

<p align="center"><b>Course Title: HIGH SCHOOL ENGLISH- LANGUAGE ARS IIA</b></p>	<p align="center"><b>Course Description</b></p>
<p><b>Course No.</b> 4103 <span style="float:right"><b>Grade level:</b> 10</span></p> <p><b>Text and Resource Options:</b>  A. <i>The Language of Literature 10</i>, Part I; McDougal-Littell.  B. <i>A Raisin In The Sun</i>; Lorraine Hansberry  C. <i>Lord of the Flies</i>; William Golding</p>	<p><b>Course Value:</b> *One Semester</p> <p><b>Credit Value:</b> 1 – 5 credits</p>
<p align="center"><b>Course Content: Key Content Standards and Course Objectives</b></p>	
<p><b>The following objectives are based on the grade 9-10 English-language Arts Standards, aligned with the CAHSEE:</b></p> <ol style="list-style-type: none"> <li><b>Vocabulary and Concept Development:</b> Identify and use the literal and figurative meanings of words and understand word derivation (1.1), distinguish between the denotative and connotative meanings of words, and interpret the connotative power of words (1.2), identify and use knowledge of the origins of Greek, Roman and Norse mythology to understand the meaning of new words (1.3).</li> <li><b>Reading Comprehension:</b> Analyze both the structure and format of functional workplace documents 2.1), prepare a bibliography of reference materials (2.2), generate relevant questions about readings (2.3), synthesize the content from several sources, evaluate the credibility of an author’s argument or defense of a claim.</li> <li><b>Literary Response and Analysis:</b> Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (3.1), analyze interactions between main and subordinate characters in a literary text (3.3), determine characters’ traits by what the characters say (3.4), compare works that express a universal theme (3.5), analyze and trace an author’s development of time and sequence (3.5), recognize and understand the significance of various literary devices (3.7), explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text (3.9).</li> <li><b>Writing Strategies:</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject (1.1), use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice (1.2), use clear research questions and suitable research methods 1.3), integrate quotations and citations into a written text (1.6), revise writing to improve the logic and coherence of the organization and controlling perspective (1.9).</li> <li><b>Writing Applications:</b> Write biographical narratives (2.1), write responses to literature (2.2), write expository compositions, including analytical essays and research reports (2.3), write persuasive compositions, write technical documents (2.6).</li> <li><b>Written and Oral English Language Conventions:</b> Identify and correctly use clauses (1.1), demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure diction, and syntax (1.2), reflect appropriate manuscript requirements (1.2-1.4).</li> </ol>	<p>This literature-based curriculum will integrate written and oral language skills, reading comprehension, and literary analysis using various literary genres. Writing and grammar assignments will be based on the individual needs of the students as determined by the teacher.</p> <p>The standards upon which this course is based are directly correlated to the English-Language Arts requirements of the California High School Exit Examination.</p> <p>*Open entry/open exit</p>
	<p align="center"><b>Key Grade 9/10 Content Standards and Course Objectives (cont).</b></p>
	<ol style="list-style-type: none"> <li><b>Listening and Speaking:</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence (1.1), compare/contrast how media genres cover the same event (1.2), choose logical patterns of organization to inform and to persuade (1.3), choose appropriate devices for introduction and conclusion (1.4), deliver expository presentations (2.2), deliver persuasive arguments (2.5).</li> </ol>
<p align="center"><b>Methods of Study</b></p>	<p align="center"><b>Evaluation of Performance Standards</b></p>
<ol style="list-style-type: none"> <li>Students will complete all activities assigned.</li> <li>Students will participate in discussion with other class members and/or teacher.</li> </ol>	<ol style="list-style-type: none"> <li>Students will complete all assignments with a minimum of 70% accuracy.</li> <li>The supervising teacher will be satisfied with the quality of the student’s work.</li> <li>The student must receive a minimum score of 70% on a teacher assigned final evaluation.</li> <li>Letter grades are optional and require a higher level of performance.</li> </ol>

HIGH SCHOOL ENGLISH-LANGUAGE ARTS IIA  
Course Outline: 4103

**I. Textbook Assignment Options:**

A. *The Language of Literature 10*, Part I (5.0 credits)

- Units 1-3: Read the following 20 selections, in the order listed, including the pre-reading portions:

- |   |                                      |
|---|--------------------------------------|
| a. "Harrison Bergeron"                  | k. "The Californian's Tale"          |
| b. "Searching For Summer"               | l. "Brigid"                          |
| c. "The Sun"                            | m. "Lalla"                           |
| d. "A Sound of Thunder"                 | n. "One Thousand Dollars"            |
| e. "The Son from America"               | o. "Getting a Job"                   |
| f. "Grudnow"                            | p. "Lost Sister"                     |
| g. "Love Must Not Be Forgotten"         | q. "A Celebration of Grandfathers"   |
| h. "Marriage is a Private Affair"       | r. "Fifth Grade Autobiography"       |
| i. "Poems: Piano, Those Winter Sundays" | s. "Remembered"                      |
| j. "The Bear, A Farce in One Act"       | t. "The Teacher Who Changed My Life" |

- Complete **all** of the following for **each** of the 20 selections:
  - "Connect to Literature"
  - "Think Critically"
  - "Extend Interpretations"
  - "Vocabulary In Action," if listed
  - "Grammar in Context," if listed
- From the 20 selections above, choose **two** of the "Choices & Challenges" activities as follows:
  - One technology activity (Inquiry and Research).
  - One "Writing Options" activity. Use Writing Rubrics: N HS, Exp. HS, or P HS.

B. *A Raisin In The Sun*, the play (2.0 credits)

- Read the novel.
- Complete the comprehension questions.

C. *Lord of the Flies* (3.0 credits)

- Read the novel.
- Complete the comprehension questions.
- Complete one of the extension activities listed below for *Lord of the Flies*.

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### II. Extension Activities:

#### *Lord of the Flies* (select 1)

1. One theme from the novel was survival. The U.S. Government maintains an organization called the Federal Emergency Management Agency (FEMA). This agency is responsible for preventing and helping people survive all types of disasters including both natural and man-made disasters such as terrorist attacks. Use the Internet to conduct research on a topic of your choice located on the FEMA.gov website. You may either choose to write a one-page essay or prepare a 10-slide PowerPoint presentation related to FEMA, a particular type of natural or man-made disaster or survival strategies related to various types of disasters. Use Writing rubric: Exp. HS.
2. William Golding, the author of *Lord of the Flies*, won the Nobel Peace Prize. Use the Internet to conduct research on the Nobel Peace Prize. You may chose to either write a one-page essay or prepare a 10-slide PowerPoint presentation related to your research. Use Writing rubric: Exp. HS.
3. Use the Internet to conduct research on William Golding, the author of *Lord of the Flies*. Write a one-page biography on Mr. Golding. Use Writing Rubric Exp. HS.
4. Teacher generated activity, approved by the site administrator.

### III. Evaluation

- See your teacher for a unit test, or final course evaluation.
- All writing assignments must meet the proficient level of the writing rubric provided by the teacher
- All textbook work must meet the 70% accuracy level.