

Course Title: English 1-2 College Prep
Introduction to Literature and Composition

Grade Level: 9th Grade

Length of Course: One Year

Prerequisite: None

Credit: 5 per semester

Course Description:

English 1-2 P provides a comprehensive study of language, composition, literature, and speaking skills that develop a student's competence for future high school English courses and provides the proficiency needed to participate in the appropriate general or college-prep level sophomore course. Students will also develop competency for the California High School Exit Exam.

Goal Statements:

Literary Response and Analysis

Students read and respond to historically or culturally significant works of world literature. They conduct in-depth analyses of recurrent patterns and themes.

Reading: Word Analysis, Fluency, and Systematic Vocabulary

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

Reading Comprehension/Focus on Informational Materials

Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments and positions advanced.

Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.

Writing Applications

Students combine the rhetorical strategies of narration, exposition and description to produce text of at least 500 words, when appropriate. Student writing demonstrates a command of standard English and organizational strategies.

Oral and Written Language Conventions

Students write and speak with a command of standard English conventions. Students adhere to writing standards as established by academic style guides such as MLA, APA, Chicago Manual of Style, etc..

Listening and Speaking

Students deliver one focused presentation during their freshman or sophomore year. However, this goal may be met with discussions or writing exercises where more appropriate.

Speaking Applications

Students demonstrate a command of standard English and the organization and delivery strategies outlined in the Listening and Speaking Standard.

Student Outcomes for all Units of Instruction:

Structural Features of Literature

- Articulate the characteristics of different forms of dramatic literature (comedy, tragedy, drama, dramatic monologue)

Narrative Analysis of Grade-level Appropriate Text

- Analyze interactions between main and subordinate characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences) and how they affect the plot
- Determine the characters' traits by what they say about themselves in narration, dialogue, dramatic monologue, and soliloquy
- Introduce voice, persona, and the choice of a narrator affect characterization and the tone, plot and creditability of a text
- Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and, using terminology of literary criticism
- Analyze the way in which a work of literature is related to the themes and issues of its historical period
- Interpret and evaluate the impact of ambiguities, subtleties and ironies in text
- Identify dialogue, soliloquies, and asides and character foils in dramatic literature

Organization and Force

- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing

Research

- Use clear questions and coherent methods (i.e., personal interview) to elicit and present evidence from primary and secondary sources
- Develop key ideas within the body of the composition through supportive evidence (e.g., scenarios, commonly held beliefs, hypothetical's, and/or definitions)

Genres and their Characteristics

- Write biographical, autobiographical narratives, and/or short stories that narrate a sequence of events controlled by a central idea or theme

- Develop the narrative elements with concrete sensory details and language (i.e., visual details of scenes, descriptions of sounds, smells, specific actions, movements and gestures)

Responses to Literature

- Demonstrate an understanding of the significant ideas of works or passages

Expository Composition and Analytical Essays

- Gather evidence in a support of a thesis

Professional Letters

- Demonstrate clear, purposeful writing that addresses the intended audience appropriately and highlights central ideas or images

Manuscript Form

- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization
- Identify and use clauses, phrases, mechanics, usage and proper sentence structure
- Demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization

Comprehension

- Formulate judgments about the ideas under discussion and support those judgments with convincing evidence

Organization and Delivery of Oral Communication

- Choose logical patterns of organization
- Recognize and use elements (introduction, first and second transitions, body and conclusion), formulating rational arguments and applying the art of persuasion
- Present and advance a clear thesis statement and choose appropriate types of proofs (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance

Analysis and Evaluation of Oral and Media Communications

- Evaluate the effectiveness of a speaker's organization of ideas and delivery

Expository Presentation

- Gather evidence in support of a thesis statement

Descriptive Presentation

- Clearly establish the speaker's relationship with that subject (i.e., dispassionate observation, personal involvement)

- Use factual descriptions of appearance, concrete images, vantage points, and sensory detail effectively

Vocabulary and Concept Development

- Identify and use the literal and figurative meaning of words, and understand word derivation
- Distinguish between the denotative and connotative meaning of words.
- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes

Instructional Strategies:

English teachers utilize a wide variety of teaching techniques. Teachers exercise professional judgment in selecting appropriate instructional strategies, basing their selection of such factors as:

- Topic being studied
- Mix and number of students in a class
- Time constraints
- Availability of equipment and materials

Within the English Department all of the following instructional strategies might be used during the course of the year:

- Guided discussion
- Lecture
- Small group activities
- Cooperative learning
- In-class writing exercises, such as:
 - Quick-writes
 - Learning logs, reading logs
 - Paired writing
 - Journals
 - Timed writing
- Outside of class writing assignments, such as:
 - Literary analysis
 - Personal narrative
 - Poetry
 - Creative response
- Teacher-made or duplicated materials, such as:
 - Excerpts from selected literature and documents
 - Newspaper and magazine articles
 - Study guides
 - Worksheets
- Supervised independent work during class
- Student presentations, either oral or written
 - Individual
 - Group

- Examinations, written and oral, objective and subjective
- Audiovisual materials such as film, video, laser disk, slides, music
- Debates
- Dramatic readings
- Individual assistance during study hall or other non-class time
- Library exercises
- Outside speakers
- Computer assisted instruction
- Classroom theater: reading or acting plays
- Literature based art projects
- Book reviews
- Class field trips (when funds are available)
- Multimedia presentations

Assessment Strategies:

All assessment strategies will measure expected course outcomes.

- STAR test
- CAHSEE (High School Exit Exam)
- Teacher assessment
- Student presentations and projects
- Student portfolios
- Essays
- Quizzes
- Journals

Skills to be Mastered:

- Recognize the broad spectrum of ethnic and cultural diversity represented in a wide variety of significant literary works of the present and past
- Read prose which uses sophisticated vocabulary and complex sentence structure
Write with clarity and organization
- Reason logically
- Distinguish the ways language may vary in different contexts
- Discuss and use figurative language and literary terminology
- Speak and interact with thought and understanding
- Understand and use basic grammar
- Use of reference resources
- Use of computers for research writing and editing

Instructional Materials:

Barron's 1100 Words

Princeton Review

Word Smart, SAT 9

The Student Handbook for Writing and Learning, *Writer's Inc.*

World Literature Anthology

Bay Area Writing Project Materials

High School Essay Handbook

English Simplified
Multi-media research project
Warriner's Grammar and Composition
Elements of Literature, Holt, Reinhart and Winston

District: These core literature selections are read at San Rafael
and Terra Linda High Schools

To Kill a Mockingbird, Lee
Of Mice and Men, Steinbeck

San Rafael High
The Odyssey, Homer
Macbeth, Shakespeare
Night, Wiesel

Terra Linda High
House on Mango Street, Cisneros
Speak, Anderson

Supplemental readings will be used from the supplemental reading list—see District approved reading list—in addition to short stories, poetry, essays, and articles teachers determine are relevant.