

<b>Course Title: ENGLISH-LANGUAGE ARTS IIIB</b>	<b>Course Description</b>
<p><b>Course No.</b> 3152                      <b>Grade level:</b> 7-12</p> <p><b>Text and Resource Options:</b>  A. <i>Language Exercises, E</i>; Steck-Vaughn  B. <i>Sounder</i>; Harper Trophy Pub.  C. <i>Vocabulary Workshop A, Part II</i>; Sadlier-Oxford  D. <i>Holes</i>; Dell Yearling, Pub.</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>
<ol style="list-style-type: none"> <li><b>Word Recognition:</b> Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression (6-1.1).</li> <li><b>Vocabulary and Concept Development:</b> Clarify word meaning through the use of definition, example, restatement, or contrast (7-1.3), use idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases (8-1.1).</li> <li><b>Reading Comprehension:</b> Clarify understanding of texts by creating outlines, logical notes, summaries, or reports (6-2.4), determine the adequacy and appropriateness of an author’s evidence for his/her conclusions (6-2.6), locate information using a variety of documents (7-2.2), analyze text that uses cause/effect patterns (7-2.3).</li> <li><b>Literary Response and Analysis:</b> Analyze how the qualities of the character affect the plot and resolution of the conflict (6-3.2), identify the speaker and recognize the difference between first and third person narration (6-3.5), analyze relevance of setting to the mood, tone, and meaning of text (8-3.4).</li> <li><b>Writing Strategies:</b> Choose the form of writing that best suits the intended purpose (6-1.1), create a multiple-paragraph expository composition (6-1.2), compose documents with appropriate formatting by using word processing skills (6-1.5), establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques (8-1.2).</li> <li><b>Writing Applications:</b> Write narratives that establish and develop plot and setting, include sensory details and concrete language and use a range of narrative strategies (6-2.1), write responses to literature (6-2.4), write fictional or autobiographical narratives (7-2.1), write summaries of reading materials that contain the main ideas, are written in the student’s own words, and reflect the underlying meaning of the source (7-2.5), write documents related to career development (8-2.5).</li> <li><b>Written and Oral English Language Conventions:</b> Place modifiers properly, using active voice (7-1.1), use correct punctuation and capitalization (8-1.5), use correct and varied sentence types and sentence openings (8-1.1).</li> <li><b>Listening and Speaking Strategies:</b> Identify persuasive and propaganda techniques used in television, and identify false and misleading information (6-1.9), deliver oral responses to literature that interpret reading and provide insight (8-2.2).</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> </ol>

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**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.