

**2014**  
**SUMMER SCHOOL CREDIT**  
**RECOVERY**  
**SENIOR HIGH SCHOOL**  
**English/Language Arts Courses**  
**Grades 9-12**

# **Senior High School Core English Courses**

## **English 9A**

**(Summer School/Intersession – Grade 9)**

**230107 ENGLISH 9A (One 60 hour session)**

### **Course Description**

The major purpose of this course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The *California Reading/Language Arts Framework* states that students in the ninth grade are expected to read one and one-half million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

The Summer School version of English 9A is organized into a standards-based instructional unit that focuses on persuasion, integrating skills of reading, writing, listening, and speaking. During the persuasion unit, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text. Students will extend ideas through original analysis, evaluation, and elaboration, write persuasive essays and deliver persuasive presentations. English 9A meets the basic ninth-grade English requirement for graduation and fulfills the **B** requirement of the UC/CSU Subject Area Requirements.

## **COURSE SYLLABUS** **Standards Sets Attached**

### **Instructional Component —Persuasion**

#### **Scope and Sequence (60 hours)**

The Persuasion unit identifies and groups key skills and concepts in the area of persuasion. To engage in academic conversations and writing, students will read a rich selection of texts to analyze those that employ propositions and support patterns. They will also evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, examining the comprehensiveness of evidence, and analyzing the way in which the author's intent affects the structure and tone of the text. Students will also be asked to extend ideas in primary or secondary sources through original analysis, evaluation, and elaboration. Through the examination of the works of others, they will develop their own persuasive arguments, both orally and in writing, that structure ideas and arguments in a sustained logical manner, use specific rhetorical devices to support assertions (appeals, anecdotes, case studies, and analogies), clarify and defend positions with precise and relevant evidence (facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning), and address readers' concerns, counterclaims, biases, and expectations. Students will utilize appropriate forms of evidence and citation formats. As they develop their understanding of persuasion, students will consider guiding ideas such as what elements make a persuasive argument compelling, how the author's use of evidence supports an assertion and persuades his/her audience, and what methods are used by an author use to build an argument.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Use scaffolding strategies to make meaning of text.
- Use instructional conversations (speaking and listening) to strengthen comprehension.
- Analyze, evaluate, and elaborate on informational and literary texts.
- Defend a position using appropriate evidence.
- Engage in StepBacks and reflections to reflect on the subject matter content and learning processes.
- Use the writing process for multiple purposes, including on-demand writing tasks.
- Engage in research and individual inquiry to locate, analyze, and evaluate information.
- Develop a grade-appropriate academic vocabulary, including the connotation and denotation of words.
- Extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics.
- Write persuasive compositions; write on-demand essays.
- Deliver persuasive arguments and presentations.
- Prepare for California State Standardized assessments, including the California High School Exit Exam and the California Standards Test.

### **Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

### **District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 9 which includes the 9<sup>th</sup> *Grade Units*

### **District Approved Texts and Instructional Resources**

- *Perspectives in Multicultural Literature*, Third Course, Holt, Rinehart, and Winston (Williams approved)
- District approved standards-based textbook and corresponding district-approved novel(s) and complete works
- Supplemental district approved standards-based instructional materials and resources

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**English 9B**  
**(Summer School/Intersession – Grade 9)**  
**230108 ENGLISH 9A (One 60 hour session)**

**Course Description**

The major purpose of this course is to analyze literary texts in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The *California Reading/Language Arts Framework* states that students in the ninth grade are expected to read one and one-half million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

The Summer School version of English 9B is organized into a standards-based instructional unit that focuses on literary analysis, integrating skills of reading, writing, listening, and speaking. In the literary analysis unit, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. English 9B meets the basic ninth-grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

**COURSE SYLLABUS (Standards Sets Attached)**

**Instructional Component — Literary Analysis Scope and Sequence ( 60 hours)**

The Literary Analysis unit identifies and groups key skills and concepts in the area of literary analysis in various genres. Students will analyze literature in a more sophisticated manner such as elements of character; interactions among and between characters and plot, time and sequence; comparison of universal themes in several works; literary elements such as figurative language, allegory, and symbolism; ambiguities, contradictions, and ironies in text; and voice or persona. Students will be asked to identify and use the literal and figurative meanings of words and understand word derivations, articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature, compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic, as well as compare works that express a universal theme and provide evidence to support the ideas expressed in each work. Students are to analyze the way in which a work of literature is related to the themes and issues of its historical period.

To understand literary elements in depth as an aid to reading and creating expressive discourse of their own, they will participate in close readings, discussion, examination, evaluation, and interpretation of texts. The primary genre foci in the ninth grade literary analysis component are essay, short story and drama; secondary focus is placed on poetry. The preferred pedagogical approach is best described as intertextual: the teaching and learning of literature through the use of multiple texts related thematically, biographically, culturally, historically, philosophically, politically, stylistically, by topic, by structure or by author. Students are also expected to write and deliver responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works or passages. They learn to support important ideas and viewpoints through accurate and detailed references to the text or other works and demonstrate awareness of the author's use of stylistic devices

and the effects created. They will also identify and assess the impact of perceived ambiguities, nuances, and complexities within a text.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Use scaffolding strategies to make meaning of text.
- Use instructional conversations (speaking and listening) to strengthen comprehension.
- Analyze, evaluate, and elaborate on informational and literary texts.
- Defend a position using appropriate evidence.
- Engage in StepBacks and reflections to reflect on the subject matter content and learning processes.
- Use the writing process for multiple purposes, including on-demand writing tasks.
- Engage in research and individual inquiry to locate, analyze, and evaluate information.
- Develop a grade-appropriate academic vocabulary, including the connotation and denotation of words.
- Extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Write responses to literature; write on-demand essays.
- Deliver oral responses to literature.
- Prepare for California State Standardized assessments, including the California High School Exit Exam and the California Standards Test.

### **Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

### **District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grade 9 which includes the 9<sup>th</sup> Grade Units

### **District Approved Texts and Instructional Resources**

- *Perspectives in Multicultural Literature*, Third Course, Holt, Rinehart, and Winston (Williams approved)
- District approved standards-based textbook and corresponding district-approved novel(s) and complete works
- Supplemental district approved standards-based instructional materials and resources

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**9<sup>th</sup> GRADE STANDARDS SET 1— PERSUASION**

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p><b>R 2.5</b> Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p><b>R 2.8</b> Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.</p> <p><b>W 2.4</b> Write persuasive compositions:</p> <ol style="list-style-type: none"> <li>Structure ideas and arguments in a sustained and logical fashion.</li> <li>Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</li> <li>Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</li> <li>Address readers' concerns, counterclaims, biases, and expectations.</li> </ol> <p><b>SA 2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <ol style="list-style-type: none"> <li>Structure ideas and arguments in a coherent, logical fashion.</li> <li>Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</li> <li>Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>Anticipate and address the listener's concerns and counterarguments.</li> </ol>	<p><b>R 1.2</b> Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p><b>R 2.3</b> Generate relevant questions about readings on issues that can be researched.</p> <p><b>R 2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p><b>R 3.8</b> Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. <b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 1.5</b> Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p><b>LS 1.1</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p><b>LS 1.3</b> Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p><b>LS 1.4</b> Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p><b>SA 2.6</b> Deliver descriptive presentations:</p> <ol style="list-style-type: none"> <li>Establish clearly the speaker's point of view on the subject of the presentation.</li> <li>Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).</li> <li>Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.</li> </ol>	<p><b>W 1.1</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>W 1.2</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p><b>W 1.6</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC 1.5</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.9</b> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.</p>

## 9<sup>th</sup> GRADE STANDARDS SET 3— LITERARY ANALYSIS

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p><b>R 3.5</b> Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p><b>R 3.12</b> Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p> <p><b>W 2.2</b> Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> <li>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</li> <li>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ul> <p><b>SA 2.4</b> Deliver oral responses to literature:</p> <ul style="list-style-type: none"> <li>a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).</li> <li>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> <li>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</li> <li>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ul>	<p><b>R 1.1</b> Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p><b>R 3.1</b> Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).</p> <p><b>R 3.2</b> Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p><b>R 3.3</b> Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p><b>R 3.6</b> Analyze and trace an author's development of time and sequence, including the use of complex literacy devices (e.g., foreshadowing, flashbacks).</p> <p><b>R 3.7</b> Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p><b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 2.1</b> Write biographical or autobiographical narratives or short stories:</p> <ul style="list-style-type: none"> <li>a. Related a sequence of events and communicate the significance of the events to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character's feelings.</li> <li>d. Pace the presentation of actions to accommodate changes in time and mood.</li> <li>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ul> <p><b>SA 2.1</b> Deliver narrative presentations:</p> <ul style="list-style-type: none"> <li>a. Narrate a sequence of events and communicate their significance to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.</li> <li>d. Pace the presentation of actions to accommodate time or mood changes.</li> </ul>	<p><b>R 1.3</b> Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p> <p><b>W 1.1</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>W 1.2</b> Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p><b>W 1.6</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC 1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC 1.5</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.4</b> Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p><b>LS 1.11</b> Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>





**English 10A**

**(Summer School/Intersession – Grade 10)**

**230109 ENGLISH 10A (One 60 hour session)**

**Course Description**

The major purpose of this course is to emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The *California Reading/Language Arts Framework* states that students in the tenth grade are expected to read one and one-half million words of annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

The Summer School version of English 10A is organized into a standards-based instructional unit that focuses on persuasion, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will generate relevant questions about readings on issues and engage in research. Students will also write persuasive essays and deliver persuasive presentations. English 10A meets the basic 10th-grade English requirement for graduation and fulfills the **B** requirement of the UC/CSU Subject Area Requirements.

**COURSE SYLLABUS (Complete Standards Sets Attached)**

**Instructional Component – Persuasion**  
**Scope and Sequence (60 hours)**

The Persuasion unit identifies and groups key skills and concepts in the area of persuasion. Students will read a rich selection of texts to analyze those that employ proposition and support patterns. They will also evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text. Through the examination of the works of others, they will develop their own persuasive arguments, both orally and in writing, that structure ideas and arguments in a sustained logical manner, use specific rhetorical devices to support assertions (appeals, anecdotes, case studies, and analogies), clarify and defend positions with precise and relevant evidence (facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning), and address readers' concerns, counterclaims, biases, and expectations. Students will engage in academic conversations and discussions to enhance their learning. As they develop their understanding of persuasion, students will consider guiding ideas such as what elements make persuasive argument compelling, how an author's use of evidence supports an assertion and persuades his/her audience, and what methods are used by an author to build an argument.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Use scaffolding strategies to make meaning of text.
- Use instructional conversations (speaking and listening) to strengthen comprehension.
- Analyze, evaluate, and elaborate on informational and literary texts.
- Defend a position using appropriate evidence.
- Engage in StepBacks and reflections to reflect on the subject matter content and learning processes.
- Use the writing process for multiple purposes, including on-demand writing tasks.
- Engage in research and individual inquiry to locate, analyze, and evaluate information.
- Develop a grade-appropriate academic vocabulary, including the connotation and denotation of words.
- Extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics.
- Write persuasive compositions; write on-demand essays.
- Deliver persuasive arguments presentations.
- Prepare for California State Standardized assessments, including the California High School Exit Exam and the California Standards Test.
- Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the content.

### **Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

### **District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grades 10 which includes the 10th *Grade Units*

### **District Approved Texts and Instructional Resources**

- *Perspectives in Multicultural Literature*, Fourth Course, Holt, Rinehart, and Winston (Williams approved)
- District approved standards-based textbook and corresponding District approved novel(s) and complete works
- Supplemental District approved standards-based instructional materials and resources

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## **English 10B**

**(Summer School/Intersession – Grade 10)**

**230110 ENGLISH 10A (One 60 hour session)**

### **Course Descriptions**

The major purpose of this course is to emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The *California Reading/Language Arts Framework* states that students in the tenth grade are expected to read one and one-half million words of annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

The Summer School version of English 10B is organized into a standards-based instructional unit that focuses on exposition, integrating skills of reading, writing, listening, and speaking. In the exposition instructional component, students will read expository texts and use what they have learned to establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout a piece of writing. They will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately. English 10B meets the basic 10th-grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

### **COURSE SYLLABUS (Complete Standards Sets Attached)**

#### **Instructional Component — Exposition**

#### **Scope and Sequence (60 hours)**

Instructional Component 2 identifies and groups key skills and concepts in the area of exposition. Students will read varied models of expository texts for specific purposes and will analyze, distinguish, synthesize, create, and extend ideas that are presented in those texts. They will synthesize the content from several sources from a single author dealing with a single subject. Students will paraphrase ideas and connect them to other sources and related topics to demonstrate comprehension. They will also extend ideas through original analysis, evaluation, and elaboration. Students will also be expected to write expository compositions and deliver expository presentations that marshal evidence in support of a thesis and related claims, convey information and ideas from primary and secondary sources, and make distinctions between the relative value and significance of specific data, facts, and ideas. To write effective expository compositions, students will engage in research, marshal evidence, and utilize appropriate forms of evidence and citation formats. These expository compositions and presentations also need to include visual aids, technical terms, and notations, as well as anticipate readers' potential misunderstandings, biases, and expectations. As they develop their understanding of exposition, students will consider guiding ideas such as what are the elements of an effective analysis, how an author's use of evidence from multiple sources supports a thesis, and what methods are used by an author to analyze, interpret, and evaluate information.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Use scaffolding strategies to make meaning of text.
- Use instructional conversations (speaking and listening) to strengthen comprehension.
- Analyze, evaluate, and elaborate on informational and literary texts.
- Defend a position using appropriate evidence.
- Engage in StepBacks and reflections to reflect on the subject matter content and learning processes.
- Use the writing process for multiple purposes, including on-demand writing tasks.
- Engage in research and individual inquiry to locate, analyze, and evaluate information.
- Develop a grade-appropriate academic vocabulary, including the connotation and denotation of words.
- Extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
- Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Write expository compositions and responses to literature; write on-demand essays.
- Deliver expository presentations and oral responses to literature.
- Prepare for California State Standardized assessments, including the California High School Exit Exam and the California Standards Test.
- Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the content.

### **Assessments**

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

### **District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide*, Grades 10 which includes the *10<sup>th</sup> Grade Units*

### **District Approved Texts and Instructional Resources**

- *Perspectives in Multicultural Literature*, Fourth Course, Holt, Rinehart, and Winston (Williams approved)
- District approved standards-based textbook and corresponding District approved novel(s) and complete works
- Supplemental District approved standards-based instructional materials and resources

### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

## 10<sup>th</sup> GRADE STANDARDS SET 1— PERSUASION

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p><b>R 2.8</b> Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.</p> <p><b>W 2.4</b> Write persuasive compositions:</p> <ul style="list-style-type: none"> <li>a. Structure ideas and arguments in a sustained and logical fashion.</li> <li>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</li> <li>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</li> <li>d. Address readers' concerns, counterclaims, biases, and expectations.</li> </ul> <p><b>SA 2.5</b> Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <ul style="list-style-type: none"> <li>a. Structure ideas and arguments in a coherent, logical fashion.</li> <li>b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</li> <li>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.</li> <li>d. Anticipate and address the listener's concerns and counterarguments.</li> </ul>	<p><b>R 1.2</b> Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p><b>R 2.3</b> Generate relevant questions about readings on issues that can be researched.</p> <p><b>R 2.4</b> Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p><b>W 1.4</b> Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p><b>W 2.5</b> Write business letters:</p> <ul style="list-style-type: none"> <li>a. Provide clear and purposeful information and address the intended audience appropriately.</li> <li>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</li> <li>c. Highlight central ideas or images.</li> <li>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</li> </ul> <p><b>LS 1.1</b> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p><b>LS 1.3</b> Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p><b>LS 1.5</b> Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p> <p><b>LS 1.10</b> Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.</p> <p><b>LS 1.13</b> Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p>	<p><b>W 1.1</b> Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p><b>W 1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>LC 1.1</b> Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p><b>LC 1.2</b> Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p><b>LC 1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC14</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p><b>LC15</b> Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS 1.9</b> Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.</p> <p><b>LS 1.11</b> Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>

## 10<sup>th</sup> GRADE STANDARDS SET 2— EXPOSITION

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p>R.2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>R.2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>W.2.3 Write expository compositions, including analytical essays and research reports:</p> <ol style="list-style-type: none"> <li>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>b. Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</li> <li>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</li> <li>f. Use technical terms and notations accurately.</li> </ol> <p>SA.2.2 Deliver expository presentations:</p> <ol style="list-style-type: none"> <li>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>b. Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li>d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.</li> <li>e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.</li> <li>f. Use technical terms and notations accurately.</li> </ol>	<p>R.2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>R.2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>R.2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p> <p>R.3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p>W.1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p>W.1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>W.1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>W.1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p><b>W</b> Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook, The Chicago Manual of Style</i>).</p> <p>W.2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <ol style="list-style-type: none"> <li>a. Report information and convey ideas logically and correctly.</li> <li>b. Offer detailed and accurate specifications.</li> <li>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</li> <li>d. Anticipate readers' problems, mistakes, and misunderstandings.</li> </ol> <p>LS.1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p>LS.1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>LS.1.8 Produce concise notes for extemporaneous delivery. SA</p> <p>2.3 Apply appropriate interviewing techniques:</p> <ol style="list-style-type: none"> <li>a. Prepare and ask relevant questions.</li> <li>b. Make notes of responses.</li> <li>c. Use language that conveys maturity, sensitivity, and respect.</li> <li>d. Respond correctly and effectively to questions.</li> <li>e. Demonstrate knowledge of the subject or organization.</li> <li>f. Compile and report responses.</li> </ol>	<p>W.1.8 Design and publish documents by using advanced publishing software and graphic programs.</p> <p>W.1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>LC.1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p>LC.1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>LC.1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><b>LC14</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>LC.15 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p> <p><b>LS.1.4</b> Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>LS.1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.</p>

**Grade 11**  
**Semester Course — Literature**



**American Literature and Composition**  
**(Summer School/Intersession — Grade 11)**  
**230111 Am Lit Comp (One 60 hour session)**

**B Elective**

**Course Description**

American Literature and Composition is a summer semester reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. The philosophical approach is the focus for the eleventh grade, as students analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The *California Reading/Language Arts Framework* states that students in the eleventh grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles.

In this summer course, there is a concentrated focus on writing. American Literature and Composition includes a new composition introduced in eleventh grade, the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of six academic compositions within the eleventh-grade year, and should be expected to write a minimum of three in this summer course. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. This course meets one semester of the basic eleventh-grade English requirement for graduation and satisfies a **B** Requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading**

**Grade 11**

**R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

**R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the

"sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

**R 3.5** Analyze recognized works of American literature representing a variety of genres and traditions:

- a. Trace the development of American literature from the colonial period forward.

- b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of historical period that shaped the characters, plots, and settings.
  - R 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)
  - R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

### **Grade 11**

## **Writing**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

## **Listening and Speaking**

### **Grade 11**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of

those strategies).

- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussions to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*



**Grade 11**  
**Semester Course — Composition**

**Contemporary Composition**  
**(Summer School/Intersession — Grade 11)**  
**230201 CONTEMP COMP (One 60 hour session)**

**B Elective**

**Course Description**

The major purpose of this standards-aligned summer semester course is to explore ideas, issues, and themes from contemporary fiction, nonfiction, and informational materials and to focus on writing coherent and complex texts that convey well-defined perspectives and tightly reasoned arguments. Students will read, write, speak, and think about the structure, style, content, and purpose of contemporary literature, expository, and visual texts through different lenses and various perspectives to investigate personal, American, and global views on current events, issues, and themes. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The *California Reading/Language Arts Framework* states that students in the eleventh grade are expected to read two million words annually on their own, including a good representation of high interest, rigorous, and relevant contemporary texts including magazines, newspapers, and online articles.

In this summer course, there is a concentrated focus on writing. Two new compositions are introduced in the eleventh grade: reflective composition and historical investigation. Reflective compositions require the student to explore the significance of a personal experience, event, or concern, while maintaining an appropriate balance between describing the incident and relating it to a more abstract idea. The historical investigation report requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of six academic compositions within the eleventh-grade year, should be expected to write a minimum of three during this summer course. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each, including timed writing. This course fulfills a **B** requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading Grade 11**

- R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- R 2.2** Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- R 3.8** Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

## Writing Grade 11

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.2** Use point of view, characterization, style (e.g., use of irony), and related elements of specific rhetorical and aesthetic purposes.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures, and the issuance of a call for action).

**W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone. **W 1.6** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.1** Write fictional, autobiographical, or biographical narratives:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character's feelings.
- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- e. Make effective use of descriptions of appearance, images, shifting perspectives and sensory details.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.



**Listening and  
Speaking**

**Grade 11**

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force and aesthetic effect.

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussions to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to

defend and clarify interpretations.

- Critique the power, validity, and truthfulness of arguments set forth in public documents, their appeal to both friendly and hostile audiences, and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- Analyze and interpret visual arguments in political cartoons and other persuasive visual texts.
- Write narratives, literary analyses, reflective compositions, and historical investigation reports.
- Deliver oral responses to literature, narratives, reflective presentations, reports on historical investigations, and multimedia presentations.
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)
- Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.

#### **Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts

Oral presentations and discussions

#### **District Approved Texts and Instructional Resources**

- 11<sup>th</sup> Grade Contemporary Composition Course Instructional Guide
- 11<sup>th</sup> Grade Contemporary Composition Course Student Text
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

#### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Grade 12**  
**Semester Course —Composition**

**Expository Composition B Requirement  
(Summer School/Intersession – Grade 12)  
230205 EXPOS COMP (One 60 hour session)**

**Course Description**

The major purpose of this standards-aligned summer semester course is to provide experiences in writing that are characterized by logical and coherent organization, clarity of expression, and suitability in style, usage, and the conventions of writing. The student is required to read closely within and across expository and informational genres (e.g., essays, biographies, critiques, précis, and newspaper and magazine articles) for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, and written expression an understanding of the text(s). Emphasis in this course is on expository reading and writing and the essential skills of editing, although the course provides some practice in other domains of writing.

The curriculum of this summer course was developed by a collaborative group of California State University and high school faculty to help students meet the expectations of college and university faculty, meet the California English-Language Arts Content Standards, and develop literacy skills critical to lifelong participation to the worlds of work and community. Students will read one full-length work, engage major research, and participate in multiple readings and discussions of varied genres through a recursive sequence of integrated reading and writing assignments. The interactive reading and writing assignments, many of which include informal writing throughout the process, move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Students learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments. The modules in the sequence of lessons in Expository Composition provide a recursive approach to the teaching of reading and writing that aims to support students' developing abilities to negotiate a variety of complex texts of different genres that students will encounter in college and the diverse communities where they live and work.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, and should be expected to write and revise a minimum of four during this summer course, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Expository Composition fulfills a B requirement of the UC/CSU Subject Area Requirements.

**Focus Standards**

**Reading Grade 12**

**R 2.1** Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

**R 2.2** Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

## **Writing      Grade 12**

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of the perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.

- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

### **Listening and Speaking      Grade 12**

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

**LS 1.12** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read a wide variety of complex informational and expository texts, organized around topics or issues.
- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository and persuasive writing assignments.
- Identify, analyze, discuss, describe, and use appeals to *pathos*, *ethos*, and *logos* and other rhetorical strategies that writers employ to craft an argument.
- Analyze the content, complexity, and structure of the language employed to convey a writer’s perspective.
- Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Examine models of effective academic, professional, and business writing and speaking: college application essays, introductory and business letters, résumés, and interviews.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- Reflect appropriate manuscript requirements in writing.

**Assessments**

- Teacher-created quizzes and tests
- Essays and other student-written texts
- Oral presentations
- Released university English placement tests

**District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Required: *Expository Reading and Writing Course, Student Texts and Materials*, Semester 1
- Required: *Expository Reading and Writing Course, Teacher Texts and Materials*, Semester 1

**Recommended Texts and Instructional Resources**

- District approved standards-based textbook and corresponding district-approved novel(s) and complete works
- Supplementary texts (contemporary essays, newspaper and magazine articles, editorials, reports, memos, voting materials and assorted public documents, and other non-fiction texts)
  - *Focus on English*, California State University English Placement Test, Office of the Chancellor

**Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

**Grade 12**  
**Semester Course —Literature**



**Modern Literature B Elective**  
**(Summer School/Intersession Course – Grade 12)**  
**230425 MODERN LIT (One 60 hour session)**

**Course Description**

The major purpose of this standards -aligned summer semester elective course is to study significant works of the 20<sup>th</sup> century literary movement. The selected works are organized by genre, including mass media, or themes that deepen students’ knowledge and understanding of the universal human condition. Students will develop a basis for understanding modern literature through investigations of universal themes across social and historical contexts and evaluations of how the influences of the regions and historical events shaped the discourse across genres. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Modern Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year, and should write and revise a minimum of four compositions during this summer course. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Modern Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

**Focus Standards**

**Reading Grade 12**

**R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.7** Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g. Homeric, Greece, medieval, romantic, neoclassic, modern).
- b. Relate literary works and authors to the major themes and issues of their eras.

c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots and settings.

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

**Writing      Grade 12**

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.4** Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Listening and Speaking      Grade 12**

**SA 2.2** Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).

- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Identify major themes and developments in modern literature.
- Demonstrate how literary works reflect the periods that shaped them.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

**Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

**District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

**Other Instructional Resources**

- Reading/Language Arts Framework for California Public Schools*

**Grade 12**  
**Annual Course — ERWC**

**Expository Reading and Writing AB  
(Annual Course – Grade 12)****B Requirement****Prerequisite: American Literature and Composition/Contemporary Composition or American Authors AB****230231 ERWC A (One 60 hour session)****230232 ERWC B (One 60 hour session)****Course Description**

The major purpose of this standards-aligned summer course is to prepare students for the literacy demands of college and the world of work. Through a sequence of eight rigorous instructional modules, students in these 60 hour sessions (one module for every 15 hours), rhetoric-based courses develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of non-fiction). Written assessments and holistic scoring guides conclude each unit.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, and should be expected to write a minimum of four during these summer courses (two per 60 hour session) including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own that will transition them into adult reading. They will also apply and refine their command of the writing process, writing conventions, and rhetorical strategies to produce texts of at least 1,500 words each. Expository Reading and Writing Course fulfills a B requirement of the UC/CSU Subject Area Requirements.

**COURSE SYLLABUS****Scope and Sequence**

This year-long English course, developed by a collaborative group of California State University and high school faculty, is designed to help students meet the expectations of college and university faculty, meet the California English/Language Arts Content Standards, and develop literacy skills critical to lifelong participation to the worlds of

work and community. These modules, many of which include informal writing throughout the process, move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Students learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments. The modules in the sequence of lessons in Expository Reading and Writing provide a recursive approach to the teaching of reading and writing that aims to support students' developing abilities to negotiate a variety of complex texts of different genres that students will encounter in college and the diverse communities where they live and work.

The instructional modules are organized by semester. For the summer session, modules from the semester one course should be chosen from in ERWC A and modules from the semester two course should be chosen from in ERWC B. Most modules include multiple text selections on a topic, often representing different genres and perspectives. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. Two modules include full-length works—a work of non-fiction in semester one and a novel in semester two. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, grammar, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The cornerstone of the course—the assignment template—provides consistent structure and content for each module by presenting a process for helping students read, comprehend, and respond to non-fiction texts.

### **ERWC Instructional Modules Semester One**

#### **Assignment 1: Fast Food: Who's To Blame?**

“Fast Food—Who's to Blame?” is based on four newspaper articles and a set of letters to the editor written in response to one set of the articles about the issue of fast food and its role in contributing to childhood obesity. As the first assignment in the Expository Reading and Writing course curriculum, it serves as an introduction to the approach to teaching expository reading and writing utilizing accessible readings and an engaging topic. **Assignment 2: Going For the Look**

“Going for the Look” is based on a single newspaper article about a lawsuit accusing companies of hiring sales associates based on appearance. The article incorporates a variety of brief arguments on both sides of the issue, making it a good assignment for introducing students to rhetorical analysis. It concludes by offering the option of having students write a sample Early Placement Test timed essay (persuasive) or an out-of-class text-based essay (argumentative).

#### **Assignment 3: The Rhetoric of the Op-Ed Page -Ethos, Pathos, and Logos**

This assignment sequence introduces the Aristotelian concepts of ethos, logos, and pathos and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin about animal behavior. The culminating writing assignment is a letter to the editor in response to the Rifkin article.

#### **Assignment 4: The Value of Life**

This assignment asks students to synthesize their understanding of Hamlet's “To be or not to be” soliloquy, an excerpt from Lance Armstrong's “It's Not About the Bike,” an

article by Amanda Ripley on the aftermath of 9 /11, and a life insurance tool, “The Human Life Value Calculator.” Students are asked to add their voices to the discussion by creating a well-developed response to these sources (text-based academic essay).

#### **Assignment 5: Racial Profiling**

This assignment teaches students how to read and respond to an argumentative essay by Bob Herbert on racial profiling. First, students practice several reading strategies as they deepen their understanding of the Herbert essay; then, students learn how to write their own argumentative essay on a similar topic.

#### **Assignment 6: Juvenile Justice**

“Juvenile Justice” is based on four newspaper articles about whether juveniles who commit serious crimes should be tried and sentenced as adults. The articles include an opinion piece, a summary of brain research, a report of juvenile competence to stand trial, and an article about a Supreme Court case. Students must evaluate the rhetorical stances of different authors and synthesize their arguments in a text -based academic essay (argumentative). **Assignment 7: Into the Wild (Appendix)**

Students read, write, and discuss the non-fiction, full-length work, *Into the Wild*, by Jon Krakauer, published in 1996. Engaging students in this biography/story, based on Karkauer’s investigation of Christopher McCandless, a young idealistic college graduate, allows them to think deeply about human motivation and begin to understand something of the complexity of maturity. Students conclude the assignment by writing a text-based academic essay on one of a number of themes Krakauer presents.

### **ERWC Instructional Modules Semester Two**

#### **Assignment 1: Bring a Text You Like to Class**

This assignment sequence builds on texts that students bring in to share with the class and serves to introduce the second semester. Throughout this sequence students work on externalizing their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. A sample of music lyrics by a group called Black Eyed Peas is included as an example of the kinds of texts students may bring. An article on hip-hop music as a tool of resistance in youth cultures around the world is also included as an example of the kind of follow-up text that teachers may use to complement the texts brought in by students.

#### **Assignment 2: Language, Gender, and Culture**

The “Language, Gender, and Culture” assignment invites students to explore how language use embodies cultural values and gender-based communication styles. This assignment draws on readings in sociolinguistics and literature. The students conclude the assignment by writing a text-based academic essay.

#### **Assignment 3: Left Hand of Darkness**

*The Left Hand of Darkness* is a classic science fiction novel by Ursula K. Le Guin. Embedded in the literary narrative are field reports, folk tales, and other genre-bending texts, which allow students to extend the analytical and pedagogical techniques of the assignment template to a full-length literary work. For the culminating task, students write an extended argumentative essay.

#### **Assignment 4: The Politics of Food**

This assignment is based on two articles on the production and consumption of food. The articles were written over ten years apart and have similar concerns: the health and well-being of humans. These two authors have different ways of pointing out the same issues, ultimately asking the students to consider the worlds of science, agriculture, and politics. Students conclude the assignment by writing a text-based academic essay on one of several possible questions.

### **Assignment 5: Justice: Childhood Love Lessons**

This assignment presents an argumentative essay by bell hooks about methods of childhood punishment and the relationships between discipline and expressions of love. Students are then asked to write a persuasive essay in response.

### **Complete Standards Set Attached**

### **Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Analyze and apply organizational patterns, arguments, and positions advanced in expository texts.
- Write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument that demonstrates awareness of audience; reflect appropriate manuscript requirements in writing.
- Demonstrate the purpose and the stages of progression through the writing process.
- Combine the rhetorical strategies of narration, exposition, persuasion, and description in writing reflective compositions, responses to literature, and expository compositions.
- Make warranted and reasonable assertions about the author's arguments, critique the validity of arguments and their appeal to audiences, and critique the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository and persuasive writing assignments; revise and edit writing for formal and informal publication.
- Deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description.
- Identify, analyze, discuss, describe, and use appeals to *pathos*, *ethos*, and *logos* as well as other rhetorical strategies that writers employ to craft an argument.
- Analyze the content, complexity, and structure of the language employed to convey a writer's perspective.
- Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- Examine models of effective academic, professional, and business writing and speaking: college application essays, introductory and business letters, résumés, and interviews.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

### **Assessments**

- Teacher-created quizzes and tests
- Essays and other student written texts



- Oral presentations
- Released university English placement tests

### **District Adopted Standards-Based Curriculum**

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Required: *Expository Reading and Writing Course, Student Texts and Materials*, Semesters 1 and 2
- Required: *Expository Reading and Writing Course, Teacher Texts and Materials*, Semesters 1 and 2

### **Recommended Texts and Instructional Resources**

- District approved standards-based textbook and corresponding district approved novel(s) and complete works
- Supplementary texts (contemporary essays, newspaper and magazine articles, editorials, reports, memos, voting materials and assorted public documents, and other non-fiction texts)
- Focus on English*, California State University English Placement Test, Office of the Chancellor

### **Other Instructional Resources**

- Reading/Language Arts Framework for California Public Schools*

## **Grade Twelve English-Language Arts Content Standards**

### **Reading**

#### **R 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

#### ***Vocabulary and Concept Development***

**R 1.2** Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

**R 1.3** Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

#### **R 2.0 Reading Comprehension (Focus on Informational Materials)**

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

#### ***Comprehension and Analysis of Grade-Level-Appropriate Text***

**R 2.3** Verify and clarify facts presented in other types of expository texts by using a

variety of consumer, workplace, and public documents.

**R 2.4** Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

**R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

### ***Expository Critique***

**R 2.6** Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

### **R 3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### ***Structural Features of Literature***

**R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

### ***Narrative Analysis of Grade -Level -Appropriate Text***

**R 3.2** Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

**R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

**R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

**R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

**R 3.7** Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

### ***Literary Criticism***

**R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

## **Writing**

### **W 1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

#### ***Organization and Focus***

**W 1.1** Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

**W 1.2** Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

**W 1.3** Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

**W 1.4** Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

**W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.

#### **Research and Technology**

**W 1.6** Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

**W 1.7** Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

**W 1.8** Integrate databases, graphics, and spreadsheets into word-processed documents.

#### ***Evaluation and Revision***

**W 1.9** Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

### **W 2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students:

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed

references to the text and to other works.

- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

**W 2.5** Write job applications and résumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

**W 2.6** Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

**LC 1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

**LC 1.1** Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

**LC 1.2** Produce legible work that shows accurate spelling and correct punctuation and capitalization.

**LC 1.3** Reflect appropriate manuscript requirements in writing.

**Listening and Speaking**

## **LS 1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

### ***Comprehension***

**LS 1.1** Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

**LS 1.2** Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

**LS 1.3** Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

### ***Organization and Delivery of Oral Communication***

**LS 1.4** Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

**LS 1.5** Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

**LS 1.6** Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

### ***Analysis and Evaluation of Oral and Media Communications***

**LS 1.12** Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

**LS 1.13** Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

**LS 1.14** Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

## **SA 2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

**SA 2.1** Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

**SA 2.3** Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**SA 2.4** Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

**SA 2.5** Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").



**Courses to Support  
Academic Reading and Writing  
(CAHSEE Focus)**



**Essential Standards in English/Language Arts  
(Summer School – Grades 11-12)**

**For Graduation Credit only**

**230227 ESS STD ENGLISH (One 60 hour session)**

**Course Description**

The major purpose of this course is to provide additional academic reading and writing support for those students in the 11<sup>th</sup> grade who have not passed the California High School Exit Exam (CAHSEE). Because the CAHSEE is based on 9<sup>th</sup>/10<sup>th</sup> grade reading/language arts content standards, the work in this course focuses on those standards in the CAHSEE blueprint. Focused instruction should include strands in which students demonstrate high areas of need, particularly Reading Comprehension of Informational Materials (R 2.0), Literary Response and Analysis (R 3.0), Writing Strategies (WS 1.0), Written Language Conventions (LC 1.0), and Writing Applications (W 2.0). This intervention course earns graduation credit only (non A-G course).

**Focus Standards (2-5 items on CAHSEE)**

**Reading**

**Grades 9/10**

- R 2.1** Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
- R 2.4** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the idea and connect them to other sources and related topics to demonstrate comprehension.
- R 2.5** Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- R 2.7** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- R 2.8** Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and the tone of the text (e.g., in professional journals, editorials, political speeches, primary source materials).
- R 3.1** Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- R 3.3** Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- R 3.4** Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and

soliloquy.

**R 3.6** Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

**R 3.7** Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

**R 3.8** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

**R 3.9** Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of the text.

**Writing**

**Grades 9/10**

**W 1.1** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

**W 1.2** Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

**W 1.4** Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

**W 1.9** Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**Written and Oral  
Language  
Conventions**

**Grades 9/10**

**LC 1.1** Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).

**LC 1.2** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English

**Other Standards (1 item on CAHSEE)**

**Grade 8**

**R2.1** Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

**R 3.7** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach).

**R 3.10** Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

**Essay (Random rotation of categories of writing)**

**Writing Applications Grades 9/10**

**W 2.1** Write biographical narratives:

- a. Relate a sequence of events and communicate the significance of the events to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate changes in time and mood.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

**W 2.2** Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

**W 2.3** Write expository compositions, including analytical essays and research reports:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- d. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- e. Use technical terms and notations accurately.

**W 2.4** Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counter claims, biases, and expectations.

**Representative Performance Outcomes and Skills**

In this course, students will know and be able to:

- Read and respond to a variety of informational and literary texts, both orally and in

writing.

- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of a writer's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources).
- Recognize and understand the significance of various literary devices.
- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus.
- Develop the main ideas within the body of the composition through supporting evidence.
- Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure.

#### **Assessments**

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

#### **District Approved Texts and Instructional Resources**

- LAUSD *English/Language Arts Instructional Guide Essential Tools* , Grades 11-12
- CAHSEE Blueprint
- **Recommended Resource:** California High School Exit Examination, English-Language Arts Released Test Questions, California Department of Education, October 2006
- **Recommended Resource:** *LAUSD CAHSEE Writing*. This document can be downloaded from <http://iss.lausd.net/secliteracy/resources.html>

#### **Other Instructional Resources**

- *Reading/Language Arts Framework for California Public Schools*

