

SWEETWATER UNION HIGH SCHOOL DISTRICT**DIVISION OF ADULT EDUCATION**

High School Subjects

<u>VI</u> Level	<u>English 3 - Semester 5</u> <u>English 3 - Semester 6</u> 2015	<u>9005</u> <u>9006</u> Codes
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DURATION: Approximately 60 hours each, extended if necessary until all required work is completed.

GRADE LEVEL: Adult/11

PREREQUISITES: English 1-2 or demonstration of competency in the requirements

CREDIT: One (1) semester credit each toward the English requirements for

PROGRAM DESCRIPTION:

The English 3 course will expand on students' skills and knowledge developed in previous courses. Students at this level will be expected to address more challenging concepts, such as analyzing the clarity and consistency of political assumptions within a text and applying the Political approach of literary criticism. Steeped in the diverse and rich tradition of American literature, students in this course will examine and evaluate how the political, religious, ethical, or social influences of a major American era shaped a text's characters, plot and setting. Moreover, students will deepen their understanding of public documents and other expository genres when they critique the power, validity, and truthfulness of arguments set forth in them by the authors. In addition, the English 3 course requires students to conduct a historical investigation regarding a single event in the American experience. During this research process, students will expand their ability to perform complex research tasks, such as analyzing both primary and secondary sources for their reliability and validity. When preparing their research projects, English 3 students will formulate reasons that account for the similarities and differences in gathered information.

This course's balanced approach to developing critical reading, writing, and thinking skills is grounded in the rich material found in both literary and expository prose. English 3 course work will deepen students' understanding of the essential foundation developed by previous English/Language Arts classes. This salient class will introduce students to demanding and sophisticated cognitive and academic skills.

STUDENT LEARNER OUTCOMES:

- Students will establish personal, academic and/or workforce goals and demonstrate progress toward them
- Students will solve problems
- Students will communicate clearly and collaborate with others
- Students will use resources, including technology, to research, organize and communicate information

GOALS:

- 1.0 Students analyze recognized works of American literature representing a variety of genres and traditions and consider how the various political and social influences shaped the texts.
- 2.0 Students examine a variety of texts for elements of discourse and various rhetorical devices especially focusing on the explicit and implicit political assumptions of American authors regarding a single topic (e.g., suffrage, women's role in organized labor) (Political approach) (LR&A 3.8).

- 3.0 Students analyze the power, validity, and truthfulness of arguments set forth in a variety of public documents and other expository genres especially examining the authors' appeals to both friendly and hostile audiences and their ability to anticipate reader concerns and objections. (RC 2.6).
- 4.0 Students analyze and research material related to a single event in the American experience in order to be able to write a historical investigation report.

OBJECTIVES:

- 1.0 With respect to analyzing recognized works of American literature representing a variety of genres and traditions and considering how the various political and social influences shaped the texts, students who successfully complete this course will demonstrate their abilities to:
 - 1.1 Evaluate how the political, religious, ethical, or social influences of one major historical era on American literature (such as the Civil War and Reconstruction, 1860-1877; the American Revolution 1763-1787; or the Colonial World, 1650-1699) shaped the characters, plots, and settings (LR&A 3.5c) in one given text.
 - 1.2 Contrast themes, trends, or styles from one major historical era on American literature (such as the Civil War and Reconstruction, 1860-1877; the American Revolution 1763-1787; the Colonial World, 1650-1699, or the Progressive Era 1895-1918) and describe how texts by members of different cultural backgrounds from that selected era relate to one another (LR&A 3.5b) using at least two given texts written by members of different cultures.
 - 1.3 Analyze the meaning of analogies encountered in given texts' passages and explain the specific comparisons as well as relationships and inferences (WA,F,&SVD 1.3).
 - 1.4 Write an autobiographical essay relating student's personal experience(s) to issues of present era, such as political (such as homeland security, events of September 11, 2001, race profiling), ethical (such as honesty, "code of silence"), or social (such as peer pressure, family values, divorce).
- 2.0 With respect to examining a variety of texts for elements of discourse and various rhetorical devices especially focusing on the explicit and implicit political assumptions of American authors regarding a single topic (e.g., suffrage, women's role in organized labor) (Political approach) (LR&A 3.8), students who successfully complete this course will demonstrate their abilities to:
 - 2.1 Compare and contrast at least two different genres of American texts (i.e. speech, short story, poem, letter, proclamation, essay, etc.) dealing with a single topic for the elements of discourse (e.g., purpose, speaker, audience, form) (WS 1.1).
 - 2.2 Analyze a previously read text for author's use of point of view or style (e.g., irony) to support his or her specific rhetorical purposes (WS 1.2).
 - 2.3 Analyze a previously read text for how the author employed rhetorical devices, such as the extended use of parallelism, repetition, and analogy, (WS 1.4) and explain how one or more of the devices enhanced the author's explicit or implicit political assumptions
 - 2.4 Analyze the clarity and consistency of political assumptions in at least two texts regarding a single topic (e.g., suffrage, women's role in organized labor) (Political approach) (LR&A 3.8) and rank each author's claims to achieve his/her political affect.
 - 2.5 Analyze perceived ambiguities, nuances, and complexities within one previously read text (WA 2.2e). whenever relevant to examining the text's explicit or implicit political assumptions.

- 2.6. Write a response to literature essay (literary critique implementing Political approach) regarding Content Objective 11.2.3, Content Objective 11.2.4, or Content Objective 11.2.5
- Support of his/her ideas and viewpoints through accurate and detailed references to the text (and other texts if appropriate) (WA 2.2c).
 - Demonstrate comprehensive understanding of the significant ideas in the text or passages from the text is demonstrated (WA 2.2a).
- 3.0 With respect to analyzing the power, validity, and truthfulness of arguments set forth in a variety of public documents and other expository genres especially examining the authors' appeals to both friendly and hostile audiences and their ability to anticipate reader concerns and objections(RC 2.6), students who successfully complete this course will demonstrate their abilities to:
- 3.1 Analyze the way the formatting features or the rhetorical devices of at least two different types of public documents (e.g., policy statements, speeches, debates, platforms, memorandums, etc. (RC 2.1.). When relevant, explain how the author's use of rhetorical devices supported or did not support the author's argument (WA 2.2d).
- 3.2 Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in a variety of given texts (RC 2.2) and explain how those elements affect two different types of given texts.
- 3.3 Analyze one public document or other given expository text making warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations (RC 2.4).
- 3.4 Verify and clarify facts presented in a variety of consumer, workplace, and public documents (RC 2.3).
- 3.5 Analyze the etymology of significant terms (especially relevant political science and historical terms) in given texts (WA,F,SVD 1.1).
- 3.6 Analyze the power, validity, or truthfulness in the appeal of an author's argument(s)to both friendly and hostile audience (RC 2.6).
- 3.7 Analyze the power, validity, or truthfulness in the extent to which the author anticipates and addresses readers' concerns and objections (e.g., appeal to reason, to authority, to pathos and emotion) (RC 2.6).
- 3.8. Write a response to literature essay (expository critique) regarding Content Objective 11.3.6 or Content Standard 11.3.7.
- When relevant, explain how the author's use of stylistic devices supported or did not support the arguments (WA 2.2d).
- 4.0 With respect to analyzing and research material related to a single event in the American experience in order to be able to write a historical investigation report, students who successfully complete this course will demonstrate their abilities to:

- 4.1 Analyze information from two historical records (i.e., primary and secondary resource documents) about a single event in the American experience, and explain the critical relationships between elements involved affecting the single event (WA 2.4b) (i.e., existing laws, time and place, social climate of the times).
- 4.2 Analyze information about a single event derived from three or more primary and secondary sources and explain the perceived reason or reasons for the similarities and differences in historical records (WA 2.4c).
- 4.3 Analyze two sources of information from different perspectives regarding a single event for relevancy, validity or reliability (WA 2.4d).
- 4.4 Rank a series of research questions about a single event in the American experience for effectiveness (WS 1.6) and justify the ranking.
- 4.5 Evaluate a research plan for conducting and completing a historical investigation research project.
- 4.6 Analyze a research papers that demonstrate two or more creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources) (WS 1.6) and uses a combination of rhetorical strategies to support the author's main proposition.
- 4.7 Write a historical investigation report (WA 2.4) after researching a single event in the American experience, such as Seneca Falls Woman's Rights Convention-July 12, 1848; Three Mile Island nuclear accident-March 28, 1979, Woodstock Anniversary Music Festival-July 23-25, 1999.
 - Analyze information derived from primary and secondary sources about that single event and explain the perceived reason(s) for the similarities and differences in gathered information (WA 2.4b and 2.4c).
 - Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition when writing the report (WA 2.4a).
 - Write a formal bibliography for the research report (WA 2.4e) listing four or more primary and secondary sources following MLA format.
 - Use critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources) (WS 1.6) whenever appropriate.

INSTRUCTIONAL STRATEGIES AND TIMES:

Individual work with assignments	65%
Media and technology	15%
Teacher/student evaluation of student practice	10%
Evaluation	10%

EVALUATION:

1. Satisfactory completion of written, computer, and research-based assignments as

evaluated by the instructor.

2. Satisfactory completion of teacher-made and/or standardized test as evaluated by the instructor.
3. Satisfactory progress and participation in classroom activities as evaluated by the instructor.

CONDITIONS FOR REPETITION:

Students who have failed to meet the objectives because of insufficient attendance or inability to master content may repeat the course.

Approved:
BOARD OF TRUSTEES
March 21, 1974

Revised:
February 22, 1979
July 17, 1984
June 20, 1990
May 21, 1998
June 20, 2005
May 26, 2015
October 26, 2015