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.