

Orange Unified School District
ENGLISH 9 Honors
Year Course

GRADE LEVEL: 9

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

Freshman English presents the student with a literature-based curriculum that integrates the skills of reading, writing, speaking and listening through an introduction to and analysis of literary forms. The course encompasses basic reading skills through its emphasis on the genres of literature: short story, poetry, nonfiction, drama, and novel. Students will be introduced to basic research skills (note-taking, note-making, use of the library, media analysis, Internet utilization, etc.). They will be introduced to the writing process (prewriting, precomposing, writing, sharing, revision, editing, and publication/evaluation), and they will apply this process to all facets of composition and to the preparation for the California High School Exit Exam. Speaking and listening will be emphasized through cooperative learning activities, critical thinking simulations, and specific units on technology will be implemented through reading, writing, speaking and listening. The California Language Arts Content Standards have been incorporated into the Course Objectives as an exhibit to assist teachers in stressing these concepts in the course.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Organize, develop and present a formal and informal impromptu speech/presentation.

Apply the writing process (prewriting, precomposing, writing, sharing revision, editing, and evaluating/publishing) to the four domains of writing: imaginative/narrative; sensory/descriptive; practical/informative; analytical/expository; through the study of the genres of literature.

Practice the tenets intrinsic to time writing in preparation for the California High School Exit Exam.

Define the basic elements of a short story as related to individual works by given authors: plot, theme, character, conflict, figurative language, mood, tone, and point-of-view.

Locate and use appropriate reference materials independently.

Express himself or herself effectively in small group, one-on-one, and total class discussions.

Define each of the following as related to classic novels (e.g. Dickens, Twain, Orwell, Steinbeck): plot, characterization, setting, symbolism, theme, mood, conflict, point-of-view, etc.

Read, analyze, and apply to their own experiences the themes, characters, and conflicts inherent to core genres.

Analyze media interpretation of literary text.

Demonstrate an understanding and appreciation of poetry and its elements through oral and written activities.

Apply the conventions of writing (usage, grammar punctuation, spelling, capitalization, etc.) to the student's own writing.

Understand and appreciate the impact of history on nonfiction as well as fiction in speech and composition.

THE CALIFORNIA LANGUAGE ARTS CONTENT STANDARDS GRADES 9/10

READING

1.0. WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

Vocabulary and Concept Development:

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

2.0. READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*. In addition, by grade 12, students read two million words annually on their own, including a wide variety of classic and contemporary literature as well as magazines, newspapers, and on-line information.

Structural Features of Informational Material:

- 2.1. Analyze both (1) the structure and format of functional workplace documents, including format, graphics, and headers and (2) 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

Comprehension and Analysis of Grade-Level-Appropriate Text:

- 2.3. Generate relevant questions about readings that can be researched
- 2.4. Synthesize the content and ideas from several sources dealing with a single issue or written by a single author, and 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., graphic calculators, specialized software programs, access guides to Internet worldwide websites)

Expository Critique:

- 2.7. Critique the logic of functional documents by examining the sequence of information and procedures and the anticipation of possible reader 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 how the author's intent affects the text's structure and tone (e.g., professional journals, editorials, political speeches, primary source material)

- 3.0. LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They conduct in-depth analyses of recurrent patterns and themes. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.**

Structural Features of Literature:

- 3.1. Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (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

Narrative Analysis of Grade-Level-Appropriate Text:

- 3.3. Analyze interactions between main and subordinate characters in literary text (e.g., internal and external conflicts, motivations, relationships, and influences)

and how they affect the plot

- 3.4. Determine characters' traits by what they say about themselves in narration, dialogue, dramatic monologue, 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 a wide range of literary elements and techniques, 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 text
- 3.9. Explain how voice, persona, and narrator affect tone, characterization, plot, and credibility
- 3.10. Identify and describe the function of dialogue, scene design, soliloquies, and asides and character foils in dramatic literature

Literary Criticism:

- 3.11. Evaluate the aesthetic qualities of style, including the impact that diction and figurative language have on tone, mood, and theme, using the terminology of literary criticism (Aesthetic Approach)
- 3.12. Analyze how a work of literature is related to the themes and issues of its historical period (Historical Approach)

WRITING

- 1.0. WRITING STRATEGIES: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.**

Organization and Focus:

- 1.1. Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing
- 1.2. Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice

Research and Technology:

- 1.3. Use clear research questions and coherent research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources
- 1.4. Develop key ideas within the body of the composition through supportive

- evidence (e.g., scenarios, commonly held beliefs, hypotheticals, and/or definitions)
- 1.5. Synthesize information from multiple sources and identify complexities and discrepancies in the information and how different perspectives are found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, and technical documents)
 - 1.6. Integrate quotations and citations into written text, while maintaining the flow of ideas
 - 1.7. Use appropriate conventions for documentation in text, notes, and bibliographies, adhering to style manuals (e.g., the *Modern Language Association Handbook* or *Chicago Style Manual*)
 - 1.8. Design and publish multi-page documents using advanced publishing software and graphic programs

Revising and Evaluating Strategies:

- 1.9. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone, taking into consideration the audience, purpose, and formality of the context

2.0. WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):
Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words, when appropriate. Student writing demonstrates a command of standard English and the research, organizational, and drafting strategies outline in Writing Standard 1.0.

Using the Grades 9/10 writing strategies outlined in Writing Standard 1.0, students:

- 2.1. Write biographical, autobiographical narratives, and/or short stories that:
 - (1) narrate a sequence of events and communicate their significance to the audience
 - (2) locate scenes and incidents in specific places
 - (3) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions, movements and gestures; interior monologue, feelings of characters)
 - (4) pace the presentation of actions to accommodate time/mood changes
 - (5) make effective use of descriptions of appearance, images, shifting perspectives, and/or sensory details
- 2.2. Write responses to literature that:
 - (1) advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages
 - (2) support key ideas and viewpoints through accurate and detailed references to the text or to other works
 - (3) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created
 - (4) identify and assess the impact of perceived ambiguities, nuances, and complexities within text

- 2.3. Write expository compositions, including analytical essays and research reports that:
- (1) marshal evidence in support of the thesis and related claims, including information on all relevant perspectives
 - (2) convey information and ideas from primary and secondary sources accurately and coherently
 - (3) make distinctions about the relative value and significance of specific data, facts, and ideas
 - (4) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology
 - (5) anticipate and address readers' potential misunderstandings, biases, and expectations
 - (6) use technical terms and notations accurately
- 2.4. Write persuasive compositions that:
- (1) structure ideas and arguments in a sustained and logical fashion
 - (2) use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning, appeal to emotion or ethical belief; personal anecdote, case study, or analogy)
 - (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning
 - (4) address readers' concerns, counterclaims, biases, and/or expectations
- 2.5. Write business letters that:
- (1) are clear and purposeful, and address the intended audience appropriately
 - (2) use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients
 - (3) highlight central ideas and images
 - (4) follow conventional style, and use page formats, fonts, and spacing that contribute to the documents' readability and impact
- 2.6. Write technical documents (e.g., manual on rules of behavior for conflict resolution, procedures for conducting a meeting, transcription of minutes of a meeting) that:
- (1) report and/or convey information and ideas logically and correctly
 - (2) offer detailed and accurate specifications
 - (3) include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide)
 - (4) anticipate readers' problems, mistakes, and misunderstandings

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

1.0. WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

Grammar and Mechanics:

- 1.1. Identify and use clauses (e.g., main and subordinate), phrases (e.g., gerunds,

infinitives and participles), mechanics (e.g., semi-colons, colons, ellipses and hyphens), usage (e.g., tense consistency), and sentence structure (e.g., parallel structure, properly placed modifiers)

Manuscript Form:

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

LISTENING AND SPEAKING

1.0. LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Comprehension:

- 1.1. Formulate judgments about the ideas under discussion and support those judgments with convincing evidence
- 1.2. Compare and contrast how media genres (e.g., nightly news, news magazines, documentaries, on-line information) cover the same event

Organization and Delivery of Oral Communication:

- 1.3. Choose logical patterns of organization (e.g., chronological, topical, cause/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 devices for introduction and conclusion (e.g., literary quotations, anecdotes, references to authoritative sources)
- 1.5. Recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion), formulating rational arguments and applying the art of persuasion and debate
- 1.6. Present and advance a clear thesis statement and choose appropriate types of proofs (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 interests of the audience and implications of the occasion to choose

effective verbal and non-verbal strategies for presentations (e.g. voice, gestures, eye contact)

Analysis and Evaluation of Oral and Media Communications:

- 1.10. Analyze a group of historically significant speeches to find the rhetorical devices and features that make them memorable (e.g., Abraham Lincoln's *Gettysburg Address* and Martin Luther King's *I Have a Dream*)
- 1.11. Assess how language and delivery affect the mood and tone of the oral communication and impact the audience
- 1.12. Evaluate the clarity, quality, effectiveness, and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction, and syntax
- 1.13. Analyze 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* to Kenneth Branagh's 1990 film version)

**2.0. SPEAKING APPLICATION (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 English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.**

Using the Guide 9/10 speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentation (autobiographical or fictional) that:
 - (1) narrate a sequence of events and communicate their significance to the audience
 - (2) locate scenes and incidents in specific places
 - (3) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions, movements, and gestures: feelings of characters)
 - (4) pace the presentation of actions to accommodate time or mood changes
- 2.2 Deliver expository presentations that:
 - (1) marshal evidence in support of a thesis and related claims, including information on all relevant perspectives
 - (2) convey information and ideas from primary and secondary sources accurately and coherently
 - (3) make distinctions about the relative value and significance of specific data, facts, and ideas
 - (4) organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology
 - (5) anticipate and address the listener's potential misunderstandings, biases, and expectations

- (6) use technical terms and notations accurately
- 2.3. Apply appropriate interviewing techniques
 - (1) prepare and ask relevant questions
 - (2) make notes of responses
 - (3) use language that conveys maturity, sensitivity, and respect
 - (4) respond correctly and effectively to questions
 - (5) demonstrate knowledge of the subject or organization
 - (6) compile and report responses
 - (7) evaluate the effectiveness of the interview
- 2.4. Deliver oral responses to literature that:
 - (1) advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages (i.e., makes and supports warranted assertions about the text)
 - (2) support key ideas and viewpoints through accurate and detailed references to the text or to other works
 - (3) demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created
 - (4) identify and assess the impact of perceived ambiguities, nuances, and complexities within text
- 2.5. Deliver persuasive arguments, including evaluation and analysis of problems/solutions and causes/effects that:
 - (1) structure ideas and arguments in a coherent, logical fashion
 - (2) use specific rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by personal anecdote, case study, or analogy)
 - (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning
 - (4) anticipate and address the listener's concerns and counter-arguments
- 2.6. Deliver descriptive presentations that:
 - (1) provide a clear spatial perspective on the subject of the presentation
 - (2) clearly establish the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement)
 - (3) use factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory detail effectively

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

(This course is standards driven as evidenced by teacher developed district pacing guides that enhance and clarify the course overview.)

FIRST SEMESTER

WEEKS

I.	Introduction to Writing Process and Best Practices	2
	A. Writing process	
	B. Reading comprehension	
	C. Critical thinking	
	D. Academic vocabulary	
	1. Notetaking/notemaking	
	E. Graphic Organizers	
II.	Short Story and Writing Applications	7
	<u>Core:</u> (choose seven)	
	- <i>One Ordinary Day with Peanuts</i>	
	- <i>The Red Headed League</i>	- <i>The Birds</i>
	- <i>Blues Ain't No Mockin'bird</i>	- <i>The Cask of Amontillado</i>
	- <i>The Secret Life of Walter Mitty</i>	- <i>The Gift of the Magi</i>
	- <i>The Golden Kite, The Silver Wind</i>	- <i>The Interlopers</i>
	- <i>Sonata for Harp and Bicycle</i>	- <i>The Most Dangerous Game</i>
	- <i>Uncle Marcos</i>	- <i>The Necklace</i>
	- <i>Rules of the Game</i>	- <i>The Scarlet Ibis</i>
	<u>Extended:</u> All other short stories from Prentice Hall literature.	
	A. Structural elements (plot, theme, character, conflict, mood, tone, point-of-view)	
	B. Dramatic structure	
	1. Introduction	
	2. Rising action	
	3. Climax	
	4. Denouement	
	5. Resolution	
	C. Literacy devices (figurative language, foreshadowing/flashback)	
	D. Vocabulary	
	E. Background of authors	
	F. Writing applications, narratives, response to literature expository persuasive	
	1. Utilization of the writing process	
	2. Creative writing/imitative writing	
	3. Journals/learning logs	
	G. Speech/oral language	
	1. Panel discussions	
	2. Oral reports	
	3. Writing and literacy skills	
III.	Novel and Drama	9
	<u>Core:</u> (choose two or more)	
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1984

-*A Tale of Two Cities*
-*Animal Farm*
-*Black Boy*
-*Farewell to Manzanar*
-*Great Expectations*
-*No Promises in the Wind*
-*Of Mice and Men*
-*A Connecticut Yankee in King Arthur's Court*

-*Left Hand of Darkness*
-*The House on Mango Street*
-*The Joy Luck Club*
-*The Miracle Worker*
-*Night*
-*To Kill a Mockingbird*
-*Into Thin Air*
-*Twelve Angry Men*

- A. Structural elements
- B. Literary devices
- C. Vocabulary
- D. Life of author
- E. Writing applications
 - 1. Utilization of the writing process
 - 2. Learning logs/journals
- F. Video/film
 - 1. Compare and contrast novel and film
 - 2. Group discussions
- G. Speech/oral language
 - 1. Roleplaying/dramatizations
 - 2. Panel discussions

SECOND SEMESTER

I. Epic, Myth, Folktale, and Poetry

6

The Odyssey and selected works

Core: (*The Odyssey* & choose fifteen)

-*All Watched Over By Machines of Loving Grace*
-*An Ancient Gesture*
-*The Bells*
-*Eulogy for a Hermit Crab*
-*Combing*
-*Fifteen*
-*Fire and Ice*
-*Gifts*
-*Three Haiku*
-*Harlem (Dream Deferred)*
-*Dreams*
-*Shoulders*
-*"Hope" is the Thing with Feathers*
-*I Hear America Singing*
-*I Wandered Lonely as a Cloud*
-*Pride*
-*Ithaca*
-*Jabberwocky*

-*Beware: Do Not Read This Poem*
-*Caged Bird*
-*Casey at the Bat*
-*McCavity: The Mystery Cat*
-*Siren Song*
-*Sympathy*
-*Summer*
-*Maggie and Milly and Molly and May*
-*The Listeners*
-*The Road Not Taken*
-*Sonnet 30***
-*Women*
-*The Seven Ages of Man***
-*Perseus*
-*Talk*
-*Ecclesiastes 3:1-8*
-*The Eagle*

All selections including *The Odyssey* in Prentice Hall.

**Teachers may wish to incorporate these with Shakespeare unit later.

- A. Definitions of epic, poetry, folk tale, myth
- B. Mythological and Biblical mysteries

- C. Characteristics of epic, poetry, ballad, folk tale, myth
- D. Poetic forms (narrative, lyric, sonnet, haiku)
- E. Analysis and interpretation of forms
 1. Literal and interpretive
 2. Tone and mood
 3. Voice and audience
 4. Poetic speaker/persona vs. audience/narrative voice
 5. Figurative language and rhetorical devices
 6. Purpose
 7. Themes and issues
- F. Writing applications
 1. Analytical/expository essay
 2. Imitative writing
 3. Creative writing (sensory/descriptive; imaginative/narrative)
- G. Background of authors
- II. Shakespearean Drama: *Romeo and Juliet** plus Background Excerpts 4-6
 - A. Shakespeare's background/Elizabethan (see text)
England/understanding time-place relationships
 - B. Shakespeare's language/vocabulary
 1. Puns, oxymorons, allusions, colloquialisms, etc.
 2. *The Sonnet* (Italian/Petrarchan vs. Elizabethan/Shakespearean)
 3. Connections between language and the audience (e.g., prose vs. blank verse)
 4. Rhythm and meter
 5. Influences of Aristotle and Seneca on Shakespearean tragedy
 - C. Dramatic structure (introduction, rising action, climax, falling action, denouement, resolution)
 - D. Foreshadowing
 - E. Irony
 - F. Renaissance philosophy as applied to the play
 1. Fate/fortune/free will
 2. Parent-Child relationships
 - G. Shakespeare's characterization
 1. Flat/static, round/dynamic, stock, stereotypical
 2. Confidant/confidante
 3. Techniques of characterization
 - H. The Elizabethan/Renaissance audience
 1. Groundlings, Nobles, Puritans, middle class
 2. Staging
 - I. Shakespeare's concept of tragedy as "shown" in this play
 - J. Literary/structural elements
 1. Plot, setting, theme, mood, tone, etc.
 2. Reversal, revelation, catastrophe, conflict, etc.
 - K. Shakespeare on film: Franco Zeffereilli's *Romeo and Juliet*
 1. Contemporary connections: *West Side Story*, *Baz Luhrman*

- L. Writing application
 - 1. Utilization of the writing process
 - 2. Creative writing
 - M. Research paper/oral report
 - 1. Historical background/renaissance culture and lifestyle
 - 2. Biography/I-Search
 - 3. Universal themes/issues then and now (e.g., adolescent rebellion, teenage suicide, teen/adolescent love, communication issues parent to child, revenge/vengeance, runaways, gangs)
- *In Prentice Hall

III. Nonfiction 2
Core: (choose eight)

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| <i>The Talk</i> | -from <i>Rosa Parks: My Story</i> |
| - <i>New Directions</i> | - <i>In These Girls, Hope is a Muscle</i> |
| - <i>Children in the Woods</i> | - <i>White House Diary</i> |
| - <i>The Rug Merchant</i> | -from <i>Understanding Comics</i> |
| - <i>Go Deep into the Sewer</i> | - <i>RCH Announcement 1913</i> |
| - <i>Review of the Birds</i> | - <i>Italy**</i> |
| -from <i>Silent Spring</i> | - <i>I Have a Dream</i> |
| - <i>To the Residents of A.D. 2029</i> | - <i>There is a Longing</i> |
| - <i>Shakespeare in Today's World</i> | - <i>The New Frontier</i> |
| -from <i>Joy Luck and Hollywood</i> | - <i>Glory & Hope</i> |
| - <i>Aha Moment</i> | - <i>The Washwoman</i> |

Extended: All other selections in textbook

- A. Background
- B. Cultural integration
- C. Time-Place connections
- D. Tone and mood
- E. Audience
- F. Structural elements
- G. Rhetorical devices
- H. Analysis of Prose Forms (e.g., essay, autobiography, biography, memoir, letters, journals, articles, editorials, etc.)
- I. Writing applications
 - 1. Technical/workplace documents
 - 2. Business letters

IV. Speech

- A. Types of speeches (persuasive, extemporaneous, demonstration, informative)
- B. Speech-Making skills (voice, eye contact, posture,

WEEKS

2

- gestures, expressions, etc.)
- C. Research
- D. Writing applications
- E. The role of the audience
- F. Active listening
- G. Use of technology and media

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