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a-g English 9/10 A

CORE Butte Charter School (054171)

Basic Course Information

Abbreviations:

Abbreviation	Course code
a-g English 9/10 A	

Length of course:

Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject area:

Subject area	Discipline
English ("b")	English

UC honors designation:

None

Grade levels:

9th	10th	11th	12th
✓			

Course learning environment:

Classroom	Online



Is this course an integrated course?

No

Course Description

Overview:

Course Goals and/or Major Student Outcomes: Literature Based English is structured to fulfill the high school requirements for 9th or 10th grade, and prepare students for the rigors of university course work. Students will:

- Demonstrate the ability to communicate clearly and coherently both orally and in writing.
- Utilize critical thinking and analysis skills by effectively completing challenging reading and writing assignments.
- Read and comprehend a wide range of genre in grade appropriate materials, including historically or culturally significant works of literature.
- Evaluate ideas, and analyze evidence gathered through library and Internet research.
- Write clear and concise essays that demonstrate correct English grammar and mechanics.

Course Objectives: Students will meet the grade 9/10 English-Language Arts Content Standards for California Public Schools. Objectives and Standards:

1. Students will write coherent and focused texts that demonstrate awareness of audience, purpose, and stages of the writing process. (Language Arts Grade 9/10, Writing Strategies 1.0 through 1.9)
2. Students will combine narration, exposition, persuasion, and description to produce fully developed texts for a variety of purposes and audiences. Student writing will demonstrate a command of Standard English and research, organizational, and drafting strategies. (Language Arts Grade 9/10, Writing Applications 2.0 through 2.6)
3. Students will write and speak using correct grammar, usage, mechanics, and spelling of Standard English. (Language Arts Grade 9/10, Written and Oral English Language Conventions 1.0 through 1.5)
4. Students will make informed choices in order to create and evaluate presentations. They deliver focused and coherent presentations of their own that show distinct perspectives and solid reasoning. They will incorporate gesture, tone, and vocabulary tailored to audience and purpose. (Language Arts Grade 9/10, Listening and Speaking Strategies 1.0 through 1.14)
5. Students will deliver reflective presentations and reports on historical investigations and multimedia presentations. (Language Arts Grade 9/10, Speaking Applications 2.0 through 2.5)
6. Students will trace, apply, and discern meanings of words across the curriculum. (Language Arts Grade 9/10, Word Analysis, Fluency, and Systematic Vocabulary Development 1.0 through 1.3)
7. Students will read and respond to grade level material and analyze organizational patterns arguments, and positions advanced. (Language Arts Grade 9/10, Reading Comprehension 2.0 through 2.8)
8. Students will read and respond to historically or culturally significant works and conduct in-depth analysis of recurrent patterns and themes.

English 9/10 A is designed for 9th and 10th grade students to satisfy California State Standards

and provide for college preparation. Students read selected texts covering the following genres: short stories, folklore and fairy tales, drama, poetry, historical literature, speeches, plays, novels, fiction, and nonfiction. Through directed reading and writing assignments, students focus on the mechanics of language, punctuation, and vocabulary development. They demonstrate critical analysis as they evaluate patterns and connections within the literature presented, discuss and present ideas and observations, and write narrative, expository, persuasive, and descriptive essays using organization, research, drafting, editing, and revising.

Prerequisites:

None

Co-requisites:

None

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Assessment Methods and/or Tools: • unit tests and quizzes • weekly class attendance • written assignments evaluated by provided writing rubrics • oral presentations • classroom participation such as discussions and small group work • daily homework assignments Exams, quizzes, homework assignments, discussions, oral presentations, and writing assignments are used to assess student progress. Exams for each unit consist of multiple choice, matching, and short answer questions. Essays emphasize critical thinking skills and demonstrate analysis and synthesis of ideas. All work is corrected by the course instructor and teacher feedback is provided on all written work with student revision and rewrite completed when appropriate.

Instructional Methods and/or Strategies: • Presentation: Concepts and reading assignments are introduced, explained, and demonstrated during weekly class meetings. Following the information, corresponding questions, writing assignments, and activities are given to evaluate comprehension. • Whole-class and small group discussions: Students analyze, discuss, and respond to issues and ideas stimulated by presentations and readings. • Reading: Students read all required reading, both primary and supplementary materials. Multiple genres will be presented,

usually but not always in their complete text. • Writing: Students use their writing skills and critical thinking strategies as they respond to literature and discussion topics. Activities vary from short answer to extended essay and are graded according to rubrics detailing expected content, and grammar and punctuation conventions. • Oral Presentation: Students present information during weekly class meetings both formally and informally. Presentations include Power Point, debate, and discussion. • Library/Internet Research: Students research topics that are relevant to the reading assignments and give written and oral reports of their findings.

While completing writing assignments students will receive instruction in grammar, usage, rhetoric, and composition, including all stages of the writing process. Write a modern day adaptation of Cinderella, or a short story populated with each of the five Cinderellas. Research the origin and meaning of “Ring Around the Rosie” and write a 300-400 word essay on its meaning. Using dialogue format, write and present an interview related to an event in *The Midsummer Night’s Dream*. Write a well-developed 300-400 word essay on the strongest or weakest male or female character in the play using the writing process of prewriting, writing, revising, editing, and publishing. Write a news ballad of a current event, or an event in a movie or book. Write newspaper articles related to the events of *Farewell to Manzanar* and *Black Like Me*. Write a letter to the editor, as a child in an internment camp, seeking assistance for their deplorable living conditions. Write an 800 word persuasive essay on the effects of prejudice using the strategies of logical reasoning, supporting evidence, emotional appeal, ethics, and personal anecdotes. Read “Hounding the Innocent” and analyze for accuracy of argument. Complete at least one in class quick write, and use provided rubric to evaluate, edit and revise writing. Write a 300 word explanation of how the narrator is used in *Our Town*. Write a well-developed 500 word essay explaining the use of three acts and time to illustrate the division of human life into three parts. Write a 500 word essay on the cycle of life as depicted by Robert Frost in his poem “Birches”. Write a well-developed 800 word essay on the theme of *Old Man and the Sea*, utilizing the writing process. Write a college application essay as Santiago explaining what experience, event, or person who had a significant on ‘your’ life? Write a character description of Catherine and Hindley as children, 150 words each, from the point of view of Heathcliff. Write a well-developed 1200 compare and contrast essay on the contrasting settings and characters of *Wuthering Heights*. Use specific references and quotes from the book. Write 300-400 words on the criteria of Gothic vs. Victorian literature as they apply to *Wuthering Heights*. View the closing speech of the trial in *To Kill a Mockingbird* and analyze the effective techniques used in a well-developed 300 word essay. Write 3 diary entries as a character in *To Kill a Mockingbird*, 150 words each. Write a report as a social worker on the conditions in the home of Boo Radley. Is it a good environment for him and why? What would you recommend?

Students in Literature Based English will complete 8 units of study, each include reading a full-length work of literature and support materials, and related key assignments. Center for Learning curriculum guides will be used for most units. Within each unit, students will work with a primary genre and make connections to poetry or non-fiction. Works include but are not limited to: Unit 1 Nursery Rhymes, Fairy Tales, Multiple “Cinderella” stories and fairy tales Unit 2 Midsummer

Night's Dream, Greek myths, Theatrical programs and promotional materials Unit 3/4 Black Like Me, Farewell to Manzanar, Op-Ed: "Hounding the Innocent" Unit 5 Our Town, Robert Frost's "Birches" Unit 6 Old Man and the Sea Unit 7 Wuthering Heights, Video on the Gothic period of literature Unit 8 To Kill a Mockingbird

Key Assignments Unit 1 1. Participate in weekly discussion with instructor and peers. 2. Using the Internet and library, read and compare five versions of Cinderella, each representing a different culture. 3. Write a modern day Chico adaptation of Cinderella, or a short story populated with each of the five Cinderellas. 4. Read a number of political nursery rhymes. 5. Research the origin and meaning of "Ring Around the Rosie" and write a 300-400 word essay on its meaning. Key Assignments Unit 2: 1. Participate in weekly discussion with instructor and peers. 2. Read The Midsummer Night's Dream. 3. Research the Greek Myths referenced in The Midsummer Night's Dream. 4. Complete curriculum guide activities related to central topics. 5. Answer comprehension and analysis questions. 6. Complete vocabulary development activities. 7. Create a promotional poster and program for The Midsummer Night's Dream. 8. Using dialogue format, write and present an interview related to an event in The Midsummer Night's Dream. 9. Write a well-developed 300-400 word essay on the strongest or weakest male or female character in the play using the writing process of prewriting, writing, revising, editing, and publishing. 10. Write a news ballad of a current event, or an event in a movie or book. 11. With a partner, memorize and perform a small portion of The Midsummer Night's Dream. 12. Take unit test, consisting of matching, multiple-choice, and short answer questions. Key Assignments Units 3/4: 1. Participate in weekly discussion with instructor and peers. 2. Read Black Like Me and Farewell to Manzanar. 3. Complete curriculum guide activities related to central topics. 4. Answer comprehension and analysis questions. 5. Complete vocabulary development activities. 6. Write newspaper articles related to the events of Farewell to Manzanar and Black Like Me. 7. Write a letter to the editor, as a child in an internment camp, seeking assistance for their deplorable living conditions. 8. Write an 800 word persuasive essay on the effects of prejudice using the strategies of logical reasoning, supporting evidence, emotional appeal, ethics, and personal anecdotes. 9. Read "Hounding the Innocent" and analyze for accuracy of argument. 10. Complete at least one in class quick write, and use provided rubric to evaluate, edit and revise writing. 11. Take unit tests and quizzes, consisting of matching, multiple-choice, and short answer questions. Key Assignments Unit 5: 1. Participate in weekly discussion with instructor and peers. 2. Read Our Town. 3. Complete curriculum guide activities related to central topics. 4. Answer comprehension and analysis questions. 5. Complete vocabulary development activities. 6. Write a 300 word explanation of how the narrator is used in Our Town. 7. Write a well-developed 500 word essay explaining the use of three acts and time to illustrate the division of human life into three parts. 8. Write a 500 word essay on the cycle of life as depicted by Robert Frost in his poem "Birches". 9. Take unit tests and quizzes, consisting of matching, multiple-choice, and short answer questions. Key Assignments Unit 6: 1. Participate in weekly discussion with instructor and peers. 2. Read Old Man and the Sea. 3. Complete curriculum guide activities related to central topics. 4. Answer comprehension and analysis questions. 5. Write a well-developed 800 word essay on the theme of Old Man and the Sea, utilizing the writing process. 6. Write a college application essay as Santiago explaining what experience, event, or person who had a significant on 'your' life? 7. Take unit test consisting of matching, multiple-choice, and short answer questions. Key

Assignments Unit 7: 1. Participate in weekly discussion with instructor and peers. 2. Read *Wuthering Heights*. 3. View and discuss video on Gothic period. 4. Complete curriculum guide activities related to central topics. 5. Answer comprehension and analysis questions. 6. Complete vocabulary development activities. 7. Write a character description of Catherine and Hindley as children, 150 words each, from the point of view of Heathcliff. 8. Write a well-developed 1200 compare and contrast essay on the contrasting settings and characters of *Wuthering Heights*. Use specific references and quotes from the book. 9. Write 300-400 words on the criteria of Gothic vs. Victorian literature as they apply to *Wuthering Heights*. 10. Take unit test consisting of matching, multiple-choice, and short answer questions. Key Assignments Unit 8: 1. Participate in weekly discussion with instructor and peers. 2. Read *To Kill a Mockingbird*. 3. Complete curriculum guide activities related to central topics. 4. Answer comprehension and analysis questions. 5. Complete vocabulary development activities. 6. View the closing speech of the trial in *To Kill a Mockingbird* and analyze the effective techniques used in a well-developed 300 word essay. 7. Create a drawing of the Radcliffe home using the descriptions in the book. 8. Write 3 diary entries as a character in *To Kill a Mockingbird*, 150 words each. 9. Write a report as a social worker on the conditions in the home of Boo Radley. Is it a good environment for him and why? What would you recommend? 10. Take unit test consisting of matching, multiple-choice, and short answer questions.

Primary Learning Objectives for units 1-8: Students will:

- understand literary selections from several different genres including fiction, nonfiction, folk/fairy tales, novels, drama, and poetry.
- understand provided supplementary background, social, and historical information about each literature selection.
- apply literary terms appropriate to each assigned literature selection (plot, characterization, theme, setting, symbolism, foreshadowing, figurative language, tragedy, comedy, allusion, blank verse, etc.).
- develop vocabulary skills including literal and figurative, and connotative and denotative word meanings.
- use critical thinking and analysis skills.
- understand, summarize, evaluate, and respond to literature selection.
- communicate clearly through discussions and/or presentations related to assigned literature.
- use the writing process to generate clear and concise essays that demonstrate technological skills, and correct English grammar and mechanics.
- connect each assigned literature piece to personal experiences, culture, and other literature.
- navigate word-processing software, and search engines.
- understand and apply effective research skills, utilizing a variety of resources.

Unit 1: Nursery Rhymes and Fairy Tales Central Topics: • politics in poetry- the hidden meaning • culture in literature • theme • comparative analysis and writing

Unit 2: *Midsummer Night's Dream* Central Topics: • characterization • types of comedy • parallel plots • language use/writing styles • sonnet • ballad • writing dialogue • technical documents

Unit 3/4: *Black Like Me*, *Farewell to Manzanar* Central Topics: • propaganda • news reports • analytical reading of op-ed articles • point of view • setting • historical/cultural connections • denotation/connotation • business letter

Unit 5: *Our Town* Central Topics: • narrator • minimalization in theater • theme

Unit 6: *Old Man and the Sea* Central Topics: • epic/epic hero • symbolism • literary terms (plot, theme, setting, narrator, point of view, antagonist/protagonist, etc.) • conflict

Unit 7: *Wuthering Heights* Central Topics: • contrasting settings and characters • plot • theme • narrator point of view • Gothic vs. Victorian romance • Foreshadowing and prophecy

Unit 8: *To Kill a Mockingbird* Central Topics: • public speaking • historical/cultural connections • setting • point of view • theme

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
No Fear Shakespeare: A Midsummer Night's Dream	William Shakespeare and Sparknotes editors	Spark Publishing	1st	[empty]	Yes
Black Like Me	Griffin	Penguin	35th anniversary edition	[empty]	Yes
Our Town	Wilder	Perennial Classics	First Edition Reissue	[empty]	Yes
Old Man and the Sea	Hemingway	Simon & Schuster	Reissue	[empty]	Yes
Wuthering Heights	Bronte	Bantam Books	Reissue	[empty]	Yes
Farewell to Manzanar	Houston	Random House	Reissue	[empty]	Yes
To Kill a Mockingbird	Lee	Grand Central Publishing	reprint	[empty]	Yes

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