

Course Outline

REVISED: July/2018

**Program:**

Adult Literacy/High School Diploma

Course of Study:

High School Diploma

Course:

2018 English Language Arts

23-12-78

Literature/Modern**Course Description:**

This competency-based course is designed to provide a balanced language arts experience centered on recurrent themes and genres in modern literature. The main emphasis of this course will be analyzing and interpreting works of fiction, nonfiction, poetry, and drama for the recognition of theme, symbolism, tone, and historical connection. Incorporated into this course will be vocabulary enrichment and listening and speaking skills, as well as a variety of writing activities including narrative and expository essays, with a focus on essays in response to literature that demonstrate research, organization, and drafting strategies. The competencies in this course are aligned with the College Career and Readiness Standards and the English-Language Arts Content Standards for California Public Schools. This course has been approved to satisfy the "b" (English subject area of the UC/CSU "a-g" requirements for freshman admission.)

Credits: 5

Hours: 60

Prerequisites:

1. A minimum reading level of 9.0 as measured by the TABE D 9/10 reading comprehension test
2. Writing fluency at an English 4 placement level, determined by a student writing sample and evaluated by the receiving English instructor
3. Mastery of the competencies of English 4 (23-10-74)
4. Recommendation of an instructor and/or a counselor

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

A MESSAGE to COMPETENCY-BASED COURSE OUTLINE USERS

This competency-based course outline is for use by students, teachers, counselors and school administrators, advisory committees, and all others having interest in the course.

Before enrolling, students can read the course competencies listed to help them (students) decide whether or not the course will meet their needs. After enrolling, a copy of the competencies can help a student track his/her progress through the course.

Teachers can use competency-based areas and statements to gain an overview of the course. The competencies can be used to develop lesson plans and teaching strategies. The Instructional Materials and Other Resources page provides teachers with instructional support in the form of textbook titles, media and technology options, as well as the names of advisory personnel. Many course outlines provide sample lesson plans written by experienced teachers of the course.

Counselors can use the course outline to explain course purpose, goals and content to students. Sharing competency lists with students will make the students aware of the minimal skills and knowledge they need to demonstrate after taking the course. This process can identify potential candidates for a course.

Principals can scan the competency-areas and statements to decide if the content of a course should be offered at their school in order to meet the needs of the community which it serves.

Competencies can be used to generate relevant questions and items for tests. The writing of individualized instructional contracts also needs to reflect the competency-based course outline components.

Clearly defined competency-based areas, statements, and minimal competencies are the points upon which curriculum, instruction, and assessment focus.

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been in-serviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. The information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students, teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE

COMPETENCY BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California (1977), Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 28-33

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells students before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition. In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction, and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

Course Outline Components	Location
INSTRUCTIONAL STRATEGIES <i>Instructional techniques or methods could include laboratory techniques, lecture method, small- group discussion, grouping plans, and other strategies used in the classroom.</i> Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, and Programs for Adults with Disabilities.	p. 37
UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT <i>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</i> Units of study, with approximate hours allotted for each unit, are listed in the COMPETENCY AREA STATEMENTS of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.	pp. 28-33
COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS	pp. 7-19
ENGLISH-LANGUAGE ARTS CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS	pp. 20-27
EVALUATION PROCEDURES <i>The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.</i> Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.	p. 37
REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT <i>After a student has completed all the objectives of the course, he or she should not be allowed to re-enroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program or an indefinite period of time.</i>	Cover

ACKNOWLEDGMENTS

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COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

READING STANDARDS

To become college and career ready, students need to grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. By engaging with increasingly complex readings, students gain the ability to evaluate intricate arguments and the capacity to surmount the challenges posed by complex texts. Standards 1 and 10 play a special role since they operate whenever students are reading: Standard 1 outlines the command of evidence required to support any analysis of text (e.g., analyzing structure, ideas, or the meaning of word as defined by Standards 2-9); Standard 10 defines the range and complexity of what students need to read.

Reading Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, RI.4.3 stands for Reading, Informational Text, Grade 4, Standard 3.

RI: Reading Informational Text

RH: Reading Historical/Social Studies Text

RL: Reading Literature

RST: Reading Scientific and Technical Text

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)⁴

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)

- *Application:* cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
- *Application:* cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

READING STANDARDS

CCR Anchor 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.*)

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.*)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)

- *Application:* determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

READING STANDARDS

CCR Anchor 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (RI.11-12.5)

CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)

- *Application:* analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (RL.11-12.6)

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *(Apply this standard to texts of appropriate complexity as outline by Standard 10.)*

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

READING STANDARDS

CCR Anchor 7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)

CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (RI.9-10.9)

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (RI.11-12.9)

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. (RST.9-10.9)

- *Application:* compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)

***COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY***

READING STANDARDS

CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.

Associated Quantitative Measures of Text Complexity to E Levels of Learning

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	SourceRater
9th – 10th (E)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR (E)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

WRITING STANDARDS

To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. The Writing Standards cultivate the development of three mutually reinforcing writing capacities: crafting arguments, writing to inform and explain, and fashioning narratives about real or imagined experiences. The overwhelming focus of writing throughout the levels is on arguments and informative/explanatory texts. Writing Standard 9 is a standout because it stresses the importance of the writing-reading connection by requiring students to draw upon and use evidence from literary and informational texts as they write arguments or inform/explain. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand as well.

Writing Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, W.5.1a stands for Writing, Grade 5, Standard 1a.

W: Writing

WHST: Writing for History/Social Studies,
Scientific and Technical Subjects

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

WRITING STANDARDS

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]

- a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W/WHST.9-10.2)

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

WRITING STANDARDS

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.

CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W/WHST.11-12.4)

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.11-12.5)

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

WRITING STANDARDS

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (*Apply this standard to texts of appropriate complexity as outlined by Standard 10.*)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply Reading standards from this level to literature (e.g., “Determine the Meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone”).
- b. Apply Reading standards from this level to literary nonfiction (e.g., “Integrate quantitative or technical analysis with qualitative analysis in print or digital text”). (W/WHST.11-12.9)

COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

SPEAKING AND LISTENING STANDARDS

Including, but not limited to, skills necessary for formal presentations, the Speaking and Listening Standards require students to develop a range of broadly useful oral communication and interpersonal skills. The standards ask students to learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.⁷

Speaking and Listening Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, SL.K.2 stands for Speaking and Listening, Grade K, Standard 2.

SL: Speaking and Listening

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

SPEAKING AND LISTENING STANDARDS

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
(SL.11-12.2)

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
(SL.11-12.3)

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Language Standards 1 and 3 for specific expectations.)
(SL.11-12.6)

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

LANGUAGE STANDARDS

The Language Standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases and their nuances and relationships, and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. Students advancing through the levels are expected to meet each level’s specific standards and retain or further develop skills and understanding mastered in preceding levels.⁹

Language Strand

Key: The citation at the end of each standard in the following chart identifies the CCSS strand, grade, and number (or standard number and letter, where applicable).

For example, L.9-10.1 stands for Language, Grade 9-10, Standard 1.

L: Language

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Spell correctly. (L.9-10.2)

**COLLEGE AND CAREER READINESS STANDARDS FOR
ENGLISH LANGUAGE ARTS AND LITERACY**

LANGUAGE STANDARDS

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)

CALIFORNIA CONTENT STANDARDS for LANGUAGE ARTS

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo).

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.0 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.1 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Generate relevant questions about readings on issues that can be researched.
- 2.3 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.4 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.5 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

CALIFORNIA CONTENT STANDARDS for LANGUAGE ARTS (continued)

Expository Critique

- 2.6** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.7** Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, and primary source material).

3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- 3.1** Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.2** Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.3** Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4** Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5** Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6** Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7** Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

CALIFORNIA CONTENT STANDARDS for LANGUAGE ARTS (continued)

- 3.9** Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10** Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Literary Criticism

- 3.11** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12** Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

WRITING

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2** Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

Research and Technology

- 1.3** Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4** Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, and definitions).
- 1.5** Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6** Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7** Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- 1.8** Design and publish documents by using advanced publishing software and graphic programs.

CALIFORNIA CONTENT STANDARDS for LANGUAGE ARTS (continued)

Evaluation and Revision

- 1.9** Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

- 2.1** Write biographical or autobiographical narratives or short stories:
- Relate a sequence of events and communicate the significance of the events to the audience.
 - Locate scenes and incidents in specific places.
 - Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - Pace the presentation of actions to accommodate changes in time and mood.
 - Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2** Write responses to literature:
- Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3** Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.

CALIFORNIA CONTENT STANDARDS for LANGUAGE ARTS (continued)

2.4 Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
- b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
- d. Address readers' concerns, counterclaims, biases, and expectations.

2.5 Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):

- a. Report information and convey ideas logically and correctly.
- b. Offer detailed and accurate specifications.
- c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
- d. Anticipate readers' problems, mistakes, and misunderstandings.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

- 1.1** Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

CALIFORNIA CONTENT STANDARDS for LANGUAGE ARTS (continued)

Manuscript Form

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, and online information) cover the same event.

Organization and Delivery of Oral Communication

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

CALIFORNIA CONTENT STANDARDS for LANGUAGE ARTS (continued)

Analysis and Evaluation of Oral and Media Communications

- 1.10** Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
- 1.11** Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12** Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13** Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14** Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

- 2.1** Deliver narrative presentations:
 - a. Narrate a sequence of events and communicate their significance to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
 - d. Pace the presentation of actions to accommodate time or mood changes.
- 2.2** Deliver expository presentations:
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.

CALIFORNIA CONTENT STANDARDS for LANGUAGE ARTS (continued)

2.3 Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.
- g. Evaluate the effectiveness of the interview.

2.4 Deliver oral responses to literature:

- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):

- a. Structure ideas and arguments in a coherent, logical fashion.
- b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
- c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- d. Anticipate and address the listener's concerns and counterarguments.

2.6 Deliver descriptive presentations:

- a. Establish clearly the speaker's point of view on the subject of the presentation.
- b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
- c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

Competency-Based Education
COMPETENCY-BASED COMPONENTS
for the Literature/Modern Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
<p>A. INTRODUCTION (R 3.5A)</p> <p>Understand how personal skill development—including positive attitude, honesty, self-confidence, time management, and other positive traits—contribute to academic success; complete Time Line and definitions of modernism; introduce connection of modern history to modern literature.</p> <p>(1 hour)</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of classroom policies and procedures. 2. Discuss competency areas and minimal competencies for the course. 3. Discuss assignment grading and scoring policy. 4. Discuss importance of the following personal skills in the classroom/lab environment: <ol style="list-style-type: none"> a. positive attitude b. self-confidence c. honesty/perseverance d. self-management/work-ethic e. pride in product/work f. dependability 5. Prioritize tasks and meet deadlines. 6. Describe the importance of initiative and leadership.
<p>B. WORD ANALYSIS (R 1.0)</p> <p>Apply knowledge of word origins to understand and use new vocabulary.</p> <p>(2 hours)</p>	<ol style="list-style-type: none"> 1. Identify and analyze roots upon which key terms in political science and history are built, including vocabulary in the historical background essay “Remembering the Wars” about World War II and Vietnam. 2. Apply knowledge of word origins to determine the meaning of new words encountered in reading materials such as Ann Tyler’s “Teenage Wasteland.” (1.0) 3. Identify categories, discern relatedness, and infer similar associations, including specific literary and dramatic terminology from George Orwell’s “Animal Farm” and Reginald Rose’s “Twelve Angry Men.” (1.3)

<p>C. READING COMPREHENSION: FOCUS ON INFORMATIONAL MATERIALS (R 2.0)</p> <p>Analyze the organizational patterns, arguments, and positions advanced in grade-level-appropriate materials.</p> <p>(9 hours)</p>	<ol style="list-style-type: none"> 1. Demonstrate understanding of the function and format of public documents, including position papers and social critiques such as Barbara Jordan’s “A Woman’s Place” and Michael Barone’s “Who are American Hispanics?” (2.1) 2. Analyze word choice in texts, including historical narratives, such as a selection from Ann Marie Low’s “Dust Bowl Diary.” (2.2) 3. Clarify a point introduced in a class text, such as the effect of negative expectations in “Black Boy.” (2.3) 4. Defend a warranted interpretation of an author’s arguments in autobiographical sketches in Elie Wiesel’s “Night” and Richard Wright’s “Black Boy.” (2.4) 5. Analyze the author’s implicit and explicit philosophical assumptions in Franz Kafka’s “The Diaries.” (2.5) 6. Critique the power, validity and truthfulness of arguments set forth in public documents such as historical narratives by Elie Weisel and Richard Wright. (2.6)
<p>D. LITERARY RESPONSE AND ANALYSIS (R 3.0)</p> <p>Read, analyze, and respond to historically or culturally significant works of literature.</p>	<ol style="list-style-type: none"> 1. Analyze characteristics of a subgenre in the interpretation of a literary work, such as the use of allegory in George Orwell’s “Animal Farm.” (3.1) 2. Identify and discuss the author’s commentary about power, identity, dreams, values, and prejudice in a play, a novel, and a short story, and cite supporting evidence from the text. (3.2) 3. Analyze the ways in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim, such as in Anne Tyler’s “Teenage Wasteland.” (3.2) 4. In an interactive reading journal, reflect on tone, mood, and irony in a drama, a short story, a poem, and a novel. (3.3) 5. Analyze ways in which poets use figures of speech and imagery to evoke reader’s emotions, such as in the poem “Acquainted with the Night” by Robert Frost. (3.4) 6. Compare and contrast the themes in two poems, such as D. H. Lawrence’s “Piano” and Robert Hayden’s “Those Winter Sundays.” (3.4) 7. Evaluate the significance of a social and historical milieu to an author’s work such as the rise of 20th century totalitarianism in George Orwell’s “Animal Farm.” (3.7) 8. Evaluate the social influences of the post-World-War-II period that shaped the characters, plot and setting of a literary work, such as in George Orwell’s “Animal Farm.” (3.7)

<p>(10 hours)</p>	<ol style="list-style-type: none"> 9. Evaluate the political, religious, ethical, and social influences of the historical period that influenced the characters, plots and settings, in a short story, such as Tim O'Brien's depiction of the Vietnam War in "Where Have You Gone Charming Billy?" (3.5) 10. Describe how works by members of different cultures relate to one another in the modern period, such as the depiction of the outsider in Robert Frost's "Acquainted with the Night" and Franz Kafka's "Diaries." 11. Analyze the ways in which authors have used archetypes drawn from myth and literature, such as the hero in the play "Twelve Angry Men." (3.6) 12. Analyze the reflection of key historical issues and themes, such as alienation in 20th century poetry, short stories, and drama. 13. Analyze and reflect on the consistency of political and philosophical themes in a selection of literary works, including Anne Tyler's "Teenage Wasteland," relating it to the disintegration of the family in modern culture. (3.8, 3.9)
<p>E. WRITING STRATEGIES (W 1.0)</p> <p>Use the writing process to produce clear, coherent, and focused compositions.</p>	<ol style="list-style-type: none"> 1. Demonstrate awareness of audience, purpose, and the writing process in the composition of a personal essay inspired by exemplary non-fiction writing, such as a selection from Richard Wright's "Black Boy." (1.1) 2. Use precise language, action verbs, details, and examples to create narrative, expository, persuasive, and descriptive compositions with a distinct style and point of view. (1.2) 3. Discuss, draft, and refine clear and stimulating topic sentences and thesis statements. (1.3) 4. Use a variety of prewriting techniques to generate and develop a strong thesis, persuasive supporting material, and an effective structure in an essay exploring the central theme of a novel, such as George Orwell's "Animal Farm." (1.3) 5. Support topic sentences and thesis statements with precise data, concrete details, relevant examples and intriguing anecdotes. (1.3) 6. Develop the main ideas in paragraphs and essays through the use of parallelism, vivid imagery, and repetition. (1.4) 7. Connect the ideas in paragraphs and essays through the skilled use of transitions. (1.5) 8. Employ language adeptly and naturally for a distinct voice and tone. (1.5) 9. Use systematic strategies to organize and record information, such as creating summaries of text essays. (1.7)

<p>(7 hours)</p>	<ol style="list-style-type: none"> 10. Use a rubric to guide the planning, drafting, and revising of an essay to achieve precise word choice, appropriate tone and an individual voice. (1.9) 11. Work with a peer editing group to revise writing for improved sentence variety and style. (1.9) 12. Employ an editing checklist in individual and group evaluations to revise writing for a better sense of audience, purpose, and genre. (1.9) 13. Consider, evaluate, respond, and when appropriate, incorporate corrections and suggestions offered by peer editors and the instructor to revise and refine writing. (1.9)
<p>F. WRITTEN AND ORAL LANGUAGE CONVENTIONS (WOE 1.0)</p> <p>Write and speak with a command of standard English conventions.</p> <p>(4 hours)</p>	<ol style="list-style-type: none"> 1. Identify and correct sentence fragments, run-on sentences, and comma splices in a text. (1.1) 2. Write and revise letters, essays, and personal narratives, demonstrating a skilled grasp of punctuation, spelling, sentence structure, and manuscript conventions. (1.2) 3. Prepare and present oral presentations demonstrating a command of written and oral English conventions. (1.3) 4. Employ a word processing program to enhance the drafting, revision, and appropriate formatting of essays and business letters. (1.3) 5. Effectively use a writer's handbook to check and correct errors in usage, punctuation, grammar and manuscript form. (1.3)
<p>G. WRITING APPLICATIONS: GENRES AND THEIR CHARACTERISTICS (W 2.0)</p> <p>Write biographical, autobiographical, or fictional narratives.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Read and analyze an autobiographical narrative, such as an excerpt from Richard Wright's autobiography. (2.1) 2. Communicate the significance of a personal experience by narrating a dramatic sequence of events. (2.1) 3. Build a sequence of events to a compelling climax. (2.1) 4. Carefully select concrete details to create a vivid sense of place in a narrative composition. (2.1) 5. Use sights, sounds, smells, textures and interior to enhance the meaning of a personal narrative. (2.1) 6. Use transitions to effectively portray changes in action, place, and mood. (2.1) 7. Describe striking images to increase the impact of a personal narrative. (2.1)

<p>H. WRITING APPLICATIONS: GENRES AND THEIR CHARACTERISTICS (W 2.0)</p> <p>Write responses to literature.</p> <p>(8 hours)</p>	<ol style="list-style-type: none"> 1. Write, draft, and revise interpretive essays in response to a classic modern novel, such as George Orwell's "Animal Farm," and a play, such as Reginald Rose's "Twelve Angry Men." (2.2) 2. Identify and use examples from the text to support interpretations of the motivations of characters in a novel, a short story, and a drama. (2.2) 3. Discuss significant themes in a drama and a novel. (2.2) 4. Write, draft, and revise organized essays exploring the central themes in a novel and a drama. (2.2) 5. In preparation for writing a critical essay, make entries in an interactive journal to reflect on complexities of characterization, conflict, and theme in a novel, a play, and a short story. (2.2) 6. Use prewriting techniques to develop a thesis and plan the introduction, body paragraphs, and conclusion of essays interpreting the theme of a drama and a novel. (2.2) 7. Support a thesis within the body of an interpretive essay with evidence from a drama and a novel. (2.2) 8. Analyze and articulate an appreciation of an author's use of imagery in a novel, a drama, and a short story. (2.2)
<p>I. WRITING APPLICATIONS: GENRES AND THEIR CHARACTERISTICS (W 2.0)</p> <p>Write reflective compositions.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Read, analyze and evaluate a reflective essay. (2.3) 2. Identify and evaluate how the author explores the significance of a personal experience and uses a specific organizing structure to provide a logical flow of events and information. (2.3) 3. Develop, draft, and revise an essay reflecting on the substance and personal significance of a specific personal conflict. (2.3) 4. Use the rhetorical strategy of a personal conflict essay to reflect on personal experiences, convictions, and concerns. (2.3) 5. Write reflective essays which connect personal experiences to more general insights into life. (2.3)
<p>J. LISTENING AND SPEAKING STRATEGIES (LS 1.0)</p> <p>Plan and deliver focused presentations that convey clear and distinct perspectives and solid reasoning.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 1. Enhance the persuasive power of an argument with rhetorical questions, personal anecdotes, and dialogue. (1.4) 2. Distinguish between deductive and inductive reasoning and apply both in discussion and in oral presentations. (1.5) 3. Appeal to logic, emotion and ethics to establish the significance of a theme in a work of literature and in personal experience. (1.6) 4. Demonstrate a clear sense of purpose and audience by using both formal and informal language in discussions and presentations. (1.8)

K. SPEAKING APPLICATIONS:
GENRES AND THEIR
CHARACTERISTICS (LS 2.0)

Deliver polished formal
and extemporaneous
presentations.

(4 hours)

1. Deliver a reflective presentation. (2.1)
2. Analyze a personal conflict and explore its personal significance. (2.1)
3. Use narrative, persuasive, and expository techniques to reflect on the causes, the dynamics, and the meaning of a personal disagreement. (2.1)
4. Express an understanding of the emotional and psychological motivations of a conflict. (2.1)
5. Develop a personal conflict presentation with supporting anecdotes, quotations, and facts and statistics. (2.1)
6. Relate personal experiences to broader, more general themes. (2.1)
7. Deliver oral responses to literature. (2.1)
8. Analyze and discuss a drama and articulate a central theme. (2.3)
9. Support an assertion about the theme of a drama or novel with detailed reference to characters' behavior and dialogue. (2.3)
10. Identify and discuss a playwright's use of imagery. (2.3)
11. Discuss ambiguity in a drama, short story, or poem. (2.3)

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of Competencies

RESOURCES	<p>Allocates Time: Selects goal related tasks; prioritizes tasks; schedules work to meet deadlines.</p> <p>Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.</p> <p>Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.</p> <p>Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.</p>
INFORMATION	<p>Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.</p> <p>Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.</p> <p>Interprets and Communicates Information: Selects and analyzes information communicates the results to others using oral, written, graphic, or multi-media.</p> <p>Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.</p>
INTERPERSONAL	<p>Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.</p> <p>Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.</p> <p>Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.</p> <p>Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.</p> <p>Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.</p> <p>Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.</p>
SYSTEMS	<p>Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.</p> <p>Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.</p>

DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

SYSTEMS (continued)	Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
TECHNOLOGY	Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results. Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs. Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.
BASIC SKILLS	Reading: Locates, understands, and interprets written information in prose and documents - including manuals, graphs, and schedules - to perform tasks. Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material. Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information. Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques. Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages. Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
THINKING SKILLS	Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities. Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative. Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed. Seeing Things in the Mind's Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc. Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
PERSONAL QUALITIES	Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks. Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others. Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others. Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a "self-starter." Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

The Language of Literature – 9th Grade (Orange). Evanston, Illinois: McDougall Littell, 2002.

The Language of Literature – 10th Grade (Blue). Evanston, Illinois: McDougall Littell, 2002.

The Language of Literature – 11th Grade (Blue). Evanston, Illinois: McDougall Littell, 2002.

GED Connection – Language Arts: Reading and Writing. Lexington, Kentucky: KET, 2001.

Bridges: Literature Across Cultures edited by Gilbert H. Muller and John A. Williams, New York, New York: McGraw-Hill, 1994.

Animal Farm by George Orwell, 1997.

SUGGESTED READING LIST

Brave New World by Aldous Huxley

The Bean Trees by Barbara Kingsolver

Dr. Jekyll and Mr. Hyde by Robert Lewis Stevenson

Go Tell It on the Mountain by James Baldwin

The Great Gatsby by F. Scott Fitzgerald

Native Son by Richard Wright

October Sky by Homer Hickam

One Flew Over the Cuckoo's Nest by Ken Kesey

Schindler's Ark by Thomas Keneally

When I Was Puerto Rican by Esmeralda Santiago

MEDIA AND TECHNOLOGY

Bernice Bobs Her Hair. 1976.

GED Connection Programs 13, 14, and 15. Lexington, Kentucky: KET, The Kentucky Network – Enterprise Division, 2001.

Twelve Angry Men. 1957.

RESOURCE PERSONS

Adult Secondary Education Supervisor

Adult Secondary Education Teacher Advisor

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Individualized Instruction
- B. Group Instruction
- C. Group Discussion
- D. Debates
- E. Field Trips

EVALUATION

- A. Teacher Observation
- B. Oral Reports
- C. Written Reports
- D. Textbook Tests
- E. Teacher-developed tests based on the competencies in this course outline

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
