

| Course Title: ENGLISH-LANGUAGE ARTS IIF | Course Description |
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| <p>Course No. 3156 Grade level: 7-12</p> <p>Text and Resource Options: A. <i>Literature for English, Advanced II</i>; McGraw-Hill B. <i>Spell It Out, Purple</i>, Part II; Globe Fearon C. <i>Basher Five-Two</i>; Scott O’Grady D. <i>Language Network!</i>; McDougal-Littell</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: 3156

II. Textbook Assignment Options:

- A. *Literature for English, Advanced II*; **(5.0 credits)**
- Read and complete all of the assignments in the textbook.
 - Complete one of the extension activities listed below for *Literature for English*.
- B. *Spell It Out, Purple, Part II* **(1.5 credits)**
- Chapters 11-20: Complete all exercises.
- C. *Basher Five-Two* **(3.5 credits)**
- Read the novel.
 - Complete the comprehension questions.
 - Complete one of the extension activities listed below for *Basher Five-Two*.
- D. *Language Network!* **(1.0-5.0 credits: direct instruction or course contract)**

III. Extension Activity Options:

- A. *Literature for English, Advanced II* **(select 1)**
2. From one of the “Story and You” sections, select a topic and write a 4-paragraph essay about that topic and how that story depicted the topic. Be sure that your introduction is clear as to your topic and that you make references to the story from which your topic was generated. For example, in the “Story and You” section for *The Teacher*, the theme is “responsibility to others”. If you were to select this topic, you would discuss not only your feelings on the issue, but also how the theme was developed in the story using specific examples. Use Writing Rubric N III, or Exp. III.
 3. Select an author from the textbook. Use the Internet to conduct research on the author and write, revise and submit a 4-paragraph, typed biography on the author. Use Writing Rubric Exp. III.
 4. Use PowerPoint to create a 10-slide book report presentation on one of the stories in the textbook. Copy/paste or import at least one picture from the Internet to illustrate a point from the story.
 4. Teacher generated activity, approved by the site administrator.
- B. *Basher Five-Two* **(select 1)**
1. Review the passages where Scott O’Grady writes about Global Positioning System (GPS) equipment. Use the Internet to go to the national “Air and Space Museum” home page. From there, conduct a search using “GPS.” Read about GPS and how it is being used today around the world. Think about how different O’Grady’s experience would have been with the GPS technology. Write a 4-paragraph essay about how GPS is being used and how, specifically, it affected Scott O’Grady’s life. Edit, revise and re-write, submitting all parts of your work. Use Writing Rubric Exp. III.

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2. Write a 4-paragraph essay that discusses your opinion about whether Scott O'Grady was truly a hero, or just a pilot "doing his job." Use specific examples from the novel to support your opinion. Edit, revise and re-write, submitting all parts of your work. Use Writing Rubric Exp. III, or P III.
3. Teacher generated activity, approved by the site administrator.

IV. 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.