

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study
Core English 3 and 4
(Sophomores)

I. INTRODUCTION: COURSE DESCRIPTION

Sophomores may concurrently enroll in Core English 3-4 and upper division English courses, but must complete Core English 3-4.

These courses continue the work of Core English 1-2 while emphasizing higher levels of student performance. Students develop the ability to abstract ideas from both their reading and their personal experience, and to express those ideas through multiple modalities.

The reading continues to emphasize work in all the genres, but includes more complex assignments and materials than the previous course. The reading combines careful analysis of specific passages with discussion of the ideas of the work as a whole. The focus of the writing assignments shifts from describing physical and emotional experience to analyzing intellectual experience. Students continue to develop skills of observing, reporting, recounting and synthesizing that enable them to relate their own experience to the literature and to develop their ideas in writing. Students explore a variety of ways to develop ideas. Writing includes narratives related to the reading, essays on the reading, and research and persuasive essays on issues of importance. Instruction in grammar, vocabulary, and mechanics is incorporated within the students' writing and speaking assignments. Students will continue developing analytical skills in oral language and listening. Speaking activities include more oral interpretation and formal presentations. Critical thinking skills are emphasized in reading, writing, and listening and speaking activities.

The culminating activity of English 3-4 is the creation of a Core Literacy Portfolio of the students' work across the curriculum including five (5) works as evidence of students' ability to apply reading strategies, one (1) piece representing the writing process, two (2) examples of expository writing, , and three (3) certificates that show evidence of polished, formal speaking presentations.

Core English 3 and 4 support the following *Tam 21st Century Goals* in helping students to:

1. acknowledge and appreciate ethnic, religious, racial, economic and cultural diversity;

2. provide opportunities for and encourage students to demonstrate individual and collective responsibility, creativity and initiative through class projects and experiences;
3. develop academically, socially, emotionally, ethically;
4. acquire, manage and use knowledge and skills;
5. think critically and creatively;
6. practice self-directed learning, decision making and problem solving;
7. develop respect and understanding for the diversity of our community;
8. understand individual and cultural differences;
9. take responsibility for self and community.

Core English 3 and 4 addresses the following student learning outcomes that ask students to:

- #1. communicate articulately, effectively, and persuasively when speaking and writing;
- #2. read and analyze material in a variety of disciplines;
- #3. analyze and propose solutions to contemporary issues using a variety of perspectives;
- #4. interpret, experience, create and/or perform artistic work.

II. STUDENT LEARNING OUTCOMES

A. When reading, English 3 - 4 students will:

1. identify and use the literal and figurative meanings of words and understand word derivations; learn the meaning of unfamiliar words by examining contextual clues or dictionary definitions; (SLAF - R1.1) distinguish between the denotative and connotative meanings of words and interpret the connotative power of words; (SLAF - R 1.2)
2. demonstrate an understanding of the work as a whole by identifying major

ideas and themes; identify patterns in presentation; synthesize the major components of a chapter or article; gather the necessary information to solve a specific problem; show how events connect and influence each other; learn new information: organize facts, figures or insights in a meaningful way;

3. challenge the text by agreeing or disagreeing with the author's controlling idea; question facts presented in the material; question the author's interpretations; endorse the facts or conclusions presented in the material; question criticism;
4. evaluate the text by examining how the author's ideas or information supports or conflicts with the reader's prior knowledge; determine how well the author's evidence supports his or her idea; determine if the writer maintain consistency in ideas, point of view;
5. experiment with ideas by speculating about the cause and effect of behaviors or events considering other possible reactions, motivations; question the author's ideas; make predictions; construct theories about why something happened the way it did (hypothesize); make comparisons, draw analogies, think metaphorically;
6. retell, summarize or paraphrase to reinforce understanding; clarifying information for a new audience;
7. engage emotionally by responding empathetically or sympathetically to characters or people; connect two situations by identifying the emotional characteristics of the situation; make connections between the text and events in our life or understanding of the world;
8. analyze interactions between main and subordinate characters in a literary text (internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot; determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy; (SLAF - R 3.3, 3.4)
9. recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal; (SLAF - R 3.7) interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text; (SLAF -R 3.8) explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text; (SLAF - R 3.9)

10. 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; (SLAF - R 3.11)
- B. When writing, students will:
1. use a variety of pre-writing techniques (e.g., journals, brainstorming, clustering, mapping, outlining, etc.); use writing, responding, revising, editing, evaluating and post-writing (publication); 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; (SLAF-W 1.0, 1.9)
 2. write on-demand essays;
 3. demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax; (SLAF-W 1.3) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization (SLAF-W 1.4)
 4. understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers; use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice; (SLAF-W 1.2)
 5. Write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience; (SLAF-W 1.1)
 6. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness; (R/LAF-W W/A 2.3)
 7. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources; (R/LAF-W W/A 2.4)
 8. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF-W W/S 1.5);

9. analyze information from various sources through systematic note-taking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF-W W/S 1.6; 1.7).

C. When listening, students will:

1. identify and summarize main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account nuances and subtle shades of meaning;
2. analyze and evaluate ideas presented in class discussions and media genres, formulating clear opinions based on the information presented; (R/LAF- L/S 1.2)
3. appreciate diverse perspectives and opinions that exist in the classroom and the larger world, keeping an open mind to differences of opinion;
4. promote supportive, engaging concern for the speaker, and learn the skills necessary to offer constructive feedback.

D. When speaking, students will:

1. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly-reasoned and well -supported; (SLAF - L/S 1.1)); use questions as a method of clarifying ideas and demonstrating understanding of others' ideas;
2. collaborate effectively in small groups and with partners; become more proficient in the various roles in editing and response groups; use questions and follow-up questions, in a coherent, concise manner during class discussion;
3. develop interview techniques for asking relevant questions that elicit revealing responses; respond in a way that encourages a candid exchange of information; organize the interview to achieve productive results; (SLAF - SA 2.3)
4. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question; (SLAF-S/L 1.13; SLAF - SA 2.5)
5. give careful attention to preplanning a presentation; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of

presentation: analysis, persuasion, explanation, interpretation, direction, and comparison. (SLAF - L/S 1.3,1.4,1.6,1.8,1.9; SLAF - SA 2.2, 2.6)

6. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood. (SLAF - L/S 1.11; SLAF - SA 2.1, 2.4)

III. ASSESSMENT

A. Student Assessment

1. Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments. Students will be expected to take essay and objective exams that require them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from at least four works on the reading list. Students will be expected to support their main ideas with specific examples from the works under discussion. See the English 3 & 4 resource binder for sample exams.
2. Fully informed about the nature and goals of the literacy portfolio outcome, students will keep working folders of their work. Teachers may choose to direct students in the self-evaluation of the work in their folders. Students will be expected to complete a portfolio consisting of selected work collected over time reflecting their progress in writing, reading, and speaking across the curriculum. For specifics, see teacher and student handbooks for the Core Literacy Portfolio.

B. Course Assessment

Core 3 and 4 will be assessed through student feedback and surveys and through the sophomore English work that appears in the Literacy Portfolios sophomore year.

IV. METHODS AND MATERIALS

A. Methods

Reading

Teachers of sophomore English will employ a variety of strategies to teach

reading, including prediction, paraphrasing, challenging and evaluating the text, appreciation of style and making personal connections to their own experience or prior knowledge in order to move from experience to ideas. The development of metacognitive skills is emphasized through the use of marginalia, reading logs, graphic organizers and dialectical journals.

Writing

Students will complete a variety of writing assignments, many of which will address the requirements of the Core Literacy Portfolio. More than one paper may be required for each assignment. In addition to major papers, supplemental assignments will be assigned regularly. The interrelated writing assignments are adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Six different writing types have been identified as the focus for the English 3 & 4 writing program: observation, reflection, controversial issue, interpretation, autobiography, and speculation.

Observation: Observational writing records a writer's perceptions of an object, a person, a place, an animal, or an event. The observational essay presents a singular perspective on the subject observed. The writer creates this perspective through the selection of details, through the angle from which the subject is viewed, and through the broad or narrow focus of the observation. The successful observational writer: identifies the subject of the observation, assumes an observational stance or point of view, provides the reader with the context for the observation, and presents the actual experience of seeing.

Reflection: Reflective writing requires the ability to see connections. Moving from a personal experience or a general concept, the writer must explore possibilities, try out ideas, and reach beyond personal implications to a larger, more general significance. In reflection, writers are challenged to abandon trite ideas they cannot validate against their own experiences. Characteristics of reflective writing include the occasion, the stimulus for reflection, and the written reflection that extends its meaning for the writer.

Controversial Issue: Controversial Issue essays are position papers on substantive matters about which people disagree. In addressing a controversial issue, writers examine an issue thoughtfully, establish a position on the issue, and develop a carefully reasoned, well-supported argument for their position.

Interpretation: Interpretive writing names a subject to be interpreted and provides a context for interpretation. The writer makes claims about his understanding of the subject and provides support for those claims, usually in the form of evidence and commentary. The effectiveness of the interpretation relies

heavily on the strength and convincing presentation of the supporting claims. Characteristics common to all interpretive essays include point of departure, interpretive claims, support, and stance.

Speculation: Speculative writing requires writers to conjecture about causes or predict the effects of a given situation. Analysis of causes or possible effects involves speculating about a phenomenon, trend, or event for which there is inconclusive or uncertain evidence and requires the writer to support a proposed explanation. The main features of speculative writing are the situation, the speculation, and the reasons or evidence.

Autobiography: Autobiographical writing utilizes a writer's most finely honed ability to construct and convey meaning about a personal experience. Autobiography is an important tool with which to examine experience and to discover and evaluate the lesson it offers. As writers identify particular occasions, recall incidents pertinent to a prevailing theme for that time, and craft these thoughts into a coherent account, they construct meaning for themselves. Real learning emerges from sorting, analyzing, and evaluating the stuff of everyday life. Autobiography focuses on the incident, its context, and its significance.

MAJOR PAPERS: English 3 & 4 (all can be process pieces)

Autobiographical Phase

A combing of incidents to establish a "phase" in the life of the writer, some problem overcome, some segment of life experience with a theme, etc. In high school, students should incorporate other writing types into their autobiographical writing so that these papers emerge from narration into higher order thinking.

Interpretation/Literary Analysis

Interpretation/Literary analysis invites students to say what a text or other data might mean and to justify the meaning they see. It requires thoughtful, patient reading (and rereading) and careful analysis. A writing prompt for interpretation may include asking a student to examine the role a character plays in a particular work of literature, or may ask students to compare and contrast fictional characters and examine motives and purposes. All successful interpretation requires analysis of the artistic work, supported with convincing textual evidence. Interpretation topics may be narrowed to an assignment focusing on the following:

- purpose and function of scene;
- methods of characterization;

- point of view that limits and directs the reader's perception;
- the central insight, or theme, of a work.
(R/LAF-R 2.8,3.2,3.3, 3.4, 3.9; R/LAF-W 1.4,1.6,2.2,2.3)

I-Search/Report of Information

(Fall semester, to balance portfolio assessment in the spring)

The I-Search report is a research paper that requires the student to collect primary source data, such as information gathered in interviews, as well as research data and to compile this data into a coherent report. (R/LAF-R 2.5; R/LAF-W 1.3, 1.7)

Reflection

Reflection is narration and description of a specific experience that involves a sensory and emotional response. The reflection, characterized by exploration and discovery, is rooted in a specific occasion--an incident, observation, or idea--but moves outward from the initial occasion to explore the connection between experience and idea. (R/LAF-W 2.1)

Controversial Issue

In a controversial issue essay, the student chooses a position and tries to persuade the reader that the position is valid. The student writer must support an argument with convincing evidence and clearly reasoned explanations. (R/LAF-R 3.2; R/LAF-W 2.3,2.4)

Evaluation

The evaluation essay asks students to observe or read carefully, analyze and make judgments based on thoughtful examination of a worthy subject.

Speculation about Cause and Effect

A student can present one of two kinds of speculative argument in the Cause and Effect essay:

- Writers speculate or conjecture about the causes of a given situation, event or trend;
- Writers speculate or predict possible effects (outcomes or consequences) of a given event or phenomenon.

Speculation is essentially persuasive, requiring systemic development of the argument and grounding in a precisely defined situation. A student can use a “what if” pattern of thinking to develop the argument.

Speaking and Listening:

As with reading and writing, speaking and listening opportunities are a useful

way to encourage and measure the development of ideas. Speaking assignments may be designed to follow the types of written assignments described in Section A or follow the outcomes described in Section II.3, including interviewing, classroom discussion, debate, oral interpretation, classroom discussions, and Socratic seminars, etc.

Listening requires various levels of engagement. Assignments may include interviewing, Socratic seminar, following instruction, identifying and summarizing main and subordinate ideas during lectures, and analysis of speeches for soundness of ideas.

Major speaking opportunities (one per semester with many informal opportunities also available) may include written components or be part of the revision process for other assignments:

1. Socratic Seminar: this assignment asks students to prepare for and participate in an analytic discussion with other selected students in front of an audience;
2. Oral interpretation: an interpretation of a text using only the speaker's voice involves the speaker's/text's purpose, content, and emotional tones, as well as the audience's likely understanding of these. Speakers should practice the use of inflection, volume, pitch, dramatic pauses, and emotion to help the audience gain understanding the full depth of the text's original or interpreted message.
3. Special Project (one per school year): Hands-on, real-world application of reading, writing, listening and speaking experiences give students a broader means of demonstrating their understanding of material while offering them several communicative opportunities in the process. A special project can be used to create a deeper understanding of a social issue or to take advantage of a new technological experience. A special project might involve cooperative learning, group interaction and interdependence.

B. Materials

Each teacher of English 3-4 will teach a selection of the following titles. These may be taught first or second semester depending upon individual school needs. Each student will read at least seven major works per year with required reading including a variety of novels, short stories, poems, nonfiction, and a book of choice. The majority of selections should come from the core list, which may be augmented by the supplemental list.

CORE READINGS

Alvarez, Julia	<i>In the Time of Butterflies</i>
Baldwin, James	<i>Go Tell It On the Mountain</i>
Blais, Madeleine	<i>In These Girls, Hope is a Muscle</i>
Bronte, Charlotte	<i>Jane Eyre</i>
Dickens, Charles	<i>Tale of Two Cities</i>
Dorris, Michael	<i>Yellow Raft on Blue Water</i>
Foote, David, ed.	<i>Contemporary Short Stories</i>
Golding, William	<i>Lord of the Flies</i>
Green, Melissa Fay	<i>Praying for Sheetrock</i>
Hersey, John	<i>Hiroshima</i>
Hosseini, Khaled	<i>The Kite Runner</i>
Jones, Lloyd	<i>Mister Pip</i>
Lawrence, Jerome, and Robert Lee	<i>Inherit the Wind</i>
Lynsky, Winifred, ed.	<i>Reading Modern Fiction</i>
Markandaya, Kamala	<i>Nectar in a Sieve</i>
Moffett, James, ed.	<i>Points of View</i>
Orwell, George	<i>1984</i>
Otsuka, Julie	<i>When the Emperor Was Divine</i>
Remarque, Erich	<i>All Quiet on the Western Front</i>
Rostand, Edmond	<i>Cyrano</i>
Salinger, J.D.	<i>Catcher in the Rye</i>
Shaw, George Bernard	<i>Pygmalion</i>
Shakespeare, William	<i>Macbeth</i>
Sophocles	<i>Oedipus Rex</i>
Twain, Mark	<i>The Adventures of Huckleberry Finn</i>
Tsukiyama, Gail	<i>Women of the Silk</i>
Selected Essays	
Selected Poems	

SUPPLEMENTARY READINGS

Anaya, Rudolfo.	<i>Bless Me Ultima**</i>
Anderson, M.T.	<i>Feed</i>
Blais, Madeleine	<i>In These Girls Hope is a Muscle</i>
Bok, Francis	<i>Escape from Slavery: The True Story of My Ten Years in Captivity</i>
Boules, Pierre	<i>The Bridge Over the River Kwai</i>
Brown, Dee	<i>Bury My Heart at Wounded Knee</i>
Campbell, Bebe Moore	<i>Sweet Summer</i>
Cather, Willa	<i>My Antonia**</i>
Cisneros, Sandra	<i>The House on Mango Street</i>
Dillard, Annie	<i>An American Childhood</i>
Doxiadis, Apostolos &	

Papadimitriou, Christos H.
Guest, Judith
Hall, Sarah
Him, Chanrithy
Katz, Jon

Knowles, John
Ibsen, Henrik
McCullers, Carson
Nottage, Lynn
Shakespeare, William
Spiegelman, Art
Steinbeck, John
Tyler, Anne
Wilde, Oscar
Wouk, Herman
Yamamoto, Hisaye

Loicomix
Ordinary People
Daughters of the North
When Broken Glass Floats
Geeks: How Two Lost Boys Rode the Internet out of Idaho
A Separate Peace
Enemy of the People
The Heart Is a Lonely Hunter
Ruined
Taming of the Shrew
*Maus 1 & 2****
Cannery Row
The Accidental Tourist
The Importance of Being Earnest
The Caine Mutiny
Seventeen Syllables and Other Stories. Revised and updated with four new stories

Handbooks

Sebranek, Patrick, ed

Warriner's Complete Handbook of English Writers, INC.

Odell, Lee; Katz, Susan

Writing Now, Shaping Words and Images

** At Redwood, this novel is part of the Immigrant Experience

C. Technology

Students will use the computer lab to prepare compositions and to write shorter pieces in response to literature. They will also conduct Internet research. Technology is increasingly integrated in the English curriculum in many ways. Word processing skills are essential to the writing process. Students use multimedia software to enhance presentations. Additionally, the integration of archived and video streams brings the images and sounds of the cultural and historical context of the literature to students.

Research skills are taught so students can conduct authentic research and evaluate the material. Guiding students through effective means of internet research, supporting them in discerning the integrity and relevance of the material they find on the web, and addressing the issue of plagiarism are all essential elements of the use of technology in English classes.

D. School to Career

English 3-4 students will develop skills that they will use throughout their lives. Specific assignments such as the I-Search involve interviewing and observation in the larger community. Guest speakers add relevance to the literature studied. In addition, students are encouraged to attend poetry readings, plays and author lectures.

In preparation of the work place, students learn word processing, research skills and become fluent with practical writing skills. Letters, resumes and newsletters are assigned in many classes. Students are taught to convey ideas logically and correctly with detailed and accurate specific support. They are taught the importance of following conventional style of page format, font and spacing in order to assure readability and impact. Journalism classes, of course, prepare students for specific job opportunities, but all English classes reinforce the use of clear and purposeful language and the importance of addressing the intended audience with appropriate vocabulary, tone and style. The logical thinking skills necessary for expository writing are essential in any work place.

E. Suggested Time Allocation

English 3-4 students will read at least four major works each semester, including novels, plays and nonfiction, as well as a selection of short stories, essays and poetry. Each major reading unit will last from three to five weeks, and will include writing and speaking components.

Students will write four major process pieces each semester, moving from brainstorming, pre-writing, rough drafts, editing and revision. Other writing responses and responses to reading will be assigned as well.

There will be two formal oral presentations each year, with ample opportunity for informal discussion and debate.

Reading, writing, listening and speaking skills are well integrated in the English curriculum. While it is impossible to separate these strands, approximately 40% of instructional time is devoted to approaches to reading, 40% to developing writing skills, and 20% to oral language.

IV. GENERAL INFORMATION

Prerequisite: None.

Graduation requirement satisfied:
English 3/4 partially satisfies the Tamalpais Union High School District English graduation requirement.

U.C. requirement: English 3 - 4 satisfies the U.C. requirement for the second year of high school English.

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