

<b>Course Title: ENGLISH-LANGUAGE ARTS IIB</b>	<b>Course Description</b>
<p><b>Course No.</b> 3102                      <b>Grade level:</b> 7-12</p> <p><b>Text and Resource Options:</b>  A. <i>Project Achievement C</i>, Part I; Scholastic  B. <i>Red Badge of Courage</i>; Fearon/Janus  C. <i>Literature for English, Beginning</i>; McGraw-Hill  D. <i>Vocabulary Workshop, Green</i>; Sadlier-Oxford  E. <i>Basic Skills in English, Red</i>; McDougal Littell</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>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>
<p>1. <b>Word Recognition:</b> Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression (4-1.1).</p> <p>2. <b>Vocabulary and Concept Development:</b> 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).</p> <p>3. <b>Reading Comprehension:</b> 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).</p> <p>4. <b>Literary Response and Analysis:</b> 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).</p> <p>5. <b>Writing Strategies:</b> 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).</p> <p>6. <b>Writing Applications:</b> 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).</p> <p>7. <b>Written and Oral English Language Conventions:</b> 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).</p> <p>8. <b>Listening and Speaking Strategies:</b> 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, persuasion and interpretation of events (5-1.8), deliver oral responses to literature that summarize significant events, provide clear images and use examples as evidence (5-2.3).</p>	<p align="center"><b>Methods of Study</b></p> <p>1. Students will complete all activities assigned.  2. Students will participate in discussion with other class members and/or teacher.</p> <p align="center"><b>Evaluation of Performance Standards</b></p> <p>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.</p>

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**Course Outline: 3102**

**I. Textbook Assignment Options:**

A. *Project Achievement, C, Part I (2.0 credits)*

- Units I and II: Read each lesson and complete all activities.

B. *Red Badge of Courage (3.0 credits)*

- Read novel.
- Complete all comprehension questions.
- Complete one of the extension activities listed below for *Red Badge of Courage*.

C. *Literature For English, Beginning (5.0 credits)*

- Read the entire textbook.
- Complete all activities in textbook.
- Complete one of the extension activities listed below for *Literature For English, Beginning*.

D. *Vocabulary Workshop, Level Green (3.0 credits)*

- Read and complete all exercises and activities in the text.

E. *Basic Skills in English, Red (1.0-5.0 credits: direct instruction or course contract)*

**II. Extension Activity Options:**

A. *Red Badge of Courage (select 1)*

1. Stephan Crane authored the *Red Badge of Courage*. Use the Internet to research this author and then write a 3-paragraph essay about his life. Your essay might contain information about Mr. Crane's early years and then his adult life, as well as why he is important. Use Writing Rubric: Exp. II.
2. Pretend you are a soldier who fought alongside Henry. Write a letter to Henry's mother describing Henry's experiences and emotions while in battle. Edit and revise the letter using proper letter format and submit it to your teacher. Use Writing Rubric: N II.
3. Create a 5-slide PowerPoint presentation of the Civil War. Conduct an Internet search on "Civil War photos", using those terms. Copy and paste 5 photos into your slide presentation and create a title for each photo.
4. Teacher generated activity, approved by the site administrator.

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### B. *Literature for English, Beginning* (select 1)

1. Select one of the writing assignments from the text that you have already completed. You will now use the four-step writing process to edit, revise, edit again and submit a typewritten, final copy. Use Writing Rubric: Exp. II, or N II.
2. Create a 6-8-slide PowerPoint presentation depicting the main points of a story that you read. Use text and pictures to make your story outline more interesting.
3. Teacher generated activity, approved by the site administrator.

### III. Evaluation

- See your teacher for a unit test or final 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.