

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Early Advanced ELD Literature**

Date: April 2003

Subject Area: English

Proposed Grade Level(s): 9 – 12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: None/Counselor Recommendation

BRIEF COURSE DESCRIPTION:

Early Advanced ELD Literature is an English course covering listening, speaking, word analysis, reading fluency, reading comprehension, writing conventions, literary response and literary analysis.

GENERAL GOALS AND PURPOSES:

The students will be able to:

- Understand and respond appropriately to English conversation
- Speak English and be understood
- Read English independently
- Write paragraphs and essays in English

STUDENT READING COMPONENT:

The text for this course is American Literature, published by Globe Fearon. Students will also read books of their own choosing independently.

STUDENT WRITING COMPONENT:

Students will improve their skills as they write short answer literary responses, journal entries and different types of essays.

STUDENT ORAL COMPONENT:

Students will be expected to participate in class discussions. Periodically, they will present information to the class.

DETAILED UNITS OF INSTRUCTION:

Unit 1 – Suspense: short stories and poetry

- Cause and effect
- Imagery
- Point of view

- Setting
- Foreshadowing
- Mood

Unit 2 – stories about childhood – becoming an active reader

- Autobiography
- Point of view
- Character clues
- Drawing conclusions

Unit 3 – heroes in literature

- Purpose
- Idiomatic expressions
- Poetry: stanzas, rhythm, repetition, personification, rhyme, narrative, imagery

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAM IN:

Language Arts

LAB FEE, IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Listening and Speaking:

- Summarize literary pieces
- Recognize appropriate ways of speaking that vary based on purpose, audience and subject matter
- Prepare and deliver short oral presentations

Reading (word analysis)

- Apply knowledge of word relationships
- Read aloud, fluently and naturally

Reading (fluency)

- Use morphemes, phonics, syntax, knowledge of multiple meanings, affixes and context to determine meaning of unfamiliar words
- Recognize idioms, analogies and metaphors in literature
- Read independently
- Use dictionary to derive meaning
- Read increasingly complex narrative and expository texts

Reading (comprehension)

- Generate and respond to comprehension questions related to text
- Describe relationships between text and their experience
- Prepare an oral and written report which evaluates the credibility of an author's argument or defense of a claim (include bibliography)

Writing (strategies and applications)

- Write persuasive compositions
- Use appropriate language and genres in writing for language arts
- Use strategies of note taking, outlining and summarizing

Writing (conventions)

- Show understanding and use of proper writing conventions.

Reading (literary response and analysis)

- Identify several literary elements and techniques (figurative language, imagery and symbolism)
- Read and identify ways in which poets use personification figures of speech, imagery and sound
- Identify the function of dialogue, scene design and asides in dramatic literature
- Describe major characteristics of several forms of poetry using detailed sentences
- Describe author's point of view
- Compare and contrast a similar theme or topic across several genres
- Identify recognized works of American literature and their genre in order to contrast major periods, themes and trends
- Identify characteristics of sub-genre (satire, pastoral, allegory) that are used in various genres
- Recognize difference between 1st and 3rd person point of view
- Identify techniques, which have specific rhetorical or aesthetic purposes in literary texts (irony, tone, mood, "sound" of language)

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self-directed learners** as they take responsibility for their own learning in an effort to improve their English.
- **Effective communicators** as they learn to read, write and speak English.
- **Quality Producers and Performers** as they show proficiency in English reading, writing and speaking.
- **Constructive Thinkers** as they transfer first language knowledge into English learning situations.
- **Collaborative Workers** as they work with partners and in groups.
- **Responsible Citizens** as they improve their ability to communicate with those around them.