

ENGLISH-LANGUAGE ARTS IIIA
Course Outline: 3151

I. Textbook Assignment Options:

- A. *Spell It Out, Red*, Part I (1.5 credits)
- Chapters 1-10: Read and complete all exercises.
- B. *Vocabulary Workshop, A*, Part I (1.5 credits)
- Read and complete all exercises from “The Vocabulary of Vocabulary” to Chapter 8.
- C. *The Witch of Blackbird Pond* (3.5 credits)
- Read the novel.
 - Complete all of the comprehension questions provided by your teacher.
 - Complete one of the extension activities listed below for *The Witch of Blackbird Pond*.
- D. *Best Short Stories, Middle Level*, Part I (3.5 credits)
- Read all stories in Units 1-5.
 - Complete the “Review and Interpreting the Story” activities at the end of each story.
 - Complete the “Writing Exercise” activity from each Unit.

II. Extension Activity Options:

The Witch of Blackbird Pond (select 1)

1. Conduct research on both Barbados and Connecticut. Write a report of at least 4 paragraphs that compares and contrasts the two places. Edit and revise your final draft, submitting all your work to your teacher. Use Writing Rubric Exp. III.
2. Create a 10-slide PowerPoint presentation book report. You can use the Internet to copy and paste pictures from Barbados and/or Connecticut. Each slide should have at least 1 sentence or phrase describing the slide’s contents/purpose.
3. Research and write a 4-paragraph essay on the Puritan Era. Edit and revise your final draft, submitting all your work to your teacher. Use Writing Rubric Exp. III.
4. Teacher generated activity, approved by the site supervisor.

III. Evaluation

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

ENGLISH-LANGUAGE ARTS IIIB
Course Outline: 3152

I. Textbook Assignment Options:

A. *Language Exercises, E* (2.5 credits)

- Read and complete all of the exercises in the textbook.

B. *Souder* (2.5 credits)

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

C. *Vocabulary Workshop, A, Part II* (1.5 credits)

- Read and complete all exercises from Chapter 9 to “Final Mastery Test.”

D. *Holes* (3.5 credits)

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

II. Extension Activities

A. *Souder* (select 1)

1. Write a 4-paragraph response to literature essay on *Souder*. You should discuss the main plot and/or conflict of the story, the author’s viewpoint as seen through the main characters, your feelings about the issues and plot of the novel, and whether you feel the author did a good job of conveying the message or tone of the story. Use Writing Rubric RL III.
2. Research the topic of “sharecropping” on the Internet. Create a 10-slide PowerPoint presentation on the subject, using at least 5 pictures or photos.
3. Teacher generated activity, approved by the site administrator.

B. *Holes* (Select 1)

1. The theme of “courage” is depicted throughout the novel. Write an essay (4-paragraph minimum) defining what courage means to you and how Stanley or other characters from the novel displayed that theme. Write, edit, revise, re-write and submit all parts of your work. Use Writing Rubric Exp. III.
2. Use the Internet to conduct research on the weather and geography of western Texas. Write a 4-paragraph essay comparing and contrasting the weather and geography of western Texas with that of Camp Green Lake and discuss whether such a camp could actually exist in Texas. Write, edit, revise, re-write and submit all parts of your work. Use Writing Rubric Exp. III.
3. Stanley wanted to be an FBI agent. Use the Internet to research information on the FBI and create a 10-slide PowerPoint presentation on the FBI and what it takes to become an agent.
4. Teacher generated activity, approved by the site administrator.

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III. Evaluation

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

ENGLISH-LANGUAGE ARTS IIIC
Course Outline: 3153

I. Textbook Assignment Options:

- A. *Literature for English, Advanced I (5.0 credits)*
- Read and complete all of the assignments in the textbook.
 - Complete one of the Extension Activities listed below for *Literature for English*.
- B. *Spell It Out, Red, Part II (1.5 credits)*
- Chapters 11-20: Read and complete all of the exercises.
- C. *Dickey's Song (3.5 credits)*
- Read the novel.
 - Complete all of the comprehension questions.
 - Complete one of the extension activities listed below for *Dickey's Song*.
- D. *Best Short Stories, Middle Level, Part II (3.5 credits)*
- Read all stories in Units 6-10.
 - Complete the "Review and Interpreting the Story" activities at the end of each story.
 - Complete the "Writing Exercise" activity from each Unit.

II. Extension Activity Options:

- A. *Literature for English (select 1)*
1. Research and write an essay (4-paragraph minimum) on one of the four following topics related to the readings in the textbook:
 - Roman Gladiators: compare and contrast them to modern-day athletes.
 - Issues facing elderly people (health/health insurance, retirement, loneliness, etc.).
 - Life styles of native Alaskans.Write a draft, edit and revise the essay and then submit all parts of your work to your teacher. Use Writing Rubric Exp. III.
 2. Teacher generated activity, approved by the site administrator.
- B. *Dickey's Song (select 1)*
1. Research and create a 10-slide PowerPoint presentation on Chesapeake Bay. Include at least 2 pictures from the Internet.
 2. Research and write a 4-paragraph essay about the Chesapeake Bay. Use Writing Rubric Exp. III.
 3. Conduct research on the author of *Dickey's Song*, Cynthia Voigt. Write a 4-paragraph essay about her life and her works. Use Writing Rubric Exp. III.
 4. Teacher generated activity, approved by the site administrator.

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III. Evaluation

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

ENGLISH-LANGUAGE ARTS IIID
Course Outline: 3154

I. Textbook Assignment Options:

- A. *Gateways to Correct Spelling*, Part I (1.5 credits)
- Lessons 1-50: read and complete all of the exercises.
- B. *Spell It Out, Purple*, Part I (1.5 credits)
- Chapters 1-10: Complete all exercises.
- C. *Where the Red Fern Grows* (3.5 credits)
- Read the novel.
 - Complete the comprehension questions.
 - Complete one of the extension activities listed below for *Where the Red Fern Grows*.
- D. *That Was Then, This Is Now* (3.5 credits)
- Read the novel.
 - Complete the comprehension questions.
 - Complete two of the extension activities listed below for *That Was Then, This Is Now*.

II. Extension Activity Options:

- A. *Where the Red Fern Grows* (select 1)
1. The word “legend” is defined as a popular story that has been handed down from earlier generations and cannot be verified. Many legends give reasons for why things occur in nature such as animal behavior, weather, earthquakes, volcanoes, stars/planets or plants. The legend of the red fern became the theme for this novel. Write a 4-paragraph narrative (story) of a legend of your own. Write, edit, revise, and re-write your story and submit all parts of your work to your teacher. Use Writing Rubric N III.
 2. Write a 4-paragraph essay in which you describe the personality and emotions of Billy, the main character. How do his personal characteristics add to the events in the story? How does the author reveal information about Billy in the story? Use details and examples from the story to support your ideas. Write, edit, revise and re-write your response and submit all parts of your work. Use Writing Rubric: RL III.
 3. Use the Internet to research various breeds of dogs and create a 10-slide PowerPoint presentation of those dog breeds. You should use at least 3 different breeds of dogs in your presentation.
 4. Teacher generated activity, approved by the site administrator.

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B. *That Was Then, This Is Now* (select 2)

1. Use the topic “American Cultural History” to conduct Internet research on the culture and technology of the 1950’s era. For example, some topics to look for within the search sites might be: music, communication, transportation, space travel, medical technology, fashion, etc. Select three areas of particular interest and write a (minimum) 4-paragraph essay that compares and contrasts the 1950’s to the American culture of today. Write, edit, revise and re-write your essay and submit all parts of your work. Use Writing Rubric: Exp. III.
2. Write a new ending to the story using the idea that, at some point in the story, Angela becomes pregnant with Byron’s child. How might this event change the lives of all of the main characters? Write, edit, revise and re-write your essay and submit all parts of your work. Use Writing Rubric N III.
3. Conduct an Internet search on the author, S.E. Hinton. Write a 4-paragraph biography on her life. Write, edit, revise and re-write your essay and submit all parts of your work. Use Writing Rubric Exp. III.
1. Create a 10-slide PowerPoint presentation related to an anti-smoking campaign for teens. Use at least 2 pictures or photos from the Internet in your presentation.
5. Teacher generated activity, approved by the site administrator.

III. Evaluation

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

ENGLISH-LANGUAGE ARTS III
Course Outline: 3155

I. Textbook Assignment Options:

A. *The Outsiders* (3.5 credits)

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

B. *A Wrinkle In Time* (3.5 credits)

- Read the novel.
- Complete the comprehension questions provided by your teacher.
- Complete one of the extension activities listed below for *A Wrinkle In Time*.

C. *Gateways to Correct Spelling, Part II* (1.5 credits)

- Lessons 51-95: read and complete all of the exercises.

II. Extension Activities

A. *The Outsiders* (select 1)

1. Ponyboy was the main character in *The Outsiders*. His personality and emotions are revealed through his actions and dialogue (words) presented in the story. Write a 4-paragraph essay in which you describe the personality and emotions of Ponyboy. How do his personal characteristics add to the events in the story? How does the author reveal this information about Ponyboy? Use details and examples from the novel to support your ideas. Use Writing Rubric RL III.
2. Conflict refers to a struggle, a fight, or a difference of opinion between characters. Sometimes a character may also experience inner conflict: a struggle that takes place in the mind of a character. Write a 4-paragraph essay describing the type(s) of conflict that appear in *The Outsiders*, and how the author develops, and resolves the issues of conflict. Use details and specific examples from the novel. Use Writing Rubric RL III.
3. The members of the Greasers and Socs didn't really know one another, but disliked each other based upon group identification. Think of two other groups, either from current times or from history that experienced conflict based on group identification. Some sources of conflict might be religion, gender, race, politics, etc. Write a 4-paragraph essay that discusses the conflict between the two groups, the points of view of each group, and how, if any, resolution between them was reached. Use Writing Rubric Exp. III.
4. Teacher generated activity, approved by the site administrator

B. *A Wrinkle in Time* (select 1)

1. Use the Internet to conduct research on a historical figure of your choice. Write a 4-paragraph essay on your selected person, discussing that person's importance, contributions to society, and some biographical information. Write, edit, revise and re-submit all parts of your work to your teacher. Use Writing Rubric Exp. III.

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2. Use the Internet to research the history of space travel. Write a 4-paragraph summary of your research findings. Write, edit, revise and re-submit all parts of your work to your teacher. Use Writing Rubric Exp. III.
3. Research the NASA website and create a 10-slide PowerPoint presentation on the history of space travel. Be sure to include at least 2 pictures or photos in your presentation.
4. Write a 4-paragraph essay that summarizes the story and discusses your feelings about the story: its characters, plot, etc. How does the author develop the personality of the main characters? Use specific examples and details from the novel. Write, edit, revise and re-submit all parts of your work to your teacher. Use Writing Rubric Exp. III or RL III.
5. Teacher generated activity, approved by the site administrator

III. Evaluation

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

ENGLISH-LANGUAGE ARTS IIIIF
Course Outline: 3156

II. Textbook Assignment Options:

- A. *Literature for English, Advanced II*; **(5.0 credits)**
- Read and complete all of the assignments in the textbook.
 - Complete one of the extension activities listed below for *Literature for English*.
- B. *Spell It Out, Purple, Part II* **(1.5 credits)**
- Chapters 11-20: Complete all exercises.
- C. *Basher Five-Two* **(3.5 credits)**
- Read the novel.
 - Complete the comprehension questions.
 - Complete one of the extension activities listed below for *Basher Five-Two*.
- D. *Language Network!* **(1.0-5.0 credits: direct instruction or course contract)**

III. Extension Activity Options:

- A. *Literature for English, Advanced II* **(select 1)**
2. From one of the “Story and You” sections, select a topic and write a 4-paragraph essay about that topic and how that story depicted the topic. Be sure that your introduction is clear as to your topic and that you make references to the story from which your topic was generated. For example, in the “Story and You” section for *The Teacher*, the theme is “responsibility to others”. If you were to select this topic, you would discuss not only your feelings on the issue, but also how the theme was developed in the story using specific examples. Use Writing Rubric N III, or Exp. III.
 3. Select an author from the textbook. Use the Internet to conduct research on the author and write, revise and submit a 4-paragraph, typed biography on the author. Use Writing Rubric Exp. III.
 4. Use PowerPoint to create a 10-slide book report presentation on one of the stories in the textbook. Copy/paste or import at least one picture from the Internet to illustrate a point from the story.
 4. Teacher generated activity, approved by the site administrator.
- B. *Basher Five-Two* **(select 1)**
1. Review the passages where Scott O’Grady writes about Global Positioning System (GPS) equipment. Use the Internet to go to the national “Air and Space Museum” home page. From there, conduct a search using “GPS.” Read about GPS and how it is being used today around the world. Think about how different O’Grady’s experience would have been with the GPS technology. Write a 4-paragraph essay about how GPS is being used and how, specifically, it affected Scott O’Grady’s life. Edit, revise and re-write, submitting all parts of your work. Use Writing Rubric Exp. III.

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2. Write a 4-paragraph essay that discusses your opinion about whether Scott O'Grady was truly a hero, or just a pilot "doing his job." Use specific examples from the novel to support your opinion. Edit, revise and re-write, submitting all parts of your work. Use Writing Rubric Exp. III, or P III.
3. Teacher generated activity, approved by the site administrator.

IV. Evaluation

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