

Murrieta Valley Unified School District
High School Course Outline
April 2011

Department:	English
Course Title:	Advanced English II
Course Number:	1022
Grade Level:	10
Length of Course:	Year
Prerequisite:	A or B in Advanced English I with teacher recommendation.

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 complex informational materials (*Reading Standard 2.0*)
3. Demonstrate the ability to analyze complex literary concepts (*Reading Standard 3.0*)
4. Demonstrate a sophisticated 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 complex 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 narration, exposition, persuasion and descriptions to produce sophisticated 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 I

- A. Reading comprehension and detailed analysis of grade level core works (*Reading Comprehension Standard 2.0*)
1. Identify and use the literal and figurative terminology
 2. Generate relevant and researchable questions about readings
 3. Read and respond in detail to historically and/or culturally significant works of literature
 4. Conduct in-depth analysis of recurrent patterns and themes
 5. Integrate literary themes throughout core works
 6. Analyze interactions between main and subordinate characters in text
 7. Determine characters' traits
 8. Compare poetry, short stories, novels, non-fiction and drama that express a universal theme
 9. Analyze and trace an author's development of time and sequence
 10. Identify and describe the function of dialogue, scene design, soliloquies and asides character foils in dramatic literature
 11. Read and respond to two supplemental literary works read independently
 12. Analyze and critique informational materials

B. Development of writing strategies (*Writing Strategies Standard 1.0*)

1. Review pre-writing strategies
2. Review organizational devices and key ideas
3. Review establishing an introduction with a controlling impression or thesis statement
4. Refine development of three supporting body paragraphs which include a topic sentence, claim, concrete detail and commentary
5. Refine development of a conclusion with a restatement of thesis, summary of points and universal thought
6. Use precise language, action verbs, sensory details, appropriate modifiers and active voice
7. Revise writing to improve the logic and coherence of organization controlling perspective, word choice and tone in light of audience and purpose of the piece of writing
8. Edit writing by applying editing skills and standard English grammar and usage

Semester II

A. Development and practice of various forms of writing (*Writing Applications Standard 2.0*)

1. Write biographical, autobiographical narratives and/or short stories and descriptions that
 - a. narrate a sequence of events
 - b. locate scenes and incidents in specific areas
 - c. develop the narrative with concrete sensory details
 - d. made effective use of descriptions of appearance, images and sensory details
2. Write persuasive essays and detailed responses to literature that
 - a. take a position which demonstrates a grasp of the significant ideas
 - b. support and defend key ideas and viewpoints

3. Write expository compositions including essays of analysis and a mini research paper that
 - a. show evidence in support of the thesis and related claims
 - b. convey information and ideas from primary and secondary sources accurately and coherently
 - c. organize and record information of charts, maps or graphs for use as visuals
 - d. integrate quotations and citations into written text, maintaining flow of ideas
 - e. use appropriate conventions for in-text documentation, notes and bibliographies
- B. Vocabulary development and word analysis thorough Daily Oral Language, SAT vocabulary study and etymology (*Reading Standard 1.0*)
 1. Identify and use the literal and figurative meanings of the words
 2. Distinguish between the denotative and connotative meanings of words
 3. Identify and use knowledge of the origins of words
- C. Review of oral and written English language conventions (*English Language Conventions Standard 1.0*)
 1. Identify and use clauses
 - a. main clauses
 - b. subordinate clauses
 2. Identify and use phrases
 - a. gerunds
 - b. infinitives
 - c. participles
 3. Mechanics
 - a. semi-colons
 - b. colons
 - c. ellipses
 - d. hyphens

4. Usage

- a. subject-verb agreement
- b. verb tense consistency
- c. pronoun case and reference
- d. adjective/adverb choice
- e. avoiding double negatives

5. Sentence structure

- a. parallel structure
- b. properly placed modifiers

6. Manuscript form

- a. produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization
- b. produce work that shows appropriate pagination, spacing and margins

D. Listening and Speaking Strategies (*Listening and Speaking Standard 1.0*)

- 1. Formulate judgments about the ideas being discussed and support those judgements with evidence
- 2. Recognize and use elements of speech form
 - a. introduction
 - b. first and second transitions
 - c. body
 - d. conclusion
- 3. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax

E. Speaking Applications (*Listening and Speaking Standard 2.0*)

- 1. Students deliver formal polished and extemporaneous presentations
 - a. autobiographical or fictional narrative presentation
 - b. expository presentation
 - c. descriptive presentation
 - d. interview

2. Extensive class discussions, role playing, debates, simulations and presentations of creative projects

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 5*. 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

Orwell, George. Animal Farm
Steinbeck, John. Of Mice and Men
Dickens, Charles. Tale of Two Cities
Shakespeare, William. Julius Caesar
Shakespeare, William. Midsummer Night's Dream
Wiesel, Elie. Night
Hersey, John. Hiroshima
Sophocles. Antigone
Wright, Richard. Black Boy
Knowles, John. Separate Peace