

Murrieta Valley Unified School District
High School Course Outline
April 2006

Department: English

Course Title: English I

Course Number: 1001

Grade Level: 9

Length of Course: Year

Prerequisite: Successful completion of 8th grade English

UC/CSU(A-F) Requirement: B

I. Goals

The student will:

A. Develop the ability to independently read core works of literature

1. Demonstrate increased reading fluency (*Reading Standard 1.0*)
2. Demonstrate the ability to analyze informational materials (*Reading Standard 2.0*)
3. Demonstrate the ability to analyze literary concepts (*Reading Standard 3.0*)
4. Demonstrate an awareness of literary works and themes (*Reading Standard 3.0*)
5. Demonstrate knowledge of vocabulary commonly used in standard aptitude testing (*Reading Standard 1.0*)
6. Demonstrate awareness for the cultural significance of literature (*Reading Standard 3.0*)

B. Develop the ability to write and speak with a command of standard English conventions

1. Demonstrate the ability to identify and correctly use clauses, phrases, and mechanics of punctuation (*English Language Conventions Standard 1.0*)

2. Demonstrate the ability to understand sentence construction (*ELC Standard 1.0*)
 3. Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax (*ELC Standard 1.0*)
 4. Demonstrate the ability to produce legible work (*ELC Standard 1.0*)
- C. Develop writing skills to compose coherent and focused essays that convey a well-defined perspective and tightly reasoned argument
1. Demonstrate the ability to write structured essays (*Writing Standard 1.0*)
 2. Demonstrate the ability to conduct library research, using electronic media research, advanced publishing software and graphic programs (*Writing Standard 1.0*)
 3. Demonstrate the ability to apply rhetorical strategies of narrative exposition, persuasion and descriptions to produce texts in a variety of genres (*Writing Standard 2.0*)
- D. Deliver focused and coherent presentations conveying clear and distinct perspectives and solid reasoning
1. Demonstrate preplanning and organizational skills (*Listening and Speaking Standard 1.0*)
 2. Demonstrate use of visual aids (*L & S Standard 1.0*)
 3. Demonstrate appropriate poise and delivery (*L & S Standard 1.0*)
 4. Demonstrate polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion and description (*L & S Standard 2.0*)
- E. Develop the ability to listen
1. Demonstrate audience-decorum (*L & S Standard 1.0*)
 2. Demonstrate ability to follow complex verbal directions (*L & S Standard 1.0*)

These goals are aligned with the California State English Framework.

II. Outline of Content for Major Areas of Study

Semester One

Month/Theme	Reading (Literature & Literary Terms)	Writing (Strategies & Applications)	Writing (Language Conventions)	Reading (Vocabulary)	Listening/ Speaking
August The Short Story	<ul style="list-style-type: none"> ♦ Analyzing the short story “The Gift of the Magi,” “The Lady or the Tiger,” and/or “The Most Dangerous Game” (3.0) • Active reading strategies (3.0) 	<ul style="list-style-type: none"> • Initial writing assessment: Personal expository essay (2.3) 	<ul style="list-style-type: none"> ♦ DOL (1.1,1.2) 	<ul style="list-style-type: none"> • Vocabulary from text (1.3) 	<ul style="list-style-type: none"> • Large/small group discussions (1.3,2.3)
September- October Matters of Life and Death	<ul style="list-style-type: none"> ♦ Analyzing short story, poetry, informational materials, and essay selections from Unit One, Theme One in textbook (2.0, 3.0) ♦ Literary terms (plot, character, foreshadowing, imagery, & 	<ul style="list-style-type: none"> • Terms and structure of the response to literature essay (1.0,2.2) • Writing literary analysis paragraph (pps. 41-43) (1.0,2.2) 	<ul style="list-style-type: none"> • DOL (1.1,1.2) 	<ul style="list-style-type: none"> • Vocabulary from text (1.3) 	<ul style="list-style-type: none"> • Large/small group discussions (1.3,2.3)

	symbolism)(3.0)				
<p>October-December</p> <p>Power of Love</p>	<ul style="list-style-type: none"> ♦ Core literature analysis: <i>Romeo and Juliet</i> (3.0) ♦ Analyzing short story, poetry, informational materials, and essay selections from Unit Five, Theme Eleven in textbook (2.0, 3.0) ♦ Literary terms (drama elements/tragedy/foul/villain)(3.0) 	<ul style="list-style-type: none"> • Writing the multi-paragraph response to literature essay based on <i>Romeo and Juliet</i> (1.1, 2.2) • Introduction to research writing (optional ps. 894-897) (1.3-8) 	<ul style="list-style-type: none"> • DOL (1.1,1.2) 	<ul style="list-style-type: none"> • Vocabulary from text (1.3) ♦ Word origins/roots/stems (1.1, 1.2) ♦ Vivid verb use (1.1, 1.2) 	<ul style="list-style-type: none"> • Large/small group discussions (1.3,2.3) • Formal multimedia presentation (1.4,1.8,1.10, 2.1, 2.4)

Semester Two

Month/Theme	Reading (Literature & Literary Terms)	Writing (Strategies & Applications)	Writing (Language Conventions)	Reading (Vocabulary)	Listening/ Speaking
January - March In the Face of Adversity	<ul style="list-style-type: none"> ♦ Core literature analysis: <i>To Kill a Mockingbird</i> (3.0) ♦ Analyzing short story, poetry, informational materials, and essay selections from Theme Four in textbook (2.0, 3.0) ♦ Review literary terms (plot, character, foreshadowing, imagery, & symbolism)(3.0) 	<ul style="list-style-type: none"> • Terms and structure of the literary analysis essay (1.0,2.2) • Writing the multi-paragraph essay of literary analysis based on <i>To Kill a Mockingbird</i> (1.1, 2.2) (1.0,2.2) 	<ul style="list-style-type: none"> • DOL (1.1,1.2) 	<ul style="list-style-type: none"> • Vocabulary from text (1.3) ♦ Word origins/ roots/stems (1.1, 1.2) ♦ Vivid verb use (1.1, 1.2) 	<ul style="list-style-type: none"> • Large/small group discussions (1.3,2.3)

<p>April-June</p> <p>Journeys</p>	<ul style="list-style-type: none"> ◆ Core literature analysis: <i>Odyssey</i> (3.0) ◆ Analyzing short story, poetry, informational materials, and essay selections from Unit Five, Theme Eleven in textbook (2.0, 3.0) ◆ Literary terms (epic poem, mythological allusions, imagery)(3.0) 	<ul style="list-style-type: none"> • Writing the multi-paragraph essay of literary analysis based on <i>Odyssey</i> 1.1, 2.2) • Research writing (1.3-8) 	<ul style="list-style-type: none"> • DOL (1.1,1.2) 	<ul style="list-style-type: none"> • Vocabulary from text (1.3) ◆ Word origins/ roots/stems (1.1, 1.2) ◆ Vivid verb use (1.1, 1.2) 	<ul style="list-style-type: none"> • Large/small group discussions (1.3,2.3) • Formal multimedia presentation (1.4,1.8,1.10, 2.1, 2.4)
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III. Accountability Determinants

- A. Teacher-generated tests
- B. English competency tests
- C. State mandated tests
- D. Daily work assessments
- E. Teacher and District writing assessments
- F. Projects and presentations

IV. Required Texts

Chin, Beverly Ann, et. al. *Glencoe Literature: The Reader's Choice Course 4*. New York, New York: Glencoe/McGraw-Hill, 2002.

Glencoe Language Arts: Grammar and Composition Handbook. New York, New York: Glencoe/McGraw-Hill, 2002.

V. Supplementary Literature

- *The Odyssey*
- *Romeo and Juliet*
- *To Kill a Mockingbird*
- *Bless the Beasts and Children*
- *Hiroshima*
- *The Hobbit*
- *Johnny Got His Gun*
- *Night*
- *One Day in the Life of Ivan Denisovich*
- *Summer of My German Soldier*