Course Title: HIGH SCHOOL ENGLISH-LANGUAGE ARTS C	**Course Description**
Course No. 5103 **Grade level**: 9-12 **Text and Resource Options:** A. *Literature and the Language Arts*; EMC/Paradigm Publishers B. *Elements of Literature*, *Third Course*; Holt, Rinehart, Winston C. *Basic English;* Globe Fearon D. *Elements of Language, Third Course*; Holt, Rinehart, Winston E. *The Language of Literature 9*; McDougal-Littell F. *The Language of Literature 10*; McDougal-Littell G. *The Language of Literature, American Literature*; McDougal-Littell H. *The Language of Literature, British Literature*; McDougal-Littell I. *Elements of Literature, 5th Course*; Holt, Rinehart, Winston J. Grade-level-appropriate literature and teacher-created resources	**Course Value**: *One Semester **Credit Value**: 1 - 5 credits
Course Content: Key Content Standards and Course Objectives	
1. **Written and Oral Language Conventions:** Demonstrate control of grammar, paragraph, and sentence structure diction, and usage (9/10-1.2), identify and use clauses, phrases, mechanics, usage, and sentence structure (9/10-1.1), produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization (9/10 1.3), reflect appropriate manuscript requirements (9/10 1.4). 2. **Literary Response and Analysis**: purpose and characteristics of literature forms (9/10 3.1), themes and topics across genre (9/10 3.2), characteristics of sub genre (11/12 3.1), analyze interactions between characters (9/10 3.3), determine character's traits (9/10 3.4), compare works/themes 9/10 3.5), author's use of literary devices (9/10 3.6-3.7), explain how voice, persona, and narrator affect tone, characterization, plot and credibility (9/10 3.9), identify and describe the function of dialogue, scene design, soliloquies, and asides and character foils in dramatic literature (9/10 3.10). 3. **Reading Comprehension:** Analyze both the structure and format of functional workplace documents and how authors use the features to achieve their purpose (9/10-2.1, 2.2), synthesize the content and ideas from several sources or one author and paraphrase to demonstrate comprehension (9/10 2.4-2.5), verify and clarify facts in expository texts by using consumer, workplace and public documents (11/12 2.3), analyze an author's belief about a subject 11/12 2.5).	This literature-based curriculum will integrate written and oral language skills, reading comprehension, and literary analysis using various literary genre. 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 *California Reading List.* As this course serves a mixed-grade high school language arts class, it is based on both the Grades 9/10 and Grades 11/12 English-Language Arts Standards, from which the teacher may backwards-map to foundational standards, if necessary. The standards addressed follow the Alternative Education *Grades 9-12 Sequenced Pattern of Instruction* for English-Language Arts. *Open entry/open exit
Methods of Study	**Evaluation of Performance Standards**
1. Students will complete all activities assigned. 2. Students will participate in discussion with other class members and/or teacher.	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. 4. Letter grade contracts are optional and require a higher level of performance.