

READINESS PROFILE & COURSE EXPECTATIONS

English 1-2

COURSE DESCRIPTION

HS English 1-2 builds on knowledge and skills developed in middle school. Students will continue to develop their thinking-in-writing by practicing a variety of writing modes including argument, narrative, literary analysis, and a formal presentation. Students will learn the basics of the academic essay, developing their understanding of appropriate paragraph structure. Concurrently, they will acquire and use specific skills to read and respond to different genres of literature, including the short story, the novel, and assorted non-fiction. Students will continue to practice persuasive, narrative and analytical writing, while also acquainting themselves with reflective writing and formal academic research. They will develop more sophisticated responses to literature, learning to create and support inferences about characters, moods, themes, etc. They will read literary works of greater complexity and scope, and thereby prepare themselves for more advanced English courses. This course may be used to meet the UC/CSU "B" or "G" requirement.

COURSE CONTENT, EXPECTATIONS and MAJOR UNITS OF STUDY

Unit 1: The Narrative: Autobiographical or Fictional Narrative

- Read and analyze narratives for author's use of narrative/literary devices.
- Analyze and evaluate writer's style.
- Evaluate a writer's style.
- Identify elements of narrative structure.
- Analyze narratives for text structure.
- Analyze author's purpose for writing narratives.
- Evaluate author's use of narrative elements.
- Write a polished personal narrative that utilizes narrative techniques and structure.
- Participate in peer review and apply feedback to improve writing.

Unit 2: Argument: On-demand (in-class essay)

- Read first-person non-fiction accounts of events.
- Evaluate the credibility of sources.
- Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Type an organized essay in an allotted amount of time using persuasive writing skills.

Please see syllabus for additional course rules and information

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Unit 3: Research and Persuasive Presentation

- Conduct academic research using library databases to answer a question.
- Gather and assess relevant information essential in developing an argument.
- Cite research using MLA Format.
- Write annotated bibliographies.
- Write MLA formatted outlines of arguments.
- Persuade audience through applying a variety of rhetorical appeals.
- Publish a presentation outlining major elements of argument.
- Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Unit 4: Literary Analysis

- Read and analyze short stories and novels for writer's use of literary devices.
- Understand and apply the structure of a literary analysis to students' own essay.
- Identify and make inferences to develop strong theme statements.
- Write strong, insightful commentary utilizing well-selected quotes to support claims.
- Utilize the rewriting process to revise one's own work.

Unit 5: Vocabulary

- Learn weekly Greek and Latin roots
- Apply knowledge of roots to build academic vocabulary
- Assess knowledge of roots by taking weekly cumulative quizzes

MAJOR UNITS OF STUDY

- Narrative
 - "Only Daughter"
 - "Scarlet Ibis"
 - Various Fiction and Non-Fiction Narratives
 - *Of Mice and Men*
- Argument on Demand
 - "Into thin Air"
 - "Storm Over Everest" Documentary
 - "Return to Thin Air" Interview
 - Letter to the Editor of *Outside Magazine*

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- Persuasive Research
 - Various expository texts
- Literary Analysis
 - *To Kill a Mockingbird*
 - Various short stories
- Roots Vocabulary
 - Greek and Latin roots

STUDENT BACKGROUND

Students entering HSE 1-2 should already have a good understanding of the following:

- Basic structure of an essay
- Introduction to MLA format
- Ability to identify basic literary devices
- Familiarity with the Great Depression and the Civil Rights Movement.

Students entering HSE 1-2 should also be able to

- Self-advocate by attending Wolverine Time when help is needed
- Keep a well-organized binder and planner
- Utilize basic note-taking skills
- Collaborate with peers in small groups
- Participate in small and large group discussions.
- Comprehend grade-level texts
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

Suggested preparatory courses

- Successfully pass Language Arts with a C or higher

WORKLOAD EXPECTATIONS

Students will spend the appropriate time needed in order to practice, reinforce, and apply the following skills.

- Read and write multi draft narratives.
- Conduct academic research and craft multi draft original arguments.
- Analyze and write multi draft evidence based arguments.
- Read and annotate fiction and nonfiction texts
- Write responses to literature of varying lengths (1-4 pages)
- Write in-class argument based essays (2-3 pages)

Please see syllabus for additional course rules and information