

Course Title: ENGLISH-LANGUAGE ARTS IIA	Course Description
<p>Course No. 3101 Grade level: 7-12</p> <p>Text and Resource Options: A. <i>Spell It Out, Orange</i>, Part I; Globe Fearon B. <i>Robinson Crusoe</i>; Fearon/Janus C. <i>Language Exercises, D</i>; Steck-Vaughn D. <i>Launch Into Reading, Level 1</i>; Heinle and Heinle E. <i>Elements of Literature, Introductory</i>; Holt, Rinehart, Winston</p>	<p>Course Value: *One Semester</p> <p>Credit Value: 1 – 5 credits</p>
<p align="center">Course Content: Key Content Standards and Course Objectives</p>	<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. The quality and complexity of the materials to be read by students are illustrated in the <i>California Reading List</i>.</p> <p>The purpose of this course is to help students master many of the foundational skills and standards that are required to pass the English-Language Arts portion of the California High School Exit Examination.</p> <p>*Open entry/open exit</p>
<ol style="list-style-type: none"> 1. Word Recognition: Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression (4-1.1). 2. Vocabulary and Concept Development: Use knowledge of root words to determine the meaning of unknown words within a passage (4-1.3), use a thesaurus to determine related words and concepts (4-1.5), understand and explain frequently used synonyms, antonyms and homographs (5-1.3), understand and explain the figurative and metaphorical use of words in context (5-1.5). 3. Reading Comprehension: Distinguish between cause and effect and fact and opinion in expository text (4-2.6), analyze text that is organized in sequential or chronological order (5-2.2), discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas (5-2.3), draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge (5-2.4). 4. Literary Response and Analysis: Identify the main events of the plot, their causes, and how each influences future action (4-3.2), identify and define the presence of figurative language in literary works (4-3.5), identify the main problem or conflict of the plot and how it is resolved (5-3.2). 5. Writing Strategies: Create a multiple paragraph composition that provides an introductory paragraph that includes a topic sentence, includes supporting paragraphs with simple facts and details, concludes with a paragraph that summarizes the points, and is indented properly (4-1.2), create a multiple-paragraph narrative composition (5-1.1), create simple documents using electronic media (5-1.4), edit and revise manuscripts (5-1.6). 6. Writing Applications: Write responses to literature that demonstrate an understanding of the literary work, support judgments through reference both to the text and prior knowledge (4-2.2), write persuasive letters or compositions (5-2.4). 7. Written and Oral English Language Conventions: Use underlining, quotations, or italics to identify titles (4-1.5), correctly use capitalization rules (4-1.6), identify and correctly use verbs that are often misused (5-1.2). 8. Listening and Speaking Strategies: Give precise directions and instructions (4-1.4), clarify and support spoken ideas with evidence and examples (5-1.5), analyze media as sources for information, entertainment, deliver oral responses to literature that summarize significant events, provide clear images and use examples as evidence (5-2.3). 	<p align="center">Evaluation of Performance Standards</p>
<p align="center">Methods of Study</p> <ol style="list-style-type: none"> 1. Students will complete all activities assigned. 2. Students will participate in discussion with other class members and/or teacher. 	<ol style="list-style-type: none"> 1. Students will complete all assignments with a minimum of 70% accuracy. 2. The supervising teacher will be satisfied with the quality of the student's work. 3. The student must receive a minimum score of 70% on a teacher assigned final evaluation.

ENGLISH-LANGUAGE ARTS IIA
Course Outline: 3101

I. Textbook Assignment Options:

- A. *Spell It Out*, Orange, Part I (2.5 credits)
- Chapters 1-15: read and complete all exercises.
- B. *Robinson Crusoe* (2.5 credits)
- Read the novel.
 - Complete all comprehension questions provided by your teacher.
 - Complete one of the extension activities listed below for *Robinson Crusoe*.
- C. *Language Exercises, D* (2.5 credits)
- Complete all activities in textbook.
- D. *Launch into Reading, Level I* (5.0 credits)
- Read all “Before You Read” selections in the Student Reading Book.
 - Read all stories, poems, narratives, etc. in the Student Reading Book.
 - Complete all activities in the Student Workbook for each story.
- E. *Elements of Literature, Introductory* (1.0-5.0 credits: direct instruction or contract)

II. Extension Activity Options:

- A. *Robinson Crusoe* (select 1)
1. Imagine that you are shipwrecked on a deserted island. Think about the 5 items that you would most like to have with you. Write at least 2 paragraphs about those 5 items, explaining why they would be important to you. Then write a paragraph about what you would miss the most while stranded and alone. Use Writing Rubric: N II.
 2. Pretend you are a newspaper reporter writing a story about Robinson Crusoe. Be sure to include a paragraph about some of his greatest adventures and 2 paragraphs that contain information about how he got stranded, and how he got off the island. (3 paragraphs) Use Writing Rubric: N II.
 3. Think about yourself, your family and where you live. Use a word processor, such as Microsoft WORD, to create a true story about yourself (an autobiography) from the time you were born until today. The autobiography should be 3 paragraphs and should explain why you are the person you are today and who you hope to become in the future. Use Writing Rubric: N II
 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 for a “C” grade.