



“B” COURSE CATALOG

2020/2021 SCHOOL YEAR



2020/2021

ENCORE EDUCATION CORPORATION
16955 Lemon Street, Hesperia, CA 92345

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College Board Approved A-G Courses

English

(4 years required for A-G and California Graduation)

AP English Language and Composition

Basic Course Information:
Title: AP English Language and Composition
Length of Course: Full Year
Subject Area: English (B) / English
UC Honors Designation? Yes
Prerequisite: Students must have completed two semesters of English II Honors with a grade of B- or higher in both semesters. (Required)
Co-requisites: US History Honors or AP (recommended)
Integrated (Academics / CTE): No
Grade Levels: 11 th & 12 th
Course Description: This course is adopted from The College Board Advanced Placement Program . Please refer to their course list for a full course description.

AP English Literature and Composition

Basic Course Information:
Title: AP English Language and Composition
Length of Course: Full Year
Subject Area: English (B) / English
UC Honors Designation? Yes
Prerequisite: Students must have completed two semesters of English II Honors with a grade of B- or higher in both semesters. (Required)
Co-requisites: US History Honors or AP (recommended)
Integrated (Academics / CTE): No
Grade Levels: 11 th & 12 th
Course Description: This course is adopted from The College Board Advanced Placement Program . Please refer to their course list for a full course description.

English 1A and 1B

Basic Course Information:
Title: English 1A and 1B (online)

Length of Course: Full Year
Subject Area: English (B) / English
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9 th
Course Description: This course is adopted from Cyber High . Please refer to their course list for a full course description.

English 2A and 2B

Basic Course Information:
Title: English 2A and 2B (online)
Length of Course: Full Year
Subject Area: English (B) / English
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 10 th
Course Description: This course is adopted from Cyber High . Please refer to their course list for a full course description.

English 3A and 3B

Basic Course Information:
Title: English 3A and 3B (online)
Length of Course: Full Year
Subject Area: English (B) / English
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 10 th
Course Description: This course is adopted from Cyber High . Please refer to their course list for a full course description.

English 4A and 4B

Basic Course Information:

Title: English 4A and 4B (online)
Length of Course: Full Year
Subject Area: English (B) / English
UC Honors Designation? No
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 12 th
Course Description: This course is adopted from Cyber High . Please refer to their course list for a full course description.

English 3A Honors

Basic Course Information:
Title: English 3A Honors (online)
Length of Course: Full Year
Subject Area: English (B) / English
UC Honors Designation? Yes
Prerequisite: None
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 11 th
Course Description: In this Course, the focus is on literary analysis in reading, writing, and language. Providing rich media in multiple formats for ease of use and to address diverse student needs, this course reflects a bias-free and multi-culturally sensitive environment.
Five types of instruction are featured in this Course, including: <ul style="list-style-type: none"> • <i>Information to enhance knowledge of the characteristics of fiction and figurative language.</i> Reading and analyzing this information improves reading skills, increases comprehension of the stories, and provides a basis for the study of the English language. • <i>Independent reading.</i> Reading that is done by oneself, using self-selected books chosen for individual appeal, is an important part of increasing reading abilities. This type of reading allows a student to practice reading skills in a very positive way. As part of this course, students are asked to designate a time for silent reading with their teacher. • <i>Use the English language to better communicate with others through both spoken and written language.</i> To communicate well, it is important to understand how words and language function, the process of choosing the most appropriate words for both speaking and writing, and basic language conventions like spelling and punctuation. This knowledge makes it easier to gain full control of English and increase ability to write properly.

- *Writing, revising, and editing.* Answer various types of questions, analyze stories for meaning and figurative language, practice vocabulary, and write a personalized short story. Students are given ideas and guidance.

Practice building reading speed through fluency checks. Students who read less than 250 words per minute have a harder time completing most school activities and generally do not do well on required testing. Practice exercises facilitate increased fluency and comprehension.

Unit 1: Early American Literature

The focus of this Unit is early American Literature, including:

- Reading, Fluency, and Vocabulary Strategies – reviews and defines independent reading and discusses the importance of reading fluency, punctuation, and vocabulary strategies.
- Introduction to American Literature – provides an introduction to American literature, including characteristics of literature and figurative language.
- Early Literature of the Colonies – presents an introduction to early literature of the American Colonies, the Puritans, and Anne Bradstreet's poems.
- Literature of the Revolutionary Americans – presents an introduction to Revolutionary proverbs, pamphlets, etc. through the words and views of famous individuals of the day and includes activities in reading, comprehension, and vocabulary with fluency practice.
- Washington Irving – presents an introduction to the author and Rip Van Winkle with a continuance of activities in reading, comprehension, and vocabulary with fluency improvement practice.
- The Writing Process – continues following the goals of essay writing.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze the development of central ideas in a text, determine an author's point of view or purpose, analyze the author's choices on how to develop and relate elements of a text as well as the structure of the narrative or argument.
- demonstrate knowledge of eighteenth-century foundational documents for themes, purposes, rhetorical features, etc.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend both fiction and nonfiction at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc. demonstrating command of the conventions of standard English and spelling.

- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- practice using different strategies to determine the meaning of new vocabulary words.
- understand literature from the early days of American colonization and the reasons why people started coming to the colonies.
- understand how Puritanism came to the U.S. and how it influenced various texts, like sermons and Bradstreet’s poetry.
- read various types of texts from the American revolutionary period, as well as understand how the events of the time affected the texts.
- learn why Washington Irving is sometimes called the “Father of American Literature,” and read “Rip Van Winkle.”
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities Relating to Reading, Fluency, Vocabulary Strategies:

- Reading logs, reading fluency, and grammar.

Activities Relating to Early American Literature, Journals of John Smith, Puritans, and Anne Bradstreet’s poems:

- Characteristics of literature
- Figurative language (simile, metaphor, personification)

- Comprehension: The General History of Virginia
- Comprehension: “Sinners in the Hands of an Angry God”
- Analyzing language
- Vocabulary practice
- Comprehension: Anne Bradstreet’s poems
- Quiz: Early American Literature

Activities Relating to Revolutionary American Literature:

- Comprehension: Franklin’s proverbs
- Comprehension: Thomas Paine’s pamphlets
- Understanding content: historical nonfiction
- Connecting to meaning: “On Independence”
- Comprehension: “The Star-Spangled Banner”
- Word play
- Quiz: Revolutionary American Literature

Activities Relating to Washington Irving and “Rip Van Winkle”:

- Comprehension: “Rip Van Winkle”
- The characteristics of literature
- Word play
- Evaluating fluency
- Quiz: “Rip Van Winkle”

Honors Assignment:

Students will develop an essay synthesizing information from one section of the unit and explaining how history is reflected in the events or characters of the selection.

Unit 2: The Crucible

The focus of this Unit is drama and *The Crucible*, including:

- Reading, Fluency, and Vocabulary Strategies – continues to review and define independent reading and discusses the importance and implication of reading fluency and continuous practice, spelling, punctuation, and vocabulary strategies.
- Background Reading for *The Crucible*– examines the Puritans, the Salem witch trials, characteristics of literature and drama, and the background of and tips for reading the selected book.

- Acts One and Two of *The Crucible*– introduces the reading of Acts one and two and continues vocabulary and fluency practice.
- Acts Three and Four of *The Crucible*– continues with the reading of Acts three and four and vocabulary and fluency improvement practice.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze the development of central ideas in a text, the author's choices on how to develop and relate elements of a story, and the structure of the narrative.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend fiction at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc. demonstrating command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- practice using different strategies to determine the meaning of new vocabulary words.
- understand the background information and context for *The Crucible*, as well as the general historical information about the Salem witch trials.
- read and analyze *The Crucible*, demonstrating their understanding through a variety of different activities.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities Relating to Reading, Fluency, and Vocabulary Strategies:

- Independent Reading Log
- The Importance of Fluency
- Video: Reading Strategies
- Appropriate Reading Rates
- Vocabulary
- Understanding Words
- Grammar Tips

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Activities Relating to Comprehension of the Play The Crucible and Reflections and Connections Made with the Characters, Themes, and Plot of the Play:

- Background Reading for the Play
- The Puritans: A Review
- Video: Reviewing Puritanism
- The Witch Trials Begin
- Video: The Salem Witch Trials
- Comprehension and Word Play: The Examination of Sarah Good
- Video: What is a Drama?
- Characteristics of Dramas
- Background: The Crucible
- Important Characters in the Play
- A Brief Plot Summary
- Tips for Reading the Play
- Comprehension: Understanding Concepts, Background Information
- Quiz 2: Background Information

Act One

- Reading Journal, Act One
- Comprehension and Critical Thinking: Act One
- Activity: Characters
- Act One: Word Play
- Act One: Understanding Structure

- Vocabulary: Act Two

Act Two

- Reading Journal, Act Two
- Comprehension and Critical Thinking: Act Two
- Act Two: Word Play
- Activity: Express Yourself
- Project: Understanding Drama
- Quiz 3: The Crucible, Acts I and II

Act Three

- Reading Journal, Act Three
- Comprehension and Critical Thinking: Act Three
- Act Three: Word Play

Act Four

- Reading Journal, Act Four
- Comprehension and Critical Thinking: Act Four
- Act Four: Word Play
- Activities on Metaphors, Theme, and Understanding Structure
- Fluency Passage
- Quiz 4: The Crucible, Acts III and IV

Additional Honors Assignment:

Students will compose an essay analyzing the plot, characters, and meaning of the play, and explain how the morals, messages, and themes in the play might still be relevant when applied to people today.

Unit 3: American Realism

The focus of this Unit is American realism, including:

- Reading and Fluency Strategies – provides additional review of independent reading strategies, fluency, and vocabulary development.
- An Introduction to Realism – applied to post-Civil War United States history, this chapter introduces the characteristics, terms, reading, and vocabulary associated with what is defined as "realism"; continues with fluency practice.
- Realism – utilizes various characteristics of literature and presents lessons, including Q and A, on various well-known historical selections; continues with vocabulary and fluency practice.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze the development of central ideas in a text, the author's choices on how to develop and relate elements of a story, and the structure of the narrative.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend fiction at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc.
- demonstrating command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least "Proficient" on the final essay assignment. By the end of this Unit, the student will:

- practice using different strategies to determine the meaning of new vocabulary words.
- understand some basic characteristics of American realism, romanticism, and naturalism.
- read, understand, and mimic the characteristics of local color.
- demonstrate their understanding of the concepts and literature selections presented in this Unit through various activities and writing assignments.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.

- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities Relating to Reading, Fluency, and Vocabulary:

- Independent Reading Log
- The Importance of Fluency
- Appropriate Reading Rates
- Fluency Passage 1
- Vocabulary
- Understanding Words
- Grammar Tips
- Quiz 1: Independent Reading and Fluency

Activities Relating to the American Realism Movement in Literature:

- Video: Realism
- The U.S. after the Civil War
- The Rise of Realism, 1865-1900
- Activity: Realism
- The Characteristics of Literature: A Review
- Figurative Language
- Activity: Understanding Concepts
- Activity: Recognizing Setting
- Activity: A Character Study
- Fluency Passage 2
- Quiz 2: An Introduction to Realism

Activities Relating to American Realism Short Fiction, Including Stories Such as Bret Harte's "Tennessee's Partner", Sarah Jewett's "A White Heron", and "William Dean Howell's "Christmas Every Day":

- Bret Harte
- Video: Understanding Dialect
- "Tennessee's Partner"

- Activity: Comprehension
- Activity: Characteristics of Literature
- Sarah Orne Jewett
- "A White Heron," by Sarah Orne Jewett
- Activity: Comprehension
- Activity: The Characteristics of Literature
- Activity: Figurative Language
- Activity: Local Color and Realism
- Activity: Word Play
- Activity: You're the Storyteller
- Fluency Passage 3
- William Dean Howells
- "Christmas Every Day" by William Dean Howells
- Activity: Comprehension
- Stephen Crane
- Video: Stephen Crane's Influence
- Excerpts from The Red Badge of Courage
- Activity: Comprehension
- Activity: Analyzing Quotes
- Activity: Word Play
- Fluency Passage 4
- Quiz 3: Realism

Additional Honors Assignments:

Students will compose an essay comparing and contrasting two different reading selections from the American Realism movement.

Unit 4: Parrot in the Oven

The focus of this Unit is the novel *Parrot in the Oven: Mi Vida* by Victor Martinez, including:

- Reading, Fluency, and Vocabulary Strategies – continues to review independent reading strategies, fluency, and vocabulary development.
- An Introduction to *Parrot in the Oven* – reviews the parts of a novel, characteristics of literature, and figurative language; provides background for reading the selected novel and continued fluency practice.
- *Parrot in the Oven*, Chapters 1-5 – continues to pursue vocabulary, reading journals, comprehension and vocabulary activities, and grammar and fluency practice.
- *Parrot in the Oven*, Chapters 6-11 – continues to pursue vocabulary, reading journals, comprehension and vocabulary activities, and grammar and fluency practice.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze the development of central ideas in a text, the author's choices on how to develop and relate elements of a story, and the structure of the narrative.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend fiction at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc. demonstrating command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- practice using different strategies to determine the meaning of new vocabulary words.
- demonstrate their understanding of the novel and concepts presented in this Unit through various activities and writing assignments.
- utilize critical thinking skills when necessary. practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities relating to Reading, Fluency, and Vocabulary Strategies.

- Independent Reading Log
- The Importance of Fluency
- Appropriate Reading Rates
- Fluency Passage 1

- Vocabulary
- Understanding Words
- Grammar Tips
- Quiz 1: Reading, Fluency, and Vocabulary

Activities Relating to Characters, Themes, Plot, and Context of Parrot in the Oven:

- Parts of a Novel
- Review: Characteristics of Literature
- Video: Parts of a Novel
- Figurative Language
- Activity: Parts of a Novel
- Immigrants in the U.S.
- Video: Immigrants in the U.S.
- Historical Background: Mexican-Americans
- Video: History of Mexican-Americans in the U.S.
- Victor Martinez
- Reading Strategies
- Activity: Background Reading
- Activity: Pre-Reading: Making Connections
- Fluency Passage 2
- Quiz 2: An Introduction to Parrot in the Oven

Activities Relating to Parrot in the Oven Chapters 1-5:

- Parrot in the Oven, Chapters 1-5
- Vocabulary, Chapter 1
- Reading Journals
- Activity: True or False
- Activity: Figurative Language
- Activity: Word Play
- Vocabulary, Chapter 2
- Activity: Comprehension
- Grammar Break: Phrasing
- Activity: Practicing Phrasing
- Vocabulary, Chapter 3
- Activity: Comprehension
- Definition Maps
- Video: Definition Maps

- Vocabulary, Chapter 4
- Grammar Focus: Prefixes and Suffixes
- Video: Prefixes and Suffixes
- Activity: Prefixes and Suffixes
- Activity: Vocabulary Warm-Up
- Vocabulary, Chapter 5
- Activity: True or False
- Activity: Word Play
- Fluency Passage 3
- Quiz 3: Parrot in the Oven, Chapters 1-5

Activities Relating to Parrot in the Oven Chapters 6-11:

- Vocabulary, Chapter 6
- Activity: Comprehension
- Activity: Figurative Language: Imagery
- Vocabulary, Chapter 7
- Video: Idioms
- Activity: Idiomatic Expressions
- Activity: More Idiomatic Expressions
- Vocabulary, Chapter 8
- Activity: True or False
- Activity: Express Yourself
- Vocabulary, Chapter 9
- Activity: Comprehension
- Activity: Word Play
- Grammar Focus: Punctuation Marks
- Video: Parentheses
- Video: Dashes
- Video: Commas
- Activity: Grammar Practice: Commas
- Vocabulary, Chapter 10
- Activity: True or False
- Vocabulary, Chapter 11
- Activity: Thinking About the Novel
- Fluency Passage 4
- Project: Examining Your Community
- Quiz 4: Parrot in the Oven, Chapters 6-11

Additional Honors Assignments:

Students will compose an essay identifying an important theme in the text of Parrot in the Oven, and explain how characters, events, and situations in the text develop these themes.

Unit 5: Oral Communication

The focus of this Unit is using rhetoric and oral communication, including:

- Reading and Vocabulary Strategies – continues to review independent reading strategies, fluency, punctuation and spelling, and vocabulary development.
- Understanding Rhetoric – explains and defines rhetoric, including analyzing rhetoric and rhetorical effects; continues with fluency practice.
- Rhetorical Devices – explains rhetorical devices and analyzes President Obama's victory speech; continues with vocabulary and fluency practice.
- Writing and Delivering a Speech – reviews types and styles of writing, including reflective speech delivery and fluency practice and reflection.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze and evaluate the central ideas of a text, how they are structured and developed, and how they interact over the course of the text.
- evaluate how a speaker utilizes rhetoric to advance a particular purpose, argument, or point of view, and incorporate those strategies into a reflective oral narrative.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend texts at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc. demonstrating command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- practice using different strategies to determine the meaning of new vocabulary words.
- understand rhetoric and its intended effects.

- analyze rhetorical strategies using the rhetorical framework.
- demonstrate their understanding of rhetoric by analyzing President Obama’s victory speech.
- understand and utilize rhetorical devices and elements of style.
- write and deliver a reflective speech demonstrating their understanding of the concepts presented in the Unit.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities Relating to Reading, and Vocabulary Strategies:

- Grammar and vocabulary review

Activities Relating to understanding Rhetoric:

- Analyzing Rhetoric
- Video: Rhetoric
- The Rhetorical Framework
- Purpose and Audience
- Video: Purpose
- Video: Audience
- Situation
- Ethos
- Message
- Activity: The Rhetorical Framework
- Activity: Understanding Audience
- Analyzing Rhetorical Effects
- Activity: Rhetorical Analysis Practice
- Critical Thinking
- Fluency Passage 2
- Quiz 2: Understanding Rhetoric

Activities Relating to Understanding Rhetorical Devices:

- Rhetorical Devices
- Rhetorical Appeals
- President Obama's Victory Speech
- Activity: Reading the Speech Rhetorically
- Activity: Working with Appeals
- Repetition
- Video: Repetition
- Figurative Language
- Analogies and Rhetorical Questions
- Parallelism
- Video: Parallelism
- One Last Note...
- Activity: Applying the Concepts
- Project: Using Rhetoric
- Activity: Word Play
- Fluency Passage 3
- Quiz 3: Rhetorical Devices

Activities relating to writing and delivering a speech:

- Types of Writing
- Activity: Determining Purpose
- Speaking with Style
- Word Choice
- Style and Sentences
- Activity: Comprehension
- Activity: Practicing the Concepts
- Delivering a Speech
- Visual Aids
- Video: Multimedia Presentations
- General Tips
- Activity: Writing and Delivering a Speech, Part 1: Preparation
- Activity: Writing and Delivering a Speech, Part 2: Writing
- Activity: Writing and Delivering a Speech, Part 3: Delivery
- Activity: Career Connection
- Fluency Passage 4

- Quiz 4: Writing and Delivering a Speech

Additional Honors Assignments:

Students will compose, organize, and revise, and deliver a five-minute speech about a topic of importance.

Honors Final Exam Details

PART 1 – MULTIPLE CHOICE – There will be a number of multiple choice questions relating to the understanding of content material across each of the 10 units.

PART 2 – SHORT ANSWER RESPONSE – There will be a number of critical thinking questions related to the content across the 10 units, where students will be responding in short paragraphs.

PART 3 – WRITTEN ESSAY RESPONSE – Students will compose a short essay, synthesizing themes across multiple works of literature covered across multiple units.

English 3B Honors

Basic Course Information:

Title: English 3B Honors (online)

Length of Course: Half Year

Subject Area: English (B) / English

UC Honors Designation? Yes

Prerequisite: None

Co-requisites: None

Integrated (Academics / CTE): No

Grade Levels: 11th

Course Description: In this Course, the focus is on literary analysis in reading, writing, and language. Providing rich media in multiple formats for ease of use and to address diverse student needs, this course reflects a bias-free and multi-culturally sensitive environment.

Five types of instruction are featured in this Course, including:

- *Information to enhance knowledge of the characteristics of fiction and figurative language.* Reading and analyzing this information improves reading skills, increases comprehension of the stories, and provides a basis for the study of the English language.
- *Independent reading.* Reading that is done by oneself, using self-selected books chosen for individual appeal, is an important part of increasing reading abilities. This type of

reading allows a student to practice reading skills in a very positive way. As part of this course, students are asked to designate a time for silent reading with their teacher.

- *Use the English language to better communicate with others through both spoken and written language.* To communicate well, it is important to understand how words and language function, the process of choosing the most appropriate words for both speaking and writing, and basic language conventions like spelling and punctuation. This knowledge makes it easier to gain full control of English and increase ability to write properly.
- *Writing, revising, and editing.* Answer various types of questions, analyze stories for meaning and figurative language, practice vocabulary, and write a personalized short story. Students are given ideas and guidance.

Practice building reading speed through fluency checks. Students who read less than 250 words per minute have a harder time completing most school activities and generally do not do well on required testing. Practice exercises facilitate increased fluency and comprehension.

Unit 6: Frankenstein

The focus of this Unit is reading and analyzing *Frankenstein*. This literature selection will improve reading skills, increase comprehension, and provide a basis for the study of English language, including:

- Reading, Fluency, and Vocabulary Strategies – reviews and defines independent reading and discusses the importance of reading fluency, punctuation, and vocabulary strategies.
- Characteristics of Literature and Background Information – provides an introduction to literature review, including characteristics of literature, figurative language, the specified book and author.
- *Frankenstein*, Preface - Letter IV – presents vocabulary and comprehension activities for the selected chapters, including reading fluency practice.
- *Frankenstein*, Chapters 1-5 – presents vocabulary and comprehension activities for the selected chapters, including freewriting activity.
- *Frankenstein*, Chapters 6-10 – presents vocabulary and comprehension activities for the selected chapters, including reading fluency practice.
- *Frankenstein*, Chapters 11-15 – presents vocabulary, journal, and comprehension activities for the selected chapters, including a brief essay activity and concept application from literature review.
- *Frankenstein*, Chapters 16-20 – presents vocabulary, journal, and comprehension activities for the selected chapters, including brief essay and reading fluency activities.
- *Frankenstein*, Chapters 21-End – presents vocabulary, journal, and comprehension activities for the selected chapters, including brief and longer essays, concept application activity, and reading fluency reflection.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze the development of central ideas in a text, the author's choices on how to develop and relate elements of a story, and the structure of the narrative.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend fiction at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc. demonstrating command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- understand literal and connotative word meanings.
- determine the meaning of new vocabulary words.
- understand the background information and context for *Frankenstein*.
- read and analyze *Frankenstein*, demonstrating their understanding through a variety of different activities.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities Relating to Reading, Fluency, and Vocabulary Strategies:

- Fluency, context clues, grammar

Activities Relating to *Frankenstein*, Understanding the Novel:

- Understanding the Novel
- Characteristics of Literature: A Review
- Important Terms Defined
- Video: Parts of a Novel
- Figurative Language
- Video: Literal vs. Figurative Language
- Activity: Understanding the Concepts
- Mary Shelley, 1797-1851
- An Introduction to *Frankenstein*
- Video: Stories and Historical Context
- Characters in *Frankenstein*
- Video: Tips for Reading Longer Works
- Important Things to Remember
- Activity: *Frankenstein* Background Information
- Fluency Passage 2
- Quiz 2: Understanding the Novel

Frankenstein, Letters I-IV:

- Journaling While You Read
- Video: Asking Questions While You Read
- Vocabulary: Letters I-IV
- Activity: Reading the Text
- Reading Journal, Letters I-IV
- Activity: What Do You Think?
- Activity: Applying Concepts
- Activity: Word Play
- Fluency Passage 3
- Quiz 3: *Frankenstein*, Letters I-IV

Chapters 1-5:

- Vocabulary: Chapters 1-5
- Activity: Reading the Text
- Reading Journal, Chapters 1-5
- Activity: What Do You Think?
- Activity: Applying Concepts

- Activity: Word Play
- Activity: Freewriting
- Quiz 4: Frankenstein: Chapters 1-5

Chapters 6-10:

- Vocabulary: Chapters 6-10
- Activity: Reading the Text
- Reading Journal, Chapters 6-10
- Activity: What Do You Think?
- Activity: Word Play
- Fluency Passage 4
- Quiz 5: Frankenstein: Chapters 6-10

Chapters 11-15:

- Vocabulary: Chapters 11-15
- Activity: Reading the Text
- Reading Journal, Chapters 11-15
- Activity: What Do You Think?
- Activity: Word Play
- Activity: Express Yourself
- Activity: Applying Concepts
- Quiz 6: Frankenstein, Chapters 11-15

Chapters 16-20:

- Vocabulary: Chapters 16-20
- Activity: Reading the Text
- Reading Journal, Chapters 16-20
- Activity: What Do You Think?
- Activity: Word Play
- Activity: Free write: Victor as Creator
- Fluency Passage 5
- Quiz 7: Frankenstein, Chapters 16-20

Chapters 21-End;

- Activity: Reading the Text
- Reading Journal, Chapters 21-End
- Activity: What Do You Think?
- Activity: Who Said It?
- Activity: Word Play
- Activity: Applying Concepts
- Activity: Theme
- Activity: Reflecting on Fluency
- Project: Frankenstein Today, Part 1
- Quiz 8: Frankenstein: Chapters 21-End
- Final Quiz: Unit 6

Honors Assignments:

Students will create a project comparing and contrasting a modern interpretation of Frankenstein with the original novel, focusing on the way the story is adapted or changed, relate themes as they are expressed and changed to reflect modern society as a whole.

Unit 7: Historical International Literature

The study of literature in any culture is a reflection of the people and their countries. Literature defines the progress of a nation—an accounting of style, language, costume, and economic status of society. The focus of this Unit is historical literature; it can be fiction (not real) or nonfiction (factual report), including:

- Reading, Fluency, and Vocabulary Strategies – reviews and defines independent reading and discusses the importance of reading fluency and vocabulary strategies.
- Literature of the 17th Century – includes content, grammar, and research study, paraphrasing, summarizing, context-specific vocabulary, and specific authors.
- Literature of the 18th Century – involves comparing and contrasting, poetry analysis and self-expression, supports reading and reviewing of specific literature and poetry excerpts.
- Literature of the 19th Century – supports new vocabulary, writing a news report, analysis of thought and mood, and a narrative essay, includes reading and reviewing specific literature and poetry excerpts.
- Literature of the Early 20th Century – reviews metaphors and similes, includes pre-reading vocabulary, paraphrasing and revisiting fluency, reflection, reading/reviewing specific literature and poetry excerpts.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze the development of central ideas in a text, the author's choices on how to develop and relate elements of a story, and the structure of the narrative.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend fiction and nonfiction at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc. demonstrating command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- understand literal and connotative word meanings.
- determine the meaning of new vocabulary words.
- read and analyze the literature selections in this Unit, demonstrating their understanding through a variety of different activities.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities relating to Reading, Fluency, and Vocabulary strategies:

- Grammar and mechanics review

Activities Relating Literature of the 17th Century:

- Sor (Sister) Juana Inés de la Cruz
- Video: Tips for Reading Poetry
- Poems by Sor Juana Inés de la Cruz
- Activity: Relating to the Content
- Grammar Review: Subject & Verb Agreement
- Video: Subject-Verb Agreement
- Activity: Subject-Verb Agreement
- Paraphrasing: Putting it in Your Own Words
- Video: Paraphrasing
- Anne Bradstreet (1612-1672)
- Activity: Paraphrase the Selection
- Miguel de Cervantes
- Excerpt from Don Quixote
- Activity: What Do You Think?
- Activity: Vocabulary in Context
- Fluency Passage 2
- Project: Female Poet Research
- Quiz 2: Literature of the 17th Century

Activities Relating to Literature of the 18th Century:

- Activity: Compare and Contrast
- Fray (Father) Francisco Palóu
- Excerpt from Historical Memoirs of New California
- Activity: Contrasting the Past and the Present
- Chinese Poetry of the Qing Dynasty
- Activity: Poetry Analysis
- Activity: Express Yourself
- Fluency Passage 3
- Quiz 3: Literature of the 18th Century

Activities Relating to Literature of the 19th Century:

- Hans Christian Andersen (1808-1875)
- Video: Hans Christian Andersen
- "The Swineherd"
- Activity: What Do You Think?
- Activity: Learning New Vocabulary
- 19th Century Poetry

- The Charge of the Light Brigade
- Activity: What Do You Think?
- Activity: Writing a News Report
- Christina Rossetti
- Activity: Critical Thinking
- Examining Mood in Literature
- Video: Mood
- Activity: Examining Mood in Literature
- Charles Baudelaire
- Activity: Discussing the Mood
- Fray Servando Teresa de Mier (1763-1827)
- “About What Happened in Madrid”
- Fluency Passage 4
- Quiz 4: Literature of the 19th Century

Activities Relating to Literature of the 20th Century:

- Claude McKay (1889-1948)
- Activity: Metaphors and Similes
- Activity: Pre-reading Vocabulary
- Kahlil Gibran (1881-1931)
- "Of Death"
- Activity: Paraphrasing Revisited
- Activity: Vocabulary Practice
- Mao Zedong
- Activity: Writing About Literature
- Activity: Reflecting on Fluency
- Quiz 5: Literature of the Early 20th Century

Honors Assignments:

Students will compose an essay reflecting on a selection of literature from each century between the 17 – 20th century, responding to How are the selections the same? Are they about the same kinds of things? Do they reflect the same kind of human emotions? How are they different? Do they share the same attitude and historical perspective? Is the language different? Do you think these literature selections are significant to our world today? Why or why not? Can we learn anything from reading literature of the past? If so, what?

Unit 8: I Know Why the Caged Bird Sings

This Unit focuses on a story about the African-American struggle for civil rights and important African-American historical figures. The autobiography *I Know Why the Caged Bird Sings* by Maya Angelou, including:

- Reading and Fluency Strategies – provides additional review of independent reading strategies and the importance of maintaining reading logs, fluency, grammar review, and vocabulary development.
- Background Information – presents biography or autobiography questions, teaches about the Civil Rights movement and racism in America.
- *I Know Why the Caged Bird Sings*, Chapters 1-10 – includes the continued study of vocabulary, graphic organizers, figurative language, and fluency checks; presents background information on the author.
- *I Know Why the Caged Bird Sings*, Chapters 11-26 – continues with vocabulary, freewriting, self-expression, and fluency checks.
- *I Know Why the Caged Bird Sings*, Chapters 27-36 – more on vocabulary word play, self-expression, observations from the eyes of an autobiographer, fluency checks and fluency reflections.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze the development of central ideas in a text, determine an author's point of view or purpose, analyze the author's choices on how to develop and relate elements of a text as well as the structure of the narrative.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend nonfiction at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc. demonstrating command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- understand literal and connotative word meanings.

- determine the meaning of new vocabulary words.
- understand the main ideas, people, social and historical context, and narrative autobiographical structure of *I Know Why the Caged Bird Sings*.
- read and analyze *I Know Why the Caged Bird Sings*, demonstrating their understanding through a variety of different activities.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities Relating to Reading and Fluency Strategies:

- Vocabulary and grammar review

Activities Relating to Background Information and the Historical Context:

- Background Information
- Biography and Autobiography
- Video: Biography and Autobiography
- Activity: Biography and Autobiography
- Autobiography: Frederick Douglass
- Video: Slavery
- A Note about the Autobiography
- Activity: Reading an Autobiography
- Racism in America: The Civil Rights Movement
- Video: Segregation and Desegregation
- Video: Civil Rights Movement
- Racism in America, Part 2
- Racism in America, Part 3
- Investigating History
- Investigating History, Part 2
- Creating a Bibliography
- Video: MLA Format
- Video: APA Format
- Bibliography Sample
- Activity: Investigating History

- Project: Civil Rights
- Quiz 2: Background Material

Activities Relating to *I Know Why the Caged Bird Sings*, Chapters 1-10:

- Reading Journal: Chapters 1-5
- Activity: What Do You Think?
- Activity: Using a Graphic Organizer
- Figurative Language
- Video: Figurative Language
- Activity: Figurative Language
- Activity: Word Play
- Reading Journal: Chapters 6-10
- Activity: What Do You Think?
- Activity: What Do You Think, Part 2
- Activity: Using a Graphic Organizer
- A Time Out for African-American History
- Activity: Word Play
- Fluency Passage 2
- Quiz 3: *I Know Why the Caged Bird Sings*, Chapters 1-10

Activities Relating to *I Know Why the Caged Bird Sings*, Chapters 11-26:

- Reading Journal: Chapters 11-15
- Activity: What Do You Think?
- Activity: Word Play
- The Brown Bomber: Joe Louis
- Reading Journal: Chapters 16-19
- Activity: What Do You Think?
- Activity: Freewriting
- Activity: Word Play
- Reading Journal: Chapters 20-22
- Activity: What Do You Think?
- Activity: Word Play
- Reading Journal: Chapters 23-26
- Activity: Express Yourself
- Activity: What Do You Think?
- Activity: Word Play
- Fluency Passage 3

- Quiz 4: *I Know Why the Caged Bird Sings*, Chapters 11-26

Activities Relating to *I Know Why the Caged Bird Sings*, Chapters 27-36:

- Reading Journal: Chapters 27-31
- Activity: What Do You Think?
- Activity: What Do You Think, Part 2?
- Activity: Word Play
- Activity: Express Yourself
- Reading Journal: Chapters 32-36
- Activity: What Do You Think?
- Activity: Express Yourself
- Activity: Word Play
- Activity: You Are the Autobiographer
- Fluency Passage 4
- Activity: Reflecting on Fluency
- Quiz 5: *I Know Why the Caged Bird Sings*, Chapters 27-36

Honors Assignments:

Students will compose an autobiographical essay about something interesting, significant, compelling, or inspiring that has happened to them during their lifetime.

Unit 9: American Literature

The focus of this Unit is the reading and understanding of various periods and types of American Literature, including:

- Reading, Fluency, and Vocabulary Strategies – continues to review independent reading strategies, fluency, grammar review, and vocabulary development.
- Colonial Nonfiction – analyzes historical public documents, includes understanding of inductive and deductive reasoning; provides continued word play, vocabulary, and fluency practice.
- American Inspiration: Transcendentalism – provides background information on transcendentalism, Thoreau, and civil disobedience; continues word play with vocabulary and fluency practice.
- 19th Century Poetry – presents characteristics of poetry, background information and poetry selections on two well-known American poets; continues with word play, vocabulary, and fluency practice.

- American Naturalism – presents characteristics of fiction, background information and story presentations of a well-known American author; continues with vocabulary, word play, fluency reflection and practice.

Goals: By completing this Unit, students will:

- understand what a text says explicitly as well as implicitly and be able to use evidence from the text to support assertions.
- analyze the development of central ideas in a text, determine an author's point of view or purpose, analyze the author's choices on how to develop and relate elements of a text as well as the structure of the narrative or argument.
- demonstrate knowledge of eighteenth-century foundational documents for themes, purposes, rhetorical features, etc.
- determine the meaning of words and phrases used in different contexts within a text.
- read and comprehend both fiction and nonfiction at the high end of the 11-CCR complexity band independently and proficiently (with an emphasis on reading fluency).
- write routinely for different purposes, tasks, audiences, etc. demonstrating command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- understand literal and connotative word meanings.
- determine the meaning of new vocabulary words.
- read and analyze the literature selections in this Unit, demonstrating their understanding through a variety of different activities.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities Relating to Reading, Fluency, and Vocabulary Strategies:

- Grammar and vocabulary review

Activities relating to Colonial Nonfiction, including Patrick Henry’s “Give Me Liberty or Give Me Death”, The Declaration of Independence, Inductive and Deductive Reasoning, and Background of Revolutionary America:

- Colonial Nonfiction
- Characteristics of Nonfiction
- Video: Nonfiction
- Background Information: The Declaration of Independence
- Video: Revolutionary Americans
- The Road to Revolution
- The Declaration of Independence
- Activity: Summarizing Content
- Activity: What Do You Think?
- Deductive and Inductive Reasoning
- Video: Deductive and Inductive Reasoning
- Activity: Deductive and Inductive Reasoning
- Activity: Understanding Concepts
- Background Information: Patrick Henry
- "Give Me Liberty or Give Me Death" (March 23, 1775)
- Activity: What Do You Think?
- Analyzing Public Documents
- Video: Rhetoric
- Common Rhetorical Strategies
- Activity: Analyzing Public Documents
- Activity 8: Word Play
- Activity 9: Understanding Structure
- Fluency Passage 2
- Quiz 2: Colonial Nonfiction

Activities relating to the American Transcendentalism movement and Thoreau’s “Civil Disobedience”, and Poetry of Emily Dickinson and Walt Whitman:

- American Inspiration

- Transcendentalism
- Video: Transcendentalism
- Background Information: Thoreau
- Excerpt from "Civil Disobedience"
- Civil Disobedience
- Activity: What Do You Think?
- Activity: Understanding Important Quotations
- Activity: Express Yourself
- Activity: Word Play
- Fluency Passage 3
- Quiz 3: American Inspiration—Transcendentalism
- 19th Century Poetry
- Characteristics of Poetry
- Video: Rhyme
- Video: Meter
- Reading Poetry
- Background Information: Walt Whitman
- "I Hear America Singing"
- Activity: What Do You Think?
- "O Captain! My Captain!"
- "A Noiseless Patient Spider"
- Activity: What Do You Think?
- Background Information: Emily Dickinson
- Dickinson's Poems
- Activity: What Do You Think?
- Activity: Using Poetic Language
- Activity: Word Play
- Fluency Passage 4
- Quiz 4: 19th Century Poetry

Activities Relating to the American Naturalism Movement in Literature, Jack London's "The Law of Life":

- American Naturalism
- Naturalism
- Video: Naturalism
- Characteristics of Fiction
- Background Information: Jack London
- "The Law of Life"
- Activity: What Do You Think?
- Activity: Word Play

- Activity: Reflecting on the Literature
- Activity: Checking Your Fluency
- Fluency Passage 5
- Quiz 5: American Naturalism

Honors Assignments:

Students will use historical and modern public documents, analyze them, and determine what type of reasoning, rhetorical devices, and persuasion they are using.

Unit 10: Writing and Research Skills

The focus of this Unit is the Writing Process and understanding and utilizing the research method, including:

- Reading and Vocabulary Strategies – continues to review independent reading strategies, fluency, punctuation and spelling, and vocabulary development.
- The Writing Process – through prewriting, drafting, revising, and editing/publishing, explains and defines rhetoric through freewriting, brainstorming, thesis statements, outlining, and peer review.
- The Research Process – reviews library and internet usage in gathering evidence, evaluating sources, and documenting sources; challenges students to write a historical investigation.
- Delivering a Historical Investigation Speech – reviews speech delivery, prepares students to develop and deliver a historical investigation speech.

Goals: By completing this Unit, students will:

- use evidence from a text to support assertions and write research-based, informative texts.
- produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- use technology to conduct a research project, find and evaluate sources, and integrate the information smoothly into their own writing.
- present information orally while demonstrating a clear and distinct perspective, logical argument, clear organization, sufficient development, etc.
- write routinely using the Writing Process and demonstrate command of the conventions of standard English and spelling.
- acquire and use vocabulary words and demonstrate independence in gathering vocabulary knowledge using a wide range of strategies to determine the meaning of unknown and multiple meaning words and phrases.

Objectives: Utilizing multiple measures of assessment, as measured by rubric score, progress reports, peer/self-assessments, quizzes/exams, and/or teacher input, 95% of students who enroll in and complete all five (5) Units of this Course will demonstrate a success rate in response to the multiple measures of assessment that apply to each Unit of this course. In addition, each student will complete historical research as needed and achieve at least 70% accuracy and a score of at least “Proficient” on the final essay assignment. By the end of this Unit, the student will:

- understand information about the Writing Process.
- understand the Writing Process and utilize them to produce an informative essay.
- understand information about research, the library, and sources and use these skills to write a research-based, informative essay.
- understand various characteristics of speeches and use their informative essays as a basis for delivering an informative oral presentation.
- utilize critical thinking skills when necessary.
- practice vocabulary through various activities.
- practice fluency through timed exercises.
- use a dictionary and thesaurus as needed.
- complete the independent reading requirement, as determined by reading logs and conferences with the teacher.
- complete the Chapter and Final Review Quizzes and the Final Exam.

complete performance based learning activities to help enhance their understanding of the content collaboratively and by using technology.

Activities Relating to Reading and Vocabulary Strategies:

- Grammar and vocabulary review

Activities Relating to the Process of Writing:

- STEP 1: Pre-Writing: Understanding the Prompt
- Video: Understanding Essay Prompts
- Purpose
- Video: Purpose
- Audience
- Video: Audience
- Situation
- Video: Formal vs. Informal Writing
- Ethos and Message
- Activity Understanding the Rhetorical Framework
- Pre-Writing: Freewriting and Looping

- Video: Freewriting and Looping
- Pre-Writing: Brainstorming and Clustering
- Video: Brainstorming
- Clustering
- Activity: Freewriting, Brainstorming, and Clustering
- Pre-Writing: Thesis Statements
- Pre-Writing: Outlining
- Video: Outlining
- Formatting the Outline
- Video: Format of an Outline
- Important Notes: Outlines and Prewriting
- Activity: Thesis Statements
- Activity: Outlining
- Activity: Outlining
- STEP 2: Drafting
- The Introduction
- Video: Paragraphs
- Body Paragraphs
- Conclusions
- Video: Writing a Conclusion
- Rhetorical Devices
- Helpful Reminders about Drafting
- Activity: Comprehension, Part 1
- Activity: Comprehension, Part 2
- Activity: Practicing Essay Unity
- STEP 3: Revising
- The 5 C's Checklist
- Video: The 5 C's of Writing
- Revising for Unity, Cohesion, and Development
- Video: Revising
- Revising: The Peer Review
- Peer Review Worksheet
- Activity: Revising
- STEPS 4 and 5: Editing and Publishing
- Publishing
- Final Thoughts on the Process of Writing
- Fluency Passage 2
- Quiz 2: The Writing Process

Activities Relating to the Research Process:

- Using the Library
- Classification of Materials
- The Dewey Decimal System
- Other Materials Available in Libraries
- Using the Internet
- Video: Using The Internet
- Activity: Finding Materials in the Library
- The Research Process
- Step 2: Gathering Evidence
- Finding Useful Information
- Step 3: Evaluating Sources
- Step 4: Using Evidence in the Essay
- Integrating Evidence Smoothly
- Video: Integrating Evidence
- Step 5: Documenting Sources: Creating a Works Cited
- Sample Citations
- Activity: The Research Process
- Activity: Taking a Stand
- Activity: Taking a Stand: Researching and Drafting
- Activity: Taking a Stand: Revising
- Activity: Taking a Stand: Editing and Publishing
- Fluency Passage 3
- Quiz 3: The Research Process

Activities Relating to Delivering Speeches:

- Delivering Speeches
- Video: Delivering Speeches
- Being an Effective Speaker
- Reviewing the Essay
- Think About Rhetorical Devices
- Think About Visual Aids
- Preparing Note Cards
- Video: How to Prepare Notecards
- Helpful Tips for Speeches
- Activity: Delivering a Speech
- Grading Rubric for Speeches
- Career Connection
- Activity: Career Connection
- Fluency Passage 4

- Quiz 4: Delivering a Speech

Honors Assignments:

Students will compose a persuasive essay, taking a stand on a controversial issue in the country. Students will research, write, and revise their essay. Students will take this essay and prepare a speech that effectively and clearly describes the event or topic adequately, and explains the significance of the event or topic. Students will rehearse and practice this speech before delivering it.

Capstone Project: Honors

Many of the people you have encountered in the readings this semester – both real and fictitious – endure physical, spiritual, and emotional challenges. Select three individuals from three different works, and then write an essay comparing the ways in which the three individuals confront their challenges.

Select three individuals from three different works, and then write an essay comparing the ways in which the three individuals confront their challenges. Be sure to include a clear thesis statement in your introductory paragraph. Your thesis should be the answer to this question: What purpose does conflict serve in literature? Conclude your essay by explaining which person’s methods of coping with adversity might be most useful in today’s society.

Honors Final Exam Details

PART 1 – MULTIPLE CHOICE – There will be a number of multiple choice questions relating to the understanding of content material across each of the 10 units.

PART 2 – SHORT ANSWER RESPONSE – There will be a number of critical thinking questions related to the content across the 10 units, where students will be responding in short paragraphs.

PART 3 – WRITTEN ESSAY RESPONSE – Students will compose a short essay, synthesizing themes across multiple works of literature covered across multiple units.

English Second Language

Basic Course Information:
Title: English Second Language
Length of Course: Full Year
Subject Area: English (B) / English
UC Honors Designation? No
Prerequisite: ELPAC
Co-requisites: None
Integrated (Academics / CTE): No
Grade Levels: 9-12

Course Description: This course develops academic English, grammar and language to provide full access, engage with, and achieve in grade-level academic content, with particular alignment to the knowledge, skills, and abilities for achieving college and career readiness described in the Common Core State Standards for ELA. The incorporation of all critical domains (reading, writing, listening, and speaking) in various literary context guides instruction in both ELD 1A/1B. English learners will develop standards-based knowledge and skills to advance their academic language proficiency. Connections between and progression through basic interpersonal communication skills and cognitive academic language proficiency will be emphasized through literature, real-life experiences, historical contexts, and cultural influences. This course builds awareness about language resources and how meaning is made through language choices in order to improve the ability to comprehend and produce academic texts in various content areas. It sets the foundation for understanding through interpersonal and academic vocabulary development. By using reading strategies, unit-related vocabulary, literary concepts, grammar development and conjugation, students will acquire the basics of English language and grammar. Additionally, students will obtain writing skills from word-to-phrase-to-sentence-to-paragraph level as they advance towards ongoing language development.

Unit 1: Coming of Age

High school marks the beginning of many important transitions, including the experience of becoming an adult. In this unit, students explore the theme of coming of age and examine how writers in a variety of texts use stylistic choices to create the voices of the characters who are going through life changing experiences. Along the way students will study text independently, conduct interviews, analyze arguments regarding the value to postsecondary education, and examine the complex relationship between the author’s purpose, his or her audience, and the ways in which he or she appeals to readers. By the end of the unit, students’ academic coming of age will be marked by a heightened understanding of voice, appeals and persuasive techniques.

Students begin the unit by previewing the big ideas and vocabulary of the unit with an introduction to the concepts of coming of age and voice. Students review their understanding of these concepts of the narrative genre by reading a variety of short coming-of age texts in poetry (‘Race’ Politics), short story (*Marigolds*), memoir (*Always Running*), informational text (Coming-of-Age Ceremonies) and interview transcript form (*WMD’s*) as well as self-selected novel. Students synthesize the concepts by planning and conducting an interview in preparation for writing an interview narrative (Unit Assessment 1).

The second half of the unit maintains the coming of age concept by shifting students to considering the value of post-secondary education through the genre of argumentation. By close reading a various argumentative text (*Educations Still Pays, An Early Start on College and Why College Isn’t (And Shouldn’t Have to Be) For Everyone*), students will analyze the elements of language, and appeals of argument. Students will apply these skills by writing an argumentative essay about the value of a college education and present their opinion to the class (Unit Assessment 2)

Culminating Unit Assessment 1: Multi-paragraph Narrative Interview Prompt (Write an interview narrative on a person’s coming of age experience)

Culminating Unit Assessment 2: Multi-paragraph Argument Essay (Is College For Everyone?)

Unit writing Activities: Paraphrasing and Summarizing, Explanatory Writing Prompt (Explain how authors create voice and present a point of view) Poetry (Write a brief poem about a memory), Opinion Writing prompt (write a review on “An Early Start to College”

Unit Language Skills Activities: Language and writing (verb tenses, using verbs and verb phrases, adding details with vivid verbs) Language conventions: verbs and verb tenses, pronouns, compound and complex sentences

Unit Speaking and Listening Activities: Students build academic language and domain-specific vocabulary necessary for academic discussions and presentations, Reading Discussion Groups, Collaborative Discussions, Passage Audio and Presentation (College Education)

Unit 2: Coming of Age Story Telling

Regardless of where we come from, all cultures share stories. A story is a reimagined experience told with enough detail and emotion to cause listeners’ experience it as real. This unit reveals the qualities of a great story through close examinations of notable authors and directors. Students examine ways in which the authors and directors use complex ideas and techniques to heighten the reader’s and viewer’s interest. By analyzing literature from various genres students come to understand the effects of unique stylistic choices made by authors and directors and apply that understanding to writing a narration of a real or imagined event or experience and to writing a style analysis essay.

The first half of this unit begin with a review of the elements that contribute to the craft and structure of a short story and through several close-reading activities(*The Gift of the Magi*, *The Cask of Amontillado*), asks students to take a deeper look at stylistic techniques such as point of view, imagery, symbolism, foreshadowing, and irony. Students engage in close reads of informational texts (*Entertainment with a Twist*, *Edgar Allen Poe: Man of Mystery*) Students will demonstrate their knowledge of narrative text type by writing and original narrative from real and or imagined experiences or events (Unit assessment 1).

In the second half of the unit, students examine the language choices authors make that define their style through the creative writing of Roald Dahl (*Charlie and the Chocolate*

Factory). Students will perform multiple close readings of the text and view significant clips of the film. These activities will engage students in creative writing practice (Unit Assessment 2).

Culminating Unit Assessment 1: Multi- paragraph Narrative essay Prompt (narrative of Jim selling his watch include dialogue between Jim and the buyer, personal narrative of an exciting event)

Culminating Unit Assessment 2: Publish and Present an original short story

Unit writing Activities: Comprehension questions, Summarizing a short story, Complete a character map, Opinion Writing prompt (What makes a good gift?), Biographical Report (Edgar Allen Poe)

Unit Language Skills Activities: Clauses, combining sentences, transitions, word choice Language conventions: roots and affixes, punctuation, pronouns and complex sentences, nouns and noun phrases, prepositional phrases, text structure

Unit Speaking and Listening Activities: Students build academic language and domain-specific vocabulary necessary for academic discussions and presentations, Reading Discussion Groups, Collaborative Discussions and Passage Audio, Presentations (Short story summary, Edgar Allen Poe Report, Short Story)

Unit 3: Coming of Age in Changing Times

In “Letter from Birmingham Jail”, Martin Luther King, Jr. describes terrible situations African Americans faces as they were denied their civil rights in the segregated South. He calls upon his audience to disobey unjust laws. The South was governed by Jim Crow Laws, which restricted what African Americans were allowed to do. Today, young immigrants face cultural challenges that profoundly affect their journey as they become adults. In this unit, students will read informational texts, conduct research, and communicate information in a presentation to their peers in order to understand and communicate how social, cultural, historical and geographical factors impact the transition from childhood to adulthood.

The first half of the unit begins with an investigation of the background and context of the Civil Rights Movement. Working in collaborative groups students analyze a variety of informational texts (Letter from Birmingham Jail, Martin Luther King Biography, 1955 Mrs. Parks Gets Arrested, Jim Crow: Shorthand for Separation), photographs and timeline (Civil Rights Timeline) to begin research in order to develop content for an informational presentation. Groups communicate their findings from their historical investigation to engage their classmates and teach relevant contextual information, integrating multimedia to add support and interest (Unit Assessment 1)

The second half of the unit builds the contextual background that students have researched about the Civil Rights Movement. Students apply active reading skills and engage in reading a coming-of-age novel (To Kill A Mockingbird). Students perform multiple close reading of the

text and views significant clips of film (To Kill a Mockingbird) evaluate the closing argument in the novel (Unit Assessment 2).

Culminating Unit Assessment 1: Research project and presentation (How are today’s social, cultural, geographical and historical factors impacting your coming of age)

Culminating Unit Assessment 2: Multi-paragraph literary analysis (Analyze a key coming of age scene from to Kill a Mockingbird)

Unit writing Activities: Summarizing and paraphrasing informational text, Explanatory writing prompts (observations from photographs, analyze and evaluate how MLK’s letter relates to the Civil Rights Timeline, Explain how an experience helped Jem and Scout come of age, Compare and contrast the text and film versions), Argumentative writing prompt (MLK’s call to disobey), Expository writing prompts (Explain how Jim Crow Laws deprived citizens of their civil rights), Narrative writing prompt (How are today’s social, cultural, geographical and historical factors impacting your coming of age)

Unit Language Skills Activities: Citing sources, incorporating quotations, topic sentences and transitions Language conventions: adverbials, prepositional phrases, present and past tenses, independent clauses

Unit Speaking and Listening Activities: Students build academic language and domain-specific vocabulary necessary for academic discussions and presentations, Reading Discussion Groups, Collaborative Discussions and Passage Audio, Presentations (Informational Presentation on Civil Rights)

Unit 4: Coming of Age Exploring Voices

Poetry most poignantly conveys the power of language – the power of words, phrases, structure and images to convey emotions and ideas. In this unit, students study classic and contemporary poetry that offers diverse perspective of the coming of age theme. By reading strategically, writing create and explanatory responses, collaborating in diverse groups and performing oral interpretation, students deepen their understanding of the function and effect of poetic techniques in writing.

The first half of the unit guides students through several close-reading activities that asks students to examine the literary devices within poems and impact on the reader (*Identity by Julio Noboa Polanco, Totem Poles by Keri Dearborn, Hanging Fire by Audre Lorde, Harlem Blooms by Lisa Clayton Robinson, Prayer to the Pacific by Leslie Marmon Silko, Ode to My Socks by Pablo Neruda, Abuelito Who by Sandra Cisneros*). Based on their analysis, students practice manipulating language and experimenting with structure for effect. They transfer knowledge of these specific elements and skills to create an anthology of their own poetry that includes supporting visuals and an explanatory reflection (Unit assessment 1).

The second half of the unit prepares students to critically analyze a collection of work from a single poet. These activities provide students with an understanding of an author’s choices

and guide them through research to support a deep understanding of the poet’s craft . Students will write a multi paragraph essay explain the style of their poet as well as rehearse and perform a convincing oral interpretation of one of the poet’s text (Unit assessment 2).

Culminating Unit Assessment 1: Original Poem and presentation

Culminating Unit Assessment 2: Multi- paragraph Analysis essay and presentation on a favorite poet

Unit writing tasks: Paraphrasing, Explanatory writing prompts (summary of an analytical statement, Explain one of the themes of the poem “Hanging Fire”, Analyze a poem and identify key ideas)

Unit Language Skills: Word morphology, condense and combine ideas text structure in poetry Language conventions: Prepositional phrases and verb phrases

Unit Speaking and Listening: Students build academic language and domain-specific vocabulary necessary for academic discussions and presentations, Reading Discussion Groups, Collaborative Discussions and Music (*Smells Like Teen Spirit* by Nirvana, *Smells Like Teen Spirit* by Tori Amos) Presentations (Original poetry)

Unit 5: Coming of Age on Stage

It is fitting that students end the year with one of the most widely read coming-of-age texts, Shakespeare’s *Romeo and Juliet*. Opportunities to hear and speak Shakespeare’s language, view filmed interpretations and collaboratively interpret scenes of Shakespeare and his plays will enable students to gain a deeper understanding and appreciation for the text. They will also read related informational texts, dive deeply into vocabulary and write an argument essay on the relevance of the story in today’s society.

The first half of the unit helps students build academic vocabulary and a historical context for *Romeo and Juliet* while helping them gain confidence speaking in front of an audience. Through close-reading students build vocabulary, interpret and analyze Shakespeare’s language, character and plot. Students will view key scenes from different interpretations of the story on film to identify director’s choices and discuss the effects of those choices. Students have extensive practice reading and interpreting as preparation for performing a scene from the play (Unit Assessment 1).

In the second half of the unit, students read a variety of informational and argumentative texts (*Everything Old is New Again, The Lure of Shakespeare, Why it’s time to Give the Bard the Heave-Ho! On Love and War, Iraq Learns from Shakespeare*) to examine the elements of an argument as preparation for their essay. They read diverse opinions to analyze Shakespeare’s relevance to life. Students learn the importance of supporting claims and counterclaims with clear reasons and credible evidence. Students are to produce a multi-paragraph essay that synthesizes reasons and evidence to support the relevance of *Romeo and Juliet* in today’s society (Unit Assessment 2).

Culminating Unit Assessment 1: Presenting a Dramatic Interpretation (Students work collaboratively planning, rehearsing and performing)

Culminating Unit Assessment 2: Multi-paragraph Argumentative essay prompt (Is Romeo and Juliet's story relevant to youth in today's society)

Unit writing tasks: Summarizing and paraphrasing text, Explanatory writing prompt (Examine how Romeo and Juliet is a coming of age drama) Cause and Effect Writing Prompt (Why do Mercutio and Tybalt fight? What is the effect of their fighting?) Opinion prompts (Choose a character from the fight scene whose decision you think had the most significant effect on the events, Shakespeare's popularity today) Persuasive prompt (Persuade Shakespeare fans to visit the new Globe Theatre)

Unit Language Skills: Rhetorical questions, using and citing sources, transitions and text structure citing conventions: verb tenses, noun phrases and adverbials

Unit Speaking and Listening: Students build academic language and domain-specific vocabulary necessary for academic discussions and presentations, Reading Discussion Groups, Collaborative Discussions and Film clips, Presentations (Play performance)