

Course Title: ENGLISH-LANGUAGE ARTS IIE	Course Description
<p>Course No. 3105 Grade level: 7-12</p> <p>Text and Resource Options: A. <i>Call of the Wild and Treasure Island</i>; Steck-Vaughn B. <i>Vocabulary Workshop, Blue</i>; Sadlier-Oxford C. <i>Children of the Dustbowl</i>; Crown Publishing, Inc. D. <i>Maniac McGee</i>; Little, Brown and Co. E. <i>Elements of Literature, Introductory Course</i>; Holt, Rinehart, Winston F. <i>Writing Matters!</i>; McGraw-Hill G. <i>Pacemaker Basic English</i>; Globe Fearon</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> <ol style="list-style-type: none"> Word Recognition: Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression (5-1.1). Vocabulary and Concept Development: Use word origins to determine the meaning of unknown words (5-1.2), 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). Reading Comprehension: 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). Literary Response and Analysis: Clarify understanding of texts by creating outlines, logical notes, summaries or reports (6-2.4), distinguish among facts, supported inferences, and opinions in text (5-2.5), identify the main problem or conflict of the plot and how it is resolved (5-3.2). Writing Strategies: Create a multiple-paragraph narrative composition that establishes and develops a situation or plot, describes the setting and presents an ending (5-1.1), create simple documents using electronic media (5-1.4), edit and revise manuscripts (5-1.6). Writing Applications: Write expository compositions that state the thesis or purpose, explain the situation, follow an organized pattern, and offer persuasive evidence (6-2.2), write persuasive letters or compositions that state a clear position, support that position with relevant evidence, follow simple organization patterns and address the reader's concerns (5-2.4). Written and Oral English Language Conventions: Use colon, quotation marks (5-1.3), use correct capitalization (6-1.4), identify and correctly use verbs that are often misused (5-1.2). Listening and Speaking Strategies: 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>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 align="center">Methods of Study</p>	<p align="center">Evaluation of Performance Standards</p>
<ol style="list-style-type: none"> Students will complete all activities assigned. Students will participate in discussion with other class members and/or teacher. 	<ol style="list-style-type: none"> Students will complete all assignments with a minimum of 70% accuracy. The supervising teacher will be satisfied with the quality of the student's work. The student must receive a minimum score of 70% on a teacher assigned final evaluation.

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Course Outline: 3105

I. Textbook Assignment Options:

- A. *Call of the Wild* and *Treasure Island* (2.0 credits)
- Read both novels.
 - Complete the comprehension questions.
 - Complete two of the extension activities listed below for these novels.
- B. *Vocabulary Workshop, Blue* (3.0 credits)
- Read and complete all activities in the textbook.
- C. *Children of the Dustbowl* (2.5 credits)
- Read the novel.
 - Complete the comprehension questions.
 - Complete one of the extension activities listed below for *Children of the Dustbowl*.
- D. *Maniac McGee* (2.5 credits)
- Read the novel.
 - Complete the comprehension questions provided by your teacher.
 - Complete one of the extension activities listed below for *Maniac McGee*.
- E. *Elements of Literature, Introductory Course* (1.0-5.0 credits: direct instruction or course contract)
- F. *Writing Matters!* (1.0-5.0 credits: direct instruction or course contract)
- G. *Pacemaker Basic English* (1.0-5.0 credits: direct instruction or course contract)

II. Extension Activity Options:

- A. *Call of the Wild* and *Treasure Island* (select 2)
1. Create a new ending for *Call of the Wild*. Your writing should include at least 3 paragraphs. Write, edit, revise and then type your story ending. Use Writing Rubric: N II.
 2. Create a 5-slide PowerPoint presentation book report or review of one of the books. Use the Internet to copy and paste at least one picture to your presentation that illustrates some portion of the story.
 3. Use the Internet to research a breed of dog you would like to own. Write a 3-paragraph report using your research. Copy and paste a picture of the dog to a word processing program and type your report after you edit and revise your first draft. Use Writing Rubric: Exp II.
 4. Teacher generated activity, approved by the site administrator.

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B. *Children of the Dustbowl* (select 1)

1. Write a letter to a friend from the point of view of either a farmer who lived through the Dustbowl Era, or a California citizen living near a migrant camp. Your letter should be at least 3 paragraphs in length, and written in correct letter format (see your teacher if you are unsure). Use Writing Rubric: N II.
2. Route 66 was once a famous highway used by those who traveled from the southern U.S. to California but is now closed. Using a road map of the U.S., either paper or on the Internet, determine how you would get from Oklahoma City to Bakersfield. Plan and write out your itinerary based on traveling about 300 miles per day, noting where you would be spending each night and what you might see or do at each point along the trip.
3. Pretend you are a newspaper reporter during the Dustbowl era. Write a 3-paragraph news article about an event from the novel, or anything you might find interesting that occurred during the Dustbowl Era. Give your article a title, edit, type and submit all of your work to your teacher. Use Writing Rubric: N II.
4. Teacher generated activity, approved by the site administrator.

C. *Maniac McGee* (select 1)

1. Create a 5-slide PowerPoint presentation book report on *Maniac McGee*.
2. Pretend you are a television reporter and have interviewed a character in the book. Write a list of ten questions you have for the main character that relate to the events in the story. Next, pretend you are the character being interviewed, and write the answers to the questions. Organize and number your questions and answers and type your project.
3. Write a 3-paragraph newspaper article about an event from the book. Type the final draft and copy and paste to your report a picture or clip art from the Internet that relates to the article. Use Writing Rubric: Exp. II or N II.
4. 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.