

Murrieta Valley Unified School District
High School Course Outline
April 2004

Department: English

Course Title: Advanced English I

Course Number: 1021

Grade Level: 9

Length of Course: Year

Prerequisite: A or B in Advanced Language Arts with teacher recommendation

UC/CSU(A-F) Requirement: B

I. Goals

The student will:

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

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

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

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

2. Demonstrate ability to follow complex verbal directions (*L & S Standard 1.0*)

These goals are aligned with the California State English Framework.

II. Outline of Content for Major Areas of Study

See instructional blueprint

III. Accountability Determinants

- A. Warm Ups/Participation = 15%
- B. Composition = 25%
- C. Formative and Summative Assessments = 25%
- D. Projects/Class Assignments/Homework = 25%
- E. Final = 10%

IV. Required Texts

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

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

V. Supplementary Literature

Homer. The Odyssey

Shakespeare, William. Romeo and Juliet

Lee, Harper. To Kill a Mockingbird

Golding, William. Lord of the Flies

Swartout, Glendon. Bless the Beasts and Children

Cormier, Robert. Chocolate War

Bradbury, Ray. Fahrenheit 451

Dickens, Charles. Great Expectations

Hersey, John. Hiroshima

Tolken, J.R. The Hobbit

Trumbo, Dalton. Johnny Got His Gun

Wiesel, Eli. Night

Solzhenitsyn, Alexander. One Day in the Life of Ivan Denisovich

Greene, Bette. Summer of My German Soldier

