

Course Title: ENGLISH-LANGUAGE ARTS IIIE	Course Description
<p>Course No. 3155 Grade level: 7-12</p> <p>Text and Resource Options: A. <i>The Outsiders</i>; S. E. Hinton B. <i>A Wrinkle In Time</i>; Madeline L’Engle C. <i>Gateways to Correct Spelling</i>; Steck-Vaughn</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>
<p>1. Word Recognition: Read narrative and expository text aloud with fluency and accuracy and with appropriate pacing, intonation, and expression (6-1.1).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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 (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).</p> <p>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).</p> <p>8. Listening and Speaking Strategies: Identify persuasive and propaganda techniques used in television, and identify false and misleading information (6-1.9), prepare a speech outline based upon a chosen pattern of organization that generally includes an introduction, transitions, previews, and effective conclusion (8-1.4), deliver oral responses to literature that interpret reading and provide insight (8-2.2).</p>	<p align="center">Evaluation of Performance Standards</p>
<p align="center">Methods of Study</p> <p>1. Students will complete all activities assigned. 2. Students will participate in discussion with other class members and/or teacher.</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: 3155

I. Textbook Assignment Options:

A. *The Outsiders* (3.5 credits)

- Read the novel.
- Complete the comprehension questions.
- Complete one of the extension activities listed below for *The Outsiders*.

B. *A Wrinkle In Time* (3.5 credits)

- Read the novel.
- Complete the comprehension questions provided by your teacher.
- Complete one of the extension activities listed below for *A Wrinkle In Time*.

C. *Gateways to Correct Spelling, Part II* (1.5 credits)

- Lessons 51-95: read and complete all of the exercises.

II. Extension Activities

A. *The Outsiders* (select 1)

1. Ponyboy was the main character in *The Outsiders*. His personality and emotions are revealed through his actions and dialogue (words) presented in the story. Write a 4-paragraph essay in which you describe the personality and emotions of Ponyboy. How do his personal characteristics add to the events in the story? How does the author reveal this information about Ponyboy? Use details and examples from the novel to support your ideas. Use Writing Rubric RL III.
2. Conflict refers to a struggle, a fight, or a difference of opinion between characters. Sometimes a character may also experience inner conflict: a struggle that takes place in the mind of a character. Write a 4-paragraph essay describing the type(s) of conflict that appear in *The Outsiders*, and how the author develops, and resolves the issues of conflict. Use details and specific examples from the novel. Use Writing Rubric RL III.
3. The members of the Greasers and Socs didn't really know one another, but disliked each other based upon group identification. Think of two other groups, either from current times or from history that experienced conflict based on group identification. Some sources of conflict might be religion, gender, race, politics, etc. Write a 4-paragraph essay that discusses the conflict between the two groups, the points of view of each group, and how, if any, resolution between them was reached. Use Writing Rubric Exp. III.
4. Teacher generated activity, approved by the site administrator

B. *A Wrinkle in Time* (select 1)

1. Use the Internet to conduct research on a historical figure of your choice. Write a 4-paragraph essay on your selected person, discussing that person's importance, contributions to society, and some biographical information. Write, edit, revise and re-submit all parts of your work to your teacher. Use Writing Rubric Exp. III.

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2. Use the Internet to research the history of space travel. Write a 4-paragraph summary of your research findings. Write, edit, revise and re-submit all parts of your work to your teacher. Use Writing Rubric Exp. III.
3. Research the NASA website and create a 10-slide PowerPoint presentation on the history of space travel. Be sure to include at least 2 pictures or photos in your presentation.
4. Write a 4-paragraph essay that summarizes the story and discusses your feelings about the story: its characters, plot, etc. How does the author develop the personality of the main characters? Use specific examples and details from the novel. Write, edit, revise and re-submit all parts of your work to your teacher. Use Writing Rubric Exp. III or RL III.
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.