

A. Course Information

Grade Level: Recommended for grade 10 students reading between grade levels 4.0-5.9.

Length of Course: Two Semesters

Type: Five (5) credits per semester which count toward the English graduation requirements of 40 credits.

Recommendation for Enrollment:

1. All 10th grade students previously enrolled in English 9R1-9R4 who score between 4.0-5.9 grade level on the district's post-reading test.
2. Any student enrolled in Reading 10R4 who appears to need further English language arts development based on available test scores.

B. Brief Description of the Course

The purpose of the class is to help students who are reading between the 4.0-5.9 grade levels to improve their English language arts skills to a grade 9/10 level by focusing on the grade 9/10 Language Arts Content Standards, while simultaneously infusing the applicable Reading 4-8 standards as a bridge for proficiency in these skills.

In preparation for achievement on the state assessments such as the CAHSEE and the STAR, students will develop their skills in the following areas: reading comprehension, vocabulary development, decoding, literary analysis, reading strategies, critical thinking, vocabulary and concept development, reading comprehension of literature and informational text, critical analysis of text, writing to improve reading, and fluency in oral and silent reading. Reading for pleasure and personal interest will be encouraged. Thinking skills, study skills, and workplace skills will also be addressed.

C. Board-adopted Textbook

Various authors. EDGE C. (Copyright 2006) Hampton Brown. Adopted 2007.

D. Supplementary Instructional Materials

English 10R4 is a blend of individualized and group instruction which uses a variety of teaching strategies and materials. Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives: Items listed below are commonly used as supplementary materials and are coordinated with adopted course objectives:

1. Various Edge C workbooks and other instructional materials aligned with the 9/10 English Language Arts Content Standards

2. Classroom sets of fiction and non-fiction books
3. Publisher tests of reading comprehension.
4. Publisher-developed "timed reading" exercises.
5. Publisher-designed worksheets and activities

E. Brief Outline of Course Content

Students will be expected to demonstrate significant progress toward mastery of the grade 9-10 language arts standards adopted by the State Board of Education, which are to be assessed on the California High School Exit Exam. The student will be expected to develop proficiency in the following areas of language arts standards:

1. Vocabulary and Concept Development
2. Reading Comprehension
3. Literary Response and Analysis
4. Writing Applications
5. Writing Responses to Literature
6. Writing Expository Compositions, Including Analytical Essays and Research Reports
7. Writing Persuasive Compositions
8. Writing Business Letters
9. Writing Technical Documents
10. English Language Conventions
11. Listening and Speaking Strategies
12. Speaking Applications

F. Content Standards

1. Content and Performance Standards

The grade 4-8 Language Arts and Reading Content Standards outlined below, which are adopted by the SBE and which are the foundation of the grade 9/10 Reading Content Standards that are assessed on the CAHSEE, will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

READING CONTENT STANDARDS * Grades 4-8**

(4, 5, 6, 7, and 8) 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading. Students also use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Decoding and Word Recognition

(4)-1.1, (5)-1.1, (6)-1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- (4)-1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- (4)-1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.
- (4)-1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
- (4)-1.5 Use a thesaurus to determine related words and concepts.
- (4)-1.6 Distinguish and interpret words with multiple meanings.
- (5)-1.2 Use word origins to determine the meaning of unknown words.
- (5)-1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
- (5)-1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- (5)-1.5 Understand and explain the figurative and metaphorical use of words in context.
- (6)-1.2 Identify and interpret figurative language and words with multiple meanings.
- (6)-1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- (6)-1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- (6)-1.5 Understand and explain "shades of meaning" in related words (e.g., softly and
- (7)-1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- (7)-1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- (7)-1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.
- (8)-1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- (8)-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.
- (8)-1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

(4,5,6,7, and 8) 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential idea, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers online information).

Structural Features of Informational Materials

- (4)-2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- (5)-2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- (5)-2.2 Analyze text that is organized in sequential or chronological order.
- (6)-2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- (6)-2.2 Analyze text that uses the compare-and-contrast organizational pattern.
- (7)-2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- (7)-2.2 Locate information by using a variety of consumer, workplace, and public documents.
- (7)-2.3 Analyze text that uses the cause-and-effect organizational pattern.
- (8)-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).
- (8)-2.2 Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

- (4)-2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- (4)-2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself. Including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- (4)-2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
- (4)-2.5 Compare and contrast information on the same topic after reading several passages or articles.
- (4)-2.6 Distinguish between cause and effect and between fact and opinion in expository text.
- (4)-2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).
- (5)-2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- (5)-2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- (6)-2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- (6)-2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- (6)-2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).
- (7)-2.4 Identify and trace the development of an author's argument, point of view, or

- perspective in text.
- (7)-2.5 Understand and explain the use of a simple mechanical device by following technical directions.
 - (8)-2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
 - (8)-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.
 - 8)-2.5 Understand and explain the use of a complex mechanical device by following technical directions.
 - (8)-2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem

Expository Critique

- (5)-2.5 Distinguish facts, supported inferences, and opinions in text.
- (6)-2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- (6)-2.7 Make reasonable assertions about a text through accurate, supporting citations.
- (6)-2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.
- (7)-2.6 Assess the adequacy, accuracy and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
- (8)-2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

(4, 5, 6, 7, and 8) 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 clarify the ideas and connect them to other literary works. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by students.

Structural Features of Literature

- (4)-3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
- (5)-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.
- (6)-3.1 Identify the forms of fiction and describe the major characteristics of each form.
- (7)-3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
- (8)-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).

Narrative Analysis of Grade-Level-Appropriate Text

- (1)-3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- (1)-3.2 Describe the roles of authors and illustrators and their contributions to print materials.
- (4)-3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- (4)-3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes of that character's actions.
- (4)-3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., the trickster tales).
- (4)-3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.
- (5)-3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- (5)-3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- (5)-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.
- (5)-3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
- (6)-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.
- (6)-3.3 Analyze the influence of setting on the problem and its resolution.
- (6)-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.
- (6)-3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
- (6)-3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- (6)-3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fiction and nonfiction texts.
- (7)-3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- (7)-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.
- (7)-3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- (7)-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.
- (8)-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.

- (8)-3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- (8)-3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- (8)-3.5 Identify and analyze recurring themes (e.g., good versus evil) across tradition and contemporary works.
- (8)-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.

Literary Criticism

- (5)-3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- (5)-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.
- (6)-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).
- (7)-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.
- (8)-3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

ENGLISH LANGUAGE ARTS CONTENT STANDARDS * Grades 9-10**

The English/language arts content standards outlined below, which are adopted by the SBE, will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

Reading

Vocabulary and Concept Development

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

Reading Comprehension

- 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.
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 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.

- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 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).
- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reading misunderstandings.
- 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).

Literary Response and Analysis

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic, monologue).
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine character's traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of historical period. (Historical approach)

Writing

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 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.

Writing Applications

- 2.1 Write biographical or autobiographical narratives or short stories:
 - 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.
- 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.

- 2.3 Write expository compositions, including analytical essays and research reports:
- Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - Convey information and ideas from primary and Secondary sources accurately and coherently.
 - Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - Use technical terms and notations accurately.
- 2.4 Write persuasive compositions:
- 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.
- 2.5 Write business letters:
- 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.
- 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):
- 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.

English Language Conventions

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

- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking Strategies

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulation rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln’s “Gettysburg Address,” Martin Luther King, Jr.’s “I Have a Dream”) to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare’s Henry V with Kenneth Branagh’s 1990 film version)

Speaking Applications

- 2.1 Deliver narrative presentations:

- a. Narrate a sequence of events and communicate their significance to the audience.
- b. Locate scenes and incidents in specific places.
- c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
- d. Pace the presentation of actions to accommodate time or mood changes.

2.2 Deliver expository presentations:

- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
- e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
- f. Use technical terms and notations accurately.

2.3 Apply appropriate interviewing techniques:

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

2.4 Deliver oral responses to literature:

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

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

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

- d. Anticipate and address the listener’s concerns and counterarguments.

2.6 Deliver descriptive presentations:

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

2. Thinking Skills

Students will develop such thinking skills as:

- a. Analyzing.
- b. Categorizing and classifying.
- c. Evaluating.
- d. Recognizing facts and opinions.
- e. Generalizing.

3. Study Skills

Students will demonstrate proficiency and continuing improvement in those Study Skills needed for high school success, which will be taught and reinforced as appropriate for the context of the course:

- listening skills
- time management
- using one’s learning style to best advantage
- following directions
- note taking and reviewing notes
- outlining
- understanding charts and diagrams
- using a dictionary
- using reference materials
- how to study
- test-taking techniques
- how to read textbooks
- memory-improvement techniques--mnemonics
- building vocabulary through context clues
- an effective study environment
- materials needed for effective study time
- how to summarize reading assignments
- library research skills
- how to prepare for classroom presentations
- adjusting reading rates for different purposes--skimming and scanning
- how to produce quality homework
- how to pace and schedule outside reading assignments

4. Workplace Skills

Students will demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for this level of coursework:

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures

The degree of progress toward mastery of SBE-adopted language arts content standards will be measured by one or more of the following methods of assessment:

1. Publisher's quizzes and workbook assignments

2. Standardized tests
3. Publisher-designed class projects, activities, and reports
4. Districtwide Common Assessments
5. Student writings aligned with the California ELA Content Standards for grades 9-10
6. Homework aligned with the California ELA Content Standards for grades 9-10
7. Publisher-developed benchmark assessments aligned with the California ELA Content Standards for grades 9-10
8. Stanford Diagnostic Reading