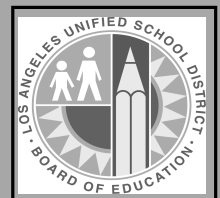


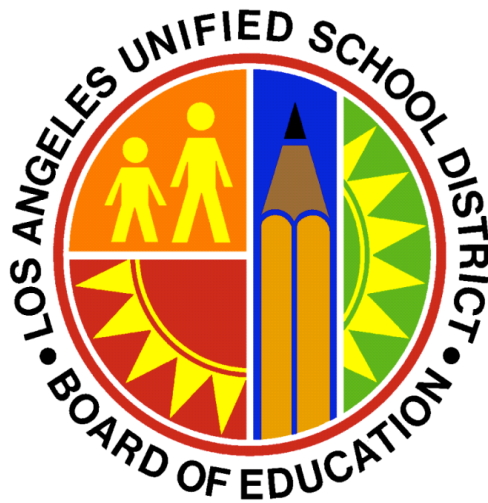
LOS ANGELES UNIFIED SCHOOL DISTRICT

Guidelines for Standards-Based Instruction

Secondary
English/Language Arts
Grades 6 - 12

Secondary Instructional Support Services
Secondary Literacy Branch
Publication No. SC-863.8





Los Angeles Unified School District
Instructional Support Services, Secondary
Secondary Literacy Branch

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Los Angeles Unified School District
Secondary Literacy Branch

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Foreword

The *Guidelines for Standards-Based Instruction in Secondary English/Language Arts, 2008 Edition*, provides a directory of courses adopted by the Los Angeles Unified School District for students in grades 6-12. It is designed to communicate to stakeholders—students, parents, school personnel and community representatives—the English/language arts content and skills students should master by the end of each grade level and course. It includes standards, descriptions, prerequisites, academic outcomes, course codes, syllabi, required assessments, and recommended instructional resources to meet the needs of diverse learners. As such, it is a comprehensive resource for implementation of and access to a rigorous standards-based secondary English/language arts curriculum that meets the District’s A through G graduation requirements and provides a gateway to multiple post-secondary options.

In 1999, the California Department of Education adopted the *Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve*; this document, revised in 2007, established a curricular platform for instruction and assessment, state-wide. The subsequent Board adoption of content standards for English/language arts supported state and national efforts to improve student achievement. In 2001, the federal government reauthorized the *No Child Left Behind Act* and in 2003, the State Board of Education required that the class of 2006 to pass the California High School Exit Examination to receive a diploma. These efforts made revision of the guidelines for English/language arts essential. Consequently, the District’s secondary English/language arts program—the curricula, teaching and learning methodology, instructional resources, textbooks, assessments, and related resources—aligns to current accountabilities and to the academic demands of the 21st century.

The *English/Language Arts Guidelines for Standards-Based Instruction, 2008* reflects a philosophy of teaching and learning that is consistent with current research, best practices and national and state accountabilities. It also reflects the changing needs of students and society and supports what students need to know and be able to do to meet the challenges of the evolving global community of the 21st century.



David L. Brewer III
Superintendent



Arzie Galvez,
Director, Secondary Literacy

Acknowledgments, 2008 Edition

The grade level scope and sequence of the courses in the *Guidelines for Standards-Based Instruction in English/Language Arts, 2008 Edition* are the result of collective expertise of multiple role groups—including teachers, instructional coaches, local district and central staff.

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**ENGLISH/LANGUAGE ARTS
LIST OF COURSES
MIDDLE SCHOOL
GRADES 6-8**

Course Number	Title	Abbreviation	Grade Level	Page(s)
CORE COURSES				
230101	English 6A	ENGLISH 6A	6	11
230102	English 6B	ENGLISH 6B	6	
230103	English 7A	ENGLISH 7A	7	18
230104	English 7B	ENGLISH 7B	7	
230105	English 8A	ENGLISH 8A	8	25
230106	English 8B	ENGLISH 8B	8	
CORE ACADEMIC INTERVENTION COURSES				
230131	Literacy for Success for Middle School 1A	LIT SUCCESS MS 1A	6-8	35
230132	Literacy for Success for Middle School 1B	LIT SUCCESS MS 1B	6-8	
230133	Literacy for Success for Middle School 2A	LIT SUCCESS MS 2A	6-8	41
230134	Literacy for Success for Middle School 2B	LIT SUCCESS MS 2B	6-8	
350201	Developing Reading Skills Across the Curriculum A	DEV READ MS A	6-8	47
350202	Developing Reading Skills Across the Curriculum B	DEV READ MS B	6-8	
350101	Basic Reading Middle School A	B READ MS A	6-8	48
350102	Basic Reading Middle School B	B READ MS B	6-8	
CORRELATED ACADEMIC INTERVENTION COURSES				
231121	Academic Literacy for Middle School 6A	ACAD LIT MS 6A	6	51
231122	Academic Literacy for Middle School 6B	ACAD LIT MS 6B	6	
231123	Academic Literacy for Middle School 7A	ACAD LIT MS 7A	7	54
231124	Academic Literacy for Middle School 7B	ACAD LIT MS 7B	7	
231125	Academic Literacy for Middle School 8A	ACAD LIT MS 8A	8	57
231126	Academic Literacy for Middle School 8B	ACAD LIT MS 8B	8	
INTERSESSION/SUMMER ACADEMIC INTERVENTION COURSES –DRWC				
232501	Literacy in Action 1A	LIT IN ACTN MS 1A	6-8	63
232502	Literacy in Action 1B	LIT IN ACTN MS 1B	6-8	
232503	Literacy in Action 2A	LIT IN ACTN MS 2A	6-8	67
232504	Literacy in Action 2B	LIT IN ACTN MS 2B	6-8	
ELECTIVE COURSES				
230209	Creative Writing for Middle School A	CREAT WRIT MS A	8	73
230210	Creative Writing for Middle School B	CREAT WRIT MS B	8	
230211	Creative Expression for Middle School A	CREAT EXP MS A	8	75
230212	Creative Expression for Middle School B	CREAT EXP MS B	8	
230901	Humanities for Middle School A	HUMANIT MS A	8	79
230902	Humanities for Middle School B	HUMANIT MS B	8	
230501	Journalism for Middle School A	JOURNALS MS A	7-8	83
230502	Journalism for Middle School B	JOURNALS MS B	7-8	
230605	Photo Journalism for Middle School	PHOTO JOUR MS	7-8	86
230401	Elements of the Short Story and Novel	EL SH STORY MS	6	91
230403	Elements of Expository and Informational Text	EL EXPO TEXT MS	6	93
230801	Speech for Middle School A	SPEECH MS A	7-8	95
230802	Speech for Middle School B	SPEECH MS B	7-8	

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**ENGLISH/LANGUAGE ARTS
LIST OF COURSES¹
SENIOR HIGH SCHOOL
GRADES 9-12**

Course Number	Title	Abbreviation	Grade Level	Page(s)
CORE B REQUIREMENT COURSES				
230107	English 9A	ENGLISH 9A	9	103
230108	English 9B	ENGLISH 9B	9	
230109	English 10A	ENGLISH 10A	10	109
230110	English 10B	ENGLISH 10B	10	
Grade 11 Semester Courses				
230111	American Literature and Composition	AM LIT COMP	11	117
230201	Contemporary Composition	CONT COMP	11	123
Grade 11 Year-Long Courses – Literature and Composition				
230115	American Authors and Composition A	AUTH COMP A	11	129
230116	American Authors and Composition B	AUTH COMP B	11	
Grade 12 Year-Long Courses – Reading/Literature and Composition				
230231	Expository Reading and Writing A	ERWC A	12	137
230232	Expository Reading and Writing B	ERWC B	12	
Grade 12 Semester Courses – Composition				
230205	Expository Composition	EXPOS COMP	12	147
230207	Advanced Composition	ADV COMP	12	151
Grade 12 Semester Courses – Literature ²				
230405	African American Literature	AFRO-AM LIT	12	157
230407	Asian Literature	ASIAN LIT	12	160
230413	English Literature	ENGLISH LIT	12	163
230417	Great Books	GREAT BOOKS	12	166
230419	Literary Analysis	LIT ANALYSIS	12	169
230421	Literature of Minorities in America	LIT MIN AM	12	172
230423	Mexican American Literature	MEX AM LIT	12	175
230427	Modern Dramatic Literature	MOD DRAM LIT	11-12	178
230425	Modern Literature	MODERN LIT	12	181
230113	Popular Literature	POP LIT	11-12	184
230433	Science Fiction Literature	SCI FI LIT	12	187
230435	Shakespeare	SHAKESPEARE	12	190
230437	World Literature	WORLD LIT	12	193
230439	Women in Literature	WOMEN IN LIT	12	196
Grades 11-12 Advanced Placement Year-Long Courses				
230125	Advanced Placement English: Lang. & Comp. A	AP ENG LANG A	11-12	201
230126	Advanced Placement English: Lang. & Comp. B	AP ENG LANG B	11-12	
230117	Advanced Placement English: Lit. & Comp. A	AP ENG LIT A	11-12	202
230118	Advanced Placement English: Lit. & Comp. B	AP ENG LIT B	11-12	
G REQUIREMENT ELECTIVE COURSES				
230217	Creative Writing for Senior High School	CREAT WRIT SH	11-12	205
230631	Screen and Play Writing	SCREEN PLAY WRIT	11-12	207
230221	Writers Seminar A	WRIT SEMINAR A	12	209
230222	Writers Seminar B	WRIT SEMINAR B	12	

¹ Each semester course is worth 5 semester units. Year-long courses are 10 units.

² An additional one of these electives may fulfill a G Requirement.

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Course Number	Title	Abbreviation	Grade Level	Page(s)
230903	Humanities A	HUMANITIES A	9-12	212
230904	Humanities B	HUMANITIES B	9-12	
230503	Journalism 1A	JOURNALISM 1A	9-12	215
230504	Journalism 1B	JOURNALISM 1B	9-12	
230505	Journalism 2A	JOURNALISM 2A	10-12	218
230506	Journalism 2B	JOURNALISM 2B	10-12	
230409	Bible as Literature	BIBLE AS LIT	12	221
230805	Speech A	SPEECH A	10-12	224
230806	Speech B	SPEECH B	10-12	
230807	Advanced Speech	ADV SPEECH	11-12	227
ELECTIVE COURSES – FOR GRADUATION CREDIT ONLY (NON A-G)				
230229	Professional Reading and Writing A	PROF RDG WRIT A	11-12	231
230230	Professional Reading and Writing B	PROF RDG WRIT B	11-12	
230509	Journalism 3A	JOURNALISM 3A	11-12	233
230510	Journalism 3B	JOURNALISM 3B	11-12	
230619	Broadcast Journalism 1A	BRDCST JOUR 1A	9-12	236
230620	Broadcast Journalism 1B	BRDCST JOUR 1B	9-12	
230621	Broadcast Journalism 2A	BRDCST JOUR 2A	10-12	239
230622	Broadcast Journalism 2B	BRDCST JOUR 2B	10-12	
ACADEMIC INTERVENTION ELECTIVE COURSES – FOR GRADUATION CREDIT ONLY (NON A-G)				
Grades 9 & 10 Developing Readers and Writers Course (DRWC)				
230141	Strategic Literacy 1A	STRATGC LIT 1A	9	247
230142	Strategic Literacy 1B	STRATGC LIT 1B	9	
230143	Strategic Literacy 2A	STRATGC LIT 2A	9 (10)	253
230144	Strategic Literacy 2B	STRATGC LIT 2B	9 (10)	
230145	Literacy for Knowledge A	LIT KNOWLEDG A	10	259
230146	Literacy for Knowledge B	LIT KNOWLEDG B	10	
232511	Literacy Connections 1A	LIT CONNECT 1A	9	265
232512	Literacy Connections 1B	LIT CONNECT 1B	9	
232513	Literacy Connections 2A	LIT CONNECT 2A	9-10	268
232514	Literacy Connections 2B	LIT CONNECT 2B	9-10	
Courses to Support Academic Reading and Writing				
350211	Developing Reading Skills Across the Curriculum A	DEV READ HS A	6-8	273
350212	Developing Reading Skills Across the Curriculum B	DEV READ HS B	6-8	
350104	Basic Reading Middle School A	B READ SH A	6-8	274
350105	Basic Reading Middle School B	B READ SH B	6-8	
231141	Enhancing Literacy 9A	ENHAN LIT 9A	9	275
231142	Enhancing Literacy 9B	ENHAN LIT 9B	9	
231143	Enhancing Literacy 10A	ENHAN LIT 10A	10	278
231144	Enhancing Literacy 10B	ENHAN LIT 10B	10	
231131	Academic Literacy for High School 9A	ACAD LIT SH 9A	9	281
231132	Academic Literacy for High School 9B	ACAD LIT SH 9B	9	
231133	Academic Literacy for High School 10A	ACAD LIT SH 10A	10	284
231134	Academic Literacy for High School 10B	ACAD LIT SH 10B	10	
230123	College Preparatory English Seminar A	COL PREP ENG A	10	287
230124	College Preparatory English Seminar B	COL PREP ENG B	10	
230227	Essential Standards in English/Language Arts	ESS STD ENGLISH	11-12	287
230444	Senior English Seminar	SENIOR ENG SEM	12	290

¹ Each semester course is worth 5 semester units. Year-long courses are 10 units.

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**SEQUENCE OF ENGLISH/LANGUAGE ARTS COURSES
MIDDLE SCHOOL
GRADES 6-8**

	Grade 6	Grade 7	Grade 8
Required Year-Long Core Courses¹	English 6AB – 230101/230102	English 7AB - 230103/230104	English 8AB – 230105/230106
Academic Intervention Courses	<p>Academic Literacy MS AB – 231121/231122</p> <p>Literacy for Success MS 1AB – 230131/230132 (Course codes for elective period of DRWC; must be blocked with English 6AB *)</p> <p>Literacy for Success MS 2AB – 230133/230134 (Course codes for elective period of DRWC; must be blocked with English 6AB *)</p> <p>Developing Reading Skills Across the Curriculum AB – 350201/350202</p> <p>Basic Reading Middle School AB – 350101/350102</p> <p>(*See DRWC PLACEMENT MEMORANDUM)</p>	<p>Academic Literacy MS AB – 231123/231124</p> <p>Literacy for Success MS 1AB – 230131/230132 (Course codes for elective period of DRWC; must be blocked with English 7AB *)</p> <p>Literacy for Success MS 2AB – 230133/230134 (Course codes for elective period of DRWC; must be blocked with English 7AB *)</p> <p>Developing Reading Skills Across the Curriculum AB – 350201/350202</p> <p>Basic Reading Middle School AB – 350101/350102</p> <p>(*See DRWC PLACEMENT MEMORANDUM)</p>	<p>Academic Literacy MS AB – 231125/231126</p> <p>Literacy for Success MS 1AB – 230131/230132 (Course codes for elective period of DRWC; must be blocked with English 8AB *)</p> <p>Literacy for Success MS 2AB – 230133/230134 (Course codes for elective period of DRWC; must be blocked with English 8AB *)</p> <p>Developing Reading Skills Across the Curriculum AB – 350201/350202</p> <p>Basic Reading Middle School AB – 350101/350102</p> <p>(*See DRWC PLACEMENT MEMORANDUM)</p>
Elective Courses	<p>Elements of the Short Story & Novel – 230401</p> <p>Elements of Expository and Informational Text – 230403</p>	<p>Creative Writing MS AB – 230209/230210</p> <p>Creative Expression MS – AB 230211/230212</p> <p>Journalism MS AB – 230501/230502</p> <p>Speech MS – 230801/230802</p> <p>Photo Journalism – 230605</p>	<p>Humanities MS AB – 230901/230902</p> <p>Creative Writing MS AB – 230209/230210</p> <p>Creative Expression MS – AB 230211/230212</p> <p>Journalism MS AB – 230501/230502</p> <p>Speech MS – 230801/230802</p> <p>Photo Journalism – 230605</p>
Summer/ Intersession Academic Intervention Courses – DRWC	<p>Literacy in Action MS 1AB – 232501/232502</p> <p>Literacy in Action MS 2AB – 232503/232504</p>	<p>Literacy in Action MS 1AB – 232501/232502</p> <p>Literacy in Action MS 2AB – 232503/232504</p>	<p>Literacy in Action MS 1AB – 232501/232502</p> <p>Literacy in Action MS 2AB – 232503/232504</p>

¹. For students meeting specific placement criteria, English as a Second Language (ESL) is substituted in place of the required two-semester core English/Language Arts course.

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**SEQUENCE OF ENGLISH/LANGUAGE ARTS COURSES
SENIOR HIGH SCHOOL
GRADES 9-12**

	Grade 9	Grade 10
B Requirement Core Courses	English 9AB ¹ – 230107/230108	English 10AB – 230109/230110
Academic Intervention Courses	<p>Academic Literacy for High School 9AB – 231131/231132</p> <p>Enhancing Literacy 9AB – 231141/231142</p> <p>Strategic Literacy (DRWC*) 1AB – 230141/230142 (9th Grade only; Course codes for elective period of DRWC; must be blocked with English 9AB)</p> <p>Strategic Literacy (DRWC*) 2AB – 230143/230144 (Course codes for elective period of DRWC; must be blocked with English 9AB)</p> <p>Developing Reading Skills Across the Curriculum AB – 350211/350212</p> <p>Basic Reading High School AB – 350104/350105</p> <p>(*See DRWC PLACEMENT MEMORANDUM)</p>	<p>Academic Literacy for High School 10AB – 231133/231134</p> <p>Enhancing Literacy 10AB – 231143/231144</p> <p>College Preparatory English Seminar AB – 230123/230124</p> <p>Strategic Literacy (DRWC*) 2AB – 230143/230144 (Grade 9 elective open to grade 10 and optionally paired with Literacy for Knowledge (DRWC*) AB – 230145/230146)</p> <p>Developing Reading Skills Across the Curriculum AB – 350211/350212</p> <p>Basic Reading High School AB – 350104/350105</p> <p>(See DRWC PLACEMENT MEMORANDUM)</p>
G Requirement Elective Courses	<p>Journalism 1AB – 230503/230504</p> <p>Humanities AB – 230903/230904</p>	<p>Speech AB – 230805/230806</p> <p>Journalism 1AB – 230503/230504</p> <p>Journalism 2AB – 230505/230506</p>
Elective Courses - For Graduation Credit Only	Broadcast Journalism 1AB – 230619/230620	<p>Broadcast Journalism 1AB – 230619/230620</p> <p>Broadcast Journalism 2AB – 230621/230622</p>
Summer/ Intersession Academic Intervention Courses – DRWC	<p>Literacy Connections 1AB – 232511/232512</p> <p>Literacy Connections 2AB – 232513/232514</p>	Literacy Connections 2AB – 232513/232514

¹. For students meeting specific placement criteria, English as a Second Language (ESL) is substituted in place of the required two-semester core English/Language Arts course.

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SEQUENCE OF ENGLISH/LANGUAGE ARTS COURSES SENIOR HIGH SCHOOL

	Grade 11	Grade 12	
B Requirement Core Courses	One (1) Semester of American Literature and Composition* – 230111 <u>and</u> One (1) Semester of Contemporary Composition* – 230201 -----or----- American Authors and Composition AB* – 230115/230116	One (1) Semester of one of the B Requirement Electives at the right * <u>and</u> One (1) Semester of either Expository Composition* – 230205, Advanced Composition* – 230207, or ERWC A* – 230231 -----or----- Expository Reading and Writing AB* – 230231/230232	B Requirement Semester Elective Courses African American Literature – 230405 Asian Literature – 230407 English Literature – 230413 Great Books – 230417 Literary Analysis – 230419 Literature of Minorities in America – 230421 Mexican American Literature – 230423 Modern Dramatic Literature – 230427 Modern Literature – 230425 Popular Literature – 230113 Science Fiction Literature – 230433 Shakespeare – 230435 World Literature – 230437 Women in Literature -230439
Academic Intervention Courses	Essential Standards in English/Language Arts – 230227 Developing Reading Skills Across the Curriculum AB – 350201/350202 Basic Reading Middle School AB – 350101/350102	Senior English Seminar – 230444 Developing Reading Skills Across the Curriculum AB – 350201/350202 Basic Reading Middle School AB – 350101/350102	
Advanced Placement Courses	Advanced Placement English: Language & Composition AB – 230125/230126 Advanced Placement English: Literature & Composition AB – 230117/230118		
G Requirement Elective Courses (Note: B Requirement Courses may also be used to fulfill the G Requirement for electives.)	<u>Semester Courses:</u> Advanced Speech – 230807 Screen and Play Writing – 230631 Bible as Literature – 230409 <u>Year-long Courses</u> Humanities AB – 230903/230904 Journalism 1AB – 230503/230504 Journalism 2AB – 230505/230506 Speech AB – 230805/230806 Writer’s Seminar AB – 230221/230222		
Elective Courses (Graduation Credit Only)	<u>Year-long Courses</u> Professional Reading and Writing – 230229/230230 Journalism 3AB – 230509/230510 Broadcast Journalism 1AB – 230619/230620Broadcast Journalism 2AB – 230621/230622		

*Honors or Advanced Placement equivalents may be substituted for these courses. 11th and 12th grade Honors and AP Courses which have been approved by the University of California Office of the President (UCOP) earn A = 5, = 4, C = 3 for requirements for admission to the University of California. Verification of course approval can be found on the UCOP website at <https://doorways.ucop.edu/list>.

MIDDLE SCHOOL
English/Language Arts
COURSES
Grades 6-8

Los Angeles Unified School District
Secondary Literacy Branch

Middle School Core English Courses

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English 6 AB

(Annual Course – Grade 6)

Prerequisite: English 5

230101 ENGLISH 6A

230102 ENGLISH 6B

Course Description

The major purpose of this course is to develop student focus and active engagement with text. Students are required to analyze, identify, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. The *California Reading/Language Arts Framework* (referred to as the Framework) require that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The Framework highlights that sixth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English.

The curriculum is organized into four instructional components: Narrative, Exposition, Response to Literature/Text, and Persuasion, to address the instructional needs of students in establishing proficiency in the California English-Language Arts Standards. During the narrative component, students will study narration as one of the four traditional forms of composition in speech and writing, identify its purpose to tell a story or give an account of something dealing with sequences of events and experiences, and analyze features of fictional and nonfictional narrative texts such as theme and characterization. During the exposition component in which they learn that the primary purposes of expository text are to explain, give information, or clarify an idea, students are required by the Framework to identify the structural features of popular media and use those features to obtain information, and to analyze instructional materials that use a compare-and-contrast organizational pattern. In addition, they learn how to write expository compositions that involve the use of textual evidence, explanation, and interpretation. During the response to literature/text component, students will read and think about a wide variety of literary selections and analyze the writing of extended responses to literature. During the persuasion component, students will develop skills used to determine the adequacy and appropriateness of evidence presented in an author's proposition and be able to identify instances of unsupported inferences, fallacious reasoning, and propaganda in order to develop arguments of their own.

COURSE SYLLABUS

Instructional Component 1: Narrative

Representative Standards (Standards sets included)

R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

W 2.1 Write narratives:

- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- b. Include sensory details and concrete language to develop plot and character.
- c. Use a range of narrative devices (e.g., dialogue, suspense).

Scope and Sequence (8 to 12 Weeks)

Instructional Component 1 identifies and groups key skills and concepts in the area of narration. Students will read a rich selection of texts to examine features of literary themes, analyze and examine how authors create characters to convey those themes, and examine how authors use character development to affect the plot of a story. They will examine setting, point of view, and literary devices through the lens of characterization and plot development. They will use what they have learned from examining the fictional and nonfictional narratives of others as they create

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their own narratives using the writing process to develop plot, characters, and settings. They will read and write narratives, listen to stories read aloud, and speak about what they have read, written, and heard.

Instructional Component 2: Exposition

Representative Standards (Standards sets included)

R 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

R 2.7 Make reasonable assertions about a text through accurate, supporting citations.

W 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- a. State the thesis or purpose.
- b. Explain the situation.
- c. Follow an organizational pattern appropriate to the type of composition.
- d. Offer persuasive evidence to validate arguments and conclusions as needed.

Scope and Sequence (8 to 12 Weeks)

Instructional Component 2 identifies and groups key skills and concepts in the area of exposition in which students learn the primary purposes of expository text and how writers achieve their purpose by using details, facts, and content-specific information. Students will read a rich selection of texts to make reasonable assertions through accurate, supporting citations and by creating outlines, logical notes, summaries and reports. They will listen to texts read aloud, and speak about what they have read, written, and heard. Students will use what they have learned from examining the works of others as they write a variety of their own compositions. They are guided through the writing process by writing expository compositions of description, explanation, comparison and contrast, and problem and solution. They will listen to stories read aloud and speak about what they have read, written, and heard.

Instructional Component 3: Response to Literature/ Text

Representative Standards (Standards sets included)

R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

W 2.4 Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

Scope and Sequence (8 to 12 Weeks)

Instructional Component 3 extends the strategies described in the fifth grade to more complex narrative and informational texts that allow students to access the full range of the English-Language Arts Standards around literary response and analysis. Students will learn to document character actions by reading and analyzing multiple examples under teacher-guided conditions to eventually produce independent written analyses. They will analyze the effect of the qualities of character in a text and critique the credibility of the characterization and the degree to which the plot is contrived. Students will advance their writing to extended responses to literature by engaging in discussions, using forms of writing that best suit the intended purpose, creating multiple-paragraph expository compositions around literature/text, and using a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Instructional Component 4: Persuasion

Representative Standards

R 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

R 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

W 2.5 Write persuasive compositions:

- a. State a clear position on a proposition or proposal.
- b. Support the position with organized and relevant evidence.
- c. Anticipate and address reader concerns and counterarguments.

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Scope and Sequence (8 to 12 weeks)

Instructional Component 4 identifies and groups key skills and concepts in the area of persuasion that include skills used to identify, evaluate, and analyze the credibility, accuracy and efficacy of an author's argument. Students will read a rich selection of texts to determine the adequacy and appropriateness of the evidence for an author's conclusions and note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in a text. Students will use what they have learned from examining the works of others as they learn to construct successful arguments of their own and create their own persuasive compositions, both orally and in writing. Using research, students will write persuasive compositions that state a clear position on a proposition or proposal, support the position with organized and relevant evidence, and anticipate and address reader concerns and counterarguments.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read aloud narrative and expository text fluently and accurately, with appropriate pacing, intonation, and expression; demonstrate the characteristics of a proficient reader.
- Use opportunities for reading to identify and interpret figurative language and words with multiple meanings.
- Make connections between main ideas and their relationships to other sources and related topics.
- Demonstrate that connections and relationships are found in different forms of fiction and expository text.
- Demonstrate how different forms of writing (e.g., personal letter, letter to the editor, review, poem, narrative, report on a historical figure) best suit their intended purpose.
- Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information related to history or science standards.
- Use scaffolding strategies.
- Have instructional conversations using academic vocabulary.
- Defend a position using appropriate evidence.
- Write for multiple purposes.
- Engage in research and individual inquiry to locate, analyze and evaluate information.
- Develop grade-level appropriate academic vocabulary.

Assessments

- Teacher designed quizzes and tests
- Essays and oral presentations
- Periodic assessments and other formative assessments

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide*, Grade 6
- District approved standards-based textbook (McDougal Littell *The Language of Literature*, Grade 6 or Prentice Hall *Literature: Timeless Voices, Timeless Themes*, Copper Level, CA Edition)

District Approved Texts and Instructional Resources

- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

6TH GRADE STANDARDS SET 1 – NARRATIVE

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>W 2.1 Write narratives:</p> <ol style="list-style-type: none"> Establish and develop a plot and setting and present a point of view that is appropriate to the stories. Include sensory details and concrete language to develop plot and character. Use a range of narrative devices (e.g., dialogue, suspense). 	<p>R 3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>R 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p>R 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p> <p>W 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>LS 2.1 Deliver narrative presentations:</p> <ol style="list-style-type: none"> Establish a context, plot, and point of view. Include sensory details and concrete language to develop the plot and character. Use a range of narrative devices (e.g., dialogue, tension, or suspense). 	<p>R 3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>W 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>LS 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>LS 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>LS 1.3 Restate and execute multiple-step oral instructions and directions.</p> <p>LS 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>LS 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.</p> <p>LS 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p>	<p>R 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>R 1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>R 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>R 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p>LC 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>LC1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>LC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>LC1.4 Use correct capitalization.</p> <p>LC1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</p>

6TH GRADE STANDARDS SET 2 –EXPOSITION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>R 2.7 Make reasonable assertions about a text through accurate, supporting citations</p> <p>W 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution)</p> <ol style="list-style-type: none"> State the thesis or purpose. Explain the situation. Follow an organizational pattern appropriate to the type of composition. Offer persuasive evidence to validate arguments and conclusions as needed. 	<p>R 2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>R 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>R 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>W 1.2 Write multiple-paragraph expository compositions:</p> <ol style="list-style-type: none"> Engage the interest of the reader and state a clear purpose. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. Conclude with a detailed summary linked to the purpose of the composition. <p>W 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of important, or climactic order.</p> <p>W 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>W 2.3 Write research reports:</p> <ol style="list-style-type: none"> Pose relevant questions with a scope narrow enough to be thoroughly covered. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). Include a bibliography. <p>LS 2.2 Deliver informative presentations:</p> <ol style="list-style-type: none"> Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information). <p>LS 2.5 Deliver presentations on problems and solutions:</p> <ol style="list-style-type: none"> Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. Offer persuasive evidence to validate the definition of the problem and the proposed solution. 	<p>R 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p>R 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).</p> <p>W 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>W 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins tabs, spacing, columns, page orientation).</p> <p>LS 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>LS 1.3 Restate and execute multiple-step oral instructions and directions.</p> <p>LS 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>LS 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>LS 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>	<p>R 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>R 1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>R 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>R 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p>LC 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>LC1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>LC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>LC1.4 Use correct capitalization.</p> <p>LC1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</p>

6TH GRADE STANDARDS SET 3 – RESPONSE TO LITERATURE/TEXT

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p> <p>W 2.4 Writing responses to literature:</p> <ol style="list-style-type: none"> Develop an interpretation exhibiting careful reading, understanding, and insight. Organize the interpretation around several clear ideas, premises, or images. Develop and justify the interpretation through sustained use of examples and textual evidence. 	<p>R 2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>R 3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>R 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p> <p>R 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p>R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>R 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>W 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>W 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>W 2.2 Write multiple-paragraph expository compositions:</p> <ol style="list-style-type: none"> State the thesis or purpose. Explain the situation. Follow an organizational pattern appropriate to the type of composition. Offer persuasive evidence to validate arguments and conclusions as needed. <p>LS 2.3 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> Develop an interpretation exhibiting careful reading, understanding, and insight. Organize the selected interpretation around several clear ideas, premises, or images. Develop and justify the selected interpretation through sustained use of examples and textual evidence. 	<p>R 3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>W 1.1 Choose the form of writing (e.g., personal letter, letter to the editor review, poem, report, narrative) that best suits the intended purpose.</p> <p>W 1.2 Create multiple-paragraph expository compositions.</p> <ol style="list-style-type: none"> Engage the interest of the reader and state a clear purpose. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. Conclude with a detailed summary linked to the purpose of the composition. <p>W 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p> <p>LS 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>LS 1.3 Restate and execute multiple-step oral instructions and directions.</p> <p>LS 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>LS 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.</p> <p>LS 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p>	<p>R 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>R 1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>R 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>R 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p>LC 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>LC1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>LC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>LC1.4 Use correct capitalization.</p> <p>LC1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).</p>

6TH GRADE STANDARDS SET 4 – PERSUASION

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Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.</p> <p>R 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasions, and propaganda in text.</p> <p>W 2.5 Write persuasive compositions:</p> <ol style="list-style-type: none"> State a clear position on a proposition or proposal. Support the position with organized and relevant evidence. Anticipate and address reader concerns and counterarguments. 	<p>R 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>R 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.</p> <p>R 2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>W 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>W 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>W 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>W 1.2 Create multiple-paragraph expository compositions:</p> <ol style="list-style-type: none"> Engage the interest of the reader and state a clear purpose. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. Conclude with a detailed summary linked to the purpose of the composition. <p>LS 2.4 Deliver persuasive presentations:</p> <ol style="list-style-type: none"> Provide a clear statement of the position. Include relevant evidence. Offer a logical sequence of information. Engage the listener and foster acceptance of the proposition or proposal. 	<p>R 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.</p> <p>W 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>W 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).</p> <p>W 2.3 Write research reports:</p> <ol style="list-style-type: none"> Pose relevant questions with a scope narrow enough to be thoroughly covered. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). Include a bibliography. <p>LS 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>LS 1.3 Restate and execute multiple-step oral instructions and directions.</p> <p>LS 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>LS 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> <p>LS 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>	<p>R 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>R 1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>R 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p> <p>R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>R 1.5 Understand and explain "shades of meaning" in related words (e.g., <i>softly</i> and <i>quietly</i>).</p> <p>LC 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>LC 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>LC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>LC1.4 Use correct capitalization.</p> <p>LC1.5 Spell frequently misspelled words correctly (e.g., <i>their</i>, <i>they're</i>, <i>there</i>).</p>

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Secondary Literacy Branch

English 7AB

(Annual Course – Grade 7)

Prerequisite: English 6AB

230103 ENGLISH 7A

230104 ENGLISH 7B

Course Description

The major purpose of this course is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will build academic vocabulary, in oral and written forms, and independent reading skills to significantly improve reading comprehension and vocabulary. An increased familiarity with models of good writing and the conventions of writing and spelling will be developed in order to apprentice students in building proficiency in the California English-Language Arts Standards for seventh grade. The *California Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). Seventh grade students are expected to continue to develop strategies for organizing and giving focus to their writing with an increased emphasis on the documentation of support and extension of organizational strategies. Students are expected to write texts of between 500 and 700 words in the form of responses to literature, research reports, persuasive compositions, and summaries.

The curriculum is organized into four instructional components: Narrative, Research/ Exposition, Response to Literature/Text, and Persuasion, to address the instructional needs of students in establishing proficiency in the California English-Language Arts Standards. During the narrative component, students will read and analyze works that will allow them to explore how events advance the plot, how events explain past/present actions or foreshadow future actions, and how a character's thoughts, words, speech patterns, and actions reveal characterization. During the research/exposition component, students will learn how to identify and trace the development of an author's argument, write reports that use a formal research process, and deliver persuasive oral presentations that employ well-articulated evidence. During the response to literature/text component, students will read a variety of texts, analyze characterization in various works, identify recurring themes across works, and write extended responses to literature based on developed interpretations that use support for statements and claims. During the persuasion component, students will develop skills used to identify, evaluate, and analyze the credibility, accuracy, and efficacy of an author's argument, point of view, and perspective while noting instances of bias and stereotyping. These elements will be apprenticed and applied in the classroom for students to construct successful arguments of their own.

COURSE SYLLABUS

Instructional Component 1: Narrative

Representative Standards (Standards sets included)

R 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

W 2.1 Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

Scope and Sequence (8 to 12 Weeks)

In Instructional Component 1, students will read a rich selection of fictional and nonfictional texts to trace the

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development of an author's point of view or perspective by identifying events that advance the plot and by determining how each event explains past or present actions or foreshadows future actions. Students will analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions, the narrator's description, and the thoughts, words, and actions of other characters. Students will apply their examination of other works to create their own fictional or autobiographical narratives and are guided through the writing process to develop a standard plot line, establish a point of view, develop complex major and minor characters, and describe a setting. They will develop a repertoire of strategies for writing including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, and expressions). They will read and write narratives, listen to stories read aloud, and speak about what they have read, written and heard.

Instructional Component 2: Research/Exposition

Representative Standards (Standards sets included)

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

W 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

W 2.3 Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
- d. Document reference sources by means of footnotes and a bibliography.

Scope and Sequence (8 to 12 Weeks)

Instructional Component 2 identifies and groups key skills in the area of research/exposition. Students will read and discuss a rich selection of informational texts to identify and analyze the author's argument, point of view, or perspective in text and assess the author's evidence to support claims and assertions, noting instances of bias and stereotyping. Students identify topics, ask and evaluate questions, and develop ideas leading to inquiry, investigation, and written research reports. Students will use what they learn from examining the works of others as they pose relevant and tightly drawn questions about a specific topic, convey clear and accurate perspectives, and include evidence. They learn how to accurately and appropriately present evidence in the form of quotes and paraphrases as well as reference the citations using a standard format.

Instructional Component 3: Response to Literature/ Text

Representative Standards (Standards sets included)

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

W 2.2 Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence.

Scope and Sequence (8 to 12 Weeks)

Instructional Component 3 focuses on the analysis of prose using more complex narrative and informational texts that allow students to access the full range of the literary response and analysis standards. Students will read and think about a variety of literary selections, with emphasis placed on how classroom conversations about literature lead to content focused writing. Students will work on developing sophistication in their extended responses to literature by developing interpretations through careful reading, understanding and insight, organizing interpretations around clear ideas, premises or images, and justifying these interpretations through the sustained use of examples and textual evidence. In order to develop more sophisticated interpretations, students will identify and analyze recurring themes across works.

Instructional Component 4: Persuasion

Representative Standards (Standards sets included)

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R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

W 2.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

Scope and Sequence (8 to 12 weeks)

In Instructional Component 4, students will learn key skills and concepts in the area of persuasion by reading a rich selection of texts to identify and trace the development of an author's argument, point of view, or perspective. Students learn to assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions while noting instances of bias and stereotyping. Students will access models of writing and use content knowledge to create their own extended persuasive compositions, both orally and in writing. They will utilize the writing process in their persuasive compositions by developing clear positions or perspectives in support of a proposition or proposal, describing the points in support of the position by employing well-articulated evidence, and anticipating and addressing the reader concerns and counterarguments. Students read and write about persuasive texts that include the use of research, listening to texts, and speaking about what they read, write, and hear.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional materials, signs).
- Use opportunities for reading to identify and interpret figurative language and words with multiple meanings.
- Make connections between main ideas and their relationships to other sources and related topics.
- Demonstrate that connections and relationships are found in different forms of fiction and expository text.
- Identify and develop statements and claims that are supported by anecdotes, descriptions, facts and statistics, and specific examples.
- Examine informational materials for an organizational structure that balances all aspects of the composition and note effective transitions between sentences that unify important ideas.
- Have instructional conversations using academic vocabulary and develop grade-level appropriate vocabulary.
- Defend a position using appropriate evidence and determine whether evidence is accurate, adequate, and/or appropriate.
- Create materials in which credit for quoted and paraphrased information in a bibliography/works cited page is given in a consistent and sanctioned format; use appropriate and accurate methodology for citations.
- Revise writing to improve organization and word choice after checking the logic of ideas and precision of vocabulary.
- Engage in research and individual inquiry to locate, analyze and evaluate information.

Assessments

- Teacher designed quizzes and tests
- Essays and oral presentations
- Periodic assessments and other formative assessments

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide*, Grade 7, which includes the 7th Grade Modules

District Approved Texts and Instructional Resources

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 7* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Bronze Level* CA Edition
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

7TH GRADE STANDARDS SET 1 - NARRATIVE

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p>R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p> <p>R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p> <p>W 2.1 Write fictional or autobiographical narratives:</p> <ul style="list-style-type: none"> a Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view. b Develop complex major and minor characters and a definite setting. c Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions). 	<p>R 2.3 Analyze text that uses the cause-and-effect organizational pattern.</p> <p>R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p>R 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p>R 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p>W 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p>W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples</p> <p>W 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p>W 2.5 Write summaries of reading materials:</p> <ul style="list-style-type: none"> a Include the main ideas and most significant details. b Use the student's own words, except for quotations. c Reflect underlying meaning, not just the superficial details. <p>LS 2.1 Deliver narrative presentations:</p> <ul style="list-style-type: none"> a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complete major and minor characters and a definite setting. c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions). <p>LS 2.2 Deliver oral summaries of articles and books:</p> <ul style="list-style-type: none"> a. Include the main ideas of the event or article and the most significant details. b. Use the student's own words, except for material quotes from sources. c. Convey a comprehensive understanding of sources, not just superficial details. 	<p>W 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry investigation, and research.</p> <p>LS 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>LS 1.2 Determine the speaker's attitude toward the subject.</p> <p>LS 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.</p> <p>LS 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</p>	<p>R 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>R 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p>R 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>LC 1.1 Place modifiers properly and use the active voice.</p> <p>LC 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p>LC 1.3 Identify all parts of speech and types and structure of sentences.</p> <p>LC 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>LC 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p>LC 1.6 Use correct capitalization.</p> <p>LC 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>

7TH GRADE STANDARDS SET 2 – RESEARCH / EXPOSITION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p>R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>W 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry investigation, and research.</p> <p>W 2.3 Write research reports:</p> <ol style="list-style-type: none"> Pose relevant and tightly drawn questions about the topic. Convey clear and accurate perspectives on the subject. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries). Document reference sources by means of footnotes and a bibliography. 	<p>R 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</p> <p>R 2.2 Locate information by using a variety of consumer, workplace, and public documents.</p> <p>R 2.5 Understand and explain the use of a simple mechanical device by following technical directions.</p> <p>W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p>W 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</p> <p>W 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p>W 2.5 Write summaries of reading materials:</p> <ol style="list-style-type: none"> Include the main ideas and most significant details. Use the student's own words, except for quotations. Reflect underlying meaning, not just the superficial details. <p>LS 2.2 Deliver oral summaries of articles and books:</p> <ol style="list-style-type: none"> Include the main ideas of the event or article and the most significant details. Use the student's own words, except for material quotes from sources. Convey a comprehensive understanding of sources, not just superficial details. <p>LS 2.3 Deliver research presentations:</p> <ol style="list-style-type: none"> Pose relevant and concise questions about the topic. Convey clear and accurate perspectives on the subject. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries). Cite reference sources appropriately. 	<p>W 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.</p> <p>LS 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>LS 1.2 Determine the speaker's attitude toward the subject.</p> <p>LS 1.3 Respond to persuasive messages with questions, challenges, or affirmations.</p> <p>LS 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p>LS 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</p> <p>LS 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p> <p>LS 1.8 Analyze the effect on the viewer of images text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.</p>	<p>R 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>R 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p>R 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>LC 1.1 Place modifiers properly and use the active voice.</p> <p>LC 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p>LC 1.3 Identify all parts of speech and types and structure of sentences.</p> <p>LC 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>LC 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p>LC 1.6 Use correct capitalization.</p> <p>LC 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>

7TH GRADE STANDARDS SET 3 – RESPONSE TO LITERATURE/TEXT

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p>R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.</p> <p>R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p> <p>W 2.2 Write a response to literature:</p> <ul style="list-style-type: none"> a Develop interpretations exhibiting careful reading, understanding, and insight. b Organize interpretations around several clear ideas, premises, or images from the literary work. c Justify interpretations through sustained use of examples and textual evidence. 	<p>R 2.3 Analyze text that uses the cause-and-effect organizational pattern.</p> <p>R 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).</p> <p>R 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p> <p>R 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.</p> <p>W 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p>W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p>W 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p>W 2.5 Write summaries of reading materials:</p> <ul style="list-style-type: none"> a. Include the main ideas and most significant details. b. Use the student's own words, except for quotations. c. Reflect underlying meaning, not just the superficial details. <p>LS 2.2 Deliver oral summaries of articles and books:</p> <ul style="list-style-type: none"> a Include the main ideas of the event or article and the most significant details. b Use the student's own words, except for material quotes from sources c Convey a comprehensive understanding of sources, not just superficial details. 	<p>W 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry investigation, and research.</p> <p>LS 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>LS 1.2 Determine the speaker's attitude toward the subject.</p> <p>LS 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p>LS 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to audience.</p> <p>LS 1.6 Use speaking techniques, including voice modulation, inflection, temp, enunciation, and eye contact, for effective presentations.</p> <p>LS 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p>	<p>R 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>R 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p>R 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>LC 1.1 Place modifiers properly and use the active voice.</p> <p>LC 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p>LC 1.3 Identify all parts of speech and types and structure of sentences.</p> <p>LC 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>LC 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p>LC 1.6 Use correct capitalization.</p> <p>LC 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>

7TH GRADE STANDARDS SET 4 – PERSUASION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.</p> <p>R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.</p> <p>W 2.4 Write persuasive compositions:</p> <ol style="list-style-type: none"> State a clear position or perspective in support of a proposition or proposal. Describe the points in support of the position, employing well-articulated evidence. Anticipate and address reader concerns and counterarguments. 	<p>R 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).</p> <p>R 2.2 Locate information by using a variety of consumer, workplace, and public documents.</p> <p>R 2.3 Analyze text that uses the cause-and-effect organizational pattern.</p> <p>W 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.</p> <p>W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.</p> <p>W 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.</p> <p>W 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.</p> <p>W 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p> <p>W 2.5 Write summaries of reading materials:</p> <ol style="list-style-type: none"> Include the main ideas and most significant details. Use the student's own words, except for quotations. Reflect underlying meaning, not just the superficial details. <p>LS 2.4 Deliver persuasive presentations:</p> <ol style="list-style-type: none"> State a clear position or perspective in support of an argument or proposal. Describe the points in support of the argument and employ well-articulated evidence. 	<p>W 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry investigation, and research.</p> <p>LS 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.</p> <p>LS 1.2 Determine the speaker's attitude toward the subject.</p> <p>LS 1.3 Respond to persuasive messages with questions, challenges, or affirmations.</p> <p>LS 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.</p> <p>LS 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to audience.</p> <p>LS 1.6 Use speaking techniques, including voice modulation, inflection, temp, enunciation, and eye contact, for effective presentations.</p> <p>LS 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.</p>	<p>R 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>R 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.</p> <p>R 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.</p> <p>LC 1.1 Place modifiers properly and use the active voice.</p> <p>LC 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p> <p>LC 1.3 Identify all parts of speech and types and structure of sentences.</p> <p>LC 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).</p> <p>LC 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.</p> <p>LC 1.6 Use correct capitalization.</p> <p>LC 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.</p>

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English 8AB

(Annual Course – Grade 8)

Prerequisite: English 7AB

230105 ENGLISH 8A

230106 ENGLISH 8B

Course Description

The major purpose of this course is to build student readiness required for successful achievement with secondary content in grades nine through twelve and to support the culmination of curriculum activities and proficiency in the California English-Language Arts Standards for grade eight. The Framework requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). Eighth grade students will continue to produce texts of 500 to 700 words in the following categories: fictional or autobiographical narratives, responses to literature, research reports, and persuasive compositions.

The curriculum is organized into four instructional components: Narrative, Research/ Exposition, Response to Literature/Text, and Persuasion, to address the instructional needs of students in establishing proficiency in the standards. During the narrative component, students will learn how to analyze a variety of literary elements and devices, such as character qualities, plot, figurative language, poetic devices, and features of themes. In the research/exposition component, students will write and discuss expository compositions that involve the use of textual evidence, explanation, and interpretation. For the response to literature/text component, students will read and think about a wide variety of literary selections and study the writing of extended responses to literature. During the persuasion component, students will develop skills used to identify, evaluate, and analyze the credibility, accuracy, and efficacy of an author's argument and the elements of application required for them to construct successful arguments of their own.

In this course, students are expected to demonstrate their ability to grapple with the treatment, scope, and organization of ideas by finding similarities and differences among texts. They will be asked to compare an original text with a summary to determine whether it accurately captures the main ideas, includes critical details, and conveys the underlying meaning. They are also expected to evaluate the unity, logic, internal consistency, and structural patterns of text.

COURSE SYLLABUS

Instructional Component 1: Narrative

Representative Standards (Standards sets included)

R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

W 2.1 Write biographies, autobiographies, short stories, or narratives:

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, or the writer's attitude about, the subject.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

Scope and Sequence (8 to 12 Weeks)

The first instructional component identifies and groups key skills and concepts in the area of narration. Students will read a rich selection of fictional and nonfictional texts to compare and contrast the motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. They will identify and

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analyze recurring themes across traditional and contemporary works and show how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author. Students will be asked to use what they have learned from examining the works of others as they write narratives of their own. They will be guided through the writing process to relate clear, coherent incidents, events, or situations by using well-chosen details. They will investigate the significance of the narrator's attitude about the subject and employ narrative and descriptive strategies.

Instructional Component 2: Research/Exposition

Representative Standards (Standards sets included)

R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

R 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.3 Write research reports:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and display information on charts, maps, and graphs.

Scope and Sequence (8 to 12 Weeks)

Instructional Component 2 identifies and groups key skills and concepts in the area of research/exposition. Students will read a rich selection of informational texts to find similarities and differences between texts in the treatment, scope, or organization of ideas. Students will compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. Students will also evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. Students will be asked to use skills that they have learned from examining the works of others as they write research reports that define a thesis; record important ideas, concepts, and direct quotations from significant informational sources and paraphrase and summarize perspectives on the topic, as appropriate; use a variety of primary and secondary resources and distinguish the nature and value of each; and organize and display informational charts, maps, and graphs. They will read and write research reports, listen to expository texts read aloud, and speak about what they have read, written and heard.

Instructional Component 3: Response to Literature/ Text

Representative Standards (Standards sets included)

R 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

W 2.2 Write responses to literature:

- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

Scope and Sequence (8 to 12 Weeks)

This instructional component is designed to ensure that eighth grade students are thoroughly familiar with the basic elements of fiction. The Framework also states that the literary emphasis in grade eight is on analyzing the purposes and characteristics of both prose and different kinds of poetry. Students' writing should continue to be characterized by a controlling thesis well-supported by details or evidence from the text and also display more sophistication and polish, including the use of transitions, parallelism, and consistent points of view. Students should be taught that a response to literature/text requires a persuasive stance with a thesis that is organized around main ideas within paragraphs that contain a topic sentence, several textual examples, explanations, and a concluding statement that effectively transitions into the next paragraph or ends the essay. Instruction is maximized to build bridges in reading, writing and speaking so students can read, discuss, and think about a wide variety of literary selections, with emphasis placed on how classroom conversations about literature lead to rich, well-written responses. In grade eight, students demonstrate the ability to identify and analyze recurring themes (a message about life or human

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nature usually expressed in one or two complete sentences) found in multiple traditional and contemporary works of literature. Students should be taught that a theme is different from a topic, and that a theme is usually expressed in general terms and not specific to characters or events in a particular selection.

Instructional Component 4: Persuasion

Representative Standards (Standards sets included)

R 2.2 Analyze text that uses proposition and support patterns.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.4 Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

LS 2.4 Deliver persuasive presentations:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
- c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
- d. Maintain a reasonable tone.

Scope and Sequence (8 to 12 weeks)

Instructional Component 4 identifies key skills and concepts in the area of persuasion. In grade eight, students are required to read and analyze a rich selection of texts that use proposition and support patterns. In addition, students will evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. They learn to note instances of bias, stereotyping, unsupported references, fallacious reasoning, and propaganda in text. They use what they have learned from examining the works of others as they create their own persuasive compositions, both orally and in writing. They are guided through the writing process as they write persuasive compositions that include a well-defined thesis; present detailed evidence, examples, and reasoning to support arguments; differentiate between facts and opinions; and provide details, reasons and examples, effectively arranged by anticipating and addressing reader concerns and counterarguments. They will read and write persuasive texts that include the use of research. Students will also listen to texts aloud and speak about what they read, write, and hear.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Use word meanings within the appropriate context and show an ability to verify those meanings by definition, restatement, example, comparison, or contrast.
- Compare and contrast motivations and reactions of literary characters from different historical eras or cultures who confront similar situations or conflicts.
- Use vocabulary, concepts, and writing related to the science, history – social science, and mathematics standards in some activities and assignments.
- Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- Achieve an effective balance between researched information and original ideas.
- Revise for word choice, appropriate organization, consistent point of view, and transitions between paragraphs, passages and ideas.
- Write narratives, employing narrative and descriptive strategies.
- Write texts of different genres for multiple purposes and audiences.
- Use correct punctuation, capitalization, and spelling.
- Organize information to match the message, vocabulary, and voice modulation, expression, and tone to the audience and purpose.
- Deliver presentations for a specific purpose and effect.

Assessments

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- Teacher designed quizzes and tests
- Essays and oral presentations
- Periodic assessments and other formative assessments

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide*, Grade 8, which includes the 8th *Grade Modules*

District Approved Texts and Instructional Resources

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 8* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Silver Level* CA Edition
- Supplemental district approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

8TH GRADE STANDARDS SET 1 - NARRATIVE

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p>R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p>R 3.7 Analyze a work of literature showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach).</p> <p>W 2.1 Write biographies, autobiographies, short stories, or narratives:</p> <ol style="list-style-type: none"> Relate a clear, coherent incident, event, or situation by using well-chosen details. Reveal the significance of, or the writer's attitude about, the subject. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 	<p>R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p>R 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</p> <p>R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p>W 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>W 1.6 Revise writing for word choice, appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>LS 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p>LS 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):</p> <ol style="list-style-type: none"> Relate a clear, coherent incident, event, or situation by using well-chosen details. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 	<p>R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>W 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>LS 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p>LS 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</p> <p>LS 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p>LS 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p>LS 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</p> <p>LS 1.7 Use audience feedback (e.g., verbal and nonverbal cues):</p> <ol style="list-style-type: none"> Reconsider and modify the organizational structure or plan. Rearrange words and sentences to clarify the meaning. 	<p>R 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>R 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p>R 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>LC 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p>LC 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>LC 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p>LC 1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p>LC 1.5 Use correct punctuation and capitalization.</p> <p>LC 1.6 Use correct spelling conventions.</p>

8TH GRADE STANDARDS SET 2 – RESEARCH/EXPOSITION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>R 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p>R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p>W 2.3 Write research reports:</p> <ol style="list-style-type: none"> Define a thesis. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. Use a variety of primary and secondary sources and distinguish the nature and value of each. Organize and display information on charts maps, and graphs. 	<p>R 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p>R 2.5 Understand and explain the use of a complex mechanical device by following technical directions.</p> <p>R 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>W 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>W 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>W 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p>W 1.5 Achieve an effective balance between researched information and original ideas.</p> <p>W 1.6 Revise writing for word choice, appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>LS 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p>LS 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p>LS 2.3 Deliver research presentations:</p> <ol style="list-style-type: none"> Define a thesis. Record important ideas, concepts, and direct quotations from significant information sources and paraphrases and summarize all relevant perspectives on the topic, as appropriate. Use a variety of primary and secondary sources and distinguish the nature and value of each. Organize and record information on charts, maps, graphs. 	<p>R 2.2 Analyze text that uses proposition and support patterns.</p> <p>LS 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery and purpose.</p> <p>LS 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p>LS 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p>LS 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p>LS 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</p> <p>LS 1.7 Use audience feedback (e.g., verbal and nonverbal cues):</p> <ol style="list-style-type: none"> Reconsider and modify the organizational structure or plan. Rearrange words and sentences to clarify the meaning. 	<p>R 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>R 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p>R 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>LC 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p>LC 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>LC 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p>LC 1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p>LC 1.5 Use correct punctuation and capitalization.</p> <p>LC 1.6 Use correct spelling conventions.</p>

8TH GRADE STANDARDS SET 3 – RESPONSE TO LITERATURE/TEXT

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 3.4 Analyze the relevance of the setting (e.g. place, time, customs) to the mood, tone, and meaning of the text.</p> <p>R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</p> <p>R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</p> <p>W 2.2 Write responses to literature:</p> <ol style="list-style-type: none"> Exhibit careful reading and insight in their interpretations. Connect the student's own responses to the writer's techniques and to specific textual references. Draw supported inferences about the effects of a literary work on its audience. Support judgments through references to the text, other works, other authors, or personal knowledge. 	<p>R 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p>R 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).</p> <p>R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</p> <p>R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</p> <p>W 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>W 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>W 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>W 1.6 Revise writing for word choice, appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>LS 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p>LS 2.2 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> Interpret a reading and provide insight. Connect the students' own responses to the writer's techniques and to specific textual references. Draw supported inferences about the effects of a literary work on its audience. Support judgments through references to the text, other works, other authors, or personal knowledge. <p>LS 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, gestures expressively to enhance the meaning.</p>	<p>LS 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</p> <p>LS 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery and purpose.</p> <p>LS 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p>LS 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p>LS 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p>LS 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</p> <p>LS 1.7 Use audience feedback (e.g., verbal and nonverbal cues):</p> <ol style="list-style-type: none"> Reconsider and modify the organizational structure or plan. Rearrange words and sentences to clarify the meaning. 	<p>R 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>R 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p>R 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>LC 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p>LC 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>LC 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p>LC 1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p>LC 1.5 Use correct punctuation and capitalization.</p> <p>LC 1.6 Use correct spelling conventions.</p>

8TH GRADE STANDARDS SET 4 - PERSUASION

Focus Standards	Access Standards	General Support Standards	Ongoing Standards
<p>R 2.2 Analyze text that uses proposition and support patterns.</p> <p>R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</p> <p>W 2.4 Write persuasive compositions:</p> <ol style="list-style-type: none"> Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments. 	<p>R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p> <p>R 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p> <p>R 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p> <p>W 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</p> <p>W 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p> <p>W 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</p> <p>W 1.6 Revise writing for word choice, appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</p> <p>LS 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p> <p>LS 2.4 Deliver persuasive presentations:</p> <ol style="list-style-type: none"> Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. Maintain a reasonable tone. 	<p>R 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p>W 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p>W 1.5 Achieve an effective balance between researched information and original ideas.</p> <p>LS 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery and purpose.</p> <p>LS 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</p> <p>LS 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</p> <p>LS 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</p> <p>LS 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</p> <p>LS 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</p>	<p>R 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</p> <p>R 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</p> <p>R 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</p> <p>LC 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</p> <p>LC 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</p> <p>LC 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</p> <p>LC 1.4 Edit written manuscripts to ensure that correct grammar is used.</p> <p>LC 1.5 Use correct punctuation and capitalization.</p> <p>LC 1.6 Use correct spelling conventions.</p>

Core Academic Intervention Courses

Los Angeles Unified School District
Secondary Literacy Branch

Literacy for Success 1AB
(Annual Course – Grades 6-8)

Prerequisite:

230131 LIT SUCCESS MS 1A
230132 LIT SUCCESS MS 1B

Course Description

This is the first level of the *Developing Readers and Writers Course (DRWC)*, which is an accelerated intervention program that addresses the needs of the students in grades 6 through 8 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the English-Language Arts California Standards Test, are to be further assessed to determine whether *DRWC* is an appropriate placement. Middle schools are to use *LANGUAGE!* as the curriculum for *DRWC*. A middle school may use *READ 180* with the approval of the Local District Superintendent. Both of the district adopted programs focus on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, encoding (spelling), vocabulary building, grammar usage, speaking and listening, writing, and wide reading of fiction and non-fiction.

COURSE SYLLABUS

Both *LANGUAGE!* and *Scholastic READ 180* are intensive reading intervention program developed to address the instructional needs and reading skills of students whose reading achievement is below grade level. The program directly addresses individual needs through adaptive instruction, high-interest literature, and direct instruction in reading and writing skills.

Representative Standards – At the end of Level 1 or Stage B, students should have mastered the following standards to develop grade-level proficiency in reading, writing, listening, and speaking:

Step 1: Phonemic Awareness and Phonics

Grade 3 R 1.2 Decode regular multisyllabic words.

Step 2: Word Recognition and Spelling

Grade 5 LC 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Grade 6 LC 1.5 Spell frequently misspelled words correctly (e.g. their, there, they're).

Grade 7 LC 1.7 Spell derivatives correctly by applying the spelling of bases and affixes.

Grade 8 LC 1.6 Use correct spelling conventions.

Step 3: Vocabulary and Morphology

Grade 5 LC 1.2 Identify and correctly use verbs that are often misused, modifiers, and pronouns.

Grade 7 LC 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 5 R. 1.2 Understand and explain frequently used synonyms, antonyms, and homographs.

Grade 5 R 1.4 Know abstract, revised roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words.

Grade 7 R 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

Step 4: Grammar and Usage

Grade 5 LC 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

Grade 5 LC 1.2 Identify and correctly use verbs that are often misused, modifiers, and pronouns.

Grade 6 LC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and

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commas when linking two clauses with a conjunction in compound sentences.

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 8 LC 1.5 Use correct punctuation and capitalization.

Step 5: Listening and Reading

Grade 4 R 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).

Grade 5 R 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Grade 6 R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

Step 6: Speaking and Writing

Grade 4 W 2.4 Write summaries that contain the main ideas of reading selection and the most significant details.

Grade 6 W 1.3 Use a variety of effective and coherent organizational patterns including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Grade 6 W 2.2a State the thesis or purpose.

Grade 7 W1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Grade 7 W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Grade 7 W 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Grade 8 W 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar techniques.

Scope and Sequence for *LANGUAGE!* Level 1

Skills Overview:

Scientific-based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. Phonemic Awareness – The ability to hear, identify and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Decoding and Phonics – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
 - Listening vocabulary – the words needed to understand what is heard
 - Speaking vocabulary – the words used when speaking
 - Reading vocabulary – the words needed to understand what is read
 - Writing vocabulary – the words used in writing
4. Reading fluency, including oral reading skills – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading comprehension strategies – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Book A: Units 1- 6 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Phoneme and syllable awareness
- Sound-spelling conventions for common phoneme/grapheme relationships: short vowels /a/, /i/, /o/ and stable consonants
- Closed syllables

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Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 essential words
- Fluency: word recognition
- Spelling: Doubling Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, and attributes
- Multiple meanings, multiple uses
- Idiomatic expressions
- Compound words
- Nouns: number, singular possession ('s)
- Noun/verb agreement
- Verbs present and past tense

Step 4: Grammar and Usage

- Grammatical forms: nouns, pronouns (nominative, objective), verbs (actions), adverbs, adjectives, prepositions
- Grammatical functions: subject, predicate, direct object, object of preposition; verb tense: present
- Sentence pattern: simple
- Mechanics: capitals and end punctuation

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: sentences
- Read (and listen to) varied genre selections
- Text structure: identification of topic and details in informational text
- Comprehension: interpretation and response questions: *who, what, when, where, why, how*

Step 6: Speaking and writing

- Kinds of sentences: telling, asking
- Complete sentence written responses to *who, what, when, where, why*, and *how* questions
- Pre-writing: content selection, organization (using text as source)
- Graphic organizer scaffolding: topic/detail

Book B: Units 7-12 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Phoneme and syllable awareness
- Sound-spelling conventions for common phoneme/grapheme relationships: short vowels /e/, /u/ ; long vowels—final silent *e* pattern; consonant digraphs, blends, clusters
- Syllable types: closed; final silent *e*

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Contractions with *not, would*, and *will*
- Spelling: Drop “*e*” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, and homophones
- Definition development
- Common expressions
- Plural possession (s')
- Verb tense: irregular past tense forms; future; past, present, and future progressive forms

Step 4: Grammar and Usage

- Grammatical forms: pronouns (possessive), conjunctions, verbs (irregular)
- Verb tense: present, past, future
- Grammatical functions: complete subject, complete predicate, direct object
- Sentence pattern: simple, compound (and, but)
- Mechanics: commas

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Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: retrieve and recall (remember), construct meaning (understand)
- Text structure: classification, time sequence

Step 6: Speaking and writing

- Written responses linked to Step 5 thinking skills: remember, understand
- Paragraph development: classification, time sequence, summary
- Prewriting: graphic organizer scaffolding: topic/detail, time sequence

Book C: Units 13-18 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Syllable awareness in multisyllable words
- Syllable types: closed; r-controlled; open; final silent e
- Schwa (con' vict vs. con vict')
- Phonemes for y, based on word position

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Syllabication process in multisyllable words
- Contractions with *be* and *have*
- Spelling: Change “y” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Idiomatic and common expressions
- Number: irregular plural nouns
- Prefixes: 12 most common for meaning expansion of base words
- Comparative and superlative adjectives

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
- Grammatical functions: complete subject, complete predicate, direct object, object of preposition
- Sentence patterns: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
- Text-based analysis and application of grammatical forms and functions
- Mechanics: end punctuation, various types

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: use information (apply); breakdown information (analyze)
- Read (and listen to) varied genre selections
- Text structure: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement; question; command
- Written responses linked to Step 5 thinking skills: apply; analyze
- Paragraph development: classification, time sequence; summary
- Essay development: multi-paragraph classification (informational)

Scope and Sequence for *Scholastic READ 180* Stage B, Enterprise Edition (Middle School)

Comprehension: The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and

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scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summarize, problem and solution, cause and effect, compare and contrast, and making inferences.

Reading Fluency: Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of paperbacks and audio-books, and recorded sessions on the computer. Student's fluency progression is based individually.

Vocabulary and Word Study: Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instruction routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, using a dictionary, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

Grammar, Usage, and Mechanics: Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students' speaking and writing skills. The focus is on writing and speaking skills while teaching students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series, using irregular verbs, subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

Writing: Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Hear, identify and manipulate the phonemes in spoken words to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- Read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. (Reading Comprehension strategies)
- Develop pre-writing skills and produce written responses
- Use scaffolding strategies

Assessments

- Degrees of Reading Power (DRP) Placement Test

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- Content Mastery Tests or Skills Tests
- Summative Assessments
- Reading Counts and *Scholastic* Reading Inventory

District Approved Texts and Instructional Resources

- *LANGUAGE!* Student Textbooks, Interactive Textbooks, and Assessments: Books A, B, and C
or
- *Scholastic READ 180* Student Textbooks: Stages A & B

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

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Literacy for Success 2AB

(Annual Course – Grades 6-8)

Prerequisite: Literacy for Success 1AB

230133 LIT SUCCESS MS 2A

230134 LIT SUCCESS MS 2B

Course Description

This is the second level of the *Developing Readers and Writers Course (DRWC)*, an accelerated intervention program that addresses the needs of the students in grades 6 through 8 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the English-Language Arts California Standards Test, are to be further assessed to determine whether *DRWC* is an appropriate placement. Middle schools are to use *LANGUAGE!* as the curriculum for *DRWC*. A middle school may use *READ 180* with the approval of the Local District Superintendent. Both district adopted programs focus on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, encoding (spelling), vocabulary building, grammar usage, speaking and listening, writing, and wide reading of fiction and non-fiction.

COURSE SYLLABUS

Both *LANGUAGE!* and Scholastic *READ 180* are intensive reading intervention program developed to address the instructional needs and reading skills of students whose reading achievement is below grade level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

Representative Standards - At the end of Level 2 or Stage C, students should have mastered the following standards to develop grade-level proficiency in reading, writing, listening, and speaking:

Step 1: Phonemic Awareness and Phonics

Grade 2 LC 1.8 Spell basic short-vowel, long vowel, r-controlled, and consonant blend patterns correctly.

Step 2: Word Recognition and Spelling

Grade 6 LC 1.5 Spell frequently misspelled words correctly.

Grade 7 LC 1.7 Spell derivatives correctly by applying the spelling of bases and affixes.

Grade 8 LC 1.6 Use correct spelling conventions.

Step 3: Vocabulary and Morphology

Grade 6 R 1.5 Understand and explain the “shades of meaning” in related words (e.g., softly and quietly).

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 7 LC 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

Step 4: Grammar and Usage

Grade 6 LC 1.1 Use simple, compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grade 6 LC 1.3 Use colons after salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 7 LC 1.5 Identify hyphens, dashes, brackets, and semi-colons and use them correctly.

Grade 8 LC 1.5 Use correct punctuation and capitalization.

Step 5: Listening and Reading

Grade 5 R 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, and

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maps) make information accessible and usable.

Grade 5 R 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Grade 5 R 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.

Grade 5 R 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic, and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Grade 6 R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

Grade 6 R 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Grade 6 R 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Grade 8 R 3.5 Identify and analyze recurring themes (e.g. good versus evil) across traditional and contemporary works.

Step 6: Speaking and Writing

Grade 5 R 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Grade 6 W 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Grade 7 W 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Grade 7 W 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Grade 7 W 2.2a Develop interpretations exhibiting careful reading, understanding, and insight.

Grade 7 W 2.2b Organize interpretations around several clear ideas, premises, or images from the literary work.

Grade 7 W 2.2c Justify interpretations through sustained use of examples and textual evidence.

Grade 8 W 1.6 Revise writing for word choice; appropriate organization; consistent point of view, and transitions between paragraphs, passages and ideas.

Scope and Sequence for *LANGUAGE!* Level 2

Skills Overview:

Scientifically-based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. **Phonemic Awareness** – The ability to hear, identify and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. **Decoding and Phonics** – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. **Vocabulary Development** – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
 - Listening vocabulary – the words needed to understand what is heard
 - Speaking vocabulary – the words used when speaking
 - Reading vocabulary – the words needed to understand what is read
 - Writing vocabulary – the words used in writing
4. **Reading fluency, including oral reading skills** – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. **Reading comprehension strategies** – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Book C: Units 13-18 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

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- Syllable awareness in multisyllable words
- Syllable types: closed; r-controlled; open; final silent e
- Schwa (con' vict vs. con vict')
- Phonemes for y, based on word position

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Syllabication process in multisyllable words
- Contractions with *be* and *have*
- Spelling: Change “y” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Idiomatic and common expressions
- Number: irregular plural nouns
- Prefixes: 12 most common for meaning expansion of base words
- Comparative and superlative adjectives

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
- Grammatical functions: complete subject, complete predicate, direct object, object of preposition
- Sentence patterns: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
- Text-based analysis and application of grammatical forms and functions
- Mechanics: end punctuation, various types

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: use information (apply), break down information (analyze)
- Read (and listen to) varied genre selections
- Text structure: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement, question, command
- Written responses linked to Step 5 thinking skills: apply, analyze
- Paragraph development: classification, time sequence, summary
- Essay development: multi-paragraph classification (informational)

Book D: Units 19-24 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Syllable types: Closed, r-controlled, final silent g; vowel digraph; consonant + le; diphthong
- Syllabication process in multisyllable words
- Multiple spellings for long vowels
- Expansion of conditions governing schwa
- English loan words, Romance languages: i = /ē/, a = /ō/, e = /ā/

Step 2: Word Recognition

- Read/spell: new syllable patterns
- Read/spell: new essential words
- Fluency: word recognition
- Spelling: Advanced Doubling Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (6), prefixes (20), and suffixes (20)
- Number: irregular plural nouns
- Use of dictionary (advanced)
- Use of thesaurus

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Step 4: Grammar and Usage

- Grammatical forms: verbs (helping, linking), phrasal verbs, participles (present, past)
- Grammatical functions: subject/verb agreement, indirect object, compound indirect objects
- Sentence patterns: predicate nominative, predicate adjective
- Text-based analysis and application of grammatical forms and functions

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: judge information against criteria (evaluate), put information together in a new way (create)
- Text structure: reasons, persuasion
- 12 literary terms and devices in context

Step 6: Speaking and Writing

- Written responses linked to Step 5 thinking skills: evaluate, create
- Paragraph development: reasons, persuasion, personal narrative
- Pre-writing: graphic organizer scaffolding, reasons, persuasion, personal narrative, notetaking and outlining

Book E: Units 25-30 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Alternate spellings for consonant sounds
- Common phonograms
- Suffixation: pronunciation, spelling, word function impact
- English loan words: African; Asian, Native American

Step 2: Word Recognition

- Read/spell: new sound-spellings and phonograms
- Read/spell: new essential words
- Fluency: word recognition
- Spelling: review and apply all rules

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (15), prefixes (10), and suffixes (20); Greek combining forms (10)
- Suffixes: spelling rules
- Number: irregular plural nouns
- Use of dictionary and thesaurus

Step 4: Grammar and Usage

- Grammatical forms: relative pronouns, subordinating conjunctions, irregular verbs
- Grammatical functions: subject/verb agreement
- Clauses: dependent formed with relative pronouns and subordinating conjunctions, independent
- Sentence patterns: complex

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Read (and listen to) varied genre selections
- Higher-order thinking: application of all levels
- Text structure: compare and contrast
- 12 literary terms and devices in context
- Metacognition and comprehension: sampling, predicting, confirming in challenging text

Step 6: Speaking and Writing

- Write responses linked to higher-order thinking skills: all levels
- Paragraph development: comparison and contrast; narrative
- Pre-writing: graphic organizer scaffolding, comparison-contrast, narrative, note-taking, outlining
- Organize information across sources
- Revise and edit

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Scope and Sequence for *Scholastic READ 180* Level 2 (Middle School)

Comprehension: The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summarize, problem and solution, cause and effect, compare and contrast, and making inferences.

Reading Fluency: Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of paperbacks and audio-books, and recorded sessions on the computer. Student’s fluency progression is based individually.

Vocabulary and Word Study: Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instruction routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, using a dictionary, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

Grammar, Usage, and Mechanics: Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students’ speaking and writing skills. The focus is on writing and speaking skills while teaching students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series, using irregular verbs, subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

Writing: Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft, and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Hear, identify, and manipulate the phonemes in spoken words to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- Read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. (Reading Comprehension strategies)

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- Develop pre-writing skills and produce written responses.
- Revise and edit essay development.
- Use scaffolding strategies.

Assessments

- Degrees of Reading Power (DRP) Placement Test
- Content Mastery Tests or rSkills Tests
- Summative Assessments
- Reading Counts and *Scholastic* Reading Inventory

District Approved Texts and Instructional Resources

- *LANGUAGE!* Student Textbooks, Interactive Textbooks, and Assessments: Books C, D, and E
or
- *Scholastic READ 180* Student Textbooks: Stage B, Enterprise Edition

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Developing Reading Skills Across the Curriculum AB

(Annual Course – Grades 6 - 8)

Prerequisite: See Memorandum on Intervention Options for Students with Disabilities at Targeted Schools

350201 DEV READ MS A

350202 DEV READ MS B

Course Description

The major emphasis of this course is to promote a balanced language arts program, which provides students with opportunities to develop skills to comprehend materials in the content area and to make meaningful connections between the text and the students' experiences. The course will provide sequential and structured opportunities for students with disabilities who are reading at least at the second grade level. The students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. The framework provides an opportunity to use skills for exploring ideas, attitudes, and values as they relate to self and the larger community. Systematic instruction is based on student needs.

Elective Offered Within the Learning Center:

Identified students with disabilities served in the resource specialist program, who are not currently enrolled in a two-hour block program (DRW, ESL, etc.) or are not currently programmed into the Learning Center could be scheduled into this Learning Center elective.

All middle schools on the Targeted Schools List are required to provide targeted evidence-based interventions in English to students with disabilities who scored at the Below Basic or Far Below basic level on the CSTs in English. Middle schools on the Targeted Schools List should program students into the option that best meets the intervention needs of the students.

For assistance in the identification and placement of students, consult Memorandum or the Office of Secondary Instruction and Transition Services.

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Basic Reading Middle School AB

(Annual Course – Grades 6 - 8)

Prerequisite: See Memorandum on Intervention Options for Students with Disabilities at Targeted Schools

350101 B READ MS A

350102 B READ MS B

Course Description

Specially Designed Intervention Elective or SDP English Classes:

Students served in special day programs (SDP) not currently enrolled in a two-hour block program (DRW or ESL) who are performing at the FBB level in ELA may participate in a specially designed reading elective in addition to the core English class. This intervention must consist of the use of evidence-based intervention.

All middle schools on the Targeted Schools List are required to provide targeted evidence-based interventions in English to students with disabilities who scored at the Below Basic or Far Below basic level on the CSTs in English. Middle schools on the Targeted Schools List should program students into the option that best meets the intervention needs of the students.

For assistance in the identification and placement of students, consult Memorandum or the Office of Secondary Instruction and Transition Services.

Correlated Academic Intervention Courses

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Academic Literacy for Middle School 6AB

(Annual Course – Grade 6)

Co-requisite: English 6AB

231121 ACAD LIT MS 6A

231122 ACAD LIT MS 6B

Course Description

The primary goal of this elective course, which is aligned to the corresponding grade level core English course (English 6AB), is to provide strategic instruction that supports student access to rigorous grade level English/ language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this elective course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by grade level ELA California Standards Tests and ELA periodic assessments. The *California Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The Framework highlights that sixth, seventh, and eighth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English. These courses do not replace the grade level core English course and are recommended for students who are below and far below proficiency as measured by grade level CSTs, CELDT, and/or English learners preparing to redesignate. The curriculum and instructional materials for this course parallel those of the core English course.

Focus Standards

**Component 1 –
Narrative**

Grade 6

R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

W 2.1 Write narratives:

- Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- Include sensory details and concrete language to develop plot and character.
- Use a range of narrative devices (e.g., dialogue, suspense).

**Applicable Listening and
Speaking Access
Standards**

SA 2.1 Deliver narrative presentations:

- Establish a context, plot, and point of view.
- Include sensory details and concrete language to develop the plot and character.
- Use a range of narrative devices (e.g., dialogue, tension, or suspense).

**Component 2 –
Research/Exposition**

Grade 6

R 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

R 2.7 Make reasonable assertions about a text through accurate, supporting citations.

W 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):

- State the thesis or purpose.
- Explain the situation.
- Follow an organizational pattern appropriate to the type of composition.
- Offer persuasive evidence to validate arguments and conclusions as needed.

**Applicable Listening and
Speaking Access
Standards**

SA 2.2 Deliver informative presentations:

- Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.

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- b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

SA 2.5 Deliver presentations on problems and solutions:

- a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
- b. Offer persuasive evidence to validate the definition of the proposed problem and the proposed solution.

Component 3 – Response to Literature/Text

Grade 6

R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

R 3.8 Critique the credibility of characterization and the degree to which a plot is contrive or realistic (e.g., compare use of fact and fantasy in historical fiction).

W 2.4 Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

Applicable Listening and Speaking Access Standards

SA 2.3 Deliver oral responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.
- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

Component 4 – Persuasion/End-of-Course

Grade 6

R 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

R 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

W2.5 Write persuasive compositions:

- a. State a clear position on a proposition or proposal.
- b. Support the position with organized and relevant evidence.
- c. Anticipate and address reader concerns and counterarguments.

Applicable Listening and Speaking Access Standards

SA 2.4 Deliver persuasive presentations:

- a. Provide a clear statement of the position.
- b. Included relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a theme expressed in the work; connect those elements to texts that express similar positions and themes; and describe the rhetorical devices used to convey those controlling ideas.
- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- Find similarities and differences between texts in treatment, scope, and organization of ideas.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.

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- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

Assessments

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations
- CELDT results

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide*, Grade 6, including *ELA Modules*

District Approved Texts and Instructional Resources

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 6* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Copper Level* CA Edition
- Supplemental district approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

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Academic Literacy for Middle School 7AB

(Annual Course – Grade 7)

Co-requisite: English 7AB

231123 ACAD LIT MS 7A

231124 ACAD LIT MS 7B

Course Description

The primary goal of this elective course, which is aligned to the corresponding grade level core English course (English 7AB), is to provide strategic instruction that supports student access to rigorous grade level English/language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this elective courses advances student proficiency in reading, writing, speaking, listening, and thinking as measured by grade level ELA California Standards Tests and ELA periodic assessments. The *California Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The Framework highlights that sixth, seventh, and eighth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English. These courses do not replace the grade level core English course and are recommended for students who are below and far below proficiency as measured by grade level CSTs, CELDT, and/or English learners preparing to redesignate. The curriculum and instructional materials for this course parallel those of the core English course.

Focus Standards

**Component 1 –
Narrative**

Grade 7

R 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

W 2.1 Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

**Applicable Listening and
Speaking Access
Standards**

SA 2.1 Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complete major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of the specific narrative action (e.g., movement, gestures, expressions).

SA 2.2 Deliver oral summaries of articles and books:

- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quotes from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

**Component 2 –
Research/Exposition**

Grade 7

R 2.4 Identify and trace the development of an author's argument, point of view, or

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perspective in text.

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

W 2.3 Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
- d. Document reference sources by means of footnotes and a bibliography.

Applicable Listening and Speaking Access Standards

SA 2.3 Deliver research presentations:

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process (e.g., use of a card catalogue, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
- d. Cite reference sources appropriately.

Component 3 – Response to Literature/Text

Grade 7

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

W 2.2 Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence.

Applicable Listening and Speaking Access Standards

SA 2.2 Deliver oral summaries of articles and books:

- a. Include the main ideas of the event or article and the most significant details.
- b. Use the student's own words, except for material quoted from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

Component 4 – Persuasion/End-of-Course

Grade 7

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

W2.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

Applicable Listening and Speaking Access Standards

SA 2.4 Deliver persuasive presentations:

- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.

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- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a theme expressed in the work; connect those elements to texts that express similar positions and themes; and describe the rhetorical devices used to convey those controlling ideas.
- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- Find similarities and differences between texts in treatment, scope, and organization of ideas.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

Assessments

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations
- CELDT results

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide*, Grade 7, including *ELA Modules*

District Approved Texts and Instructional Resources

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 7* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Bronze Level* CA Edition
- Supplemental district approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

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Academic Literacy for Middle School 8AB
(Annual Course – Grades 6-8)

Co-requisite: English 8AB

231125 ACAD LIT MS 8A
231126 ACAD LIT MS 8B

Course Description

The primary goal of this elective course, which is aligned to the corresponding grade level core English course (English 8AB), is to provide strategic instruction that supports student access to rigorous grade level English/Language Arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, this elective course advances student proficiency in reading, writing, speaking, listening, and thinking as measured by grade level ELA California Standards Tests and ELA periodic assessments. The *California Reading/Language Arts Framework* requires that by the end of middle school, students will have read one million words annually on their own, including a good representation of narrative (classic and contemporary literature) and expository literature (magazines, newspapers, online articles). The Framework highlights that sixth, seventh, and eighth grade students are expected to write narrative, persuasive, and descriptive texts (responses to literature and research reports) of at least 500 to 700 words in each genre and continue to demonstrate a command of standard English. These courses do not replace the grade level core English course and are recommended for students who are below and far below proficiency as measured by grade level CSTs, CELDT, and/or English learners preparing to redesignate. The curriculum and instructional materials for this course parallel those of the core English course.

Focus Standards

**Component 1 –
Narrative**

Grade 8

R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

W 2.1 Write biographies, autobiographies, short stories, or narratives:

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, or the writer's attitude about, the subject.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

**Applicable Listening and
Speaking Access
Standards**

SA 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):

- a. Relate a clear, coherent incident, event or situation by using well-chosen details.
- b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

SA 2.2 Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.

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- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

**Component 2 –
Research/Exposition**

Grade 8

R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

R 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.3 Write research reports:

- Define a thesis.
- Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- Use a variety of primary and secondary sources and distinguish the nature and value of each.
- Organize and display information on charts, maps, and graphs.

**Applicable Listening and
Speaking Access
Standards**

SA 2.3 Deliver research presentations:

- Define a thesis.
- Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
- Use a variety of primary and secondary sources and distinguish the nature and value of each.
- Organize and record information on charts, maps, and graphs.

**Component 3 – Response
to Literature/Text**

Grade 8

R 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

W 2.2 Write responses to literature:

- Exhibit careful reading and insight in their interpretations.
- Connect the student's own responses to the writer's techniques and to specific textual references.
- Draw and supported inferences about the effects of a literary work on its audience.
- Support judgments through references to the text, other works, other authors, or to personal knowledge.

**Applicable Listening and
Speaking Access
Standards**

SA 2.2 Deliver oral responses to literature:

- Interpret a reading and provide insight.
- Connect the students' own responses to the writer's techniques and to specific textual references.
- Draw supported inferences about the effects of a literary work on its audience.
- Support judgments through references to the text, other works, other authors, or personal knowledge.

**Component 4 –
Persuasion/End-of-
Course**

Grade 8

R 2.2 Analyze text that uses proposition and support patterns.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W2.4 Write persuasive compositions:

- Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).

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Applicable Listening and Speaking Access Standards

- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
 - d. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- SA 2.4** Deliver persuasive presentations:
- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
 - c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
 - d. Maintain a reasonable tone.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a theme expressed in the work; connect those elements to texts that express similar positions and themes; and describe the rhetorical devices used to convey those controlling ideas.
- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- Find similarities and differences between texts in treatment, scope, and organization of ideas.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

Assessments

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations
- CELDT results

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide*, Grade 8, including *ELA Modules*

District Approved Texts and Instructional Resources

- District approved textbook and corresponding district-approved novel(s) and complete works
- McDougal Littell *The Language of Literature, Grade 8* or Prentice Hall *Literature: Timeless Voices, Timeless Themes, Silver Level* CA Edition
- Supplemental district approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Intersession/Summer Academic Intervention Courses

Literacy in Action 1AB

(Summer Session/ Intersession – Grades 6-8)

Prerequisite: Enrollment in Literacy for Success 1AB

232501 LIT ACTN MS 1A

232502 LIT ACTN MS 1B

Course Description

This is a transitional summer/intersession course for students in *Developing Readers and Writers Course (DRWC)*, an accelerated intervention program that addresses the needs of the students in grades 6 through 8 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The major purpose of this course is to address core English-Language Arts content standards and give students experience with literature and writing to prepare them for grade level work and the California High School Exit Exam.

COURSE SYLLABUS

Scope and Sequence

DRW-ELA is a four-week, four hours/day course that uses McDougal Littell's *Bridges to Literature, Book 1* and Great Source's *Reading and Writing Sourcebook* for instruction in writing. The designated block includes:

- 1) Pre-reading (see Connect to Your Life, "Key" to ...)
- 2) Vocabulary introduction and instruction (Words to Know and Vocabulary Strategy lessons)
- 3) Direct instruction with the reading selection (the teacher guiding the students' reading with appropriate questions and strategies)
- 4) Post-reading activities

Focus 1: Fiction

Representative Standards

Grade 6

R 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

R 1.2 Identify and interpret figurative language and words with multiple meanings.

R 3.1 Identify the forms of fiction and describe the major characteristics of each form.

R 3.6 Identify and analyze features of themes conveyed through characters, actions and images.

R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic.

W 2.1 Write narratives.

Grade 7

R 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

R 2.3 Analyze text that uses the cause-and-effect organizational pattern.

R 3.1 Articulate the expressed purposes and characteristics of different forms of prose.

R 3.2 Identify events that advance the plot and determine how each even explains past or present action(s) or foreshadows future action(s).

R 3.4 Identify and analyze recurring themes across works.

W 2.1 Write fictional and autobiographical narratives.

Grade 8

R 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

R 2.7 Evaluate the unity coherence, logic, internal consistency, and structural patterns of text.

R 3.2 Evaluate the structural elements of plot, the plot's development, and the way in which conflicts are addressed/resolved.

R 3.5 Identify and analyze recurring themes across traditional and contemporary works.

W 2.1 Write biographies, autobiographies, short stories, or narratives.

In Focus 1: Fiction component, students will work with short stories to develop vocabulary and work with vocabulary words in context in order to derive multiple meanings and understand figurative language. Students

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begin to analyze the expressed purposes and characteristics of prose while studying thematic elements, events of the plot, and the credibility of characterization. Students will develop their own autobiographical or fictional narratives.

Focus 2: Nonfiction /Poetry

Representative Standards

Grade 6 Nonfiction

R 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

R 2.7 Make reasonable assertions about a text through accurate, supporting citations.

W 2.3 Write research reports.

Grade 6 Poetry

R 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

R 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Grade 7 Nonfiction

R 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

W 2.3 Write research reports.

Grade 7 Poetry

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

Grade 8 Nonfiction

R 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.3 Write research reports.

Grade 8 Poetry

R 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In Focus 2: Nonfiction/Poetry component, students will study nonfiction text to write research reports that make reasonable assertions about a text through accurate citations. Students will develop connections to main ideas and assertions, make connections between relationships of source material, and assess the adequacy, accuracy and appropriateness of the author's evidence. In developing their own research reports, students will make assertions, develop an organizational structure and use a variety of texts to support their ideas. In this component, students will also learn how tone, meaning, and themes are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. Students will use poetry to analyze recurring themes and explain the effects of common literary devices.

Focus 3: Fiction

Representative Standards

Grade 6

R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

Grade 7

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Grade 8

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

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In Focus 3: Fiction component, students will participate in a more sophisticated analysis of characterization by examining how the qualities of a character has an effect on the plot and how characterization is delineated through a character's thoughts, words, speech patterns, and actions. Students will use the knowledge they have learned to construct their own fictional or autobiographical narrative.

Focus 4: Biography/ Autobiography

Representative Standards

Grade 6

R 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

R 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

Grade 7

R 2.3 Analyze text that uses the cause-and-effect organizational pattern.

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Grade 8

R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

In Focus 4: Biography/Autobiography, students will read biographical texts and connect and clarify main ideas, trace the development of an author's argument, point of view, or perspective, and assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping. They will also have opportunities to evaluate the unity, coherence, logic, internal consistency, and structural patterns of text to apply to their own fictional or autobiographical narratives.

Focus 5: Drama

Representative Standards

Grade 6

R 3.1 Identify the forms of fiction and describe the major characteristics of each form.

R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Grade 7

R 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Grade 8

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In Focus 5: Drama component, students will study drama as a different form of prose to articulate the expressed purposes and characteristics. Students will also examine the structural elements of the plot and characterization, the plot's development, and the way in which conflicts are or are not addressed and resolved. Students will investigate the credibility of characterization in this genre and analyze characterization through a character's thoughts, words, speech patterns, and actions and the thoughts, words, and actions of other characters.

Focus 6: Reading a Novel Excerpt

Representative Standards

Grade 6

R 3.1 Identify the forms of fiction and describe the major characteristics of each form.

R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

R 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

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Grade 7

R 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

R 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Grade 8

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

In Focus 6: Reading a Novel Excerpt, students will deepen their understanding of the literary analysis standards by identifying and analyzing features of themes, identify and analyze recurring themes, explain the effects of common literary devices, and compare and contrast the motivations of characters.

Options for reading aloud as a part of the *DRW-ELA Course*

- Chapter books from the school library
- Books from personal collections
- Books suggested and offered by students
- Appropriate articles from magazines and newspapers
- Stories in *Bridges to Literatures: Book I* which are not used for lessons.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Clarify the literal and figurative meanings of words within the context through the use of definition, example, restatement or contrast.
- Identify forms of fiction and the characteristics of the different forms of prose and poetry.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
- Identify the events of the plot and determine how events explain past, present, or foreshadow future actions.
- Connect and clarify main ideas and the cause and effect relationships to other sources and related topics in nonfiction text.
- Assess the adequacy and appropriateness of an author's argument.
- Explain the effects of common literary devices in a variety of fictional and nonfictional texts.
- Write fictional and autobiographical narratives.
- Use scaffolding strategies.

Assessments

- Assessments found in the assessment booklet
- Teacher designed quizzes and tests
- Fictional and autobiographical narratives

District Approved Texts and Instructional Resources

- McDougal Littell *Bridges to Literature, Level 1* Book 1 (District adopted standards-based textbook)
- Supplemental District approved standards-based instructional materials and resources
- Texts used for read aloud to elicit student interest in reading.

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Literacy in Action 2 AB

(Summer Session/Intersession Course – Grades 6-8)

Prerequisite: Enrollment in Literacy Success 2 AB

232503 LIT ACTN MS 2A

232504 LIT ACTN MS 2B

Course Description

This is a transitional summer/intersession course for students in *Developing Readers and Writers Course (DRWC)*, an accelerated intervention program that addresses the needs of the students in grades 6 through 8 who have demonstrated delayed reading in the areas of decoding, encoding, fluency, and comprehension. The major purpose of this course is to address core English-Language Arts content standards and give students experience with literature and writing to prepare them for grade level work and the California High School Exit Exam.

COURSE SYLLABUS

DRW-ELA is a four-week, four hours/day that uses McDougal Littell's *Bridges to Literature, Book II* and Great Source's *Reading and Writing Sourcebook* for instruction in writing. Please refer to the *Bridges to Literature: Book II—Four Week Lesson Plan*. The designated block includes:

- 1) Pre-reading (see Connect to Your Life, "Key" to ...)
- 2) Vocabulary introduction and instruction (Words to Know and Vocabulary Strategy lessons)
- 3) Direct instruction with the reading selection (the teacher guiding the students' reading with appropriate questions and strategies)
- 4) Post-reading activities

Focus 1: Fiction

Representative Standards

Grade 6

R 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

R 3.1 Identify the forms of fiction and describe the major characteristics of each form.

R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic.

W 2.1 Write narratives.

Grade 7

R 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

R 3.1 Articulate the expressed purposes and characteristics of different forms of prose.

R 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

W 2.1 Write fictional and autobiographical narratives.

Grade 8

R 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

R 3.2 Evaluate the structural elements of plot, the plot's development, and the way in which conflicts are addressed/resolved.

W 2.1 Write biographies, autobiographies, short stories, or narratives.

In Focus 1: Fiction component, students will work with short stories to develop vocabulary and work with vocabulary words in context in order to derive multiple meanings and understand figurative language. Students begin to analyze the expressed purposes and characteristics of prose while studying thematic elements, events of the plot, and the credibility of characterization. Students will develop their own autobiographical or fictional narratives. Although this is similar to the work in *Literacy in Action 1 AB*, the readings and activities are derived from Book II.

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Focus 2: Fiction/Poetry

Representative Standards

Grade 6 Fiction

R 3.1 Identify the forms of fiction and describe the major characteristics of each form.

R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

W 2.1 Write narratives.

Grade 6 Poetry

R 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

R 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Grade 7 Fiction

R 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

W 2.3 Write autobiographical or fictional narratives.

Grade 7 Poetry

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

Grade 8 Fiction

R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

W 2.1 Write biographies, autobiographies, short stories, or narratives.

Grade 8 Poetry

R 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In Focus 2: Nonfiction/Poetry component, students will study a more sophisticated perspective in examining characterization by analyzing the qualities of character on the plot and the resolution of the conflict, comparing and contrasting motivations and reactions of literary characters from different eras confronting similar situations or conflicts, and analyzing characterization as delineated through a character's thoughts, words, speech patterns, and actions. Students will utilize the content knowledge to write their own fictional and autobiographical narratives. In this component, students will also learn how tone, meaning, and themes are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. Students will use poetry to analyze recurring themes and explain the effects of common literary devices.

Focus 3: Nonfiction

Representative Standards

Grade 6

R 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

W 2.1 Write responses to literature.

Grade 7

R 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

W 2.1 Write responses to literature.

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Grade 8

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.1 Write technical documents.

In Focus 3: Nonfiction component, students will study nonfiction text to write research reports that make reasonable assertions about a text through accurate, supporting citations. Students will develop connections to main ideas and assertions, make connections between relationships of source material, and assess the adequacy, accuracy and appropriateness of the author's evidence. In developing their own research reports, students will make assertions, develop an organizational structure, and use a variety of texts to support their ideas.

Focus 4: Biography

Representative Standards

Grade 6

R 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

R 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.

W 2.5 Write persuasive compositions.

Grade 7

R 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.

W 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

W 2.4 Write persuasive compositions.

Grade 8

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.4 Write persuasive compositions.

In Focus 4: Biography component, students will read biographical texts and connect and clarify main ideas, trace the development of an author's argument, point of view, or perspective, and assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping. They will also have opportunities to evaluate the unity, coherence, logic, internal consistency, and structural patterns of text to apply to their analysis in the form of a persuasive composition.

Focus 5: Drama

Representative Standards

Grade 6

R 3.1 Identify the forms of fiction and describe the major characteristics of each form.

R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Grade 7

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Grade 8

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In Focus 5: Drama component, students will study drama as a different form of prose to articulate the expressed purposes and characteristics. Students also examine the structural elements of the plot and characterization, the plot's development, and the way in which conflicts are or are not addressed and resolved. Students will continue to analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions, the narrator's description, and the thoughts, words, and actions of other characters. Students will utilize the content knowledge to apply to their own fictional and autobiographical narratives.

Focus 6: Reading a Novel Excerpt

Representative Standards

Grade 6

R 3.1 Identify the forms of fiction and describe the major characteristics of each form.

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R 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).

R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Grade 7

R 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

R 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

R 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).

Grade 8

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

In Focus 6: Reading a Novel Excerpt, students will deepen their understanding of the literary analysis standards by identifying and analyzing features of themes conveyed through characters, actions, and images, identify and analyze recurring themes, explain the effects of common literary devices, and compare and contrast the motivations of characters. Students will also learn to identify the speaker and recognize the difference between first- and third-person narrations and compare and contrast motivations and reactions of literary characters from different historical era confronting similar situations or conflicts. Students will utilize the content knowledge to write a response to literature.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Clarify the literal and figurative meanings of words within the context through the use of definition, example, restatement or contrast.
- Identify forms of fiction and the characteristics of the different forms of prose and poetry.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
- Identify the events of the plot and determine how events explain past, present, or foreshadow future actions.
- Connect and clarify main ideas and the cause and effect relationships to other sources and related topics in nonfiction text.
- Assess the adequacy and appropriateness of an author's argument.
- Explain the effects of common literary devices in a variety of fictional and nonfictional texts.
- Write fictional and autobiographical narratives, persuasive compositions, and responses to literature.
- Articulate the expressed purposes and characteristics of different forms of prose.
- Use scaffolding strategies.

Assessments

- Assessments found in the assessment booklet
- Teacher-designed quizzes and tests
- Fictional and autobiographical narratives

District Approved Texts and Instructional Resources

- McDougal Littell *Bridges to Literature, Level I* Book II (District adopted standards-based textbook)
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Elective Courses – Composition

Creative Writing for Middle School AB
(Semester Course – Grades 7-8)
Prerequisite: English 6AB

230209 CREAT WRIT MS A
230210 CREAT WRIT MS B

Course Description

The major purpose of this elective course is to create a positive writing experience for students interested in creative writing through experiential, literature-rich focused instruction. Students will keep a daily journal of unique writing exercises that encourages both the enjoyment of writing as well as practice in various skills such as point of view, characterization techniques, sensory detail development, effective dialogue, creating suspense, figurative language, and much more. In addition to responding to high interest prompts, students will have multiple opportunities to read and discuss examples of good writing. It is recommended that students use technology to develop and publish work.

Focus Standards

Reading

Grade 7

- R 3.1** Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
- R 3.2** Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- R 3.5** Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Grade 8

- R 3.3** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- R 3.5** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- R 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Writing

Grade 7

- W 2.1** Write fictional or autobiographical narratives:
 - a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
 - b. Develop complex major and minor characters and a definite setting.
 - c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
- W 2.2** Write responses to literature:
 - a. Develop interpretations exhibiting careful reading, understanding, and insight.
 - b. Organize interpretations around several clear ideas, premises, or images from the literary work.
 - c. Justify interpretations through sustained use of examples and textual evidence.

Grade 8

- W 2.1** Write biographies, autobiographies, short stories, or narratives:
 - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
 - b. Reveal the significance of, or the writer's attitude about, the subject.
 - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast

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of characters).

W 2.2 Write responses to literature:

- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

Listening and Speaking

Grade 7

SA 2.1 Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

Grade 8

SA 2.2 Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Select and use words with sensory and emotional appeal for descriptive purposes.
- Recognize and use figurative language in contexts where it enhances the author's purpose.
- Manipulate syntactic structures, sentence patterns, and poetic forms for specific effects and purpose.
- Develop a character sketch with concrete details that clarify appearance and personality.
- Compose dialogue and stage directions appropriate to the characters involved in a dramatic episode.
- Distinguish the elements of a short story and employ these elements in an original short story.
- Define point of view and illustrate how it controls the content and effects of imaginative writing.

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Work portfolios

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7 – 8
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Creative Expression for Middle School AB
(Annual Course – Grades 7-8)

Prerequisite: Department Recommendation

230211 CREAT EXP MS A
230212 CREAT EXP MS B

Course Description

The major purpose of this elective course is to provide instruction in the writing of original prose, poetry, and drama using models of oral and written interpretation from literature. Students demonstrate their ability to read and discuss literature, and use it as a vehicle for understanding their own historical periods, values, and cultures. Through discussions, journal entries, and papers, students demonstrate knowledge of literary terms and techniques. Development of speaking and listening skills, refinement of reading comprehension skills, and reading appreciation are other desired outcomes of this intensive enrichment course. Students will develop dramatic and artistic interpretations of written work.

Focus Standards

Reading

Grade 7

R 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

R 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

R 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Grade 8

R 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

Writing

Grade 7

W 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

W 2.1 Write fictional or autobiographical narratives:

- a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- b. Develop complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

Grade 8

W 2.1 Write biographies, autobiographies, short stories, or narratives:

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, or the writer's attitude about, the subject.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

W 2.2 Write responses to literature:

- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific

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textual references.

- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

Listening and Speaking

Grade 7

SA 2.1 Deliver narrative presentations:

- a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
- b. Describe complex major and minor characters and a definite setting.
- c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).

Grade 8

LS 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):

- a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
- b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
- c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

LS 2.2 Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Compose a selection of prose or poetry that appeals to one or more of the five senses, using specific nouns and descriptive verbs with appropriate modifiers.
- List words and phrases that express the appearance and emotions of a person in a particular situation (picture, news story, etc.) and incorporate notes in a descriptive sketch.
- Identify the essential elements of a narrative and use these elements in composing an original narrative.
- Write a dialogue or dramatic skit to reveal plot or character.
- Use diction and voice appropriate to the subject and purpose of the composition.
- Engage in dramatic and artistic interpretations.

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Work portfolios

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7 – 8
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Elective Courses – Humanities

Humanities for Middle School AB
(Annual Course – Grade 8)
Prerequisite: English 7AB

230901 HUMANIT MS A
230902 HUMANIT MS B

Course Description

The major purpose of this elective course is to provide an investigation of historical eras and the connected cultural manifestations as expressed through literature, art, music, law, politics, religion, and philosophy. Students will examine significant works of the historical eras and analyze how they reflect the heritage, traditions, attitudes, and beliefs of the writers, artists, and/or musicians in relationship to the time period. Literary and specialized works are examined for the ideas expressed and the artistry in expression. The course requires practice in structured writing, oral discussions, and critical and creative responses to reading, art, and music. Eighth grade students are expected to produce major texts of 500 to 700 words in these categories: fictional or autobiographical narratives, responses to literature, research reports, and persuasive compositions. This is an interdisciplinary course (English and History/Social Science).

Focus Standards

Reading

Grade 8

R 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

Writing

Grade 8

W 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

W 2.2 Write responses to literature:

- a. Exhibit careful reading and insight in their interpretations.
- b. Connect the student's own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

Listening and Speaking

Grade 8

SA 2.2 Deliver oral responses to literature:

- a. Interpret a reading and provide insight.
- b. Connect the students' own responses to the writer's techniques and to specific textual references.
- c. Draw supported inferences about the effects of a literary work on its audience.
- d. Support judgments through references to the text, other works, other authors, or personal knowledge.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Define the term humanities and discuss the relevance of humanities studies to contemporary living.

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- Recognize some basic human concerns and how people have sought to meet these concerns in various cultures and epochs.
- Analyze the origins and uses of myths and symbols in various cultures.
- Demonstrate an understanding of certain general aesthetic principles by applying them to selected examples from several arts.
- Compare and contrast motivations and reactions of literary characters from different historical eras or cultures who confront similar situations or conflicts.
- Identify some major cultural epochs and their contributions to contemporary cultures.
- Formulate evaluative criteria for judging the products of a culture.
- Maintain an independent reading, viewing, and listening schedule, including a plan for recording and reporting on choices.
- Engage in discussions around the works of significance and their contributions to historical eras.

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Interdisciplinary portfolios

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 8
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Elective Courses – Journalism

Journalism for Middle School AB
(Annual Course – Grades 7-8)

Prerequisite: None

230501 JOURNALSM MS A
230502 JOURNALSM MS B

Course Description

The major purpose of this elective course is to offer introductory training in writing news stories, feature articles, and editorials. Students will develop skills in basic interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources. Laboratory experiences in preparation of the school newspaper provide practice in editing and publication procedures, including copyreading, headline writing, page makeup, proofreading, and achieving a balanced publication through a selection of editorial accounts.

Focus Standards

Reading

Grade 7

R 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Grade 8

R 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

R 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

Writing

Grade 7

W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

W 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

W 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

W 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

W 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

W 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

W 2.3 Write research reports:

- a. Pose relevant and tightly drawn questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
- d. Document reference sources by means of footnotes and a bibliography.

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W 2.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

Grade 8

W 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

W 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

W 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

W 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.

W 1.5 Achieve an effective balance between researched information and original ideas.

W 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

W 2.3 Write research reports:

- a. Define a thesis.
- b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- d. Organize and display information on charts, maps, and graphs.

W 2.4 Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

Listening and Speaking

Grade 7

LS 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

LS 1.2 Determine the speaker's attitude toward the subject.

LS 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Grade 8

LS 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

LS 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Distinguish among the major types of material in newspapers and magazines.
- Identify parts of the lead paragraph of a news story that tell who, what, when, where, why, and how.
- Recognize the elements of an event that make it newsworthy.
- Plan for and conduct interviews, using preliminary research.
- Take notes with attention to key ideas.
- Compose effective leads for new stories.

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- Write various types of articles for the school newspaper.
- Prepare copy according to established standards.
- Cover a newsbeat or perform specified duties of an editor systematically and responsibly.
- Complete writing assignments to meet production deadlines.
- Perform editing functions efficiently and accurately, including copyreading, headline writing, and proofreading.
- Evaluate individual issues and volumes of the school newspaper according to established criteria.
- Identify propaganda and other devices used to influence the reader.
- Compare the contents and influences of the mass media.

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and articles
- Oral presentations

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7 & 8
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Photo Journalism for Middle School
(Semester Course – Grades 7-8)

Prerequisite: English 6AB

230605 PHOTO JOUR MS

Course Description

The major purpose of this elective course is to introduce the student to the language of still photography, organized around picture journalism in newspapers and magazines. Students are involved in the development of picture pages, picture stories, picture essays, and character studies. Instruction in basic camera techniques and development of skills in picture taking and caption writing is included. Students will learn how a good photo for journalistic purposes enhances the written word and tells its own story. Depending on the available resources and materials, this class can incorporate desktop publishing. Students will learn how to use the 35 mm camera, digital camera, scanner, and a computer-based publishing application to produce a magazine.

Focus Standards

Reading

Grade 7

R 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Grade 8

R 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

R 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

Writing

Grade 7

W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

W 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

W 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

W 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

W 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

W 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

W 2.4 Write persuasive compositions:

- a. State a clear position or perspective in support of a proposition or proposal.
- b. Describe the points in support of the proposition, employing well-articulated evidence.
- c. Anticipate and address reader concerns and counterarguments.

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Grade 8

W 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

W 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

W 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

W 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.

W 1.5 Achieve an effective balance between researched information and original ideas.

W 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

W 2.4 Write persuasive compositions:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
- b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
- c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.

Listening and Speaking

Grade 7

LS 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

LS 1.2 Determine the speaker's attitude toward the subject.

LS 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Grade 8

LS 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

LS 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Distinguish among the major types of material in a newspaper.
- Identify parts of the lead paragraph of a news story that tell who, what, when, where, why, and how.
- Recognize the elements of an event that make it newsworthy.
- Plan for and conduct interviews, using preliminary research.
- Take notes with attention to key ideas.
- Identify propaganda and other devices used to influence the reader.
- Compare the contents and influences of the mass media.
- Demonstrate knowledge of the elements of a photograph that are used to tell a story.
- Write effective captions that tell who, what, when, where, why, and how.

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Student portfolio

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7-8
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Elective Courses – Literature/Reading

Elements of the Short Story and Novel
(Semester Course in an Annual Sequence – Grade 6)

Co-requisite: English 6A

230401 SH STORY MS

Course Description

The major purpose of this semester elective course is to supplement the core English 6AB curriculum. This course aligns to the Focus and Assessed Standards in the *LAUSD English/Language Arts Instructional Guide, Grade 6* and is scheduled concurrently with English 6A.

In this course, students will read, discuss, and respond to a wide variety of short stories, narrative fiction and nonfiction, and novels in support of the focus on literary analysis in *Component 1 – Narrative* and *Component 3 – Response to Literature/Text*. Students will focus on elements of author’s craft by conducting literary analyses that examine: qualities of characters, features of themes, figurative language, credibility of characterization and the extent to which the plot is realistic or contrived. In studying these literary genres, students will also examine informational texts that support their understanding of author’s craft and the themes explored in the literary works, including biographies, poetry, critiques, essays, and feature articles.

Focus Standards

Reading

R 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

R 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

R 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Writing

W 2.4 Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.

Listening and Speaking

SA 2.3 Deliver oral responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.
- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Identify the forms of fiction and narrative text and describe the major characteristics of each form.
- Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- Analyze the influence of the setting on the problem and its resolution.
- Identify and analyze features of themes conveyed through characters, actions, and images.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction) in classroom discussions and in writing.
- Identify and interpret figurative language, literary devices, and shades of meaning in related words.
- Write narratives that establish and develop a plot, character(s), setting, and point of view through sensory details, concrete language, and narrative devices.
- Write responses to literature that develop an interpretation organized around clear ideas and justified

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through textual examples.

Assessments

- ELA periodic assessments
- Teacher-designed quizzes and tests
- Student-written narratives and essays
- Oral presentations: narrative and responses to literature

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grade 6
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, novels)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Elements of Expository and Informational Text
(Semester Course in an Annual Sequence – Grade 6)

Co-requisite: English 6B

230403 EXPO TEXT MS

Course Description

The major purpose of this semester elective course is to supplement the core English 6AB curriculum. This elective course aligns to the Focus and Assessed Standards in the *LAUSD English/Language Arts Instructional Guide, Grade 6* and is scheduled concurrently with English 6B.

In this course, students will read, discuss, and respond to a wide variety of expository and persuasive genres in support of the focus on informational text in *Component 2 – Exposition* and *Component 4 – Persuasion*. Students will focus on elements of author's craft by describing and connecting the essential ideas, arguments, and perspectives of the text. Students will also develop their knowledge of text structure, organization, and purpose and produce expository compositions (description, explanation, comparison and contrast, problem and solution) and persuasive compositions of 500 to 700 words. They will also be expected to deliver informative presentations.

Focus Standards

Reading

- R 1.4** Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- R 2.4** Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- R 2.6** Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- R 2.7** Make reasonable assertions about a text through accurate, supporting citations.
- R 2.8** Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

Writing

- LC 1.1** Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
- W 1.3** Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.
- W 2.2** Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
 - a. State the thesis or purpose.
 - b. Explain the situation.
 - c. Follow an organizational pattern appropriate to the type of composition.
 - d. Offer persuasive evidence to validate arguments and conclusions as needed.
- W 2.5** Write persuasive compositions:
 - a. State a clear position on a proposition or proposal.
 - b. Support the position with organized and relevant evidence.
 - c. Anticipate and address reader concerns and counterarguments.

Listening and Speaking

- SA 2.2** Deliver informative presentations:
 - a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
 - b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

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SA 2.4 Deliver persuasive presentations:

- a. Provide a clear statement of the position.
- b. Include relevant evidence.
- c. Offer a logical sequence of information.
- d. Engage the listener and foster acceptance of the proposition or proposal.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Identify the structural features of informational and persuasive texts found in primary and secondary sources, including media.
- Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- Make reasonable assertions about a text through accurate, supporting citations.
- Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
- Write expository and persuasive compositions that provide a clear thesis or position, support the central purpose with organized and relevant evidence, and address all sides of an issue.
- Deliver informative presentations that pose and answer relevant questions and develop the topic with details from multiple authoritative sources.
- Deliver persuasive presentations that state and support a clear position with organized and relevant evidence, and engage and foster the listener's acceptance of the position.

Assessments

- Released LAUSD Periodic Assessments
- Teacher-designed quizzes and tests
- Student-written persuasive and expository compositions
- Expository and persuasive oral presentations

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grade 6
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (news and magazine articles, editorials, commentaries, longer works of nonfiction)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

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Speech for Middle School AB
(Annual Course – Grades 7-8)

Prerequisite: None

230801 SPEECH MS A
230802 SPEECH HS A

Course Description

The major purpose of this elective course is to offer students an opportunity to gain skill, confidence, and fluency required to function in today's society. Students develop an understanding of both basic communication principles and public speaking strategies through their application of these principles to a variety of speaking assignments (e.g., one-on-one situations, public speaking, and small groups). The fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience will be addressed. Instruction stresses academic communication. Students will participate in panel discussions and debates.

Focus Standards

Reading

Grade 7

R 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).

R 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Grade 8

R 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

Writing

Grade 7

W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

W 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

W1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

Grade 8

W 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

W 1.5 Achieve an effective balance between researched information and original ideas.

W 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Listening and Speaking

Grade 7

LS 1.2 Determine the speaker's attitude toward the subject.

LS 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

LS 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.

SA 2.3 Deliver research presentations:

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process(e.g., use of a

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card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).

- d. Cite reference sources appropriately.

SA 2.4 Deliver persuasive compositions:

- a. State a clear position or perspective in support of an argument or proposal.
b. Describe the points in support of the argument and employ well-articulated evidence.

Grade 8

LS 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

LS 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

LS 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.

LS 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.

SA 2.3 Deliver research presentations:

Define a thesis.

- a. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
b. Use a variety of primary and secondary sources and distinguish the nature and value of each.
c. Organize and record information on charts, maps, and graphs.

SA 2.4 Deliver persuasive presentations:

- a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
d. Maintain a reasonable tone.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Apply principles of informal speech to practice social introductions, social conversations, and telephoning.
- Conduct an interview that successfully achieves its purpose.
- Identify the audience for a speech and cite specific examples of how the speech was adapted to its audience.
- Take notes that identify the central idea, main points, and essential details of a speech.
- Employ posture and gestures that express desired meaning to an audience.
- Practice effective voice and articulation skills in a variety of speaking situations.
- Prepare for and participate in several types of effective group discussions.
- Write an outline to organize patterns of arrangement and development for speech assignments.
- Recognize and use valid types of evidence and reasoning.
- Include different forms of media, including visuals and digital media, in speeches and presentations.
- Evaluate and provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- Engage in self-assessment of the development, delivery, and effectiveness of speeches.
- Evaluate the unity, coherence, logic, internal consistency, and structural patterns of oral and written text.

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Assessments

- Teacher-designed quizzes and tests
- Student-written speeches and oral presentations
- Classroom panels and discussion

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 7 – 8
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (including audio, visual, and digital formats)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**HIGH SCHOOL
English/Language Arts
COURSES
Grades 9-12**

High School Core English Courses

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English 9AB
(Annual Course – Grade 9)

230107 ENGLISH 9A
230108 ENGLISH 9B

Course Description

The major purpose of this course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The *California Reading/Language Arts Framework* states that students in the ninth grade are expected to read one and one-half million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

English 9AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. English 9 AB meets the basic ninth-grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

COURSE SYLLABUS
Standards Sets Attached

Instructional Component 1 – Persuasion

Scope and Sequence (8 to 12 weeks)

Instructional Component 1 identifies and groups key skills and concepts in the area of persuasion. To engage in academic conversations and writing, students will read a rich selection of texts to analyze those that employ propositions and support patterns. They will also evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, examining the comprehensiveness of evidence, and analyzing the way in which the author's intent affects the structure and tone of the text. Students will also be asked to extend ideas in primary or secondary sources through original analysis, evaluation, and elaboration. Through the examination of the works of others, they will develop their own persuasive arguments, both orally and in writing, that structure ideas and arguments in a sustained logical manner, use specific rhetorical devices to support assertions (appeals, anecdotes, case studies, and analogies), clarify and defend positions with precise and relevant evidence (facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning), and address readers' concerns, counterclaims, biases, and expectations. Students will utilize appropriate forms of evidence and citation formats. As they develop their understanding of persuasion, students will consider guiding ideas such as what elements make a persuasive argument compelling, how the author's use of evidence supports an assertion and persuades his/her audience, and what methods are used by an author use to build an argument.

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Instructional Component 2 – Exposition

Scope and Sequence (8 to 12 weeks)

Instructional Component 2 identifies and groups key skills and concepts in the area of exposition. Students will read varied models of expository texts for specific purposes and will analyze, distinguish, synthesize, create, and extend ideas that are presented in those texts. They will synthesize the content from several sources from a single author dealing with a single subject. Students will paraphrase ideas and connect them to other sources and related topics to demonstrate comprehension. They will also extend ideas through original analysis, evaluation, and elaboration. Students will also be expected to write expository compositions and deliver expository presentations that marshal evidence in support of a thesis and related claims, convey information and ideas from primary and secondary sources, and make distinctions between the relative value and significance of specific data, facts, and ideas. Students will engage in research and utilize appropriate forms of evidence and citation formats. These expository compositions and presentations also need to include visual aids, technical terms, and notations, as well as anticipate readers' potential misunderstandings, biases, and expectations. As they develop their understanding of exposition, students will consider guiding ideas such as what are the elements of an effective analysis, how an author's use of evidence from multiple sources supports a thesis, and what methods are used by an author to analyze, interpret, and evaluate information.

Instructional Component 3 – Literary Analysis

Scope and Sequence (8 to 12 Weeks)

Instructional Component 3 identifies and groups key skills and concepts in the area of literary analysis in various genres. Students will analyze literature in a more sophisticated manner such as elements of character; interactions among and between characters and plot, time and sequence; comparison of universal themes in several works; literary elements such as figurative language, allegory, and symbolism; ambiguities, contradictions, and ironies in text; and voice or persona. Students will be asked to identify and use the literal and figurative meanings of words and understand word derivations, articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature, 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, as well as compare works that express a universal theme and provide evidence to support the ideas expressed in each work. Students are to analyze the way in which a work of literature is related to the themes and issues of its historical period.

To understand literary elements in depth as an aid to reading and creating expressive discourse of their own, they will participate in close readings, discussion, examination, evaluation, and interpretation of texts. The primary genre foci in the ninth grade literary analysis component are essay, short story and drama; secondary focus is placed on poetry. The preferred pedagogical approach is best described as intertextual: the teaching and learning of literature through the use of multiple texts related thematically, biographically, culturally, historically, philosophically, politically, stylistically, by topic, by structure or by author. Students are also expected to write and deliver responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works or passages. They learn to support important ideas and viewpoints through accurate and detailed references to the text or other works and demonstrate awareness of the author's use of stylistic devices and the effects created. They will also identify and assess the impact of perceived ambiguities, nuances, and complexities within a text.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Use scaffolding strategies to make meaning of text.
- Use instructional conversations (speaking and listening) to strengthen comprehension.
- Analyze, evaluate, and elaborate on informational and literary texts.
- Defend a position using appropriate evidence.
- Engage in StepBacks and reflections to reflect on the subject matter content and learning processes.
- Use the writing process for multiple purposes, including on-demand writing tasks.
- Engage in research and individual inquiry to locate, analyze, and evaluate information.
- Develop a grade-appropriate academic vocabulary, including the connotation and denotation of words.
- Extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

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- 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.
- 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.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Write persuasive compositions, expository compositions, and responses to literature; write on-demand essays.
- Deliver persuasive arguments, expository presentations, and oral responses to literature.
- Prepare for California State Standardized assessments, including the California High School Exit Exam and the California Standards Test.

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide*, Grade 9 which includes the *9th Grade Modules*

District Approved Texts and Instructional Resources

- *Perspectives in Multicultural Literature*, Third Course, Holt, Rinehart, and Winston (Williams approved)
- District approved standards-based textbook and corresponding district-approved novel(s) and complete works
- Supplemental district approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

9th GRADE STANDARDS SET 1– PERSUASION

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p>R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>R 2.8 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.</p> <p>W 2.4 Write persuasive compositions:</p> <ol style="list-style-type: none"> Structure ideas and arguments in a sustained and logical fashion. 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). Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. Address readers' concerns, counterclaims, biases, and expectations. <p>SA 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <ol style="list-style-type: none"> Structure ideas and arguments in a coherent, logical fashion. 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). Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. Anticipate and address the listener's concerns and counterarguments. 	<p>R 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>R 2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>R 2.4 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.</p> <p>R 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>W 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).</p> <p>LS 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>LS 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.</p> <p>LS 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>SA 2.6 Deliver descriptive presentations:</p> <ol style="list-style-type: none"> Establish clearly the speaker's point of view on the subject of the presentation. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement). Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details. 	<p>W 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.</p> <p>W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>W 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>W 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.</p> <p>LC 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).</p> <p>LC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>LC 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>LC 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.</p> <p>LS 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.</p>

9th GRADE STANDARDS SET 2– EXPOSITION

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p>R 2.4 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.</p> <p>R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>W 2.3 Write expository compositions, including analytical essays and research reports:</p> <ol style="list-style-type: none"> 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. <p>SA 2.2 Deliver expository presentations:</p> <ol style="list-style-type: none"> 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 display information on charts, maps, and graphs. Anticipate and address the listener's potential misunderstandings, biases, and expectations. Use technical terms and notations accurately. 	<p>R 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>R 2.1 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.</p> <p>R 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>R 2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>R 2.6 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).</p> <p>R 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p> <p>R 2.8 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, primary source material).</p> <p>R 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.</p> <p>W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>W 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).</p> <p>W 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p>LS 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p>LS 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>SA 2.3 Apply appropriate interviewing techniques:</p> <ol style="list-style-type: none"> Prepare and ask relevant questions. Make notes of responses. Use language that conveys maturity, sensitivity, and respect. Respond correctly and effectively to questions. Demonstrate knowledge of the subject or organization. Compile and report responses. 	<p>W 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.</p> <p>W 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.</p> <p>W 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.</p> <p>LC 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).</p> <p>LC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>LC 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>LC 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.</p> <p>LS 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p>

9th GRADE STANDARDS SET 3– LITERARY ANALYSIS

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p>R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>R 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p> <p>W 2.2 Write responses to literature:</p> <ol style="list-style-type: none"> 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. <p>SA 2.4 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> 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). 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. 	<p>R 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>R 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).</p> <p>R 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.</p> <p>R 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.</p> <p>R 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literacy devices (e.g., foreshadowing, flashbacks).</p> <p>R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>W 2.1 Write biographical or autobiographical narratives or short stories:</p> <ol style="list-style-type: none"> Related 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 character's 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. <p>SA 2.1 Deliver narrative presentations:</p> <ol style="list-style-type: none"> Narrate a sequence of events and communicate their significance 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 characters. Pace the presentation of actions to accommodate time or mood changes. 	<p>R 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 <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p> <p>W 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.</p> <p>W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>W 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>W 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.</p> <p>LC 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).</p> <p>LC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>LC 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>LC 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.</p> <p>LS 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>LS 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>

Los Angeles Unified School District
Secondary Literacy Branch

English 10AB

(Annual Course – Grade 10)

Prerequisite: English 9AB

230109 English 10A

230110 English 10B

Course Description

The major purpose of this course is to emphasize analyzing literature in greater depth, analyzing expository text, and producing more complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. The *California Reading/Language Arts Framework* states that students in the tenth grade are expected to read one and one-half million words of annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

English 10AB is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will generate relevant questions about readings on issues and engage in research. Students will also write persuasive essays and deliver persuasive presentations. In the exposition instructional component, students will read expository texts and use what they have learned to establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject and maintain a consistent tone and focus throughout a piece of writing. They will use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipate misunderstandings, and use subject-specific terms accurately. During the literary analysis component, students will read literary texts (e.g., short stories, poetry, and longer works, including novels), recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Students will also explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature. English 10AB meets the basic tenth-grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

COURSE SYLLABUS

Complete Standards Sets Attached

Instructional Component 1 – Persuasion

Scope and Sequence (8 to 12 weeks)

Instructional Component 1 identifies and groups key skills and concepts in the area of persuasion. Students will read a rich selection of texts to analyze those that employ propositions and support patterns. They will also 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. Through the examination of the works of others, they will develop their own persuasive arguments, both orally and in writing, that structure ideas and arguments in a sustained logical manner, use specific rhetorical devices to support assertions (appeals, anecdotes, case studies, and analogies), clarify and defend positions with precise and relevant evidence (facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning), and address readers' concerns, counterclaims, biases, and expectations. Students will engage in academic conversations and discussions to enhance their learning. As they develop their understanding of persuasion, students will consider guiding ideas such as what elements make persuasive argument compelling, how an author's use of evidence supports an assertion and persuades his/her audience, and what methods are used by an author to build an argument.

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Instructional Component 2 – Exposition

Scope and Sequence (8 to 12 weeks)

Instructional Component 2 identifies and groups key skills and concepts in the area of exposition. Students will read varied models of expository texts for specific purposes and will analyze, distinguish, synthesize, create, and extend ideas that are presented in those texts. They will synthesize the content from several sources from a single author dealing with a single subject. Students will paraphrase ideas and connect them to other sources and related topics to demonstrate comprehension. They will also extend ideas through original analysis, evaluation, and elaboration. Students will also be expected to write expository compositions and deliver expository presentations that marshal evidence in support of a thesis and related claims, convey information and ideas from primary and secondary sources, and make distinctions between the relative value and significance of specific data, facts, and ideas. To write effective expository compositions, students will engage in research, marshal evidence, and utilize appropriate forms of evidence and citation formats. These expository compositions and presentations also need to include visual aids, technical terms, and notations, as well as anticipate readers' potential misunderstandings, biases, and expectations. As they develop their understanding of exposition, students will consider guiding ideas such as what are the elements of an effective analysis, how an author's use of evidence from multiple sources supports a thesis, and what methods are used by an author to analyze, interpret, and evaluate information.

Instructional Component 3 – Literary Analysis

Scope and Sequence (8 to 12 Weeks)

Instructional Component 3 identifies and groups key skills and concepts in the area of literary analysis in various genres. Students will analyze literature in a more sophisticated manner such as elements of character; interactions among and between characters and plot, time and sequence; comparison of universal themes in several works; literary elements such as figurative language, allegory, and symbolism; ambiguities, contradictions, and ironies in text; and voice or persona. Students will be asked to articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature. They will also 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. Students will analyze interactions between main and subordinate characters in a literary text and explain the way those interactions affect the plot, and recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism. Students will also explain how voice, persona, and the choice of a narrator affect characterization, tone, plot, and credibility of a text. Using the terminology of literary criticism, they will also evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

In order to understand literary elements in depth as an aid to reading and creating expressive discourse of their own, they will participate in close readings, discussion, examination, evaluation, and interpretation of texts. The primary genre foci in the tenth grade literary analysis component are short stories, poetry, and longer works, including novels. The preferred pedagogical approach is best described as intertextual: the teaching and learning of literature through the use of multiple texts related thematically, biographically, culturally, historically, philosophically, politically, stylistically, by topic, by structure or by author. Students will also develop and integrate deep content knowledge of within and across genres through literary apprenticeship in which they are asked to read, write, think, discuss, and problem solve like writers, novelists, poets, and literary scholars and critics. They are also expected to write and deliver responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works or passages. Students learn to support important ideas and viewpoints through accurate and detailed references to the text or other works and demonstrate awareness of the author's use of stylistic devices and effects created. They will also identify and assess the impact of perceived ambiguities, nuances, and complexities within a text.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Use scaffolding strategies to make meaning of text.
- Use instructional conversations (speaking and listening) to strengthen comprehension.
- Analyze, evaluate, and elaborate on informational and literary texts.
- Defend a position using appropriate evidence.
- Engage in StepBacks and reflections to reflect on the subject matter content and learning processes.
- Use the writing process for multiple purposes, including on-demand writing tasks.
- Engage in research and individual inquiry to locate, analyze, and evaluate information.

Los Angeles Unified School District
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- Develop a grade-appropriate academic vocabulary, including the connotation and denotation of words.
- Extend the ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 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.
- 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.
- Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- Write persuasive compositions, expository compositions, and responses to literature; write on-demand essays.
- Deliver persuasive arguments, expository presentations, and oral responses to literature.
- Prepare for California State Standardized assessments, including the California High School Exit Exam and the California Standards Test.
- 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 content.

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide*, Grades 10 which includes the *10th Grade Unit Lessons*

District Approved Texts and Instructional Resources

- *Perspectives in Multicultural Literature*, Fourth Course, Holt, Rinehart, and Winston (Williams approved)
- District approved standards-based textbook and corresponding District approved novel(s) and complete works
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

10th GRADE STANDARDS SET 1– PERSUASION

Focus Standards	Access Standards	Support Standards
<p>R 2.8 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.</p> <p>W 2.4 Write persuasive compositions:</p> <ol style="list-style-type: none"> Structure ideas and arguments in a sustained and logical fashion. 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). Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. Address readers' concerns, counterclaims, biases, and expectations. <p>SA 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):</p> <ol style="list-style-type: none"> Structure ideas and arguments in a coherent, logical fashion. 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). Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. Anticipate and address the listener's concerns and counterarguments. 	<p>R 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>R 2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>R 2.4 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.</p> <p>W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>W 2.5 Write business letters:</p> <ol style="list-style-type: none"> Provide clear and purposeful information and address the intended audience appropriately. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. Highlight central ideas or images. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact. <p>LS 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>LS 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.</p> <p>LS 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.</p> <p>LS 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.</p> <p>LS 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p>	<p>W 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.</p> <p>W 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.</p> <p>LC 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).</p> <p>LC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>LC 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>LC 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.</p> <p>LS 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.</p> <p>LS 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>

10th GRADE STANDARDS SET 2– EXPOSITION

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p>R 2.4 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.</p> <p>R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>W 2.3 Write expository compositions, including analytical essays and research reports:</p> <ol style="list-style-type: none"> 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. <p>SA 2.2 Deliver expository presentations:</p> <ol style="list-style-type: none"> 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 display information on charts, maps, and graphs. Anticipate and address the listener's potential misunderstandings, biases, and expectations. Use technical terms and notations accurately. 	<p>R 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>R 2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>R 2.8 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, primary source material).</p> <p>R 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.</p> <p>W 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.</p> <p>W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>W 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).</p> <p>W 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>W 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p>W 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):</p> <ol style="list-style-type: none"> Report information and convey ideas logically and correctly. Offer detailed and accurate specifications. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide). Anticipate readers' problems, mistakes, and misunderstandings. <p>LS 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p>LS 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p> <p>LS 1.8 Produce concise notes for extemporaneous delivery.</p> <p>SA 2.3 Apply appropriate interviewing techniques:</p> <ol style="list-style-type: none"> Prepare and ask relevant questions. Make notes of responses. Use language that conveys maturity, sensitivity, and respect. Respond correctly and effectively to questions. Demonstrate knowledge of the subject or organization. Compile and report responses. 	<p>W 1.8 Design and publish documents by using advanced publishing software and graphic programs.</p> <p>W 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.</p> <p>LC 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).</p> <p>LC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>LC 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>LC 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.</p> <p>LS 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>LS 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.</p>

10th GRADE STANDARDS SET 3– LITERARY ANALYSIS

FOCUS STANDARDS	ACCESS STANDARDS	SUPPORT STANDARDS
<p>R 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.</p> <p>R 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)</p> <p>W 2.2 Write responses to literature:</p> <ol style="list-style-type: none"> 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. <p>SA 2.4 Deliver oral responses to literature:</p> <ol style="list-style-type: none"> 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). 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. 	<p>R 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).</p> <p>R 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.</p> <p>R 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>R 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p> <p>R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.</p> <p>R 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>R 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>R 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</p> <p>W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>W 2.1 Write biographical or autobiographical narratives or short stories:</p> <ol style="list-style-type: none"> Related 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 character's 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. <p>LS 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.</p> <p>LS 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's <i>Henry V</i> with Kenneth Branagh's 1990 film version).</p> <p>SA 2.1 Deliver narrative presentations:</p> <ol style="list-style-type: none"> Narrate a sequence of events and communicate their significance 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 characters. Pace the presentation of actions to accommodate time or mood change. 	<p>R 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 <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p> <p>W 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.</p> <p>LC 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).</p> <p>LC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>LC 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>LC 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.</p> <p>LS 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>LS 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>

Grade 11

Semester – Literature

American Literature and Composition
(Semester Course – Grade 11)

B Elective

Prerequisite: English 10AB

230111 Am Lit Comp

Course Description

American Literature and Composition is a semester-long reading and writing course that includes standards-based instruction centered on recurrent themes and genres in United States literature from the colonial period to the present and reflects on the diversity of American life. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. The philosophical approach is the focus for the eleventh grade, as students analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The *California Reading/Language Arts Framework* states that students in the eleventh grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles.

In this course, there is a concentrated focus on writing. American Literature and Composition includes a new composition introduced in eleventh grade, the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of six academic compositions within the eleventh-grade year. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. This course meets one semester of the basic eleventh-grade English requirement for graduation and satisfies a B Requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grade 11

R 2.1 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.

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

- a. Trace the development of American literature from the colonial period forward.

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- b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of historical period that shaped the characters, plots, and settings.

R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

Grade 11

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 11

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an

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appreciation of the effects created.

- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussions to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Grade 11 Semester Courses – Composition

Contemporary Composition
(Semester Course – Grade 11)
Prerequisite: English 10AB

B Elective

230201 CONTEMP COMP

Course Description

The major purpose of this standards-aligned semester course is to explore ideas, issues, and themes from contemporary fiction, nonfiction, and informational materials and to focus on writing coherent and complex texts that convey well-defined perspectives and tightly reasoned arguments. Students will read, write, speak, and think about the structure, style, content, and purpose of contemporary literature, expository, and visual texts through different lenses and various perspectives to investigate personal, American, and global views on current events, issues, and themes. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. The *California Reading/Language Arts Framework* states that students in the eleventh grade are expected to read two million words annually on their own, including a good representation of high interest, rigorous, and relevant contemporary texts including magazines, newspapers, and online articles.

In this course, there is a concentrated focus on writing. Two new compositions are introduced in the eleventh grade: reflective composition and historical investigation. Reflective compositions require the student to explore the significance of a personal experience, event, or concern, while maintaining an appropriate balance between describing the incident and relating it to a more abstract idea. The historical investigation report requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of six academic compositions within the eleventh-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each, including timed writing. This course fulfills a B requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grade 11

R 2.1 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.

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 3.2 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.

R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

Writing

Grade 11

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.2 Use point of view, characterization, style (e.g., use of irony), and related

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elements of specific rhetorical and aesthetic purposes.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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).

W 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

W 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

W 1.9 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.

W 2.1 Write fictional, autobiographical, or biographical narratives:

- 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 sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character's feelings.
- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- e. Make effective use of descriptions of appearance, images, shifting perspectives and sensory details.

W 2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 11

LS 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force and aesthetic effect.

SA 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

SA 2.2 Deliver oral reports on historical investigations:

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- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussions to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze and interpret visual arguments in political cartoons and other persuasive visual texts.
- Write narratives, literary analyses, reflective compositions, and historical investigation reports.
- Deliver oral responses to literature, narratives, reflective presentations, reports on historical investigations, and multimedia presentations.
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)
- Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts

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- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Grade 11 Year-Long Courses – Literature and Composition

American Authors and Composition AB
(Annual Course – Grade 11)

B Elective

Prerequisite: English 10AB

230115 AUTH COMP A

230116 AUTH COMP B

Course Description

The major purpose of this standards-aligned elective course is to focus on reading and writing about American authors through the study of literary types: nonfiction, short story, poetry, drama, and novels. Unlike the chronological structure of American Literature and Composition/Contemporary Composition, American Authors AB requires teachers to organize instruction that expects students to analyze the political, religious, ethical, and social influences and relate these influences to the major issues of various eras as they read each of the literary types. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature from different lenses (e.g., Marxist, feminist, deconstructivist, gender and cultural studies). American Authors and Composition AB can replace the sequence of American Literature and Composition/ Contemporary Composition; it must be programmed as a year long integrated course.

In this course, there is a concentrated focus on writing. American Authors and Composition includes a new composition introduced in eleventh grade, the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. The writing standards require students to write essays that respond to literature at a sophisticated level, content and depth. Students are expected to write and revise a minimum of six academic compositions within the eleventh-grade. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. This course fulfills a B requirement of the UC/CSU Subject Area Requirements.

Complete Standards Set Attached

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussions to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and multimedia presentations.
- Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g. suffrage, women's roles in organized labor). (Political approach)

Assessments

- Teacher-designed quizzes and tests

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- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Grade Eleven
English-Language Arts Content Standards

Reading

R 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

R 1.1 Trace the etymology of significant terms used in political science and history.

R 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

R 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, Kindergarten Through Grade Twelve* 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.

Structural Features of Informational Materials

R 2.1 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.

Comprehension and Analysis of Grade-Level-Appropriate Text

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

Expository Critique

R 2.6 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).

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R 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 themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

- a. Trace the development of American literature from the colonial period forward.
- b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

Literary Criticism

R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

W 1.0 Writing Strategies

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

Organization and Focus

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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.

W 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

W 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

W 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

W 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

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Evaluation and Revision

W 1.9 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.

W 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 eleven and twelve outlined in Writing Standard 1.0, students:

W 2.1 Write fictional, autobiographical, or biographical narratives:

- 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 sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character's feelings.
- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

W 2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

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.

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LC 1.0 Written and Oral English Language Conventions

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

LC 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

LC 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

LC 1.3 Reflect appropriate manuscript requirements in writing.

Listening and Speaking

LS 1.0 Listening and Speaking Strategies

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

Comprehension

LS 1.1 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).

LS 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication

LS 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

LS 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

LS 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

LS 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

LS 1.8 Use effective and interesting language, including:

- a. Informal expressions for effect.
- b. Standard American English for clarity.
- c. Technical language for specificity.

LS 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

LS 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

LS 1.11 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.

SA 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine 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 eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

SA 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important

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- beliefs or generalizations about life.
 - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- SA 2.2** Deliver oral reports on historical investigations:
- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
 - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
 - c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
 - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- SA 2.3** Deliver oral responses to literature:
- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
 - b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
 - c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- SA 2.4** Deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.
- SA 2.5** 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 (e.g., Hamlet's soliloquy "To Be or Not to Be").

**Grade 12
Year Long Courses –
Reading/ Literature and Composition**

Expository Reading and Writing AB
(Annual Course – Grade 12)

B Requirement

Prerequisite: American Literature and Composition/Contemporary Composition or American Authors AB

230231 ERWC A

230232 ERWC B

Course Description

The major purpose of this year-long course is to prepare students for the literacy demands of college and the world of work. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of non-fiction). Written assessments and holistic scoring guides conclude each unit.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own that will transition them into adult reading. They will also apply and refine their command of the writing process, writing conventions, and rhetorical strategies to produce texts of at least 1,500 words each. Expository Reading and Writing Course fulfills a B requirement of the UC/CSU Subject Area Requirements.

COURSE SYLLABUS

Scope and Sequence

This year-long English course, developed by a collaborative group of California State University and high school faculty, is designed to help students meet the expectations of college and university faculty, meet the California English/Language Arts Content Standards, and develop literacy skills critical to lifelong participation to the worlds of work and community. These modules, many of which include informal writing throughout the process, move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Students learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments. The modules in the sequence of lessons in Expository Reading and Writing provide a recursive approach to the teaching of reading and writing that aims to support students’ developing abilities to negotiate a variety of complex texts of different genres that students will encounter in college and the diverse communities where they live and work.

The instructional modules are organized by semester. Most modules include multiple text selections on a topic, often representing different genres and perspectives. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. Two modules include full-length works—a work of non-fiction in semester one and a novel in semester two. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, grammar, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The cornerstone of the course—the assignment template—provides consistent structure and content for each module by presenting a process for helping students read, comprehend, and respond to non-fiction texts.

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ERWC Instructional Modules Semester One

Assignment 1: Fast Food: Who's To Blame?

"Fast Food—Who's to Blame?" is based on four newspaper articles and a set of letters to the editor written in response to one set of the articles about the issue of fast food and its role in contributing to childhood obesity. As the first assignment in the Expository Reading and Writing course curriculum, it serves as an introduction to the approach to teaching expository reading and writing utilizing accessible readings and an engaging topic.

Assignment 2: Going For the Look

"Going for the Look" is based on a single newspaper article about a lawsuit accusing companies of hiring sales associates based on appearance. The article incorporates a variety of brief arguments on both sides of the issue, making it a good assignment for introducing students to rhetorical analysis. It concludes by offering the option of having students write a sample Early Placement Test timed essay (persuasive) or an out-of-class text-based essay (argumentative).

Assignment 3: The Rhetoric of the Op-Ed Page - Ethos, Pathos, and Logos

This assignment sequence introduces the Aristotelian concepts of ethos, logos, and pathos and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin about animal behavior. The culminating writing assignment is a letter to the editor in response to the Rifkin article.

Assignment 4: The Value of Life

This assignment asks students to synthesize their understanding of Hamlet's "To be or not to be" soliloquy, an excerpt from Lance Armstrong's "It's Not About the Bike," an article by Amanda Ripley on the aftermath of 9/11, and a life insurance tool, "The Human Life Value Calculator." Students are asked to add their voices to the discussion by creating a well-developed response to these sources (text-based academic essay).

Assignment 5: Racial Profiling

This assignment teaches students how to read and respond to an argumentative essay by Bob Herbert on racial profiling. First, students practice several reading strategies as they deepen their understanding of the Herbert essay; then, students learn how to write their own argumentative essay on a similar topic.

Assignment 6: Juvenile Justice

"Juvenile Justice" is based on four newspaper articles about whether juveniles who commit serious crimes should be tried and sentenced as adults. The articles include an opinion piece, a summary of brain research, a report of juvenile competence to stand trial, and an article about a Supreme Court case. Students must evaluate the rhetorical stances of different authors and synthesize their arguments in a text-based academic essay (argumentative).

Assignment 7: Into the Wild (Appendix)

Students read, write, and discuss the non-fiction, full-length work, *Into the Wild*, by Jon Krakauer, published in 1996. Engaging students in this biography/story, based on Karkauer's investigation of Christopher McCandless, a young idealistic college graduate, allows them to think deeply about human motivation and begin to understand something of the complexity of maturity. Students conclude the assignment by writing a text-based academic essay on one of a number of themes Krakauer presents.

ERWC Instructional Modules Semester Two

Assignment 1: Bring a Text You Like to Class

This assignment sequence builds on texts that students bring in to share with the class and serves to introduce the second semester. Throughout this sequence students work on externalizing their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. A sample of music lyrics by a group called Black Eyed Peas is included as an example of the kinds of texts students may bring. An article on hip-hop music as a tool of resistance in youth cultures around the world is also included as an example of the kind of follow-up text that teachers may use to complement the texts brought in by students.

Assignment 2: Language, Gender, and Culture

The "Language, Gender, and Culture" assignment invites students to explore how language use embodies cultural values and gender-based communication styles. This assignment draws on readings in sociolinguistics and literature. The students conclude the assignment by writing a text-based academic essay.

Assignment 3: Left Hand of Darkness

The Left Hand of Darkness is a classic science fiction novel by Ursula K. Le Guin. Embedded in the literary narrative are field reports, folk tales, and other genre-bending texts, which allow students to extend the analytical and pedagogical techniques of the assignment template to a full-length literary work. For the culminating task, students write an extended argumentative essay.

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Assignment 4: The Politics of Food

This assignment is based on two articles on the production and consumption of food. The articles were written over ten years apart and have similar concerns: the health and well-being of humans. These two authors have different ways of pointing out the same issues, ultimately asking the students to consider the worlds of science, agriculture, and politics. Students conclude the assignment by writing a text-based academic essay on one of several possible questions.

Assignment 5: Justice: Childhood Love Lessons

This assignment presents an argumentative essay by bell hooks about methods of childhood punishment and the relationships between discipline and expressions of love. Students are then asked to write a persuasive essay in response.

Complete Standards Set Attached

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Analyze and apply organizational patterns, arguments, and positions advanced in expository texts.
- Write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument that demonstrates awareness of audience; reflect appropriate manuscript requirements in writing.
- Demonstrate the purpose and the stages of progression through the writing process.
- Combine the rhetorical strategies of narration, exposition, persuasion, and description in writing reflective compositions, responses to literature, and expository compositions.
- Make warranted and reasonable assertions about the author's arguments, critique the validity of arguments and their appeal to audiences, and critique the extent to which the arguments anticipate and address reader concerns and counterclaims.
- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository and persuasive writing assignments; revise and edit writing for formal and informal publication.
- Deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description.
- Identify, analyze, discuss, describe, and use appeals to *pathos*, *ethos*, and *logos* as well as other rhetorical strategies that writers employ to craft an argument.
- Analyze the content, complexity, and structure of the language employed to convey a writer's perspective.
- Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- Examine models of effective academic, professional, and business writing and speaking: college application essays, introductory and business letters, résumés, and interviews.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

Assessments

- Teacher-created quizzes and tests
- Essays and other student written texts
- Oral presentations
- Released university English placement tests

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Required: *Expository Reading and Writing Course, Student Texts and Materials*, Semesters 1 and 2
- Required: *Expository Reading and Writing Course, Teacher Texts and Materials*, Semesters 1 and 2

Recommended Texts and Instructional Resources

- District approved standards-based textbook and corresponding district approved novel(s) and complete works
- Supplementary texts (contemporary essays, newspaper and magazine articles, editorials, reports, memos, voting materials and assorted public documents, and other non-fiction texts)

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- *Focus on English*, California State University English Placement Test, Office of the Chancellor

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Grade Twelve
English-Language Arts Content Standards

Reading

R 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

R 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

R 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

R 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, Kindergarten Through Grade Twelve* 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.

Comprehension and Analysis of Grade-Level-Appropriate Text

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

Expository Critique

R 2.6 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).

R 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 themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

Narrative Analysis of Grade-Level-Appropriate Text

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

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R 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

Literary Criticism

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

W 1.0 Writing Strategies

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

Organization and Focus

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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.

W 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

W 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

W 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

W 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Evaluation and Revision

W 1.9 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.

W 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 eleven and twelve outlined in Writing Standard 1.0, students:

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to

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- other works.
 - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- W 2.3** Write reflective compositions:
- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
 - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- W 2.5** Write job applications and résumés:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. Modify the tone to fit the purpose and audience.
 - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- W 2.6** Deliver multimedia presentations:
- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
 - b. Select an appropriate medium for each element of the presentation.
 - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - d. Test the audience's response and revise the presentation accordingly.

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.

LC 1.0 Written and Oral English Language Conventions

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

LC 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

LC 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

LC 1.3 Reflect appropriate manuscript requirements in writing.

Listening and Speaking

LS 1.0 Listening and Speaking Strategies

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

Comprehension

LS 1.1 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).

LS 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

LS 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

Organization and Delivery of Oral Communication

LS 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization,

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irony, and dialogue to achieve clarity, force, and aesthetic effect.

LS 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

LS 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

Analysis and Evaluation of Oral and Media Communications

LS 1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

LS 1.13 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.

LS 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

SA 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine 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 eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

SA 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

SA 2.5 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 (e.g., Hamlet's soliloquy "To Be or Not to Be").

Grade 12

Semester Courses – Composition

**Expository Composition
(Semester Course – Grade 12)**

B Requirement

Prerequisite: American Literature & Composition/Contemporary Composition

230205 EXPOS COMP

Course Description

The major purpose of this semester course is to provide experiences in writing that are characterized by logical and coherent organization, clarity of expression, and suitability in style, usage, and the conventions of writing. The student is required to read closely within and across expository and informational genres (e.g., essays, biographies, critiques, précis, and newspaper and magazine articles) for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, and written expression an understanding of the text(s). Emphasis in this course is on expository reading and writing and the essential skills of editing, although the course provides some practice in other domains of writing.

The curriculum of this semester course was developed by a collaborative group of California State University and high school faculty to help students meet the expectations of college and university faculty, meet the California English-Language Arts Content Standards, and develop literacy skills critical to lifelong participation to the worlds of work and community. Students will read one full-length work, engage major research, and participate in multiple readings and discussions of varied genres through a recursive sequence of integrated reading and writing assignments. The interactive reading and writing assignments, many of which include informal writing throughout the process, move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Students learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments. The modules in the sequence of lessons in Expository Composition provide a recursive approach to the teaching of reading and writing that aims to support students' developing abilities to negotiate a variety of complex texts of different genres that students will encounter in college and the diverse communities where they live and work.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Expository Composition fulfills a B requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grade 12

R 2.1 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.

R 2.2 Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 2.6 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

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the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

Writing

Grade 12

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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.

W 1.9 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.

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of the perceived ambiguities, nuances, and complexities within the text.

W 2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

LS 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

LS 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

LS 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

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LS 1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

SA 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read a wide variety of complex informational and expository texts, organized around topics or issues.
- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository and persuasive writing assignments.
- Identify, analyze, discuss, describe, and use appeals to *pathos*, *ethos*, and *logos* and other rhetorical strategies that writers employ to craft an argument.
- Analyze the content, complexity, and structure of the language employed to convey a writer's perspective.
- Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 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.
- Examine models of effective academic, professional, and business writing and speaking: college application essays, introductory and business letters, résumés, and interviews.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- Reflect appropriate manuscript requirements in writing.

Assessments

- Teacher-created quizzes and tests
- Essays and other student-written texts
- Oral presentations

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- Released university English placement tests

District Adopted Standards-Based Curriculum

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Required: *Expository Reading and Writing Course, Student Texts and Materials*, Semester 1
- Required: *Expository Reading and Writing Course, Teacher Texts and Materials*, Semester 1

Recommended Texts and Instructional Resources

- District approved standards-based textbook and corresponding district-approved novel(s) and complete works
- Supplementary texts (contemporary essays, newspaper and magazine articles, editorials, reports, memos, voting materials and assorted public documents, and other non-fiction texts)
- *Focus on English*, California State University English Placement Test, Office of the Chancellor

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Advanced Composition
(Semester Course – Grade 12)

B Requirement

Prerequisite: American Literature & Composition/Contemporary Composition

230207 ADV COMP

Course Description

The major purpose of this semester course is to provide advanced and enriched experiences in expository writing characterized by logical and coherent organization, integration of advanced rhetorical strategies, clarity of expression, and suitability of style, usage, and conventions. Student will read within and across expository and informational genres (e.g., essays, biographies, critiques, précis, and news and magazine articles) for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, independent research, written expression, an understanding of the text(s). Advanced Composition extends and enriches the curriculum of Expository Composition by connecting major themes to contemporary issues explored in expository and informational text and through in-depth analyses across multiple texts and genres. Emphasis in this course is on expository reading and writing and the essential skills of revision.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Advanced Composition fulfills a B requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grade 12

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 2.6 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).

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

Writing

Grade 12

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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.

W 1.9 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

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purpose, audience, and genre.

W 2.2 Write responses to (expository text):

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

LS 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

LS 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

LS 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

LS 1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

LS 1.13 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.

SA 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of

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those to support the thesis.

- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Read a wide variety of complex informational and expository texts and genres, organized around themes, topics, or issues.
- Demonstrate an advanced understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing expository and persuasive writing assignments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Connect ideas and issues in informational and expository texts to universal themes and additional independent research.
- Identify, analyze, discuss, describe, and use appeals to *pathos*, *ethos*, and *logos* and other rhetorical strategies that writers employ to craft an argument.
- Analyze the content, complexity, and structure of the language employed to convey a writer's perspective and the extent to which it reflects the genre.
- Demonstrate advanced control of grammar, diction, and paragraph and sentence structure and an advanced understanding of English usage.
- Examine models of effective expository academic, professional, and business writing and speaking: application essays, introductory and business letters, résumés, and interviews.
- Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- Reflect appropriate manuscript requirements in writing.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District approved *Expository Reading and Writing Course, Student Texts and Materials*, Semester 1
- District approved *Expository Reading and Writing Course, Teacher Texts and Materials*, Semester 1
- Supplemental District approved standards-based instructional materials and resources (contemporary essays, newspaper and magazine articles, editorials, reports, memos, voting materials and assorted public documents, and other non-fiction texts)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Grade 12 – Semester Courses – Literature

**African American Literature
(Semester Course – Grade 12)**

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230405 AFRO-AM LIT

Course Description

The major purpose of this standards-aligned semester elective course is to study selected literature of African American writers. The selected works are organized by genres or themes that explore significant aspects of African American life. This course examines the artistic qualities of the works studied and their contributions to an understanding of the African American experience and the universal human condition. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. African American Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. African American Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.5c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.

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- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

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- Make reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author’s positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Asian Literature AB
(Semester Course – Grade 12)

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230407 ASIAN LIT

Course Description

The major purpose of this standards-aligned semester elective course is to study selected literature and English translations of historically or culturally significant works by Asian, Asian Pacific Islander, and Asian American writers. The course examines the literary, cultural, and historical influences of literature from different regions on the Asian continent and Pacific Islands as well as Asian communities in America through an investigation of universal themes and related political, sociological, and philosophical constructs. Students will have opportunities to analyze literary contributions of Asian and Asian American texts and make connections between the philosophical arguments presented in the works and universal themes through oral and written responses to literature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Asian Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Asian Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the

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credibility of characters. (Philosophical approach)

Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

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- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**English Literature
(Semester Course – Grade 12)**

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230413 ENG LIT

Course Description

The major purpose of this standards-aligned semester elective course is to study selected literature by British authors. The selected works are organized by genres or themes that explore significant contemporary philosophical, political, religious, ethical, and social influences of historical periods. Students read and respond to historically or culturally significant works of literature. This course examines the artistic qualities of the works studied and their contributions to an understanding of the universal human condition. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. English Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. English Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.

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- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

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- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Great Books

B Elective

(Semester Course – Grade 12)

Prerequisite: American Literature & Composition/Contemporary Composition

230417 GREAT BOOKS

Course Description

The major purpose of this course is to examine and analyze the historical, social, and cultural forces that influence writers and their unique aesthetic contributions to American and world literature. Students will study aspects and representative types of novels such as Gothic, picaresque, utopian, adventure, historical, and romance through an examination of specific examples of plot situation, character motivation, and thematic implications. Students will develop an understanding of universal themes across cultural, social, and historical contexts and evaluations of how the influences of the regions and historical eras shaped the characters, plots, and settings. Students will develop and synthesize learning by participating in oral and written responses to literature by analyzing the stylistic and thematic elements of texts in comparison to other significant texts across regions, cultures, and historical periods. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Great Books includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Great Books fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 3.2 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.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed

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references to the text and to other works.

- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of the perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Explore common themes in literary works of different genres or from different periods.
- Contrast the major literary forms, techniques, and characteristics of different works.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.
- Analyze the way in which authors have used archetypes drawn from myth and tradition in literature.

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- Relate literary works and authors to the major themes and issues of their eras and demonstrate how literary works reflect the period that shaped them.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- Demonstrate, in both oral and written forms, a comprehensive understanding of the significant ideas in writings by authors of diverse cultural backgrounds.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature and oral reports on historical investigations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**Literary Analysis
(Semester Course – Grade 12)**

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230419 LIT ANALYSIS

Course Description

The major purpose of this standards-aligned semester elective course is to study the characteristics of various periods of literary movements through critical reading, writing, and discussion of significant works of literature. Students will analyze the way in which the theme or meaning of a selection represents a view or comment on life or the universal human condition and investigate how the authors' positions have contributed to the quality of each work through the philosophical arguments presented. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Literary Analysis includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Literary Analysis fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

- R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.1** Analyze the characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** 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.
- R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
 - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
 - b. Relate literary works and authors to the major themes and issues of their eras.
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to

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determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.

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- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**Literature of Minorities in America
(Semester Course – Grade 12)**

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230421 LIT MIN AMER

Course Description

The major purpose of this standards-aligned semester elective course is to study selected literature of various ethnic groups within the United States and examine their literary, cultural, and historical influences and contributions to a diverse national literary identity. Investigations include political, religious, ethical, and social lenses and their influences on issues of cultural identity, significance of oral history, and embodiments of heritage. Students study the influences of archetypes drawn from myth and tradition to make connections between the philosophical arguments and universal themes. In this analysis, they will examine similarities and differences in customs, beliefs, arts, and literature, and study recurring themes, motifs, patterns, and types of folklore such as legends, fables, tales, and poems found in classical and modern literature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Literature of Minorities in America includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Literature of Minorities in America fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine

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whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

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- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**Mexican American Literature
(Semester Course – Grade 12)**

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230423 MEX AM LIT

Course Description

The major purpose of this standards-aligned semester elective course is to study selected literature of Mexican American authors. Students will have opportunities to analyze literary contributions of Mexican American Literature and make connections between the philosophical arguments presented in the works and universal themes through oral and written responses to literature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Mexican American Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Mexican American Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

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Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

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Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Modern Dramatic Literature
(Semester Course – Grade 12)

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230427 MOD DRAMA LIT

Course Description

The major purpose of this standards-aligned semester course is to examine and analyze the historical, social, and cultural forces that influence playwrights and their unique aesthetic contributions to modern American and world dramatic literature (the Victorian era to the present) that reflect and enhance students' studies of history-social science at this level. Students will study six or more historically or culturally significant milestones in drama from Ibsen to the present, including close reading of related texts to support contextual understanding (e.g., biographies, critiques, news and magazine articles, etc.). Students will study the major genres and subgenres of drama (comedy, tragedy, satire, parody, and allegory) through an examination of specific examples of plot situation, character motivation, and thematic implications. Readings focus on the changes in dramatic structure and on the sociological and philosophical background of modern life as illuminated in specific plays. The course includes interpretative readings or performances of scenes for class discussion. Students will develop and synthesize learning by participating in oral and written responses to dramatic literature and by analyzing the stylistic and thematic elements of texts in comparison to other significant texts across regions, cultures, and historical periods.

In this course, there is an emphasis on writing. Modern Dramatic Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Modern Dramatic Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
- Relate literary works and authors to the major themes and issues of their eras.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

Grade 12

W 2.2 Write responses to literature:

- Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- Analyze the use of imagery, language, universal themes, and unique aspects

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of the text.

- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- d. Include a formal bibliography.

Listening and Speaking

Grade 12

LS 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.5 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 (e.g., Hamlet's soliloquy "To Be or Not to Be").

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Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Explore common themes in historically and culturally significant works of modern dramatic literature of different genres and from different periods.
- Contrast the major literary forms, techniques, and characteristics of different dramatic works.
- Analyze the philosophical arguments presented in dramatic literature to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.
- Analyze the way in which authors have used archetypes drawn from myth and tradition in literature.
- Relate modern dramatic literature and playwrights to the major themes and issues of modern society and demonstrate how these literary works reflect the periods that shaped them.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical periods that shaped the characters, plots, and settings.
- Analyze the imagery, language, universal themes, and unique aspects of the text through class discussions, oral presentations, and written responses to literature.
- Connect major themes in dramatic literature to ideas and issues explored in informational and expository texts written during and about their historical periods.
- Demonstrate, in both oral and written forms, a comprehensive understanding of the significant ideas in writings by authors of diverse cultural backgrounds.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (plays and other forms of drama, informational materials)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**Modern Literature
(Semester Course – Grade 12)**

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230425 MODERN LIT

Course Description

The major purpose of this standards-aligned semester elective course is to study significant works of the 20th century literary movement. The selected works are organized by genre, including mass media, or themes that deepen students' knowledge and understanding of the universal human condition. Students will develop a basis for understanding modern literature through investigations of universal themes across social and historical contexts and evaluations of how the influences of the regions and historical events shaped the discourse across genres. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Modern Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Modern Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g. Homeric, Greece, medieval, romantic, neoclassic, modern).
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of

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the text.

- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Identify major themes and developments in modern literature.

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- Demonstrate how literary works reflect the periods that shaped them.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Popular Literature
(Semester Course - Grade 12)

B Elective

Prerequisite: American Literature and Composition/ Contemporary Composition

230113 POP LIT

Course Description

The major purpose of this standards-aligned semester elective course is to examine and analyze the historical, social, and cultural forces that influence writers and their unique aesthetic contributions to American and world literature. Students will study aspects and representative genres of popular literature including popular novels, short stories, poems, graphic novels, and texts in digital and audios formats. Students will develop an understanding of recognized works of popular literature through investigations of universal themes across cultural, social, and historical contexts and evaluations of how the influences of the regions and time periods shape the characters, plots, and settings. Students will develop and synthesize learning by participating in oral and written responses to literature by analyzing the stylistic and thematic elements of texts in comparison to other significant texts across regions and cultures that reflect the movements of popular literature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Popular Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Popular Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

- R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** 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.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
- Contrast the major literary forms, techniques, and characteristics of the major literary periods.
 - Relate literary works and authors to the major themes and issues of their eras.
 - Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

Writing

Grade 12

- W 2.2** Write responses to literature:
- Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - Analyze the use of imagery, language, universal themes, and unique aspects of the text.

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- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

Include a formal bibliography

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Explore common themes in literary works of different genres or from different periods.

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- Contrast the major literary forms, techniques, and characteristics of different works.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the way in which authors have used archetypes drawn from myth and tradition in literature.
- Relate literary works and authors to the major themes and issues of their eras and demonstrate how literary works reflect the periods that shaped them.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical periods that shaped the characters, plots, and settings.
- Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- Demonstrate, in both oral and written forms, a comprehensive understanding of the significant ideas in writings by authors of diverse cultural backgrounds.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Write responses to literature and historical investigation reports.
- Deliver oral reports on historical investigations, responses to literature, and multimedia presentations .

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**Science Fiction Literature
(Semester Course – Grade 12)**

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

23433 SCI FI LIT

Course Description

The major purpose of this standards-aligned semester elective course is to analyze the historical, cultural, and social influences of science fiction text by investigating the stylistic and thematic contributions of science fiction writers of different historical periods to the literary canon. Students will examine the philosophical, political, religious, ethical, and social influences of the historical periods and reflect on their influences on the characters, plots, and settings of science fiction texts. Using written and oral responses to literature, students will also investigate the authors' use of imagery, language, universal themes, and stylistic devices to develop commentary on life and human nature. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Science Fiction Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Science Fiction Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

- R 2.5** Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- R 3.2** 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.
- R 3.6** Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
 - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
 - b. Relate literary works and authors to the major themes and issues of their eras.
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

Writing

Grade 12

- W 2.2** Write responses to literature:
 - a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. Analyze the use of imagery, language, universal themes, and unique aspects

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of the text.

- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of the perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works.
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Contrast the major literary forms, techniques, and characteristics of different works.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

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- Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the way in which authors have used archetypes drawn from myth and tradition in literature.
- Relate literary works and authors to the major themes and issues of their eras.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies.
- Demonstrate, in both oral and written forms, a comprehensive understanding of the significant ideas in writings by authors of science fiction text.
- Write responses to literature and historical investigation reports.
- Orally deliver historical investigation reports, responses to literature, and multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Shakespeare

B Elective

(Semester Course – Grade 12)

Prerequisite: American Literature & Composition/Contemporary Composition

230435

SHAKESPEARE

Course Description

The major purpose of this standards-aligned course is to study selected sonnets and representative plays of comedy, tragedy, and history through the examination of historical setting, character development and interrelationships, plot situations, language and imagery, character motivation, and thematic implications. Students will study the major genres and subgenres of drama (comedy, tragedy, satire, parody, and allegory) through an examination of the dramatic structure and sociological and philosophical background of life as illuminated in specific plays. Students will analyze the ways in which irony, tone, mood, style, and the “sound” of language achieve specific rhetorical or aesthetic purposes. To demonstrate an understanding of the meaning and performance aspect of Shakespeare’s works, students will have opportunities to recite poems, selections from speeches, or dramatic soliloquies, paying attention to performance details to achieve clarity, force, and aesthetic effect. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Shakespeare includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Shakespeare fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.1 Analyze characteristics of subgenres (e.g. satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare’s tragedy *Macbeth*).

R 3.7 Analyze recognized works of world literature from a variety of authors:

- Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- Relate literary works and authors to the major themes and issues of their eras.
- Evaluate the philosophical, political, religious, ethical, and social influences of

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the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters.

Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.

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- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

SA 2.5 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 (e.g., Hamlet's soliloquy "To Be or Not to Be").

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Analyze characteristics of subgenres (e.g. satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.
- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (plays, poetry, expository texts)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

World Literature

(Semester Course – Grade 12)

B Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230437 WORLD LIT

Course Description

The major purpose of this standards-aligned semester elective course is to study world literature in order to examine and analyze the historical, social, and cultural forces that influence writers and their unique aesthetic, social, and cultural contributions to global literature. The selected works are organized by genres (fiction and nonfiction) or themes that explore values, ideas, and ideals both similar to and different from our own and to the literary quality of the work. Students will develop an understanding of international works through investigations of universal themes across cultural, social, historical contexts and evaluations of how the influences of the regions and historical eras shaped the characters, plots, and settings. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. World Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. World Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.5c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- Relate literary works and authors to the major themes and issues of their eras.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

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Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

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Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical periods that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Women in Literature
(Semester Course – Grade 12)

Prerequisite: American Literature & Composition/Contemporary Composition

230439 WOMEN IN LIT

Course Description

The major purpose of this standards-aligned semester elective course is to study selected literature by women authors in both American and international spheres. The selected works are organized by genres or themes that explore significant contemporary philosophical, political, religious, ethical, and social influences of historical periods. Students read and respond to historically or culturally significant works of women's literature to reflect upon philosophical, political, religious, ethical, and social issues of different regions and historical eras. This course examines the artistic qualities of the works studied and their contributions to an understanding of the universal human condition. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Women in Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Women in Literature fulfills a B requirement of the UC/CSU Subject Area Requirements and is one of the possible courses paired with Expository Composition or Advanced Composition.

Focus Standards

Reading

Grade 12

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.5c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods.
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

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Writing

Grade 12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

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Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical and social influences of the historical periods that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Grades 11-12 – Advanced Placement Year-Long Courses

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Advanced Placement English Language and Composition AB
(Annual Course – Grades 11 or 12)

Prerequisite: English 10AB

230125 AP ENG LANG A

230126 AP ENG LANG B

Course Description

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP English Language and Composition syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Website.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

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Advanced Placement English Literature and Composition AB
(Annual Course – Grades 11 or 12)

Prerequisite: English 10AB

230117 AP ENG LIT A

230118 AP ENG LIT B

Course Description

Note: Beginning with the 2007-08 school year, local schools may not label courses Advanced Placement (AP) on student transcripts without authorization from the College Board. Each AP teacher must submit an AP course Audit Form and syllabus for review by the College Board. Qualifying courses will receive authorization from the College Board to use the AP designation. A ledger of schools with their authorized courses will be made available to colleges and universities by November of each year.

Samples of acceptable AP English Literature and Composition syllabi, course requirements, samples of evidence, evaluation guidelines, and an example textbook list can be downloaded from the College Board Website.

For assistance in meeting the requirements of the AP Course Audit for LAUSD, consult Memorandum MEM-3408.0 or the Office of Gifted/Talented Programs.

G Requirement Elective Courses

Creative Writing for Senior High
(Semester Course – Grades 11-12)
Prerequisite: English 10AB

G Elective

230217 CREAT WRIT SH

Course Description

The major purpose of this standards-aligned semester elective course is to provide opportunities to develop, extend, and refine the craft of writing. Students will develop their knowledge of the craft of writing by analyzing the characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other genres in order to write their own. They will analyze the ways in which the themes of various works represent a view or comment on life, the ways in which irony, tone, mood, style, and the “sound” of language achieve rhetorical or aesthetic purposes, and the philosophical arguments presented to determine whether the authors’ positions have contributed to the work and credibility of characters. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Creative Writing for Senior High fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grades 11/12

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Writing

Grades 11/12

W1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W2.1 Write fictional, autobiographical, or biographical narratives:

- 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

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scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

Listening and Speaking

Grades 11/12

LS 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Recognize and use figurative language in contexts where it enhances the author's purpose.
- Manipulate syntactic structures, sentence patterns, and poetic forms for specific effects and purpose.
- Develop a character sketch with concrete details that clarify appearance and personality.
- Compose dialogue and stage directions appropriate to the characters involved in a dramatic episode.
- Distinguish the elements of a short story and employ these elements in an original short story.
- Define point of view and illustrate how it controls the content and effects of imaginative writing.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Write fictional, autobiographical, or biographical narratives.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Write essays that use skills associated with the domains of discourse (especially, sensory/descriptive and imaginative/narrative).
- Use the steps of the writing process—pre-writing, drafting, evaluating, revising, editing, and publishing.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Screen and Play Writing
(Semester Course – Grades 11-12)
Prerequisite: English 10AB

G Elective

230631 SCREEN PLAY WRIT

Course Description

The major purpose of this standards-aligned semester elective course is to teach students the skills and knowledge of screen writing and playwriting by engaging in both research on plays and scripts for films and by writing their own plays and screenplays. Students will develop their knowledge of the craft of screenwriting and playwriting by analyzing characteristics of sub-genres used in plays, the ways in which the themes of certain plays and screenplays represent a view or comment on life, the ways in which irony, tone, mood, style, and the “sound” of language achieve rhetorical or aesthetic purposes, and the philosophical arguments presented to determine whether the authors’ positions have contributed to the work and credibility of characters. Students will write historical investigation reports to examine the history of screen and playwriting and to examine the contributions of prominent writers. Students will also have the opportunity to develop their own screenplays and plays that narrate significant events with specific settings using dialogue and monologues to reflect the feeling of characters as well as present actions to accommodate temporal, spatial and dramatic mood changes. This course fulfills a G requirement for the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grades 11/12

- R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** 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.
- R 3.3** Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

Grades 11/12

- W 1.5** Use language in natural, fresh, and vivid ways to establish a specific tone.
- W 1.9** 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.
- W 2.1** Write fictional, autobiographical, or biographical narratives:
- Narrate a sequence of events and communicate their significance to the audience.
 - Locate scenes and incidents in specific places.
 - Describe with concrete sensory details the sights, sounds and smells of a scene with the specific actions, movements, and feelings of the characters; use interior monologue to depict the characters’ feelings.
 - Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
 - Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- W 2.4** Write historical investigation reports:
- Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
 - Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

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- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grades 11/12

LS 1.8 Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in plays and other forms of dramatic texts.
- Use the theme to represent a view or comment on life, using textual evidence to support the claim.
- Use irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- Write dialogue and monologues that use effective and interesting language including informal expressions for effect, standard American English for clarity, and technical language for specificity.
- Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.
- Write fictional, autobiographical, or biographical narratives.
- Describe with concrete sensory details the sights, sounds and smells of a scene with the specific actions, movements, and feelings of the characters; use interior monologue to depict the characters' feelings.
- Write historical investigation reports.
- Make distinctions between the expressed purposes and craft of screenwriting and playwriting.
- Write a short screenplay and/or play for student production.

Assessments

- Teacher-created quizzes and tests
- Student written assignments including scripts and plays
- Oral presentations

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Supplemental District approved standards-based instructional materials and resources (scripts, plays, films)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

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Writers' Seminar AB
(Annual Course – Grade 12)

G Elective

230221 WRIT SEMINAR A
230222 WRIT SEMINAR B

Course Description

The major purpose of this standards-aligned year-long elective course is to focus on the development and writing of different genres for multiple purposes. Students will develop their knowledge of the craft of writing by analyzing the characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other genres in order to write their own. They will analyze the ways in which the themes of various works represent a view or comment on life, the ways in which irony, tone, mood, style, and the “sound” of language achieve rhetorical or aesthetic purposes, and the philosophical arguments presented to determine whether the authors’ positions have contributed to the work and credibility of characters. Students will engage in interactive reading and writing assignments, many of which include informal writing throughout the process. Students will move from pre-reading activities, through reading and post-reading activities, to formal writing assignments. Students will work with expository texts and learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own oral and written arguments.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Writer’s Seminar AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grade 12

- R 2.3** Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- R 2.4** Make warranted and reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- R 2.5** Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.
- R 2.6** 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).
- R 3.1** Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** 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.
- R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
 - a. contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic)
 - b. Relate literary works and authors to the major themes and issues of their eras.
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors’ positions have contributed to the quality of each work and the

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Writing

credibility of the characters (Philosophical approach).

Grade 12

LC 1.3 Reflect appropriate manuscript requirements in writing.

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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.

W 1.9 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.

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw conclusions between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

Listening and Speaking

Grade 12

LS 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

LS 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

LS 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

LS 1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagon effect).

LS 1.13 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.

SA 2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.

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- c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write, develop, and revise creative writing projects.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Humanities AB

G Elective

(Annual Course – Grades 9-12)

Prerequisite: American Literature & Composition/Contemporary Composition

230903 HUMANITIES A

230904 HUMANITIES B

Course Description

The major purpose of this interdisciplinary English/social science course is to provide a study of basic patterns of civilizations as expressed through literature, history, art, music, law, politics, religion, and philosophy. The content includes a survey of significant developments in the search for order and self-definition within selected cultures from ancient civilizations to the present. Literary and specialized works are examined for the ideas expressed and the artistry in expression. The course requires practice in critical analysis of text, structured writing, oral discussions, and critical and creative responses to literature/text, art, and music.

Students are expected to write and revise a minimum of eight academic compositions within the twelfth-grade year, including timed writing pieces and developed compositions. The *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Students will apply and refine their command of the writing process, writing conventions, and rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Humanities AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grades 11/12

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).

R 3.7 Analyze recognized works of world literature from a variety of authors:

- a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
- b. Relate literary works and authors to the major themes and issues of their eras.
- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

R 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Writing

Grades 11/12

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an

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appreciation of the effects created.

- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grades 11/12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Define the term humanities and discuss the relevance of humanities studies to contemporary living.
- Recognize some basic human concerns and how people have sought to meet these concerns in various cultures and epochs.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- Analyze the origins and uses of myths and symbols in various cultures.
- Demonstrate an understanding of certain general aesthetic principles by applying them to selected examples from several arts.
- Identify some major cultural epochs and their contributions to contemporary cultures.
- Formulate evaluative criteria for judging the products of a culture.
- Use research skills to pursue and report on a topic of personal interest and literary/historical/cultural significance.
- Make reasonable assertions about the author's arguments by using elements of the text to defend and

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clarify interpretations.

- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Analyze the philosophical arguments presented in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

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Journalism 1AB
(Annual Course – Grades 10-12)

G Elective

230503 JOURNALISM 1A
230504 JOURNALISM 1B

Course Description

The major purpose of this standards-aligned year-long elective course is to focus on writing and publishing the school newspaper/magazine at an introductory level by using advanced publishing software and graphic programs. Students practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers and magazines, including the graphics and headers, and explain how the writers use the features to achieve their purpose. They will evaluate the credibility of a writer's argument by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way the writer's intent affects the structure and tone of the text. As writers, they will generate relevant questions about readings and issues that can be researched and refine their skill in using precise language, action verbs, sensory details. The skills in this first course (e.g., research, critical thinking, analytical reading and writing, process writing in a variety of genres) prepare students for Journalism 2AB. Journalism 1AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grade 10

R 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.

R 2.3 Generate relevant questions about readings on issues that can be researched.

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

R 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

R 2.8 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 the tone of the text (e.g., in professional journals, editorials, political speeches, primary source materials).

R 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.

R 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

R 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)

Writing

Grade 10

W 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.

W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

W 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.

W 1.8 Design and publish documents by using advanced publishing software and

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graphic programs.

W 2.3 Write expository compositions, including analytical essays and research reports:

- 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 record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

W 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.

**Written and Oral
Language Conventions**

Grade 10

LC 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).

LC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

LC 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Listening and Speaking

Grade 10

SA 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Analyze the various genres of journalistic writing.
- Identify elements of quality literary journalism.
- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes, entertaining style).
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources).
- Determine the relevance of specific data, facts, and ideas.
- Revise writing (e.g., sentence structure, grammar, syntax, diction) to strengthen the quality of writing.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).

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- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
- Generate relevant issues on questions that can be researched.
- Design and publish documents by using advanced publishing software and graphic programs.

Assessments

- Teacher-designed quizzes and tests
- Student-written articles and essays

District Approved Texts and Instructional Resources (some recommendations)

- Textbook (e.g., *Scholastic Journalism*, 11th ed., *Journalism Today*, 7th ed., *High School Journalism*, 3rd ed.)
- Supplemental District approved standards-based instructional materials and resources (e.g., *Newspaper Designer's Handbook*, 5th ed., *Basic Desktop Design & Layout*, *The Radical Write*, *Best American Magazine Writing 2006*, local newspapers, school newspaper)
- Additional suggested reading
 - *The New Journalism*, Tom Wolfe
 - *In Cold Blood*, Truman Capote
 - *Growing Up*, Russell Baker
 - *All the President's Men*, Bob Woodward & Carl Bernstein
 - *Forever Erma: The Best Loved Writing from America's Favorite Humorist*, Erma Bombeck
- Technology resources (e.g., computers, MS Word, PageMaker, PhotoShop, digital camera)
 - *Basic Desktop Design & Layout*, Collier & Cotton
 - *Looking Good in Print, A Guide to Basic Design for Desktop Publishing*, Parker

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Journalism 2AB
(Annual Course – Grades 11-12)
Prerequisite: Journalism 1 AB

G Elective

230505 JOURNALISM 2A
230506 JOURNALISM 2B

Course Description

The major purpose of this standards-aligned year-long elective course is to focus *in depth* on writing and publishing the school newspaper/magazine at an *advanced* level. Students will read, write, and discuss to develop mastery of all aspects of journalism through hands-on experiences and study of journalism-related literature. Students will learn to make warranted and reasonable assertions about the writer's arguments by using elements of the text to defend and clarify interpretations; critique the power, validity and truthfulness of arguments set forth in articles and public documents; critique the appeal of the articles to both friendly and hostile audiences; and examine the extent to which the writer anticipates and addresses reader concerns and counterclaims. They will revise text to highlight the individual voice, improve variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, writing styles, result in more sophisticated critical reading, writing, and thinking skills. Journalism 2 AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grades 11/12

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.6 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).

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

Writing

Grades 11/12

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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.

W 1.9 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.

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W 2.1 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw conclusions between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Written and Oral
Language Conventions**

Grades 11/12

LC 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

LC 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

LC 1.3 Reflect appropriate manuscript requirements in writing.

Listening and Speaking

Grades 11/12

SA 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Analyze the various elements of advanced news writing and column writing.
- Identify elements of quality literary journalism.
- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes, entertaining style) with increasing proficiency.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources) with increasing proficiency.
- Use specific data, facts, and ideas to support main ideas with increasing proficiency and enhance meaning by using rhetorical devices and incorporating visual aids.
- Revise writing (e.g., sentence structure, grammar, voice, syntax, diction, tone) to strengthen the quality of writing with increasing proficiency and publish documents by using advanced publishing software and graphics programs.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).
- Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- Combine text and images and draw information from many sources (e.g., television broadcasts, videos, newspapers, magazines, the Internet, electronic media, and interviews) to support structured ideas and

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arguments in a sustained, persuasive, and sophisticated way.

- Analyze the clarity and consistency of political assumptions in a selection of essays or articles on topic.

Assessments

- Teacher-designed quizzes and tests
- Student-written articles and essays

District Approved Texts and Instructional Resources (some recommendations)

- Textbook (e.g., *Scholastic Journalism*, 11th ed., *Journalism Today*, 7th ed., *High School Journalism*, 3rd ed.)
- Supplemental District approved standards-based instructional materials and resources (e.g., *Newspaper Designer's Handbook*, 5th ed., *Basic Desktop Design & Layout*, *The Radical Write*, *Best American Magazine Writing 2006*, local newspaper, school newspaper)
- Additional suggested reading
 - *The Right Stuff*, Thomas Wolfe
 - *Working*, Studs Turkel
 - *The Executioner's Song*, Norman Mailer
 - *The World of Jimmy Breslin*, Jimmy Breslin
 - *Dave Barry's Book of Bad Songs*, Dave Barry
- Technology resources (e.g., computers, MS Word, PageMaker, PhotoShop, digital camera)
 - *Using Type Right*, Brady
 - *Layouts for Desktop Design*, Collier & Floyd
 - *The Makeover Book*, Parker
 - *Publication Design*, Nelson

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Bible as Literature
(Semester Course – Grade 12)

G Elective

Prerequisite: American Literature & Composition/Contemporary Composition

230409 BIBLE AS LIT

Course Description

The major purpose of this standards-aligned semester elective course is to study various literary forms found in the Bible. Selections in such categories as the epic, lyric, poetry, short story, historical narrative, drama, essay, proverb, and oration are considered for their content and literary artistry and for their enduring influence as sources of incident, allusion, symbolism, and expressions of the universal human condition. Students will evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped characters, plot, settings and themes. As a means of developing the critical thinking and communication skills necessary for the demands of college and work, students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses.

In this course, there is an emphasis on writing. Bible as Literature includes the historical investigation report, which requires students to use primary and secondary sources to compare different points of view regarding a single historical event and explain reasons for the similarities and differences. Students are expected to write and revise a minimum of eight academic compositions, including timed writing pieces, within the twelfth-grade year. This course provides students opportunities to increase awareness of the audience, purpose, and progression of the stages of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each. *California Reading/Language Arts Framework* states that students in the twelfth grade are expected to read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. Bible as Literature fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grade 12

- R 3.1** Analyze characteristics of subgenres (e.g. satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- R 3.2** 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.
- R 3.3** Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- R 3.4** Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- R 3.7** Analyze recognized works of world literature from a variety of authors:
- Contrast the major literary forms, techniques, and characteristics of the major literary periods.
 - Relate literary works and authors to the major themes and issues of their eras.
 - Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- R 3.9** Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of characters. (Philosophical approach)

Writing

Grade 12

- W 2.2** Write responses to literature:
- Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - Analyze the use of imagery, language, universal themes, and unique aspects of

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the text.

- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grade 12

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 2.3 Deliver oral responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).
- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
- c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Engage in discussion to prepare oral and written arguments.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

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- Make reasonable assertions about the author’s arguments by using elements of the text to defend and clarify interpretations.
- 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.
- 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.
- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- Contrast the major literary forms, techniques, and characteristics of the major literary periods and regions.
- Relate literary works and authors to the major themes and issues of their eras and regions.
- Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- Analyze the philosophical arguments presented in literary works to determine whether the author’s positions have contributed to the quality of each work and the credibility of characters.
- Write responses to literature and historical investigation reports.
- Deliver oral responses to literature, oral reports on historical investigations, and deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- Specific selections from the Bible as appropriate
- Supplemental District approved standards-based instructional materials and resources (nonfiction, poetry, short stories, drama, novel)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

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Speech AB
(Grades 10-12)

G Elective

Prerequisite: None

230805 **SPEECH A**
230806 **SPEECH B**

Course Description

The major purpose of this course is to offer instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material, and use of transitions and rhetorical effects in making brief speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, parliamentary procedures, and effective language are applied in learning discussion and debate techniques. Students learn to structure ideas and arguments in their speeches in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. Students will also read, discuss, and write about speeches in order to interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. They will analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. Speech AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grade 10

R 2.3 Generate relevant questions about readings on issues that can be researched.

R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

R 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

Grades 11/12

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.6 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).

Writing

Grade 10

W 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.

W 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.

W 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.

Grades 11/12

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way

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and support them with precise and relevant examples.

W 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

W 1.9 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.

Grade 10

LS 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

LS 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.

LS 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

SA 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.

Grades 11/12

LS 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

LS 1.8 Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

LS 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

LS 1.11 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.

SA 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Apply principles of informal speech to practice social introductions, social conversations, and telephoning.
- Conduct an interview that successfully achieves its purpose.
- Identify the audience for a speech and cite specific examples of how the speech was adapted to its audience.
- Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- Take notes that identify the central idea, main points, and essential details of a speech.
- Employ posture and bodily actions that express desired meaning to an audience.
- Practice effective voice and articulation skills in a variety of speaking situations.
- Prepare for and participate in several types of effective group discussions.
- Write an outline to organize patterns of arrangement and development for speech assignments.
- Recognize and use valid types of evidence and reasoning.

Assessments

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- Teacher-designed quizzes and tests
- Student-written articles and essays
- Oral presentations

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 10-12
- Sample speeches in digital and audio formats
- Supplemental District approved standards-based instructional materials and resources (professional journals, informational materials, online articles, public documents)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Advanced Speech
(Semester Course – Grades 11-12)
Prerequisite: Speech AB

G Elective

230807 ADV SPEECH

Course Description

The major purpose of this course is to provide advance training in the skills of debate; analysis of social, economic, and scientific problems; logical and clear thinking; and use of the rules of evidence, types of support, literacy style, rhetorical devices, and advanced research. Using language in natural, fresh, and vivid ways to establish a specific tone, students will gain experience in parliamentary, persuasive, and forensics. Students will 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. Advanced Speech fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grades 11/12

R 2.1 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.

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

R 2.6 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).

Writing

Grades 11/12

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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.

W 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

W 1.9 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.

W 2.6 Deliver multimedia presentations:

- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

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- d. Test the audience's response and revise the presentation accordingly.

Listening and Speaking

Grades 11/12

LS 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning
- b. Syllogisms and analogies

LS 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

LS 1.8 Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

LS 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.

LS 1.11 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.

SA 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Recognize the characteristics and purposes of debate, and identify the major types of debate.
- Select and limit appropriate topic for debate.
- Take effective notes from a variety of printed sources, using research cards.
- 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.
- Use language in natural, fresh, and vivid ways to establish a specific tone.
- Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- Demonstrate skill in debate team procedures.
- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Judge debate performance, using appropriate evaluation forms.
- Analyze the content, organization, and research embodied in a printed speech.
- Recognize major fallacies in evidence used by a speaker.
- Use rhetorical devices and varied literary style in formal speech.
- Practice parliamentary procedures (legislative debate) in a variety of situations.

Assessments

- Teacher-designed quizzes and tests
- Student-written articles and essays
- Oral presentations

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 10-12
- Sample speeches in digital and audio formats
- Supplemental District approved standards-based instructional materials and resources (professional journal articles, informational materials, public documents)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Elective Courses – For Graduation Credit Only (Non A-G)

Professional Reading and Writing AB

(Annual Course – Grades 11-12)

Prerequisite: English 10AB

230229 PROF RDG WRIT A

230230 PROF RDG WRIT B

Course Description

The major purpose of this year-long standards-aligned elective course is to read and analyze texts from various professions to illustrate the continuum of professional reading and writing. Students will read, discuss, think, and write about literature specifically developed for and by persons in given professions (e.g., medicine, law, architecture, engineering, finance, education). The primary texts for analysis include full-length texts, journal articles, and research articles found in professional publications. Examination of the structural features of informational materials, articles, public documents, consumer documents, and workplace documents will include the analysis of rhetorical devices, patterns of organization, hierarchical structures, author's arguments, and the author's implicit and explicit philosophical assumptions. Students will direct their professional writing projects to a particular audience and for specific purposes. Students should be able to write well-structured expository texts with quality support and employ rhetorical devices and visual aids to enhance meaning. When appropriate, student will write expository texts and historical investigation reports of about 1,500 words in length. Professional Reading and Writing fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grades 11/12

R 2.1 Analyze both 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.

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 2.6 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).

Writing

Grades 11/12

W 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

W 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

W 1.9 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.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration

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the validity and reliability of sources.

e. Include a formal bibliography.

W 2.5 Write job applications and résumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

Listening and Speaking

Grade 11/12

LS 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles’ radio broadcast “War of the Worlds”).

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience’s response and revise the presentation accordingly.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Develop an understanding of how members of a particular profession conceive and engage in the rhetorical practices of that profession.
- Read critically and analyze text from different professions and use those lenses to frame writing.
- Analyze both features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and use those features and devices in professional writing projects.
- Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in consumer, workplace, and public documents.
- 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.
- 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.
- Use clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- Write expository texts that integrate databases, graphics, and spreadsheets.
- Deliver multimedia presentations.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grade 10
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Journalism 3AB
(Annual Course – Grades 11-12)
Prerequisite: Journalism 2 AB

G Elective

230509 JOURNALISM 3A
230510 JOURNALISM 3B

Course Description

The major purpose of this standards-aligned elective course is to focus *in depth* on writing and publishing the school newspaper/magazine at an *advanced* level. Students will read, write, and discuss to develop mastery of all aspects of journalism through hands-on experiences and study of journalism-related literature. Students will learn to make warranted and reasonable assertions about the writer's arguments by using elements of the text to defend and clarify interpretations, critique the power, validity and truthfulness of arguments set forth in articles and public documents, critique the appeal of the articles to both friendly and hostile audiences, examine the extent to which the writer anticipates and addresses reader concerns and counterclaims, and analyze the clarity and consistency of political assumptions in the text. They will revise their own articles to highlight the individual voice, improve variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, writing styles, result in more sophisticated critical reading, writing, and thinking skills. Examples of projects for Journalism 3AB students include news magazines, projects requiring in-depth research for extended news and feature articles, reflective articles, and point/counterpoint commentaries. Students will have opportunities to develop experience with newspaper/magazine design and layout, revision and editing, and publishing using advanced publishing software and graphics programs. Journalism 3 AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grades 11/12

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

R 2.6 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).

R3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

Writing

Grades 11/12

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 Enhance meaning by employing rhetorical devices, including the extended use of

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parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

W 1.9 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.

W 2.1 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw conclusions between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

**Written and Oral
Language Conventions**

Grades 11/12

LC 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

LC 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

LC 1.3 Reflect appropriate manuscript requirements in writing.

Listening and Speaking

Grades 11/12

SA 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Analyze the various elements of advanced news writing, column writing.
- Identify elements of quality in literary journalism.
- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes; entertaining style) with increasing proficiency.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources) with increasing proficiency.
- Use specific data, facts, and ideas to support main ideas with increasing proficiency and enhance meaning by using rhetorical devices and incorporating visual aids.
- Revise writing (e.g., sentence structure, grammar, voice, syntax, diction, tone) to strengthen the quality of writing with increasing proficiency.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).

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- Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- Combine text and images and draw information from many sources (e.g., television broadcasts, videos, newspapers, magazines, the Internet, electronic media, and interviews) to support ideas and structured arguments in a sustained, persuasive, and sophisticated way.
- Analyze the clarity and consistency of political assumptions in a selection of essays or articles on topic.

Assessments

- Teacher-designed quizzes and tests
- Student-written articles and essays

District Approved Texts and Instructional Resources (some recommendations)

- Textbook (e.g., *Scholastic Journalism*, 11th ed., *Journalism Today*, 7th ed., *High School Journalism*, 3rd ed.)
- Supplemental District approved standards-based instructional materials and resources (e.g., *Newspaper Designer's Handbook*, 5th ed., *Basic Desktop Design & Layout*, *The Radical Write*, *Best American Magazine Writing 2006*, local newspaper, school newspaper)
- Additional suggested reading
 - *The Right Stuff*, Thomas Wolfe
 - *Working*, Studs Turkel
 - *The Executioner's Song*, Norman Mailer
 - *The World of Jimmy Breslin*, Jimmy Breslin
 - *Dave Barry's Book of Bad Songs*, Dave Barry
- Technology resources (e.g., computers, MS Word, PageMaker, PhotoShop, digital camera)
 - *Using Type Right*, Brady
 - *Layouts for Desktop Design*, Collier & Floyd
 - *The Makeover Book*, Parker
 - *Publication Design*, Nelson

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Broadcast Journalism 1AB
(Annual Course – Grades 9-12)
Prerequisite: None

G Elective

230619 BRDCST JOUR 1A
230620 BRDCST JOUR 1B

Course Description

The major purpose of this standard-aligned elective course is to introduce students to the basics of radio and television journalism. Students will report, write, produce, air, and record a variety of television and radio news stories with a degree of professionalism resembling what might be found in local newscasts, including short reports or longer, feature-length stories. Working individually or in groups, students will use video technologies and recording devices to produce their stories. Students will practice all aspects of journalism through hands-on experience and a study of journalism-related literature. Students will analyze the structure and format of various newspapers and magazines, including the graphics and headers, and explain how the writers use the features to achieve their purpose. They will evaluate the credibility of a writer's argument by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way the writer's intent affects the structure and tone of the text. As writers, they will generate relevant questions about readings and issues that can be researched and refine their skill in using precise language, action verbs, sensory details. The skills in this first course (e.g., research, critical thinking, analytical reading and writing, process writing in a variety of genres) prepare students for Broadcast Journalism 2AB. Broadcast Journalism 1 AB fulfills a G requirement of the UC/CSU Subject Area Requirements.

Focus Standards

Reading

Grades 9/10

R 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.

R 2.3 Generate relevant questions about readings on issues that can be researched.

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

R 2.8 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 the tone of the text (e.g., in professional journals, editorials, political speeches, primary source materials).

R3.2 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.

R 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

R 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)

Writing

Grades 9/10

W 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.

W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

W 2.4 Write persuasive compositions:

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- 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.

Listening and Speaking

Grades 11/12

LS 1.1 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).

LS 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

LS 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

LS 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

LS 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 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.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Analyze the various genres of journalistic writing.
- Identify elements of quality literary journalism.

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- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes, entertaining style).
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources)
- Determine the relevance of specific data, facts, and ideas.
- Revise writing (e.g., sentence structure, grammar, syntax, diction) to strengthen the quality of writing.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).
- Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.
- Generate relevant issues on questions that can be researched.
- Design and publish documents by using advanced publishing software and graphics programs.

Assessments

- Teacher-designed quizzes and tests
- Student-written articles and essays
- Oral presentations

District Approved Texts and Instructional Resources (some recommendations)

- Textbook (e.g., *Scholastic Journalism*, 11th ed., *Journalism Today*, 7th ed., *High School Journalism*, 3rd ed.)
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Broadcast Journalism 2AB
(Semester Course – Grade 10-12)

G Elective

Prerequisite: Broadcast Journalism 1 AB

230621 BRDCST JOUR 2A
230622 BRDCST JOUR 2B

Course Description

The major purpose of this standards-aligned elective course is to focus *in depth* on the fundamentals of radio and television journalism. Students will report, write, produce, air, and record a variety of television and radio news stories at an *advanced* level of professionalism resembling what might be found in local newscasts, including short reports or longer, feature-length stories. Working individually or in groups, students will use video technologies and recording devices to produce their stories. Students will read, write, and discuss to develop mastery of all aspects of journalism through hands-on experiences and study of journalism-related literature. Students will learn to make warranted and reasonable assertions about the writer's arguments by using elements of the text to defend and clarify interpretation; critique the power, validity and truthfulness of arguments set forth in articles and public documents; critique the appeal of the articles to both friendly and hostile audiences; and examine the extent to which the writer anticipates and addresses reader concerns and counterclaims. They will revise text to highlight the individual voice, improve variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. Areas of study, which include good writing versus good reporting, advanced news writing, column writing, writing styles, result in more sophisticated critical reading, writing, and thinking skills. Broadcast Journalism 2 AB fulfills a G requirement for elective courses.

Focus Standards

Reading

Grades 11/12

R 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

R 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

R 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

R 2.6 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).

R 3.2 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.

R 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

R 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

Writing

Grades 11/12

W 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

W 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

W 1.4 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.

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W 1.9 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.

W 2.1 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw conclusions between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

W 2.4 Write historical investigation reports:

- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
- e. Include a formal bibliography.

Listening and Speaking

Grades 11/12

LS 1.1 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).

LS 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

LS 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

LS 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning.
- b. Syllogisms and analogies.

LS 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

SA 2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
- d. Include information on all relevant perspectives and consider the validity and reliability of sources.

SA 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.

SA 2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online

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- information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.
- d. Test the audience's response and revise the presentation accordingly.
- e. Demonstrate knowledge of the subject or organization.
- f. Compile and report responses.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Analyze the various elements of advanced news writing, and column writing.
- Identify elements of quality in literary journalism.
- Write articles appropriate for the journalistic genres (e.g., news: inverted pyramid; features: attention-grabbing leads, interesting quotes, entertaining style) with increasing proficiency.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources) with increasing proficiency.
- Use specific data, facts, and ideas to support main ideas with increasing proficiency and enhance meaning by using rhetorical devices and incorporating visual aids.
- Revise writing (e.g., sentence structure, grammar, voice, syntax, diction, tone) to strengthen the quality of writing with increasing proficiency and publish documents by using advanced publishing software and graphic programs.
- Follow legal journalistic guidelines and use standard Associated Press style guidelines in writing and editing.
- Construct and maintain personal portfolios (e.g., Stringbook).
- Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- Combine text and images and draw information from many sources (e.g., television broadcasts, videos, newspapers, magazines, the Internet, electronic media, and interviews) to support structured ideas and arguments in a sustained, persuasive, and sophisticated way.
- Analyze the clarity and consistency of political assumptions in a selection of essays or articles on topic.

Assessments

- Teacher-designed quizzes and tests
- Student-written articles and essays

District Approved Texts and Instructional Resources (some recommendations)

- Textbook (e.g., *Scholastic Journalism*, 11th ed., *Journalism Today*, 7th ed., *High School Journalism*, 3rd ed.)
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**Academic Intervention
Elective Courses –
For Graduation Credit Only
(Non A-G)**

Grades 9 & 10 Developing Readers and Writers Course (DRWC)

Los Angeles Unified School District
Secondary Literacy Branch

Strategic Literacy 1 AB
(Annual Course – Grade 9)

Prerequisite: Identification of students according to Memorandum on Assessment, Identification and Placement of *DRWC* Students

230141 STRATGC LIT 1A
230142 STRATGC LIT 1B

Course Description

This is the first level of the *Developing Readers and Writers Course (DRWC)*, which is an accelerated intervention program that addresses the needs of the students in grade 9 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the ELA CST, are to be further assessed to determine whether *DRWC* is an appropriate placement. Beginning with the 2007-2008 school year, all high schools are to use *READ 180* as the curriculum for *DRWC*. (A high school may continue to use the *LANGUAGE!* curriculum for *DRWC* only with the approval of the local district superintendent.) *READ 180* focuses on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, grammar usage, speaking and listening, encoding (spelling), vocabulary building, writing and wide reading of fiction and non-fiction. For programming purposes, *DRWC* students are enrolled into a double-block with one period designated as English 9A and B (B Requirement) and one period designated as Strategic Literacy 1AB (for graduation credit only).

COURSE SYLLABUS

Scholastic READ 180 is an intensive reading intervention curricular program that addresses the instructional needs and reading skills of students whose reading achievement is below grade level. The program directly addresses individual needs through adaptive instruction, high interest literature, and direct instruction in reading and writing skills.

Representative Standards - At the end of Level 1, students should have mastered the following standards to access grade-level proficiency in reading, writing, listening, and speaking.

Step 1: Phonemic Awareness and Phonics

Grade 3 R 1.2 Decode regular multisyllabic words.

Step 2: Word Recognition and Spelling

Grade 2 R 1.6 Read aloud fluently and accurately with appropriate intonation and expression.

Grade 5 LC 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.

Grade 6 LC 1.5 Spell frequently misspelled words correctly (e.g., their, there, they're).

Grade 7 LC 1.7 Spell derivatives correctly by applying the spelling of bases and affixes.

Grade 8 LC 1.6 Use correct spelling conventions.

Step 3: Vocabulary and Morphology

Grade 5 LC 1.2 Identify and correctly use verbs that are often misused, modifiers, and pronouns.

Grade 7 LC 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 5 R. 1.2 Understand and explain frequently used synonyms, antonyms, and homographs.

Grade 5 R 1.4 Know abstract, revised roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words.

Grade 7 R 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

Step 4: Grammar and Usage

Grade 5 LC 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent

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clauses; use transitions and conjunctions to connect ideas.

Grade 5 LC 1.2 Identify and correctly use verbs that are often misused, modifiers, and pronouns.

Grade 6 LC 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 8 LC 1.5 Use correct punctuation and capitalization.

Step 5: Listening and Reading

Grade 5 R 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

Grade 6 R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

Step 6: Speaking and Writing

Grade 6 W 1.3 Use a variety of effective and coherent organizational patterns including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Grade 6 W 2.2a State the thesis or purpose.

Grade 7 W1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Grade 7 W 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Grade 7 W 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Grade 8 W 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar techniques.

Scope and Sequence for *Scholastic READ 180 Enterprise Edition (High School)*

Comprehension: The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summary, problem and solution, cause and effect, compare and contrast, and making inferences

Reading Fluency: Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of books and audio-books, and recorded sessions on the computer. Student’s fluency progression is based individually.

Vocabulary and Word Study: Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instructional routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, dictionary usage, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

Grammar, Usage, and Mechanics: Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students’ speaking and writing skills. The focus is on writing and speaking skills while teaching students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series, using irregular verbs, maintaining subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

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Writing: Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

Book A: Units 1- 6 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Phoneme and syllable awareness
- Sound-spelling conventions for common phoneme/grapheme relationships: short vowels /a/, /i/, /o/ and stable consonants
- Closed syllables

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 essential words
- Fluency: word recognition
- Spelling: Doubling Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, and attributes
- Multiple meanings, multiple uses
- Idiomatic expressions
- Compound words
- Nouns: number, singular possession ('s)
- Noun/verb agreement
- Verbs present and past tense

Step 4: Grammar and Usage

- Grammatical forms: nouns, pronouns (nominative, objective), verbs (actions), adverbs, adjectives, prepositions
- Grammatical functions: subject, predicate, direct object, object of preposition, verb tense: present
- Sentence pattern: simple
- Mechanics: capitals and end punctuation

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: sentences
- Read (and listen to) varied genre selections
- Text structure: identification of topic and details in informational text
- Comprehension: interpretation and response questions: *who, what, when, where, why, how*

Step 6: Speaking and Writing

- Kinds of sentences: telling, asking
- Complete sentence written responses to *who, what, when, where, why, and how* questions
- Pre-writing: content selection; organization (using text as source)
- Graphic organizer scaffolding: topic/detail

Book B: Units 7-12 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Phoneme and syllable awareness
- Sound-spelling conventions for common phoneme/grapheme relationships: short vowels /e/, /u/; long vowels—final silent *e* pattern; consonant digraphs, blends, clusters
- Syllable types: closed; final silent *e*

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition

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- Contractions with *not*, *would*, and *will*
- Spelling: Drop “e” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, and homophones
- Definition development
- Common expressions
- Plural possession (s’)
- Verb tense: irregular past tense forms; future; past, present, and future progressive forms

Step 4: Grammar and Usage

- Grammatical forms: pronouns (possessive), conjunctions, verbs (irregular)
- Verb tense: present; past; future
- Grammatical functions: complete subject, complete predicate, direct object
- Sentence patterns: simple, compound (and, but)
- Mechanics: commas

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: retrieve and recall (remember), construct meaning (understand)
- Text structure: classification, time sequence

Step 6: Speaking and Writing

- Written responses linked to Step 5 thinking skills: remember, understand
- Paragraph development: classification, time sequence, summary
- Prewriting: graphic organizer scaffolding: topic/detail, time sequence

Book C: Units 13-18 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Syllable awareness in multisyllable words
- Syllable types: closed, r-controlled, open, final silent e
- Schwa (con’ vict vs. con vict’)
- Phonemes for y, based on word position

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Syllabication process in multisyllable words
- Contractions with *be* and *have*
- Spelling: Change “y” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Idiomatic and common expressions
- Number: irregular plural nouns
- Prefixes: 12 most common for meaning expansion of base words
- Comparative and superlative adjectives

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
- Grammatical functions: complete subject, complete predicate, direct object, object of preposition
- Sentence pattern: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
- Text-based analysis and application of grammatical forms and functions
- Mechanics: end punctuation, various types

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: use information (apply), break down information (analyze)

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- Text structures: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement, question, command
- Written responses linked to Step 5 thinking skills: apply, analyze
- Paragraph development: classification, time sequence, summary
- Essay development: multi-paragraph classification (informational)

Scope and Sequence for *LANGUAGE!* Level 1

Skills Overview:

Scientific-based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. Phonemic Awareness – The ability to hear, identify, and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Decoding and Phonics – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
 - Listening vocabulary – the words needed to understand what is heard
 - Speaking vocabulary – the words used when speaking
 - Reading vocabulary – the words needed to understand what is read
 - Writing vocabulary – the words used in writing
4. Reading fluency, including oral reading skills – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading comprehension strategies – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Representative Performance Outcomes and Skills

In this course, students will know and be able to do:

- To hear, identify and manipulate the phonemes in spoken words in order to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- To read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. (Reading Comprehension strategies)
- Develop pre-writing skills and produce written responses
- Use scaffolding strategies

Assessments

- Degrees of Reading Power (DRP) Placement Test
- Content Mastery Tests or rSkills Tests

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- Summative Assessments
- Reading Counts and Scholastic Reading Inventory

District Approved Texts and Instructional Resources

- *Scholastic READ 180* Teacher and Student Textbooks: Stage C, Enterprise Edition
or
- *LANGUAGE!* Teacher and Student Textbooks, Interactive Textbooks, and Assessments: Books A, B, and C
(with Local District Superintendent approval only)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

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Strategic Literacy 2AB

(Annual Course – Grade 9 and open to grade 10)

Prerequisite: Identification of students according to Memorandum on Assessment, Identification and Placement of *DRWC* students

230143 STRATGC LIT 2A

230144 STRATGC LIT 2B

Course Description

The *Developing Readers and Writers Course (DRWC)* is an accelerated intervention program that addresses the needs of the students in grade 9 (open to students in grade 10) who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the ELA CST, are to be further assessed to determine whether *DRWC* is an appropriate placement. Beginning with the 2007-2008 school year, all high schools are to use *READ 180* as the curriculum for *DRWC*. (A high school may continue to use the *LANGUAGE!* curriculum for *DRWC* only with the approval of the local district superintendent.) *READ 180* focuses on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, encoding (spelling), vocabulary building, grammar and usage, speaking and listening, writing, and wide reading of fiction and non-fiction. Explicitly teaching language at all levels (sounds, words, sentence, and passage) ensures that students will be able to process them accurately, build fluency through ample practice, and become actively engaged in making meaning of the text. For programming purposes for Level 2, 9th grade students are enrolled in a double-block with one period designated as English 9 AB (B Requirement) and one period designated as Strategic Literacy 2AB (for graduation credit only). However, at the 10th grade, Strategic Literacy 2AB is a single period elective course for students in Level 2. If a school has the capacity to offer *DRWC* in the 10th grade as a double period, both periods must be elective periods, with one titled Strategic Literacy and the other, Literacy for Knowledge (LIT KNOWLEDGE A/B-230145/46).

COURSE SYLLABUS

Scholastic READ 180 is an intensive reading intervention program that addresses the instructional needs and reading skills of students whose reading achievement is below grade level. The program directly addresses individual needs through adaptive instruction, high interest literature, and direct instruction in reading and writing skills.

Representative Standards – At the end of Level 2, students should have mastered the following standards to access grade-level proficiency in reading, writing, listening, and speaking.

Step 1: Phonemic Awareness and Phonics

Step 2: Word Recognition and Spelling

Grade 6 LC 1.5 Spell frequently misspelled words correctly.

Grade 7 LC 1.7 Spell derivatives correctly by applying the spelling of bases and affixes.

Grade 8 LC 1.6 Use correct spelling conventions.

Step 3: Vocabulary and Morphology

Grade 6 R 1.5 Understand and explain the “shades of meaning” in related words (e.g., softly and quietly)

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 7 LC 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

Grades 11/12 LC 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

Step 4: Grammar and Usage

Grade 6 LC 1.1 Use simple, compound, compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grade 6 LC 1.3 Use colons after salutation in business letters, semi-colons to connect independent clauses, and

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commas when linking two clauses with a conjunction in compound sentences.

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 7 LC 1.5 Identify hyphens, dashes, brackets, and semi-colons and use them correctly.

Grade 8 LC 1.5 Use correct punctuation and capitalization.

Grade 9 LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Step 5: Listening and Reading

Grade 6 R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

Grade 6 R 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Grade 6 R 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Grade 8 R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

Step 6: Speaking and Writing

Grade 6 W 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Grade 7 W 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Grade 7 W 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Grade 7 W 2.2a Develop interpretations exhibiting careful reading, understanding, and insight.

Grade 7 W 2.2b Organize interpretations around several clear ideas, premises, or images from the literary work.

Grade 7 W 2.2c Justify interpretations through sustained use of examples and textual evidence.

Grade 8 W 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages and ideas.

Scope and Sequence for *Scholastic READ 180 Enterprise Edition (High School)*

Comprehension: The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summary, problem and solution, cause and effect, compare and contrast, and making inferences

Reading Fluency: Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of books and audio-books, and recorded sessions on the computer. Students’ fluency progression is based individually.

Vocabulary and Word Study: Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instructional routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, dictionary usage, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

Grammar, Usage, and Mechanics: Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students’ speaking and writing skills. The focus is on writing and speaking skills while teaching students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series,

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using irregular verbs, maintaining subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

Writing: Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

Book C: Units 13-18 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Syllable awareness in multisyllable words
- Syllable types: closed; r-controlled; open; final silent e
- Schwa (con' vict vs. con vict')
- Phonemes for y, based on word position

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Syllabication process in multisyllable words
- Contractions with *be* and *have*
- Spelling: Change “y” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Idiomatic and common expressions
- Number: irregular plural nouns
- Prefixes: 12 most common for meaning expansion of base words
- Comparative and superlative adjectives

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
- Grammatical functions: complete subject, complete predicate, direct object, object of preposition
- Sentence pattern: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
- Text-based analysis and application of grammatical forms and functions
- Mechanics: end punctuation, various types

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: use information (apply), break down information (analyze)
- Text structures: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement; question; command
- Written responses linked to Step 5 thinking skills: apply, analyze
- Paragraph development: classification, time sequence, summary
- Essay development: multi-paragraph classification (informational)

Book D: Units 19-24 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Syllable types: Closed, r-controlled, final silent e; vowel digraph; consonant + le; diphthong
- Syllabication process in multisyllable words

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- Multiple spellings for long vowels
- Expansion of conditions governing schwa
- English loan words, Romance languages: i = /ē/, a = /ō/, e = /ā/

Step 2: Word Recognition

- Read/spell: new syllable patterns
- Read/spell: 36 new essential words
- Fluency: word recognition
- Spelling: Advanced Doubling Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (6), prefixes (20), and suffixes (20)
- Number: irregular plural nouns
- Use of dictionary (advanced)
- Use of thesaurus

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping, linking), phrasal verbs, participles (present, past)
- Grammatical functions: subject/verb agreement; indirect object, compound indirect objects
- Sentence patterns: predicate nominative, predicate adjective
- Text-based analysis and application of grammatical forms and functions

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: judge information against criteria (evaluate), put information together in a new way (create)
- Text structure: reasons, persuasion
- 12 literary terms and devices in context

Step 6: Speaking and Writing

- Written responses linked to Step 5 thinking skills: evaluate; create
- Paragraph development: reasons, persuasion, personal narrative
- Pre-writing: graphic organizer scaffolding, reasons, persuasion, personal narrative, notetaking and outlining

Book E: Units 25-30 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Alternate spellings for consonant sounds
- Common phonograms
- Suffixation: pronunciation, spelling, word function impact
- English loan words: African, Asian, Native American

Step 2: Word Recognition

- Read/spell: new sound-spellings and phonograms
- Read/spell: new essential words
- Fluency: word recognition
- Spelling: review and apply all rules

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (15), prefixes (10), and suffixes (20); Greek combining forms (10)
- Suffixes: spelling rules
- Number: irregular plural nouns
- Use of dictionary and thesaurus

Step 4: Grammar and Usage

- Grammatical forms: relative pronouns, subordinating conjunctions, irregular verbs
- Grammatical functions: subject/verb agreement
- Clauses: dependent formed with relative pronouns and subordinating conjunctions, independent
- Sentence patterns: complex

Step 5: Listening and Reading

- Vocabulary: context-based strategies

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- Read (and listen to) varied genre selections
- Higher-order thinking: application of all levels
- Text structure: compare and contrast
- 12 literary terms and devices in context
- Metacognition and comprehension: sampling, predicting, confirming in challenging text

Step 6: Speaking and Writing

- Write responses linked to higher-order thinking skills: all levels
- Paragraph development: comparison and contrast, narrative
- Pre-writing: graphic organizer scaffolding: comparison-contrast, narrative, notetaking, outlining
- Organize information across sources
- Revise and edit

Scope and Sequence for *LANGUAGE!* Level 2

Skills Overview:

Scientific-based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. Phonemic Awareness – The ability to hear, identify, and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Decoding and Phonics – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
 - Listening vocabulary – the words needed to understand what is heard
 - Speaking vocabulary – the words used when speaking
 - Reading vocabulary – the words needed to understand what is read
 - Writing vocabulary – the words used in writing
4. Reading fluency, including oral reading skills – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading comprehension strategies – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Representative Performance Outcomes and Skills

In this course, students will know and be able to do:

- To hear, identify and manipulate the phonemes in spoken words in order to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- To read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text. (Reading Comprehension Strategies)
- Develop pre-writing skills and produce written responses.
- Revise and edit essay development.
- Use scaffolding strategies.

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Assessments

- Degrees of Reading Power (DRP) Placement Test
- Content Mastery Tests or rSkills Test
- Summative Assessments
- Reading Counts and Scholastic Reading Inventory

District Approved Texts and Instructional Resources

- *Scholastic READ 180* Teacher and Student Textbooks: Stage C, Enterprise Edition
or
- *LANGUAGE!* Teacher and Student Textbooks, Interactive Textbooks, and Assessments: Books C, D, and E
(with Local District Superintendent approval only)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Literacy for Knowledge AB
(Second hour of Strategic Lit 2AB– Grade 10)

For Graduation Credit Only

Prerequisite: Concurrent Enrollment in Strategic Literacy 2AB – see current Memorandum on Assessment, Identification and Placement of *DRWC* students

230145 LIT KNOWLEDG A

230146 LIT KNOWLEDG B

Course Description

This course is specifically designed for high schools that choose to offer *DRWC* in the tenth grade as a double period. Both periods must be elective periods, the first of which is *Strategic Literacy* while *Literacy for Knowledge* is the second period. The *Developing Readers and Writers Course (DRWC)* is an accelerated intervention program that addresses the needs of the students in grade 10 who have demonstrated delayed reading in the areas of decoding, encoding, fluency, and comprehension. The District's Secondary Literacy Plan requires that all students, grades five through eight, who are Far Below Basic on the ELA CST, are to be further assessed to determine whether *DRWC* is an appropriate placement. Beginning with the 2007-2008 school year, all high schools are to use *READ 180* as the curriculum for *DRWC*. (A high school may continue to use the *LANGUAGE!* curriculum for *DRWC* only with the approval of the local district superintendent.) *READ 180* focuses on the explicit teaching of these major components: phonemic awareness, decoding, fluency, comprehension, encoding (spelling), vocabulary building, writing, and wide reading of fiction and non-fiction. Explicitly teaching language at all levels (sounds, words, sentence and passage) ensures that students will be able to process them accurately, build fluency through ample practice, and become actively engaged in making meaning of the text. This is an intervention elective course for graduation credit only (non A-G) and exclusively for 10th grade students concurrently enrolled in *Strategic Literacy 2AB (STRATGC LIT 2AB)*.

COURSE SYLLABUS

Representative Standards – At the end of Level 2, students should have mastered the following standards to develop grade-level proficiency in reading, writing, listening, and speaking.

Step 1: Phonemic Awareness and Phonics

Step 2: Word Recognition and Spelling

Grade 6 LC 1.5 Spell frequently misspelled words correctly.

Grade 7 LC 1.7 Spell derivatives correctly by applying the spelling of bases and affixes.

Grade 8 LC 1.6 Use correct spelling conventions.

Step 3: Vocabulary and Morphology

Grade 6 R 1.5 Understand and explain the “shades of meaning” in related words (e.g., softly and quietly)

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 7 LC 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.

Grades 11/12 LC 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

Step 4: Grammar and Usage

Grade 6 LC 1.1 Use simple, compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

Grade 6 LC 1.3 Use colons after salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

Grade 7 LC 1.3 Identify all parts of speech and types and structure of sentences.

Grade 7 LC 1.5 Identify hyphens, dashes, brackets, and semi-colons and use them correctly.

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Grade 8 LC 1.5 Use correct punctuation and capitalization.

Grade 9 LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Step 5: Listening and Reading

Grade 6 R 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.

Grade 6 R 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

Grade 6 R 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Grade 8 R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

Step 6: Speaking and Writing

Grade 6 W 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

Grade 7 W 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

Grade 7 W 1.3 Use strategies of notetaking, outlining, and summarizing to impose structure on composition drafts.

Grade 7 W 2.2a Develop interpretations exhibiting careful reading, understanding, and insight.

Grade 7 W 2.2b Organize interpretations around several clear ideas, premises, or images from the literary work.

Grade 7 W 2.2c Justify interpretations through sustained use of examples and textual evidence.

Grade 8 W 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

Scope and Sequence for *Scholastic READ 180 Enterprise Edition (High School)*

Scholastic defines *READ 180* as an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.

Comprehension:

The Gradual Release Model is a sequence of instruction that leads to independent skill and strategy application used along with explicit comprehension instruction and questioning strategies. Explicit comprehension instruction equips students with a “tool kit” for understanding text through direct, systematic, and scaffolded guidance in using comprehension skills to derive meaning from a text. Students are taught strategies for questioning before, during, and after reading, leading to increased understanding and independence. The teacher guides students in learning critical skills for reading to learn. The scope and sequence for comprehension includes mastering the following components: main idea and details, sequence of events, character, setting, plot, theme, summary, problem and solution, cause and effect, compare and contrast, and making inferences.

Reading Fluency: Fluency is built throughout the program with a focus on practice and modeled readings. This is done through read-alouds where students have an assigned active and accountable role, modeled readings, independent readings of books and audio-books, and recorded sessions on the computer. Students’ fluency progression is based individually.

Vocabulary and Word Study: Vocabulary instruction includes explaining word meanings, using familiar language, using meaningful examples and providing ample practice. The focus for vocabulary development is based on high utility academic words, word families, morphemes, and structured instruction routines while working with narrow reading selections. The scope and sequence for vocabulary/word study includes the following: prefixes, suffixes, synonyms, antonyms, word families, dictionary usage, multiple-meaning words, verb endings, synonyms, homophones, compound words, noun endings, idioms, context clues, and Latin and Greek roots.

Grammar, Usage, and Mechanics: Grammar, usage, and mechanics instruction is focused on shaping, sharpening, and honing students’ speaking and writing skills. The focus is on writing and speaking skills which is further

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enhanced by students using concrete tasks and addressing common errors. The scope and sequence for this area includes the following: identifying sentences and fragments, correcting sentence fragments, using end punctuation, using capitals, correcting run-on sentences, using correct verb tense, using correct word order, using commas in a series, using irregular verbs, maintaining subject-verb agreement, using commas with introductory words, using possessives, using subject and object pronouns, using adjectives that compare, avoiding double negatives, using quotation marks, and using adverbs.

Writing: Scaffolded writing instruction is used for developing writing skills while working with struggling readers. Students are provided with the support tools they need to meet the demands of academic writing through systematic writing instruction that is structured, coached, and monitored. The instructional focus is on recognizing the key features necessary to structure the content and organization of academic writing and reading as a process. The process followed is: generating ideas, planning, writing, revising, editing, final draft, and presentation. The scope and sequence for writing includes the following genres with an emphasis on both writing and reading: descriptive, expository, literature response, literature review or critique, personal narrative, persuasive, poetry, research writing, and functional writing.

Book C: Units 13-18 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Syllable awareness in multisyllable words
- Syllable types: closed; r-controlled; open; final silent e
- Schwa (con' vict vs. con vict')
- Phonemes for y, based on word position

Step 2: Word Recognition

- Read/spell: new sound-spelling combinations
- Read/spell: 36 new essential words
- Fluency: word recognition
- Syllabication process in multisyllable words
- Contractions with *be* and *have*
- Spelling: Change “y” Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Idiomatic and common expressions
- Number: irregular plural nouns
- Prefixes: 12 most common for meaning expansion of base words
- Comparative and superlative adjectives

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping), adjectives (comparative/superlative), adverbs (-ly)
- Grammatical functions: complete subject, complete predicate, direct object, object of preposition
- Sentence pattern: compound sentence parts: subject, adjectives, adverbs, prepositional phrases, predicates; compound sentences
- Text-based analysis and application of grammatical forms and functions
- Mechanics: end punctuation, various types

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: use information (apply), break down information (analyze)
- Text structure: classification, time sequence
- 12 literary terms and devices in text

Step 6: Speaking and Writing

- Sentence types: statement; question; command
- Written responses linked to Step 5 thinking skills: apply, analyze
- Paragraph development: classification, time sequence, summary
- Essay development: multi-paragraph classification (informational)

Book D: Units 19-24 (10-12 Weeks)

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Step 1: Phonemic Awareness and Phonics

- Syllable types: Closed, r-controlled, final silent e; vowel digraph; consonant + le; diphthong
- Syllabication process in multisyllable words
- Multiple spellings for long vowels
- Expansion of conditions governing schwa
- English loan words, Romance languages: *î* = /ē/, *ă* = /ō/, *ē* = /ā/

Step 2: Word Recognition

- Read/spell: new syllable patterns
- Read/spell: new essential words
- Fluency: word recognition
- Spelling: Advanced Doubling Rule

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (6), prefixes (20), and suffixes (20)
- Number: irregular plural nouns
- Use of dictionary (advanced)
- Use of thesaurus

Step 4: Grammar and Usage

- Grammatical forms: verbs (helping, linking), phrasal verbs, participles (present, past)
- Grammatical functions: subject/verb agreement, indirect object, compound indirect objects
- Sentence patterns: predicate nominative, predicate adjective
- Text-based analysis and application of grammatical forms and functions

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Fluency: passages
- Read (and listen to) varied genre selections
- Higher-order thinking: judge information against criteria (evaluate), put information together in a new way (create)
- Text structure: reasons, persuasion
- 12 literary terms and devices in context

Step 6: Speaking and Writing

- Written responses linked to Step 5 thinking skills: evaluate, create
- Paragraph development: reasons, persuasion, personal narrative
- Pre-writing: graphic organizer scaffolding, reasons, persuasion, personal narrative, notetaking and outlining

Book E: Units 25-30 (10-12 Weeks)

Step 1: Phonemic Awareness and Phonics

- Alternate spellings for consonant sounds
- Common phonograms
- Suffixation: pronunciation, spelling, word function impact
- English loan words: African, Asian, Native American

Step 2: Word Recognition

- Read/spell: new sound-spellings and phonograms
- Read/spell: new essential words
- Fluency: word recognition
- Spelling: review and apply all rules

Step 3: Vocabulary and Morphology

- Antonyms, synonyms, attributes, homophones, and analogies
- Vocabulary expansion through Latin roots (15), prefixes (10), and suffixes (20), Greek combining forms (10)
- Suffixes: spelling rules
- Number: irregular plural nouns
- Use of dictionary and thesaurus

Step 4: Grammar and Usage

- Grammatical forms: relative pronouns, subordinating conjunctions, irregular verbs
- Grammatical functions: subject/verb agreement

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- Clauses: dependent formed with relative pronouns and subordinating conjunctions, independent
- Sentence patterns: complex

Step 5: Listening and Reading

- Vocabulary: context-based strategies
- Read (and listen to) varied genre selections
- Higher-order thinking: application of all levels
- Text structure: compare and contrast
- 12 literary terms and devices in context
- Metacognition and comprehension: sampling, predicting, confirming in challenging text

Step 6: Speaking and Writing

- Write responses linked to higher-order thinking skills: all levels
- Paragraph development: comparison and contrast, narrative
- Pre-writing: graphic organizer scaffolding: comparison-contrast, narrative, notetaking, outlining
- Organize information across sources
- Revise and edit

Scope and Sequence for *LANGUAGE!* Level 2

Skills Overview:

Scientifically based reading research has identified these five skills as essential components of effective reading instruction. Brief overview of each skill is given below:

1. Phonemic Awareness – The ability to hear, identify and manipulate the individual sounds –phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
2. Decoding and Phonics – The understanding that there is a predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
3. Vocabulary Development – Development of stored information about the meanings and pronunciation of words necessary for communication. There are four types of vocabulary:
 - Listening vocabulary – the words needed to understand what is heard
 - Speaking vocabulary – the words used when speaking
 - Reading vocabulary – the words needed to understand what is read
 - Writing vocabulary – the words used in writing
4. Reading fluency, including oral reading skills – Fluency is the ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
5. Reading comprehension strategies – Strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

Representative Performance Outcomes and Skills

In this course, students will know and be able to do:

- To hear, identify and manipulate the phonemes in spoken words to understand that the sounds of spoken language work together to make words. (Phonemic Awareness)
- Understand the predictable relationship between phonemes – the sounds of spoken language – and graphemes – the letters and spellings that represent those sounds in written language. They will use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words. (Decoding and Phonics)
- Develop listening, speaking, reading, and writing vocabulary as stored information about the meanings and pronunciation of words necessary for communication. (Vocabulary Development)
- To read text accurately and quickly to provide a bridge between word recognition and comprehension and recognize words and comprehend at the same time. (Reading Fluency, including oral reading skills)
- Use strategies for understanding, remembering, and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

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(Reading Comprehension Strategies)

- Develop pre-writing skills and produce written responses.
- Revise and edit essay development.
- Use scaffolding strategies.

Assessments

- Degrees of Reading Power (DRP) Placement Test
- Content Mastery Tests or rSkills Test
- Summative Assessments
- Reading Counts and Scholastic Reading Inventory

District Approved Texts and Instructional Resources

- *Scholastic READ 180* Student Textbooks: Stage C, Enterprise Edition
or
- *LANGUAGE!* Teacher and Student Textbooks, Interactive Textbooks, and Assessments: Books C, D, and E
(with Local District Superintendent approval only)

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Literacy Connections 1AB

For Graduation Credit Only

(Summer Session/ Intersession – Grades 9-10)

Prerequisite: Enrollment in Strategic Literacy 1AB

232511 LIT CONNECT 1A

232512 LIT CONNECT 1B

Course Description

The *Developing Readers and Writers –English Language Arts (DRW-ELA)* is a transitional summer/intersession program for *Developing Readers and Writers Course (DRWC)* students. This accelerated intervention program addresses the needs of the students in grades 9 through 10 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The major purpose of this course is to address core English/language arts content standards and give students experience with literature and writing to prepare them for grade level work and the California High School Exit Exam.

COURSE SYLLABUS

Scope and Sequence

DRW-ELA is a six-week, four hours/day course that uses McDougal Littell’s *Bridges to Literature, Book 1* and Great Source’s *Reading and Writing Sourcebook* for instruction in writing. The designated block includes

- 1) Pre-reading (see Connect to Your Life, “Key” to ...).
- 2) Vocabulary introduction and instruction (Words to Know and Vocabulary Strategy lessons).
- 3) Direct instruction with the reading selection (the teacher guiding the students’ reading with appropriate questions and strategies).
- 4) Post-reading activities.

Focus 1: Fiction

Representative Standards

Grade 8

R 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

R 2.7 Evaluate the unity coherence, logic, internal consistency, and structural patterns of text.

R 3.2 Evaluate the structural elements of plot, the plot’s development, and the way in which conflicts are addressed/resolved.

R 3.5 Identify and analyze recurring themes across traditional and contemporary works.

W 2.1 Write biographies, autobiographies, short stories, or narratives.

In the first focus, students will work with short stories to develop vocabulary and work with vocabulary words in context in order to derive multiple meanings and understand figurative language. Students begin to analyze the expressed purposes and characteristics of prose while studying thematic elements, events of the plot, and the credibility of characterization. Students will develop their own autobiographical or fictional narratives.

Focus 2: Nonfiction /Poetry

Representative Standards

Grade 8 Nonfiction

R 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.3 Write expository compositions including analytical essays and research reports.

Grade 8 Poetry

R 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and

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use those elements to interpret the work.

During the second emphasis, students will study nonfiction text to write research reports that make reasonable assertions about a text through accurate citations. Students will develop connections to main ideas and assertions, make connections between relationships of source material, and assess the adequacy, accuracy and appropriateness of the author's evidence. In developing their own research reports, students will make assertions, develop an organizational structure, and use a variety of texts to support their ideas. An additional portion of the second focus will focus on how tone, meaning, and themes are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. Students will use poetry to analyze recurring themes and explain the effects of common literary devices.

Focus 3: Fiction

Representative Standards

Grade 8

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

In the third focus, students will participate in a more sophisticated analysis of characterization by examining how the qualities of a character have an effect on the plot and how characterization is delineated through a character's thoughts, words, speech patterns, and actions. Students will use the knowledge they have learned to construct their own fictional or autobiographical narrative.

Focus 4: Biography/ Autobiography

Representative Standards

Grade 8

R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

To study biography and autobiography, students will read biographical texts and connect and clarify main ideas; trace the development of an author's argument, point of view, or perspective; and assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping. They will also have opportunities to evaluate the unity, coherence, logic, internal consistency, and structural patterns of text to apply to their own fictional or autobiographical narratives.

Focus 5: Drama

Representative Standards

Grade 8

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Students will study drama as a different form of prose to articulate the expressed purposes and characteristics. Students also examine the structural elements of the plot and characterization, the plot's development, and the way in which conflicts are or are not addressed and resolved. Students will investigate the credibility of characterization in this genre and analyze characterization through a character's thoughts, words, speech patterns, and actions and the thoughts, words, and actions of other characters.

Focus 6: Reading a Novel Excerpt

Representative Standards

Grade 8

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. Students will deepen their understanding of the literary analysis standards by identifying and analyzing features of themes, identify and analyze recurring themes, explain the effects of common literary devices, and compare and contrast the motivations of characters.

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Options for Reading Aloud as a part of the *DRW-ELA Course*

- Chapter books from the school library
- Books from personal collections
- Books suggested and offered by students
- Appropriate articles from magazines and newspapers
- Stories in *Bridges to Literatures*: Book I which are not used for lessons.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Clarify the literal and figurative meanings of words within the context through the use of definition, example, restatement or contrast.
- Identify forms of fiction and the characteristics of the different forms of prose and poetry.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
- Identify the events of the plot and determine how events explain past, present, or foreshadow future actions.
- Connect and clarify main ideas and the cause and effect relationships to other sources and related topics in nonfiction text.
- Assess the adequacy and appropriateness of an author's argument.
- Explain the effects of common literary devices in a variety of fictional and nonfictional texts.
- Write fictional and autobiographical narratives.
- Use scaffolding strategies.

Assessments

- Assessments found in the assessment booklet
- Teacher-created quizzes and tests
- Student-written fictional and autobiographical narratives
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- McDougal Littell *Bridges to Literature, Level 1* Book 1 (District adopted standards-based textbook)
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Literacy Connections 2AB
(Summer Session/Intersession Course – Grades 9-10)
Prerequisite: Enrollment in Strategic Literacy 2AB

For Graduation Credit Only

232513 LIT CONNECT 2A
232514 LIT CONNECT 2B

Course Description

The *Developing Readers and Writers –English Language Arts (DRW-ELA)* is a transitional summer/intersession program for *Developing Readers and Writers Course (DRWC)* students. This accelerated intervention program addresses the needs of the students in grades 9 through 10 who have demonstrated delayed reading in the areas of decoding, encoding, fluency and comprehension. The major purpose of this course is to address core English/language arts content standards and give students experience with literature and writing to prepare them for grade level work and the California High School Exit Exam.

COURSE SYLLABUS

DRW-ELA is a six-week, four hours/day that uses McDougal Littell's *Bridges to Literature, Book II* and Great Source's *Reading and Writing Sourcebook* for instruction in writing. Please refer to the *Bridges to Literature: Book II—Six Week Lesson Plan* The designated block includes

- 1) Pre-reading (see Connect to Your Life, "Key" to ...).
- 2) Vocabulary introduction and instruction (Words to Know and Vocabulary Strategy lessons).
- 3) Direct instruction with the reading selection (the teacher guiding the students' reading with appropriate questions and strategies.
- 4) Post-reading activities.

Focus 1: Fiction

Representative Standards

Grade 8

R 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

R 3.2 Evaluate the structural elements of plot, the plot's development, and the way in which conflicts are addressed/resolved.

W 2.1 Write biographies, autobiographies, short stories, or narratives.

In the first focus, students will work with short stories to develop vocabulary and work with vocabulary words in context in order to derive multiple meanings and understand figurative language. Students begin to analyze the expressed purposes and characteristics of prose while studying thematic elements, events of the plot, and the credibility of characterization. Students will develop their own autobiographical or fictional narratives. Although this is similar to the work in *Literacy in Action 1AB*, the readings and activities are derived from Book II.

Focus 2: Fiction/Poetry

Representative Standards

Grade 8 Fiction

R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

W 2.1 Write biographies, autobiographies, short stories, or narratives.

Grade 8 Poetry

R 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

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Students will continue to analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions, the narrator's description, and the thoughts, words, and actions of other characters. Students will utilize the content knowledge to apply to their own fictional and autobiographical narratives. Students will also focus on how tone, meaning, and themes are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. Students will use poetry to analyze recurring themes and explain the effects of common literary devices.

Focus 3: Nonfiction

Representative Standards

Grade 8

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.6 Write technical documents.

During the third focus, students will study nonfiction text to write research reports that make reasonable assertions about a text through accurate, supporting citations. Students will develop connections to main ideas and assertions, make connections between relationships of source material, and assess the adequacy, accuracy and appropriateness of the author's evidence. In developing their own research reports, students will make assertions, develop an organizational structure, and use a variety of texts to support their ideas.

Focus 4: Biography

Representative Standards

Grade 8

R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

W 2.4 Write persuasive compositions.

To study biography and autobiography, students will read biographical texts and connect and clarify main ideas, trace the development of an author's argument, point of view, or perspective, and assess the adequacy, accuracy, and appropriateness of an author's evidence to support claims and assertions, noting instances of bias and stereotyping. They will also have opportunities to evaluate the unity, coherence, logic, internal consistency, and structural patterns of text to apply to their analysis in the form of a persuasive composition.

Focus 5: Drama

Grade 8

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

R 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Students will study drama as a different form of prose to articulate the expressed purposes and characteristics.

Students also examine the structural elements of the plot and characterization, the plot's development, and the way in which conflicts are or are not addressed and resolved.

Focus 6: Reading a Novel Excerpt

Representative Standards

Grade 8

R 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

R 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

Students will deepen their understanding of the literary analysis standards by identifying and analyzing features of themes conveyed through characters, actions, and images, identify and analyze recurring themes, explain the effects of common literary devices, and compare and contrast the motivations of characters. Students will also learn to identify the speaker and recognize the difference between first and third-person narration and compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. Students will utilize the content knowledge to write a response to literature.

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Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Clarify the literal and figurative meanings of words within the context through the use of definition, example, restatement or contrast.
- Identify forms of fiction and the characteristics of the different forms of prose and poetry.
- Critique the credibility of characterization and the degree to which a plot is contrived or realistic.
- Identify the events of the plot and determine how events explain past, present, or foreshadow future actions.
- Connect and clarify main ideas and the cause and effect relationships to other sources and related topics in nonfiction text.
- Assess the adequacy and appropriateness of an author's argument.
- Explain the effects of common literary devices in a variety of fictional and nonfictional texts.
- Write fictional and autobiographical narratives, persuasive compositions, and responses to literature.
- Articulate the expressed purposes and characteristics of different forms of prose.
- Use scaffolding strategies.

Assessments

- Assessments found in the assessment booklet
- Teacher-created quizzes and tests
- Student-written fictional and autobiographical narratives
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- McDougal Littell *Bridges to Literature, Level 1* Book II (District adopted standards-based textbook)
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Courses to Support Academic Reading and Writing

Developing Reading Skills Across the Curriculum AB

(Annual Course – Grades 9 - 12)

Prerequisite: See Memorandum on Intervention Options for Students with Disabilities at Targeted Schools

350211 DEV READ HS A

350212 DEV READ HS B

Course Description

The major emphasis of this course is to promote a balanced language arts program, which provides students with opportunities to develop skills to comprehend materials in the content area and to make meaningful connections between the text and the students' experiences. The course will provide sequential and structured opportunities for students with disabilities who are reading at least at the second grade level. The students will learn systematic strategies in reading, writing, and organization that will enable them to listen, speak, think, read, and write about content material. The framework provides an opportunity to use skills for exploring ideas, attitudes, and values as they relate to self and the larger community. Systematic instruction is based on student needs.

Elective Offered Within the Learning Center:

Identified students with disabilities served in the resource specialist program, who are not currently enrolled in a two-hour block program (DRW, ESL, etc.) or are not currently programmed into the Learning Center could be scheduled into this Learning Center elective.

All high schools on the Targeted Schools List are required to provide targeted evidence-based interventions in English to students with disabilities who scored at the Below Basic or Far Below basic level on the CSTs in English. High schools on the Targeted Schools List should program students into the option that best meets the intervention needs of the students.

For assistance in the identification and placement of students, consult Memorandum or the Office of Secondary Instruction and Transition Services.

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Basic Reading High School AB
(Annual Course – Grades 9 - 12)

Prerequisite: See Memorandum on Intervention Options for Students with Disabilities at Targeted Schools

350104 B READ SH A

350105 B READ SH B

Course Description

Specially Designed Intervention Elective or SDP English Classes:

Students served in special day programs (SDP) not currently enrolled in a two-hour block program (DRW or ESL) who are performing at the FBB level in ELA may participate in a specially designed reading elective in addition to the core English class. This intervention must consist of the use of evidence-based intervention.

All high schools on the Targeted Schools List are required to provide targeted evidence-based interventions in English to students with disabilities who scored at the Below Basic or Far Below basic level on the CSTs in English. High schools on the Targeted Schools List should program students into the option that best meets the intervention needs of the students.

For assistance in the identification and placement of students, consult Memorandum or the Office of Secondary Instruction and Transition Services.

Enhancing Literacy 9AB
(Annual Course – Grade 9)
Co-requisite: English 9AB

For Graduation Credit Only

231141 ENHAN LIT 9A
231142 ENHAN LIT 9B

Course Description

The major purpose of this intervention elective course is to provide simultaneous support for students (English Learners – PRP) enrolled in English 9AB and is aligned to the corresponding grade level core English course. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, these elective courses advance student proficiency in reading, writing, speaking, listening, and thinking as measured by grade-level ELA California Standards Tests and ELA periodic assessments. Students are provided with explicit instruction on grade-level standards that align with the components in the instructional guides and with a variety of research-based best practices that facilitates increased learning. Students programmed into this course will receive appropriate research-based scaffolding that facilitates their ability to read and understand grade-level text and demonstrate proficiency on assessments such as the California High School Exit Exam, the California Standards Tests (CST), and LAUSD periodic assessments. Students in these intervention courses will build their reading in both quantity and quality from their initial level to read one million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. This course does not replace the grade-level core English course and is recommended for students who are far below and below proficiency as measured by grade level CSTs. This is an intervention elective course for graduation credit only (non A-G). The standards-based curriculum and instructional materials for this course are the same as those of core English courses.

Scope and Sequence

Component 1: Persuasion – Students will read persuasive texts, with a focus on the credibility of an author’s argument, 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. Students will also write persuasive essays and deliver persuasive presentations.

Component 2: Exposition – Students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue, and extend ideas through original analysis, evaluation, and elaboration. In addition, students will write expository essays and deliver expository presentations.

Component 3: Literary Analysis – Students will read literary texts, with a focus on analyzing central themes in multiple works as well as 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. Students will write responses to literature and deliver oral responses to literature.

Representative Standards

**Component 1 -
Persuasion**

Grade 9

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

R 2.8 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, primary source material).

W 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

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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.

SA 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; 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. Anticipate and address the listener's concerns and counterarguments.

**Component 2 -
Exposition**

Grade 9

R 2.4 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.

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

W 2.3 Write expository compositions, including analytical essays and research reports:

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 record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

SA 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 record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

**Component 3 –
Literary Analysis**

Grade 9

R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

R 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach).

W 2.2 Write responses to literature:

a. Demonstrate a comprehensive grasp of the significant ideas of literary works.

b. Support important ideas and viewpoints through accurate and detailed references of the text or to other works.

c. Demonstrate awareness of the author's use of stylistic devices and an

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appreciation of the effects created.

- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 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 an 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish persuasive essays, reflective compositions, expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).
- Use scaffolding strategies.

Assessments

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guides*, Grade 9, including *ELA Modules*
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Enhancing Literacy 10AB
(Annual Course – Grade 10)
Co-requisite: English 10AB

For Graduation Credit Only

231143 ENHAN LIT 10A
231144 ENHAN LIT 10B

Course Description

The major purpose of this intervention elective course is to provide simultaneous support for students (English Learners – PRP) enrolled in English 10AB and is aligned to the corresponding grade level core English course. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, these elective courses advance student proficiency in reading, writing, speaking, listening, and thinking as measured by grade level ELA California Standards Tests and ELA periodic assessments. Students are provided with explicit instruction on grade level standards that align with the components in the instructional guides and with a variety of research-based best practices that facilitates increased learning. Students programmed into this course will receive appropriate research-based scaffolding that facilitates their ability to read and understand grade-level text and demonstrate proficiency on assessments such as the California High School Exit Exam, the California Standards Tests (CST), and LAUSD periodic assessments. Students in these intervention courses will build their reading in both quantity and quality from their initial level to read one million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. This course does not replace the grade level core English course and is recommended for students who are far below and below proficiency as measured by grade level CSTs. This is an intervention elective course for graduation credit only (non A-G). The standards-based curriculum and instructional materials for this course are the same as those of core English courses.

Scope and Sequence

Component 1: Persuasion – Students will read persuasive texts, with a focus on the credibility of an author’s argument, 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. Students will also write persuasive essays and deliver persuasive presentations.

Component 2: Exposition – Students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue, and extend ideas through original analysis, evaluation, and elaboration. In addition, students will write expository essays and deliver expository presentations.

Component 3: Literary Analysis – Students will read literary texts, with a focus on analyzing central themes in multiple works as well as 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. Students will write responses to literature and deliver oral responses to literature.

Representative Standards

**Component 1 -
Persuasion**

Grade 10

R 2.8 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, primary source material).

W 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

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facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

- d. Address readers' concerns, counterclaims, biases, and expectations.

SA 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; 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. Anticipate and address the listener's concerns and counterarguments.

**Component 2 -
Exposition**

Grade 10

R 2.4 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.

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

W 2.3 Write expository compositions, including analytical essays and research reports:

- 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 record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

SA 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 record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**Component 3 – Literary
Analysis**

Grade 10

R 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.

R 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)

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references of the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an

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appreciation of the effects created.

- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 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 an 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish persuasive essays, reflective compositions, expository essays, and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).
- Use scaffolding strategies.

Assessments

- Periodic assessments and other formative data
- Teacher-designed quizzes and tests
- Essays and oral presentations

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guides*, Grade 10, including *ELA Modules*
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Academic Literacy for Senior High School AB
(Annual Course – Grades 9 and 10, respectively)

For Graduation Credit Only

Co-requisite: English 9AB or English 10AB

231131	ACADEM LIT SH 9A
231132	ACADEM LIT SH 9B
231133	ACADEM LIT SH 10A
231134	ACADEM LIT SH 10B

Course Description

The major purpose of this intervention elective course is to provide simultaneous support for students enrolled in English 9 AB and English 10 AB and is aligned to the corresponding grade-level core English course. It provides strategic instruction that supports student access to rigorous grade level English/language arts content. Using content-specific, research-based instructional methodologies, including culturally relevant and responsive pedagogy, these elective courses advance student proficiency in reading, writing, speaking, listening, and thinking as measured by grade-level ELA California Standards Tests and ELA periodic assessments. The standards require that by the end of high school, students will have read two million words annually on their own, including a good representation of classic and contemporary literature, magazines, newspapers, and online articles. The *California Reading/Language Arts Framework* highlights that ninth and tenth grade students are expected to write narrative, expository, persuasive, and descriptive texts (responses to literature and research reports) of at least 1,500 words each. These courses do *not* replace the grade level core English course and are recommended for students who are below proficiency as measured by grade level CSTs. Students programmed into this course may need additional instruction that supports their ability to read and understand grade-level text and demonstrate proficiency on assessments such as CAHSEE, the California Standards Tests, and LAUSD Periodic Assessments. The curriculum and instructional materials for this course parallel that of English 9AB and 10AB; this course does not replace English 9AB or 10AB. This intervention course earns graduation credit only (non A-G course).

Scope and Sequence

Component 1: Persuasion – Students will read persuasive texts, with a focus on the credibility of an author’s argument, 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, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations.

Component 2: Exposition – Students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations.

Component 3: Literary Analysis – Students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of a historical period. Students will write responses to literature and deliver oral responses to literature.

Representative Standards

**Component 1 -
Persuasion**

Grades 9/10

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

R 2.8 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.

W 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

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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.

SA 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; 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. Anticipate and address the listener's concerns and counterarguments.

**Component 2 -
Exposition**

Grades 9/10

R 2.4 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.

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

W 2.3 Write expository compositions, including analytical essays and research reports:

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 record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

SA 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 record information on charts, maps, and graphs.

e. Anticipate and address readers' potential misunderstandings, biases, and expectations.

f. Use technical terms and notations accurately.

**Component 3 –
Literary Analysis**

Grades 9/10

R 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

R 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach).

W 2.2 Write responses to literature:

a. Demonstrate a comprehensive grasp of the significant ideas of literary works.

b. Support important ideas and viewpoints through accurate and detailed references of the text or to other works.

c. Demonstrate awareness of the author's use of stylistic devices and an

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appreciation of the effects created.

- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

SA 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 an 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish persuasive essays, reflective compositions, expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).
- Use scaffolding strategies.

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide*, Grades 9 - 10
- *LAUSD CAHSEE Writing: An Intervention Curriculum*
- Standards-based, District approved textbook and related resources
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

College Preparatory Seminar AB
(Annual Course – Grade 10)
Co-requisite: English 10AB

For Graduation Credit Only

230123 COL PREP ENG SEM A
230124 COL PREP ENG SEM B

Course Description

The major purpose of this elective course is to provide simultaneous support for students enrolled in English 10AB. The goals in this course include deepening understanding of the concepts and skills needed to develop proficiency in high school English/Language Arts content standards in reading, writing, speaking, listening, and thinking. Focused instruction should include strands in which students demonstrate high areas of need, particularly Reading Comprehension of Informational Materials (R 2.0), Literary Response and Analysis (R 3.0), Writing Strategies (WS 1.0), Written Language Conventions (LC 1.0), and Writing Applications (W 2.0). Students programmed into this course may need additional instruction that supports their ability to read and understand grade-level text and demonstrate proficiency on assessments such as CAHSEE, the California Standards Tests, and LAUSD Periodic Assessments. The curriculum and instructional materials for this course parallel those of English 10 AB; this course does *not* replace English 10 AB. This intervention course earns graduation credit only (non A-G course).

Scope and Sequence

Component 1: Persuasion – Students will read persuasive texts, with a focus on the credibility of an author’s argument, 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, and extends ideas through original analysis, evaluation, and elaboration. Students will generate relevant questions about readings on issues that can be researched. Students will also write persuasive essays and deliver persuasive presentations.

Component 2: Exposition – Students will read expository texts and use what they have learned to establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject. They will maintain a consistent tone and focus throughout a piece of writing, use primary and secondary sources accurately, distinguish between information and the significance of the data, be aware of audience, anticipating misunderstandings, and use subject-specific terms accurately.

Component 3: Literary Analysis – Students will read literary texts (e.g. short stories, poetry, and longer works, including novels), recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. Additionally, they will explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. Students will write responses to literature and deliver oral responses to literature.

Representative Standards

**Component 1 -
Persuasion**

R 2.8 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.

W 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.

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

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**Component 2 -
Exposition**

- 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; 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. Anticipate and address the listener's concerns and counterarguments.

R 2.4 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.

R 2.5 Extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.

W 2.3 Write expository compositions, including analytical essays and research reports:

- 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 record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

SA 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 record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

**Component 3 – Literary
Analysis**

R 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.

R 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- 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.

SA 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).

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- 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to achieve their purposes.
- Identify the author's purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

Assessments

- Teacher-designed quizzes and tests
- Student-written essays and oral presentations
- Periodic assessments and other formative assessments

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide*, Grade 10
- *LAUSD CAHSEE Writing: An Intervention Curriculum*
- District adopted standards-based textbook
- Supplemental District approved standards-based instructional materials and resources

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**Essential Standards in English/Language Arts
(Semester Course – Grades 11-12)**

For Graduation Credit only

230227 ESS STD ENGLISH

Course Description

The major purpose of this semester course is to provide additional academic reading and writing support for those students in the 11th grade who have not passed the California High School Exit Exam (CAHSEE). Because the CAHSEE is based on 9th/10th grade reading/language arts content standards, the work in this course focuses on those standards in the CAHSEE blueprint. Focused instruction should include strands in which students demonstrate high areas of need, particularly Reading Comprehension of Informational Materials (R 2.0), Literary Response and Analysis (R 3.0), Writing Strategies (WS 1.0), Written Language Conventions (LC 1.0), and Writing Applications (W 2.0). This intervention course earns graduation credit only (non A-G course).

Focus Standards (2-5 items on CAHSEE)

Reading

Grades 9/10

R 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.

R 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the idea and connect them to other sources and related topics to demonstrate comprehension.

R 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

R 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.

R 2.8 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 the tone of the text (e.g., in professional journals, editorials, political speeches, primary source materials).

R 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).

R 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.

R 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.

R 3.6 Analyze and trace and author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

R 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

R 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

R 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of the text.

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Writing

Grades 9/10

W 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.

W 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

W 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

W 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.

Written and Oral

Language Conventions

Grades 9/10

LC 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).

LC 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

LC 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Other Standards (1 item on CAHSEE)

Grade 8

R 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

R 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical approach).

R 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Essay (Random rotation of categories of writing)

Writing Applications

Grades 9/10

W 2.1 Write biographical narratives:

- a. Relate a sequence of events and communicate the significance of the events 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 the characters; use interior monologue to depict the characters' feelings.
- d. Pace the presentation of actions to accommodate changes in time and mood.
- e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

W 2.2 Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- 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.

W 2.3 Write expository compositions, including analytical essays and research reports:

- 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,

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facts, and ideas.

- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

W 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.

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of informational and literary texts, both orally and in writing.
- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- Evaluate the credibility of a writer'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.
- Use research techniques appropriate for journalism and formal research (e.g., generating relevant questions, evaluating sources, interviewing primary sources).
- Recognize and understand the significance of various literary devices.
- Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.
- Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus.
- Develop the main ideas within the body of the composition through supporting evidence.
- Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure.

Assessments

- Teacher-designed quizzes and tests
- Essays and other student written texts
- Oral presentations and discussions

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- CAHSEE Blueprint
- **Recommended Resource:** California High School Exit Examination, English-Language Arts Released Test Questions, California Department of Education, October 2006
- **Recommended Resource:** *LAUSD CAHSEE Writing*. This document can be downloaded from <http://iss.lausd.net/secliteracy/resources.html>

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

**Senior Seminar
(Semester Course – Grades 11-12)**

For Graduation Credit Only

Prerequisite: None for students in grades 11 and 12

230444 SENIOR ENG SEM

Course Description

The major purpose of this course is to provide a concentrated intervention course for students who have not passed the English/Language Arts portion of the California High School Exit Exam . It is designed with a strategic and differentiated approach to standards-based learning that includes the application of the core knowledge and cognitive skills required for:

- Word analysis, fluency and systemic vocabulary development.
- Analyzing organizational patterns, arguments, and positions advanced in informational text.
- Reading and responding to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.
- Writing coherent and focused essays that convey a well-defined perspective and tightly reasoned argument and demonstrate an awareness of the audience and purpose.
- Combining the rhetorical strategies of narration, exposition, persuasion, description, and literary analysis to produce multiple texts that demonstrate a command of standard English conventions and that establish a controlling impression, coherent thesis, supporting evidence, and a consistent tone and focus throughout the piece of writing.
- Engaging in academic conversations (speaking and listening) to formulate judgments about ideas under discussion and support those judgments with convincing evidence.

By focusing instruction on critical thinking, problem-solving, reading, writing, speaking, and listening skills, students will maximize their performance on the California High School Exit Exam and other benchmark assessments. This intervention course earns graduation credit only.

**Course Syllabus
Scope and Sequence**

Strategic Reading Comprehension

Word Analysis

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

Reading: Focus on Informational Materials

Students read commentaries, editorials, essays, speeches, articles, excerpts, political cartoons, advertisements, letters, student drafts, multi-genre texts on a single topic, brochures, catalogs, guidebooks, memorandums, interviews, directions, maps, nonfiction books, trade reports, charts, autobiographies, biographies, journals, primary and secondary source material, lab reports, case studies.

Reading: Literary Response and Analysis

Students read and analyze a variety of literary genres for discussion, criticism, modeling, inquiry, and other forms of application. Students read autobiographies, biographies, dramatic literature poetry, short stories, literary interpretations, memoirs, mythology, fables, folk tales, novels, journals, diaries, songs.

Strategic Writing

Writing Strategies

Students write clear, coherent, and focused essays. Students' essays exhibit awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.

Writing Conventions

Students write and speak with a command of Standard English language conventions including grammar, sentence construction, and paragraph structure.

Writing Applications

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Students write essays, literary critiques and analyses, responses to prompts and informational documents to demonstrate understanding of audience, tone, theme, thesis, argument, counterargument, literary devices, features of literary genres, author's style, use of evidence, appropriate writing strategies, correct language conventions and other skills related to effective writing.

Diagnostic Assessments

Students take periodic diagnostic assessments to allow students and teachers to frequently assess, monitor, collect evidence of progress, and to make critical decisions about instruction.

Speaking and Listening

Students engage in various forms of speaking and active listening to maximize comprehension, to assess understanding, to demonstrate proficiency, and to encourage cooperative learning.

Instructional Approach

- A balance of direct instruction and inquiry
- Units of instruction that are presented and reviewed in a coherent, calibrated and consistent format
- Paired, small and large group formats
- Technology-assisted instruction
- Frequent feedback to support student learning
- Self evaluation and peer evaluation
- Formative assessments to inform instructional practice

Representative Standards by Strand (See current CAHSEE Blueprint for guidance)

Reading

Grades 9/10

R 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.

R 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.

R 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 analysis of recurrent patterns and themes.

Writing

Grades 9/10

W 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

W 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.

Listening and Speaking

Grades 9/10

LS 1.0 Written and Oral English Language Conventions

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

Representative Performance Outcomes and Skills

In this course, students will know and be able to:

- Read and respond to a variety of literary and informational genres, both orally and in writing.
- Use the features of text (e.g., content-specific vocabulary, dialogue or quotations, headings, captions, pictures, graphics, charts, etc.) to build comprehension and to explain how authors use the features to

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achieve their purposes.

- Identify the author's purpose, argument, position, or a universal theme expressed in the work and describe the rhetorical devices used to convey that controlling idea.
- Synthesize the content from several primary and secondary sources to demonstrate comprehension, and extend ideas from those sources through original analysis, evaluation, and elaboration.
- Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on a subject.
- Use the steps of the writing process to plan, draft, revise, edit, proofread, and publish expository essays and responses to literature.
- Write responses to literary and informational text that employ effective organization, precise word choice, appropriate tone, and proper use of English conventions (grammar, punctuation, spelling, capitalization).

Assessments

- MY Access, Online Assessment and Instruction for K-12, Vantage Learning.
- Teacher-created quizzes and tests
- Released CAHSEE assessment documents from previous years

District Approved Texts and Instructional Resources

- LAUSD *English/Language Arts Instructional Guide Essential Tools*, Grades 11-12
- CAHSEE Blueprint
- **Recommended Resource:** Measuring Up to the California Content Standards and Success Strategies for the CAHSEE – Exit Level, The Peoples Publishing Group, 2005.
 - Consumable student books
 - Annotated Teacher's Edition
 - Diagnostic Practice Tests 1-3
- **Recommended Resource:** Measuring Up e-Path, The Peoples Publishing Group.
- **Recommended Resource:** Multi-Cultural Voices, Literature from the United States, Scott Foresman, 1995
- **Recommended Resource:** California High School Exit Examination, English-Language Arts Released Test Questions, California Department of Education, October 2006
- **Recommended Resource:** *LAUSD CAHSEE Writing*. This document can be downloaded from <http://iss.lausd.net/secliteracy/resources.html>

Other Instructional Resources

- *Reading/Language Arts Framework for California Public Schools*

Appendix

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The A-G Curriculum and ELA

California's optional A-G curriculum, aligned with the state's public university entrance requirements for the California State University (CSU) and University of California (UC) systems, is not just for college-bound students. According to a report from Education Trust-West (2004), completing the A-G requirements "makes for a more meaningful high school experience by providing the challenges that encourage high schoolers to learn more and to live up to high expectations." The A-G curriculum is not just preparation for college and work, the report contends; it is preparation for life.

On June 14, 2005, the Board of Education approved a Resolution to create educational equity through the implementation of the A-G course sequence as part of the high school graduation requirement for the class of 2012. The required A-G courses comprise about 65 percent of LAUSD graduation unit total of 230. If a student enrolls in the more rigorous recommended sequence of A-G courses, he/she will have completed approximately 78 percent of LAUSD graduation requirements.

A-G SEQUENCE OF COURSES			
A	History/Social Studies	2 years required 3 years recommended	20 semester units
B	English	4 years required	40 semester units of core requirement courses
C	Mathematics	3 years required 4 years recommended	30 semester units 40 semester units
D	Laboratory Science	2 years required 3 years recommended	20 semester units 30 semester units
E	Languages other than English - All years of same language	2 years required 3 years recommended	20 semester units 30 semester units
F	Visual and Performing Arts	1 year required of year-long course	10 semester units
G	Electives - Interdisciplinary	2 semesters required	10 semester units
Minimum Required Units			150 semester units 65% of LAUSD graduation total
Recommended Units			180 semester units 78% of LAUSD graduation total
LAUSD Graduation Unit Total including Electives			230 semester units

References

Education Trust-West. (2004). "The A-G Curriculum: College-Prep? Work-Prep? Life Prep. Understanding and Implementing a Rigorous Core Curriculum for All." <http://www.edtrustwest.org>.

Guidelines for Standards-Based Instruction in English/Language Arts Fundamental Principles of Secondary Literacy Plan

The **California Content Standards** specify what students are to know and be able to do in a content area. The purpose of the Secondary Literacy Plan, adopted in January 2002, is to ensure that all middle and high school students are provided with the learning opportunities and instruction that will enable them to meet or exceed high standards in each content area. *The English/Language Arts Guidelines for Standards-Based Instruction*, along with the instructional guides, ELA Modules, and periodic assessments, directly addresses and supports fundamental principles of the Secondary Literacy Plan.

These principles¹ are as follows:

1. Students learn core concepts and habits of reading, writing, and reasoning within each content area as defined by standards.

The *ELA Guidelines for Standards-Based Instruction* provides a contextual map for teachers that supports:

- Equity and access for all students to rigorous, standards-based core and elective course.
- An articulated English/language arts curriculum characterized by depth and consistency.

2. The curricula and instructional activities apprentice students within the content area.

The *ELA Guidelines for Standards-Based Instruction* provides a structure for teachers that advance the beliefs that students:

- Engage in ongoing authentic disciplinary inquiries rather than arbitrary worksheets or chapter tests.
- Use instructional resources, strategies, tasks, and homework to support learning of core ELA concepts and habits of mind specified by the content standards.

3. Teachers apprentice students by providing them with direct instruction, models, coaching, and independent practice. The *ELA Guidelines for Standards-Based Instruction* emphasizes research-based instructional practices that:

- Teach core ELA concepts and habits of mind.
- Are culturally relevant and responsive in order to promote and scaffold student learning.

4. Intelligence is socialized through community, class learning culture, and instructional routines.

The *ELA Guidelines for Standards-Based Instruction*, instructional guides, periodic assessments, related resources and professional development provide the framework with which teachers can:

- Solve instructional issues, reflect on their own learning, and learn from one another.
- Establish class routines; build a culture that invites effort by treating students as smart, capable readers, writers, and problem solvers.
- Invite students to engage and reflect on their intellectual work in the class.

5. Instruction is assessment driven.

The *ELA Guidelines for Standards-Based Instruction* provides the opportunity for:

- Teachers to analyze multiple forms of assessment (classroom and district periodic assessment) data to inform and guide instruction in support of student learning.

¹ IFL Design Principles

Designing Advanced and Honors Courses

Students need opportunities to take advanced and enriched English/language arts courses in middle and high school when they demonstrate higher levels of proficiency, effort, and achievement. Research shows that coursework in advanced and honors-level classes should be differentiated, or specially designed for students whose achievement is significantly above that of their peers. In the *Reading/Language Arts Framework for California Public Schools*, these courses provide students with opportunities necessary to reach their fullest potential, “Advanced students...in the language arts often require systematically planned differentiation to ensure that curriculum and instruction are appropriately challenging” (California Department of Education, 2007). **Differentiation** in a core English/Language Arts class includes curriculum, instruction, and assessment that are enriched along four dimensions: acceleration/pacing, depth, complexity, and novelty (CDE, 1994). Differentiation in advanced and honors-level courses implies that students will be working on concepts that are more cognitively demanding than those addressed in core courses, and students will be engaged in both collaborative and independent study that exceeds grade-level standards and builds students’ independence with difficult reading, writing, listening, and speaking tasks.

- **Acceleration/Pacing** provides arrangements for students to move more rapidly through a curricular sequence. An accelerated curriculum would include challenging and appropriate opportunities above and beyond the usual grade-level content: special projects, seminars, independent study, alternate assessments, and flexible grouping.
- **Depth** allows students who demonstrate an extraordinary knowledge, skills, or interest in a topic or task to pursue it in greater detail and to a greater level of understanding. Depth refers to approaching or studying something from the concrete to the abstract, from the familiar to the unfamiliar, and from the known to the unknown. An in-depth study would often include a significant amount of outside, independent research guided by essential questions that lead to advanced insight and comprehension.
- **Complexity** involves making relationships between and among ideas, connecting other concepts, and layering—a why/how interdisciplinary approach that connects and bridges to other disciplines, always enhancing the meanings of ideas. Students working individually or together on relatively complex ideas and relationships should be particularly encouraged to examine their own thinking.
- **Novelty** differs primarily from the other forms of differentiation because it is primarily student-initiated. Differentiating the curriculum through increasing depth and complexity should always begin with the students’ response to the topics, issues, ideas, and tasks presented. Providing advanced learning opportunities through *novelty* depends entirely on the students’ perceptions and responses, their inquiry and exploration using personalized and nontraditional approaches to finding the irony, paradoxes, metaphors, and other sophisticated symbolic processes within and across content areas. Teachers should encourage students to develop original interpretations, reinterpretations, or new implications among or within disciplines.

The University of California grants special “honors” designation and extra credit in students’ grade point average computation only to those level courses (grades 11 and 12) that meet specific criteria. (See High School English Honors Level Courses)

References

- California Department of Education. (1999, revised 2007) *Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade 12*.
- California Department of Education and California Association for the Gifted. (1994). *Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities: A Position Paper*.

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High School Honors Level English Courses

The University of California grants special "honors" designation and extra credit in students' grade point average computation only to those high school honors level courses that meet the following criteria. The University strongly encourages that such courses be available to all sectors of the school population.

- **AP Courses.** Advanced Placement (AP) courses in the "a-g" subjects which are designed to prepare students for an Advanced Placement Examination of the College Board are automatically granted honors status, even if they are offered at the 10th grade level (e.g., newly developed courses/exams in Human Geography and World History). For more information about AP, go to the College Board's web site at www.collegeboard.org/ap/.
- **International Baccalaureate.** Designated International Baccalaureate (IB) courses offered by schools participating in the IB program are automatically granted honors status. For a list of IB courses that are granted honors status, search for the "International Baccalaureate" program list on the Doorways course list web site at <https://doorways.ucop.edu/list>. For more information about IB programs, go to www.ibo.org.
- **College Courses.** College courses in the "a-g" subjects that are transferable to the University of California. To determine whether a course is transferable, go to www.assist.org.
- **Other Honors Courses.** Other honors courses (that are not AP, IB, or college courses) specifically designed by the high school are acceptable *if they are in the disciplines of history, English, advanced mathematics, laboratory science, languages other than English, and advanced visual and performing arts* and have distinctive features which set them apart from regular high school courses in the same discipline areas. These courses should be seen as comparable in terms of workload and emphasis to AP, IB, or introductory college courses in the subject. Acceptable honors level courses are specialized, advanced, collegiate-level courses offered at the 11th and 12th grade levels. Please refer to the notes below for special requirements for the certification of these honors courses.

NOTES on honors courses other than AP and IB:

1. Honors level courses should have established prerequisites, as appropriate to the discipline. UC-approved honors level courses in English should have as prerequisite at least two years of college preparatory composition and literature. Such courses should require extensive reading of poetry, prose, plays and novels chosen from a variety of historical periods and styles. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature. Frequent writing assignments, especially of papers averaging 3-5 pages in length, should emphasize the stages of composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising. Writing instruction and carefully-designed prompts should aim at enabling students to express complex and interrelated ideas with clarity and a mature, sophisticated style. Regular feedback on written assignments is essential to the success of honors level courses. Regular college preparatory sections in English must also be available in the curriculum. The UC honors-approved courses must be demonstrably more challenging than regular college preparatory sections, requiring more extensive and challenging reading assignments; more frequent, complex, sustained writing assignments; and written examinations, including a comprehensive written final examination.
2. Honors level courses must have a comprehensive, written *final exam*. The purpose of the final examination is to permit students to exhibit depth of knowledge and sustained mastery of subject material. The final examination permits each student to demonstrate knowledge that is acquired, integrated, and retained.
3. Honors level courses must be designed for *11th and 12th graders* who have already completed foundation work in the subject area. Ninth and tenth grade level high school courses that schools might designate as "honors" do not meet the UC honors level requirement and therefore are *not*

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granted special "honors" credit by the University. (Note: Tenth grade students who have the necessary preparation to complete UC designated honors courses (i.e., those designed for 11th and 12th graders) will receive UC honors credit; however, they will receive credit for not more than two units* of these courses completed in the tenth grade.)

4. In addition to ninth and tenth grade courses, other courses that a school may designate as "honors" for local purposes but that do not fill the requirements stated in this section will not be granted special credit by the University.
5. In addition to AP and IB higher level courses, high schools may certify as honors level courses *not more than one unit* in each of the following subject areas only*: history, English, advanced mathematics, each laboratory science, each language other than English, and each of the four VPA disciplines.
6. If there are no AP or IB higher level courses in a given subject area, the high school may certify up to, but not more than, two units* at the honors level in that area. Exceptions to this rule require strong justification and documentation.
7. Most high school courses, which are not an AP or IB higher level course, shall be designated an honors level course only when there is a *regular course* offered in the same subject area at the same grade level. Exceptions to this rule require strong justification and documentation.

Reference

University of California Office of the President, *2008 Guide to "a-g" Requirements and Instructions for Updating Your School's "a-g" Course List*.

*** One unit is equivalent to one year-long course or two semesters. Two units are equivalent to two year-long courses or four semesters.**