

Course Title: ENGLISH-LANGUAGE ARTS IIID	Course Description
<p>Course No. 3154 Grade level: 7-12</p> <p>Text and Resource Options: A. <i>Gateways to Correct Spelling</i>; Steck-Vaughn B. <i>Spell It Out, Purple</i>; Globe Fearon C. <i>Where the Red Fern Grows</i>; Wilson Rawls D. <i>That Was Then, This is Now</i>; S. E. Hinton</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"> 1. Word Recognition: Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression (6-1.1). 2. Vocabulary and concept development: Distinguish and interpret figurative language and multiple-meaning words (6-1.2), 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). 3. Reading Comprehension: 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). 4. Literary Response and Analysis: 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). 5. Writing Strategies: 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). 6. Writing Applications: 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 that develop an interpretation which exhibits careful reading and understanding, organize the interpretation around several clear ideas, premises or images and develop and justify the interpretation (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). 7. Written and Oral English Language Conventions: 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). 8. Listening and Speaking Strategies: 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). 	<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"> 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.

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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.