

REQUEST FOR INSTRUCTIONAL MATERIALS APPROVAL

Must be submitted to the Associate Superintendent/Educational Services no later than \_\_\_\_\_

Address: Associate Superintendent, Educational Services  
Davis Joint Unified School District  
526 B Street  
Davis, CA 95630

Application will not be submitted for Board approved without the following completed forms attached: Instructional Materials Evaluation; Participant(s) Evaluation Summary; Social Content Compliance; and Course Outline.

Title: Wuthering Heights Author Emily Bronte  
Publisher: Bantam Dell Copyright Date: 1847, Reissued in October, 1983

- Supplemental Material Supplemental for: British Literature (12th grade) AP Comp Lit (12<sup>th</sup> grade)
- Replacement Material Replacement for: \_\_\_\_\_
- New Course Material

Cost per book \$4.95 Estimated Total Cost \$375.00

The above material meets the stated goals and objectives for the course British Literature, grade level(s) 12, and complies with the social requirements as stated in the State Department of Education publication, Standards for Evaluating Instructional Materials for Social Content, 2000, which includes the following: Special Circumstances; Male and Female Roles; Ethnic and Cultural Groups; Older Persons and the Aging Process; People with Disabilities; Entrepreneur and Labor; Religion; Ecology and the Environment; Dangerous Substances; Thrift; Fire Prevention, and Humane Treatment of Animals and People; Declaration of Independence and Constitution of the United States; Brand Names and Corporate Logos: Diet and Exercise.

1. If the text is to be used in a course that already exists, how does it supplement or replace the present text?

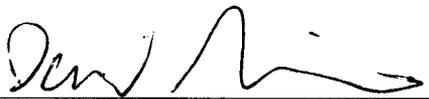
We currently do not have any Victorian era novels board approved for our 12<sup>th</sup> grade British Literature course, and I believe Wuthering Heights is a classic novel and does an excellent job conveying the attitudes concerning society, relationships, and morals of Victorian Britain. The course is mainly made up of a few plays, poetry, and the one novel *Pride and Prejudice*. Wuthering Heights would provide the course with a second novel and would also help provide more of a balance with the gender of the writers we read in the course given the fact that it is very male-heavy.

I have also just developed a research writing unit that corresponds directly with the novel which lines up with the Common Core standard on informational text writing. Many of the writing topics have to do with the psychology of the characters, and since many of our 12<sup>th</sup> grade students take psychology here at DHS, the novel would help provide the students with an interdisciplinary educational opportunity. Potential research topics that I would have my students develop would be the following:

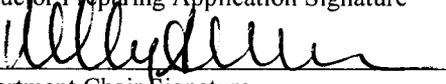
- Examine the Existence of Freud's Personality Types within Wuthering Heights (specifically the Id, Ego, and Superego)
- Examine the Psychological Effects of Isolation and Its Relation to the Characters of Wuthering Heights
- Examine Narcissism as a Psychological Concept and Its Existence in the Characters of Wuthering Heights
- Examine Bi-Polar Disorder and Its Relevance to the Characters of Wuthering Heights
- Examine Depression (as an Illness) and Its Relevance to the Characters of Wuthering Heights
- Examine the Nature Versus Nurture Debate and Its Relevance to the Characters of Wuthering Heights

2. If the text is to be used in a new course, specifically what aspects of the course and what instructional objectives does it help to achieve? Does the text compliment other texts used in the course?

NA

  
\_\_\_\_\_  
Instructor Preparing Application Signature

  
\_\_\_\_\_  
Approval of Expenditure by Principal

  
\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Approval of Associate Superintendent, Educational Services

[PLEASE TYPE]

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For office use only

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Date received by Associate Superintendent

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Date presented to the Board of Education

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Date approved by the Board of Education

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Date Returned to Site

## **Political Studies – 12th**

Following the Da Vinci project-based learning model, projects will be linked between the two courses and students will earn a combined grade for both History and English

### **US GOVERNMENT & POLITICS P**

1 semester: 5 credits

Prerequisites: Senior standing

UC/CSU Approved: a

Students will study the American political and economic process. Students will examine the institutions, theories, practices, and current events that shape their current world. Further, students will read substantial English and American novels and short writings to understand better the political, social, and economic side of the course. All students are required to complete a variety of research based assignments and projects (examples include, but are not limited to: creating government based videos, creating your own business, mounting a campaign for President of the United States, dealing with personal finance, and learning about the judicial system). The course is designed to meet the abilities of college bound seniors.

This class stresses the relationships between the individual and his/her government. Students study American political processes in terms of governmental institutions, theories, practices, and current events. It is a course in American political behavior, designed for those who want a practical, factual introduction to government.

### **ECONOMICS P**

1 semester: 5 credits

Prerequisites: Senior-standing

UC/CSU Approved: g

Economics is the study of choice. It involves the processes by which people choose to use scarce resources to produce goods and services. This course will focus on an introduction to economic decision making - what it is and how it works. Fundamental analytic concepts and skills, economic institutions and theories, policies and policy alternatives, and international economics will be stressed.

### **ENGLISH 12/**

### **SENIOR WRITING SEMINAR P**

1 year: 10 credits

Prerequisites: Senior standing

UC/CSU Approved: b

In this yearlong college preparatory course, students will read and discuss four classic English-language works, *Freakonomics*, *Brave New World*, *A Raisin in the Sun* and various works of Shakespeare. In addition, students will read non-fiction for historical background. The Senior Writing Seminar portion of Political Studies is a challenging course which covers non-fiction writing genres and helps students develop their unique voices as writers. Students prepare for college and the work force by writing in the following forms: reflection, persuasion and argumentation, comparison/contrast, exposition, analysis, and research. Students are expected to engage in the writing process of drafting and revising while working in small teams. They will work on peer editing and respond to readings while refining grammar, usage, and language skills. Outside reading is required. All students enrolled in fall semester senior English class will write the college personal statement or expository essay.

## **World Studies – 10th**

Following the Da Vinci project-based learning model, projects will be linked between the two courses and students will earn a combined grade for both History and English.

### **MODERN WORLD CIVILIZATION P**

1 year: 10 credits

Prerequisites: None

Recommendation: Sophomore standing.

UC/CSU Approved: a

Using project-based learning this course examines the major turning points that have shaped the world from the time of Ancient Greece to the present. It is designed to meet the abilities of college bound sophomores with an emphasis on research, analysis and critical thinking. All students are required to complete a social studies research paper. Nightly homework is expected within DJUSD's Homework Policy. Long term projects combined with English 10 as assigned will require additional planning and research. Students are expected to utilize effective time management skills to keep pace with the course.

### **ENGLISH 10 P**

1 year: 10 credits

Prerequisite: Sophomore standing

UC/CSU Approved: b

English 10, a yearlong college preparation course, combines the study of international literature with history and project-based learning. Students write regularly in a variety of modes. The course emphasizes extensive reading with an emphasis on college preparatory writing and critical and expository essays. Vocabulary development and grammar skills will be addressed.