able to:

- * Discuss Robert Louis Stevenson and his career as an author.
- * Identify key vocabulary terms and characters from The Strange Case of Dr. Jekyll and Mr. Hyde.
- * Read and understand the ten chapters of the novel.
- * List and describe the Gothic traits learned in Unit 1 that are found in this novel.
- * Apply themes from Dr. Jekyll and Mr. Hyde to modern society or current events.

Unit 5: GOTHIC POETRY: Love From Beyond the Grave

Objectives:

Upon completion of this unit, you will be able to:

- * Identify key poetry vocabulary terms and locate examples of them in these poems.
- * Read and analyze the 1773 ballad "Lenore" by German poet Gottfried August Bürger.
- * Read and analyze the 1836 poem "Porphyria's Lover" by Robert Browning.
- * Read and analyze the 1906 poem "The Highwayman" by Alfred Noyes.
- * Look for modern examples of other literary works such as songs, poems, stories, or films that are related to the poems in this unit.

Unit 6: DRACULA: The Blood is the Life**Objectives:**

Upon completion of this unit, you will be able to:

- * Discuss Bram Stoker.
- * Identify key vocabulary terms and characters from Dracula.
- * Discuss scientific and social issues of Victorian times that are present in this novel.
- * Discover the geographical differences between nineteenth century Europe and modern Europe.
- * Read and understand chapters 1-13 of Dracula.

Unit 7: DRACULA: The Hunter Becomes the Hunted**Objectives:**

Upon completion of this unit, you will be able to:

- * Identify key vocabulary terms from Dracula and the related readings.
- * Discuss physiognomy and phrenology and their influence in Bram Stoker's writing.
- * Read the poem "Totentanz" by Johann Wolfgang von Goethe and consider its use of vampiric themes.
- * Read and understand chapters 14-27 of Dracula.
- * Connect knowledge of Victorian sciences with knowledge of Dracula in a modern day practical situation.

Unit 8: EDGAR ALLAN POE: The Monsters In Us**Objectives:**

Upon completion of this unit, you will be able to:

- * Discuss the life of Edgar Allan Poe.
- * Identify key vocabulary terms from the stories studied in this unit.
- * Read and understand the short story "The Black Cat."
- * Read and understand the short story "Berenice."
- * Connect your knowledge of unit vocabulary creatively with Poe's life and works.

Course Materials

Provide the COURSE MATERIALS that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the COURSE CONTENT section.

Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education

(<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples

<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- ☐ Textbook
- ☐ Literary Text
- ☐ Manual
- ☐ Periodical
- ☐ Scholarly Article
- ☒ Website
- ☐ Primary Document
- ☐ Multimedia
- ☐ Other

Course Material: Primary *

Edmentum website

Course Materials: Additional (if applicable)

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes ▼

Subject for A - G status

- ☐ "A" History/Social Science
- ☐ "B" English
- ☐ "C" Mathematics
- ☐ "D" Lab Science
- ☐ "E" Language Other Than English
- ☐ "F" Visual and Performing Arts
- ☒ "G" Elective

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

English

Is this an Integrated Course (Academics with Career Technical Education)

- ☐ Yes
- ☒ No

Does this course need to be retro-activated to a previous year?

No

If yes, which year(s)?

- ☐ 2017-2018
- ☐ 2016-2017
- ☐ 2015-2016
- ☐ 2014-2015

Final Review

Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

This form was created inside of San Jacinto Unified School District.

Google Forms

Online Publisher

Edmentum, Inc. (previously PLATO)

Bloomington, MN

Website

Reference List Manager

Dr. Shane Dennison

shane.dennison@edmentum.com



As of April 2019, the University of California has an updated online course policy that supports quality online A-G courses through shared oversight. Beginning in April 2019 and through the entire 2019-20 school year, UC will accept online A-G courses that students have completed to fulfill A-G subject requirements for University admissions if such courses:

- Appear on the student's home high school's A-G course list; or
- Appear on the A-G reference list of an online course publisher

Please visit the [A-G Policy Resource Guide](#) to see the full [revised online course publisher policy](#), which includes the eligibility criteria, implementation timeline, and FAQs.

✓ 2019-20

Last Updated: Apr 25, 2019

Course

Discipline

G College-Preparatory Elective 1 year required



Gothic Literature

English **G** College-Preparatory Elective

Grade ☐ 9 ☐ 10 ☐ 11 ☐ 12

Half Year, ☒ Online

Academic Years ☐ 2016-17 ☐ 2017-18 ☐ 2018-19 ☐ 2019-20

[View high schools offering this course for A-G fulfillment](#)

Gothic Literature: Monster Stories

English

☒ Online

English/Language Arts: Gothic Literature

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School *

Mountain View High School/Mountain Heights Academy

New Course Proposal Submitted By: *

Justin Ryan

Course Title *

Gothic Literature : *Monster Stories*

Transcript Title (15 characters or less) *

Gothic Lit *GOthic Lit* ; *GothLitMstrStry*

Course Code (assigned by Data Management, extension 4221):

OE430 - year long, *OE431* 1st Semester, *OE432* 2nd Semester

Academic Department *

English

Graduation Requirement Met *

English 12

*Senior English or Elective
Grad Requirement*

Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

No

Grade Level (check all that apply) *

☐ 6th

☐ 7th

☐ 8th

☒ 9th

☒ 10th

☒ 11th

☒ 12th

Pre-Requisite (list all that apply) *

N/A

Co-Requisite (list all that apply) *

N/A

Possible credits *

10 - year long class



Course Learning Environment *

☐ Classroom Based

☒ Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

9112 - Literature Elective

Career Technical Education Courses

Will this course be part of CTE Pathways? *

No ▼

Is this an Integrated Course (Academics with Career Technical Education) *

No ▼

CTE Courses Only: Indicate the Level of the Course:

~~Introductory~~ ▼

CTE Courses Only: Indicate the Industry Sector

Choose ▼

CTE Courses Only: Career Pathway & Code Pathway Name

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

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Will this course meet any of the descriptors above? *

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Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

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Edmentum, Inc. (previously PLATO) ▼

Adopt a Program Status Course

Choose ▼

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

MM DD YYYY

/ /

Exact Course Title

CollegeBoard Authorization Code

Course Content

Please note: There are not specific requirements regarding the number of units each course should have.

For reference: University of California A-G Guide: <http://www.ucop.edu/agguide/a-g-requirements/index.html>

Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content.

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From vampires to ghosts, these frightening stories have influenced fiction writers since the 18th century. This course will focus on the major themes found in Gothic literature and demonstrate how the core writing drivers produce, for the reader, a thrilling psychological environment. Terror versus horror, the influence of the supernatural, and descriptions of the difference between good and evil are just a few of the themes presented. By the time students have completed this course, they will have gained an understanding of and an appreciation for the complex nature of dark fiction.

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Units (outline each unit in the section provided. Indicate new units with a number and title) *

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Objectives:

Upon completion of this unit, you will be able to:

- * Discuss the definition and specific traits of Gothic literature.
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Unit 2: FRANKENSTEIN: A Monster is Born

Objectives:

Upon completion of this unit, you will be able to:

- * Discuss Mary Shelley and the society in which she lived.
- * Identify key vocabulary terms and characters from Frankenstein.
- * Read and understand the Preface, letters, and chapters 1-12 of Frankenstein.
- * Connect the novel with your own personal experiences and/or reactions to its themes.
- * Determine which features of this novel make it fit the Gothic genre.

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Objectives:

Upon completion of this unit, you will be able to:

- * Discuss scientific and medical issues related to the theme of "playing god."
- * Compare the poem "Prometheus" by Johann Wolfgang von Goethe to Frankenstein.
- * Identify key vocabulary terms from Frankenstein and the related readings.
- * Read and understand chapters 13-25 of Frankenstein.
- * Connect the novel with our own personal experiences and/or reactions to its themes.

Unit 4: JEKYLL & HYDE: To Thine Ownself Be True

Objectives:

Upon completion of this unit, you will be able to:

- * Discuss Robert Louis Stevenson and his career as an author.
- * Identify key vocabulary terms and characters from The Strange Case of Dr. Jekyll and Mr. Hyde.
- * Read and understand the ten chapters of the novel.
- * List and describe the Gothic traits learned in Unit 1 that are found in this novel.
- * Apply themes from Dr. Jekyll and Mr. Hyde to modern society or current events.

Unit 5: GOTHIC POETRY: Love From Beyond the Grave

Objectives:

Upon completion of this unit, you will be able to:

- * Identify key poetry vocabulary terms and locate examples of them in these poems.

- * Read and analyze the 1836 poem "Porphyria's Lover" by Robert Browning.
- * Read and analyze the 1906 poem "The Highwayman" by Alfred Noyes.
- * Look for modern examples of other literary works such as songs, poems, stories, or films that are related to the poems in this unit.

Unit 6: DRACULA: The Blood is the Life

Objectives:

Upon completion of this unit, you will be able to:

- * Discuss Bram Stoker.
- * Identify key vocabulary terms and characters from Dracula.
- * Discuss scientific and social issues of Victorian times that are present in this novel.
- * Discover the geographical differences between nineteenth century Europe and modern Europe.
- * Read and understand chapters 1-13 of Dracula.

Unit 7: DRACULA: The Hunter Becomes the Hunted

Objectives:

Upon completion of this unit, you will be able to:

- * Identify key vocabulary terms from Dracula and the related readings.
- * Discuss physiognomy and phrenology and their influence in Bram Stoker's writing.
- * Read the poem "Totentanz" by Johann Wolfgang von Goethe and consider its use of vampiric themes.
- * Read and understand chapters 14-27 of Dracula.
- * Connect knowledge of Victorian sciences with knowledge of Dracula in a modern day practical situation.

Unit 8: EDGAR ALLAN POE: The Monsters In Us

Objectives:

Upon completion of this unit, you will be able to:

- * Discuss the life of Edgar Allan Poe.
 - * Identify key vocabulary terms from the stories studied in this unit.
 - * Read and understand the short story "The Black Cat."
 - * Read and understand the short story "Berenice."
 - * Connect your knowledge of unit vocabulary creatively with Poe's life and works.
-

incorporate these materials into the course's unit descriptions in the COURSE CONTENT section.

Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education

(<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples

<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- ☐ Textbook
- ☐ Literary Text
- ☐ Manual
- ☐ Periodical
- ☐ Scholarly Article
- ☒ Website
- ☐ Primary Document
- ☐ Multimedia
- ☐ Other

Course Material: Primary *

Edmentum website

Course Materials: Additional (if applicable)

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes ▼

Subject for A - G status

☐ "A" History/Social Science

☐ "C" Mathematics

☐ "D" Lab Science

☐ "E" Language Other Than English

☐ "F" Visual and Performing Arts

☒ "G" Elective

per UCOP

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

English

Is this an Integrated Course (Academics with Career Technical Education)

☐ Yes

☒ No

Does this course need to be retro-activated to a previous year?

No ▼

If yes, which year(s)?

☐ 2017-2018

☐ 2016-2017

☐ 2015-2016

☐ 2014-2015

Final Review



Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

This form was created inside of San Jacinto Unified School District.

Google Forms



New Course Signature/Approval Page

- I. Suggested Course Title: _____
- II. Department(s): _____
- III. School: _____
- IV. School Committee Members:
- | | |
|----------------|------------------|
| a. Name: _____ | Signature: _____ |
| b. Name: _____ | Signature: _____ |
| c. Name: _____ | Signature: _____ |
| d. Name: _____ | Signature: _____ |
| e. Name: _____ | Signature: _____ |
- V. Committee Meeting Date(s): _____
- VI. Department Chair Signature:
- | | | |
|----------------|------------------|-------------|
| a. Name: _____ | Signature: _____ | Date: _____ |
| b. Name: _____ | Signature: _____ | Date: _____ |
- VII. Principal Signature:
- | | | |
|----------------|------------------|-------------|
| a. Name: _____ | Signature: _____ | Date: _____ |
|----------------|------------------|-------------|
- VIII. Course Proposal Reviewed by Educational Services:
- | | |
|--|-------------|
| a. Executive Director, Educational Services: _____ | |
| Signature: _____ | Date: _____ |
| b. Assistant Superintendent of Educational Services: _____ | |
| Signature: _____ | Date: _____ |
- IX. Course Proposal Approved by the Board of Trustees:
- | | |
|---|-------------|
| a. SJUSD Board of Trustees President: _____ | |
| Signature: _____ | Date: _____ |



New Course

Signature/Approval Page

- I. Suggested Course Title: Gothic Literature
- II. Department(s): English
- III. School: MVHS/MHA
- IV. School Committee Members:
- | | |
|-----------------------------|-------------------------------|
| a. Name: <u>Justin Ryan</u> | Signature: <u>[Signature]</u> |
| b. Name: <u>Ramona Ford</u> | Signature: <u>R Ford</u> |
| c. Name: _____ | Signature: _____ |
| d. Name: _____ | Signature: _____ |
| e. Name: _____ | Signature: _____ |
- V. Committee Meeting Date(s): 10/30/19
- VI. Department Chair Signature:
- | | | |
|-----------------------------|--------------------------|-----------------------|
| a. Name: <u>Ramona Ford</u> | Signature: <u>R Ford</u> | Date: <u>10/30/19</u> |
| b. Name: _____ | Signature: _____ | Date: _____ |
- VII. Principal Signature:
- | | | |
|-----------------------------|-------------------------------|-----------------------|
| a. Name: <u>Ken Swanson</u> | Signature: <u>[Signature]</u> | Date: <u>10/30/19</u> |
|-----------------------------|-------------------------------|-----------------------|
- VIII. Course Proposal Reviewed by Educational Services:
- Secondary
- | | | |
|--|-------------------------------|------------------------|
| a. Director, Educational Services: <u>Janet Covacevich</u> | Signature: <u>[Signature]</u> | Date: <u>11-19-19</u> |
| b. Assistant Superintendent of Educational Services: _____ | Signature: <u>[Signature]</u> | Date: <u>1/10/2020</u> |
- IX. Course Proposal Approved by the Board of Trustees:
- | | | |
|---|------------------|-------------|
| a. SJUSD Board of Trustees President: _____ | Signature: _____ | Date: _____ |
|---|------------------|-------------|