

**SWEETWATER UNION HIGH SCHOOL DISTRICT**

**DIVISION OF ADULT EDUCATION**

High School Subjects

<u>VI</u> Level	<u>English Language Arts 1, 2</u> 2015	<u>9015/9016</u> Code
--------------------	---	--------------------------

**DURATION:** For each semester, satisfactory completion of all required work and a minimum of 60 hours.

**GRADE LEVEL:** Adult

**PREREQUISITES:** None

**CREDIT:** Each semester is one unit of high school credit toward the English requirement for graduation.

**PROGRAM DESCRIPTION:** In this course students will expand on their examination and practice of the writer's craft and understanding of the essential elements of literary and expository prose. Students will study authors' application of key narrative elements, fictive conventions in dramatic texts, and literary devices in a variety of literary texts. They will also broaden their practical understanding and use of information from a wide variety of consumer workplace and public documents, including technical documents.

This course's balanced approach to developing critical reading, writing, and thinking skills is grounded in the diverse and rich contexts of both literary and expository genres. Higher cognitive work and literacy development is explicitly planned in the students' course work dealing with literary prose, expository prose and language handling. This is an essential course in achieving proficiency on the California High School Exit Examination.

**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:**

Through the principles and practice presented in this course, students will

- 1.0 Analyze author's use of narrative elements (e.g. plot, conflict, setting, theme) and literary devices (e.g. figurative language, symbolism, dialect, irony, imagery, diction) in crafting literary text, as well as their significance and impact on theme, tone, and mood.
- 2.0 Analyze the relationship between the expressed purposes and the characteristics of dramatic literature (LR&A 3.1).

- 3.0 Analyze and evaluate the unity, coherence, logic, internal consistency, and structural patterns of expository texts (e.g., compare-contrast, cause-effect, sequential or chronological order, and proposition-support) (RC 2.7).
- 4.0 Analyze theme across genres in relation to choice of narrator, use of literary devices, and the connection to the issues of a historical period, and consider the author's use of vocabulary, clauses and phrases. (LR&A 3.2, 3.6, 3.9, 3.12)
- 5.0 Examine functional documents and other exposition genres in order to evaluate the credibility of an author's logic, argument or defense of a claim. (RC 2.7, RC 2.8)

**OBJECTIVES:**

Students who successfully complete this course will be able to:

- 1.0 With respect to analyzing author's use of narrative elements (e.g. plot, conflict, setting, theme) and literary devices (e.g. figurative language, symbolism, dialect, irony, imagery, diction) in crafting literary text, as well as their significance and impact on theme, tone, and mood,
  - 1.1 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of a given short story (LR&A 3.4) .
  - 1.2 Identify and analyze significant literary devices (e.g., metaphor, symbolism, irony, imagery) that define a writer's style in a given literary work (LR&A 3.6) and connect the author's use of these literary devices to specific textual references.
  - 1.3 Analyze the significance of one literary device, figurative language, and explain its impact on tone or mood (LR&A 3.11) in given texts from two different genres.
  - 1.4 Analyze the significance of one literary device, symbolism, and explain its impact on theme (LR&A 3.7 & 3.11) in given texts from two different genres.
  - 1.5 Analyze the significance of one literary device, irony, and explain its appeal (LR&A 3.7) in given texts from two different genres.
  - 1.6 Evaluate the aesthetic qualities of style including the impact of diction and figurative language on mood, tone, or theme (LR&A 3.11) on one previously read text (aesthetic approach).
- 2.0 With respect to analyzing the relationship between the expressed purposes and the characteristics of dramatic literature (LR&A 3.1),
  - 2.1. Analyze the function of dialogue, soliloquies, and asides, (LR&A 3.10) in a given dramatic text.
  - 2.2. Determine characters' traits by what characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy (LR&A 3.4) in one given dramatic text.
  - 2.3 Analyze interactions between main and subordinate characters in a given dramatic text (e.g., internal and external conflicts, motivations, relationships, influences) (LR&A 3.3)

and explain the way those interactions affect the plot.

- 2.4 Analyze the use of literal and figurative meanings of words (V&CD 1.1) in a variety of scenes or passages from a given text.
- 2.5 Write a response to literature essay (WA 2.2).
- Support important ideas through accurate and detailed references to the text (WA 2.2b).
  - Demonstrate understanding of sentence construction (e.g., parallel structure, subordination, proper placement of modifiers).
  - Show proper use English usage (e.g., consistency for verb tenses (W&OELC 1.2).
  - Demonstrate a comprehensive grasp of significant ideas of literary works (WA 2.2a), whenever relevant.
  - Demonstrate awareness of the author’s use of stylistic devices and an appreciation of the effects created (WA 2.2C), whenever relevant.
  - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text (WA 2.2d), whenever relevant.
- 3.0 With respect to analyzing and evaluating the unity, coherence, logic, internal consistency, and structural patterns of literary and expository texts (e.g. compare-contrast, sequential, or chronological order, and proposition support),
- 3.1 Examine selected words from passages in previously read texts and clarify their meaning within the context or verify it by definition, restatement, example, comparison or contrast (WA, F,&SVD 1.3).
- 3.2 Examine literary and expository texts and explain how the structural pattern(s) (e.g., compare-contrast, cause-effect, and sequential or chronological order) the authors use contribute to coherence and unity (RC 2.7).
- 3.3 Compare and contrast the features and elements of at least two different consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instructional manuals) (RC 2.1) and distinguish how each feature contributes to the meaning of the documents.
- 3.4 Write an expository essay. (WA 2.3)
- Marshall evidence in support of a thesis and related claims, including information on all relevant perspectives.(WA 2.3a)
  - Convey information and ideas from primary and secondary sources accurately and coherently. (WA 2.3b)
  - Make distinctions between the relevant value and significance of specific data, facts, and ideas. (WA 2.3c)
  - Demonstrate proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax (W&OELC 1.3).
- 4.0 With respect to analyzing theme across genres in relation to choice of narrator, use of literary devices, and the connection to the issues of a historical period, and considering the author’s use of vocabulary, clauses and phrases, (LR&A 3.2, 3.6, 3.9, 3.12)

- 4.1 Analyze how the choice of narrator (i.e., voice, speaker, persona) affect characterization, and credibility of the text (LR&A 3.9), in two different literary genres (e.g., a short story and a poem).
- 4.2 Analyze an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing and flashbacks) (LR&A 3.6), in two different literary genres
- 4.3 Compare and contrast the presentation of a similar theme or topic across two genres and explain how the selection of genre shapes the theme (LR&A 3.2) in each given text from the two different genres.
- 4.4 Analyze the way in which a literary text is related to the themes and issues of its historical period (Historical Approach) (LR&A 3.12).
- 4.5 Examine author's use of precise language, action verbs, and sensory details (WS 1.2) in a variety of passages from a given text.
- 4.6 Examine author's use of clauses (e.g., main and subordinate) (W&OELC 1.1) in a variety of passages and/or sentences from a given text.
- 4.7 Examine author's use of phrases (e.g., gerund, infinitive, and participial) (W&OELC 1.1) in a variety of passages and/or sentences from a given text.
- 5.0 With respect to examining functional documents and other exposition genres in order to evaluate the credibility of an author's logic, argument or defense of a claim, (RC 2.7, RC 2.8)
  - 5.1 Evaluate the credibility of an author's argument or defense of a claim by critiquing the comprehensiveness of the evidence, as well as the relationship between generalizations and evidence (RC 2.8) in a given text.
  - 5.2 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between the way in which the author's intent affects the structure and tone of a given text (RC 2.8).
  - 5.3 Compare and contrast information about a single topic (i.e., issue/event) from both primary and secondary sources to discover how the author's intent affects the structure and tone of a given text. (RC 2.5)
  - 5.4 Distinguish between the denotative and connotative meaning of words (V&CD 1.2) in given passages from a given texts.
  - 5.5 Analyze expository texts, including one business letter, for the logic and coherence of the organization and controlling perspective and for precision of word choice and tone by taking into consideration audience, purpose, and formality of the context (WS 1.9).

- 5.6 Critique the logic of one functional workplace document (i.e., business letter, memo, emergency procedure, work injury report form, etc.) by examining the sequence of information and procedures to anticipation of possible reader misunderstandings (RC 2.7).
- 5.7 Compare and contrast the structure and format of two functional workplace documents and explain how authors use various **features** to achieve their purposes. (RC 2.1)
- 5.8 Write a persuasive essay on a given topic. (WA 2.4)
- Structure ideas and arguments in a sustained and logical fashion. (WA 2.4a)
  - 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). (WA 2.4b)
  - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. (WA 2.4c)
  - Address readers' concerns, counterclaims, biases, and expectations. (WA 2.4d)

**INSTRUCTIONAL STRATEGIES AND TIMES:**

Individual work with assignments or teacher-directed instruction and discussion	70%
Media and technology	10%
Teacher/student evaluation of student practice	10%
Evaluation	10%

**EVALUATION:**

1. Satisfactory completion of research, Internet, and written 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  
August 16, 2004  
May 26, 2015  
October 26, 2015