

Murrieta Valley Unified School District
High School Course Outline
April 2011

Department: English

Course Title: English III

Course Number: 1003

Grade Level: 11

Length of Course: Year

Prerequisite: Successful completion of English II

UC/CSU (A-F) Requirement: B

I. Goals

The student will:

- A. Develop the ability to independently read core works of literature
 - 1. Demonstrate word analysis, fluency and systematic vocabulary development (*Reading Standard 1.0*)
 - 2. Demonstrate reading comprehension with a focus on informational materials (*Reading Standard 2.0*)
 - 3. Demonstrate literary response and analysis skills (*Reading Standard 3.0*)
- B. Develop the ability to write and speak with a command of standard English conventions
 - 1. Demonstrate control of grammar, diction, structure and usage (*English Language Conventions Standard 1.0*)
 - 2. Demonstrate the ability to produce legible work with correct spelling, punctuation and capitalization (*ELC Standard 1.0*)
 - 3. Demonstrate the ability to apply appropriate manuscript (*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 apply rhetorical strategies of narration, exposition, persuasion and descriptions to produce texts in a variety of genres (*Writing Standard 2.0*)
2. Demonstrate the ability to write, evaluate and revise well-structured essays (*Writing Standard 1.0*)
3. Demonstrate the ability to conduct research, use technology (*Writing Standard 1.0*)

D. Develop listening and speaking skills

1. Demonstrate the ability to formulate adroit judgments about oral communication (*Listening and Speaking Standard 1.0*)
2. Demonstrate the ability to deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning (*L & S Standard 1.0*)
3. Deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description (*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 I

A. Reading

1. Word Analysis, Fluency, and Systematic Vocabulary Development
 - a. Trace the etymology of significant terms used in political science and history.
 - b. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
 - c. Discern the meaning of analogies.
2. Reading Comprehension with a Focus on Informational Materials
 - a. Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
 - b. Analyze the usage of patterns of organization, repetition of the main ideas, syntax, and word choice in a text.
 - c. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
 - d. Make assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

- e. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- f. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

1. Literary Response and Analysis

- a. Analyze characteristics of sub genres, including satire, parody, and allegory that are used in poetry, prose, novels, short stories, essays, and other basic genres.
- b. Analyze the way in which the theme of a selection represents a view or comment on life, using textual evidence to support the claim.
- c. Analyze usage of irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes
- d. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- e. Analyze recognized works of American literature representing a variety of genres and traditions.
- f. Trace the development of American literature from the colonial period to the turn-of-the-century, including romanticism, transcendentalism, regionalism and realism movements.
- g. Contrast the major periods, themes, styles, and trends.
- h. Evaluate the philosophical, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

B. Writing

1. Writing Strategies

- a. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, and persuasive writing assignments.
- b. Use point of view, characterization, style (e.g., use of irony).
- c. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- d. Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- e. Use language in natural, fresh, and vivid ways to establish a specific tone.
- f. Use systematic strategies to organize and record information (e.g. annotated bibliographies).
- g. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2. Writing Applications

- a. Write fictional, autobiographical, or biographical narratives
- b. Write responses to literature
- c. Write expository essays
- d. Write persuasive essays
- e. Deliver multimedia presentations

C. Written and Oral English Language Conventions

1. Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
 - a. Review parts of speech
 - b. Review parts of a sentence
 - c. Review clauses
 - d. Review phrases
2. Produce legible work that shows accurate spelling and correct punctuation and capitalization. Practice through DOL exercises.
3. Reflect appropriate manuscript requirements in writing.
 - a. Review MLA format: correct pagination, spacing, margins, and heading.
 - b. Review parenthetical documentation
 - c. Review works cited format

D. Listening and Speaking

1. Listening and Speaking Strategies

- a. Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- b. Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- c. Distinguish between and use various forms of classical and contemporary logical arguments.
- d. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- e. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- f. Use effective and interesting language.
- g. Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- h. Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- i. Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- j. Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- k. Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and

differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

2. Speaking Applications

- a. Deliver oral responses to literature: student-led discussions and large and small group discussions
- b. Deliver formal persuasive speeches
- c. Deliver formal multimedia presentations
- d. Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning

Semester II

A. Reading

1. Word Analysis, Fluency, and Systematic Vocabulary Development

- a. Trace the etymology of significant terms used in political science and history.
- b. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

2. Reading Comprehension (Focus on Informational Materials)

- a. Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.
- b. Analyze the usage of patterns of organization, repetition of the main ideas, syntax, and word choice in the text.
- c. Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- d. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- e. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- f. Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

3. Literary Response and Analysis

- a. Analyze characteristics of sub genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- b. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- c. Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes

- d. Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- e. Analyze recognized works of American literature representing a variety of genres and traditions.
- f. Trace the development of American literature from the turn-of-the-century to modern day, including modernism, the Harlem Renaissance, protest literature, and postmodernism.
- g. Contrast the major period, themes, styles, and trends.
- h. Evaluate the philosophical, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

B. Writing

1. Writing Strategies

- a. Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository, reflective, or descriptive writing assignments.
- b. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- c. Use language in natural, fresh, and vivid ways to establish a specific tone.
- d. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

2. Writing Applications

- a. Write responses to literature
- b. Write reflective compositions
- c. Write historical investigation reports
- d. Write job applications and resumes
- e. Deliver multimedia presentations

C. Written and Oral English Language Conventions

1. Demonstrate control of grammar, diction, and sentence structure and an understanding of English usage.

- a. subject-verb agreement
- b. verb tense consistency
- c. pronoun case and reference
- d. parallel structure
- e. properly placed modifiers

2. Produce legible work that shows accurate spelling and correct punctuation and capitalization.

- a. semi-colons
- b. colons
- c. ellipses
- d. hyphens
- e. capitalization

D. Listening and Speaking

1. Listening and Speaking Strategies

- a. Analyze the impact of the media on the democratic process at the local, state, and national levels.
- b. Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers
- c. Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- d. Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- e. Use effective and interesting language.
- f. Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- g. Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience. Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.

2. Speaking Applications

- a. Deliver reflective presentations
- b. Deliver oral reports on historical investigations
- c. Deliver oral responses to literature: student-led discussions and large and small group discussions
- d. Deliver formal multimedia presentations

III. Accountability Determinants

A. Grade Weighting

1. Assignments = 30%
2. Assessment = 35%
3. Writing = 25%
4. Final = 5%
5. Independent Reading = 5%

*Homework is under the assignment section and should be no more than 10% of the grade

B. Key Assignments

1. Persuasive Essay (Including district writing sample)
 - a. Minimum 2 timed fall semester (Including District Sample)
 - b. Minimum 1 process fall semester
 - c. Minimum 1 timed spring semester
2. Response to Literature Essay (Including district writing sample)
 - a. Minimum 1 timed fall semester

- b. Minimum 2 timed spring semester (Including District Sample)
 - c. Minimum 1 process paper spring semester
- 3. District Writing Assessment (Persuasive or Response to Literature)
- 4. Research Paper Project (Spring semester)
 - a. Minimum 8 sources consulted, 3 cited
 - b. Minimum 5 paragraphs
 - c. See 11th grade research project handout for topics and process
- 5. Formal speech or debate/multimedia project (can be combined with research paper)
- 6. Glencoe vocabulary
- 7. Revising with Style & SAT/CST/EPT Warm Ups & Quizzes

IV. Required Texts

Chin, Beverly Ann, et. al. *Glencoe American Literature*. New York, New York: Glencoe/McGraw-Hill, 2002.

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

Miller, Arthur. The Crucible

Salinger, J.D. The Catcher in the Rye or Bradbury, Ray. Fahrenheit 451

V. Supplementary Literature

Twain, Mark. The Adventures of Huckleberry Finn

Fitzgerald, F. Scott. The Great Gatsby

Franklin, Benjamin. The Autobiography of Benjamin Franklin

Edelman, Barnard. Dear America, Letters from Vietnam

Miller, Arthur. Death of a Salesman

Williams, Tennessee. The Glass Menagerie

Hansberry, Lorraine. A Raisin in the Sun

Hawthorn, Nathaniel. The Scarlet Letter

Hemingway, Ernest. A Farewell to Arms

Crane, Stephen. The Red Badge of Courage

Sinclair, Upton. The Jungle

Melville, Herman. Billy Budd

Hurstaon, Zora Neal. Their Eyes Were Watching God

Douglas, Frederick. The Life of Frederick Douglas

Steinbeck, John. The Grapes of Wrath

Anaya, Rudolfo, Bless Me Ultima

Thoreua, Henry David. Civil Disobedience

Walker, Alice. The Color Purple