



U.S. INTERNATIONAL CHRISTIAN ACADEMY

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U.S.I.C.A. Course Outline/Syllabus

Grade/Course: ENGLISH III 1001370

Grade Level: 11th High School

A)TEXT BOOK: WRITING AND GRAMMAR STUDENT EDITION

TEXTBOOK 2008C [Hardcover] PRENTICE HALL (Author)

ISBN-10: 0132009633 | ISBN-13: 978-0132009638

Order No.: 1

Code:ENG4002

Class Type:Online

Resources:

Text book
Teacher works CD
Teacher interactive
online
Links

Skype Conference

Instructional Supports:

Textbook, Magazines, Journals,
WebsitesLinks, Conference, Comprehensive
Reading Plan, BBC Television, PBS Public
Television

Length: 1 year

Area:ENGLISH

Credits: 1

Total Numbers of class hours:300 hrs

Type: Mandatory

Standards:
Florida Sunshine State
Standards

Prerequisite:
Students must have successfully
passed a English Writing and Grammarclass
inmiddle School

B) Description:

This course continues to build on the sequential development and integration of communication skills in four major areas—reading, writing, speaking, and listening. Benchmarks for the Florida Sunshine State Standards are repeated as needed in course sequences. It most specifically focuses on deepening and furthering students' understanding in the following ways:

- Reading—reinforces reading comprehension skills by teaching students comprehension techniques for literary fiction, nonfiction, poetry, and drama; discusses common literary devices; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative and expository prose; guides students through readings of Thornton Wilder's *Our Town* (play) and Lee's *To Kill a Mockingbird* as well as selections of and excerpts from well-known poetry and nonfiction pieces.
- Writing—develops students' writing skills by teaching about clauses and phrases in sentence structures; reviews common sentence construction errors and methods for avoiding them; provides practice in standard and nonstandard English, as well as specialized language use; teaches Greek and Latin roots and prefixes to enhance vocabulary and spelling skills; expands students' abilities to write cohesive and coherent expository prose; gives students the opportunity to develop their abilities in writing literary critiques, personal essays, poetry, and research papers.
- Special Topics—incorporates research skills, including internet, library, and reference material use, throughout the curriculum.

C) Objectives:

Upon completion of this course, students will be able to:

1. Master the fundamentals of sentence structure, correct usage, punctuation and grammar with an emphasis on verbs
2. Write a unified coherent essay with substantial introductory, body and concluding paragraphs, with emphasis placed on the Narrative and Process rhetorical modes.
3. Enrich their vocabulary knowing, understanding and using words more effectively.
4. Students will write introductory essay paragraphs including a carefully constructed thesis statement.
5. Students will write and revise a minimum of five (5) essays

D) Contents

PART 1: WRITING

- Chapter 1: The Writer in You
- Chapter 2: A Walk Through the Writing Process
- Chapter 3: Paragraphs and Compositions:
Structure and Style
- Chapter 4: Narration: Autobiographical Writing
- Chapter 5: Narration: Short Story
- Chapter 6: Description
- Chapter 7: Persuasion: Persuasive Essay
- Chapter 8: Persuasion: Advertisement
- Chapter 9: Exposition: Comparison/Contrast Essay
- Chapter 10: Exposition: Cause-and-Effect Essay
- Chapter 11: Exposition: Problem/Solution Essay
- Chapter 12: Research: Research Report
- Chapter 13: Response to Literature
- Chapter 14: Writing for Assessment
- Chapter 15: Workplace Writing

PART 2: GRAMMAR, USAGE, AND MECHANICS

- Chapter 16: Nouns and Pronouns
- Chapter 17: Verbs
- Chapter 18: Adjectives and Adverbs
- Chapter 19: Prepositions/Conjunctions
- Chapter 20: Basic Sentence Parts
- Chapter 21: Phrases and Clauses
- Chapter 22: Effective Sentences
- Chapter 23: Verb Usage
- Chapter 24: Pronoun Usage
- Chapter 25: Agreement
- Chapter 26: Using Modifiers
- Chapter 27: Miscellaneous Problems in Usage
- Chapter 28: Capitalization
- Chapter 29: Punctuation

PART 3: ACADEMIC AND WORKPLACE SKILLS

- Chapter 30: Speaking, Listening, Viewing, and
Representing
- Chapter 31: Vocabulary and Spelling
- Chapter 32: Reading Skills
- Chapter 33: Study, Reference, and Test-Skills
- Chapter 34: Workplace Skills and Competencies

E. Methodology

E)Academic Methodology:	
Tests	30%
Writing Reports	20%
Homework	5%
Class Work	20%
Reading Assignment	25%

F) Book Reference:

- 1.Basic English Grammar, Second Edition (Full Student Textbook) by Betty SchramperAzar (1996)
2. The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment by Susan Thurman and Larry Shea (May 1, 2003)
- 3.The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible... by Jane Straus and Mignon Fogarty (Dec 14, 2007)
- 4.Grammar Workbook for the SAT, ACT, and More by George EhrenhaftEd.D. (Aug 1, 2010)
- 5.Sentence Composing for High School: A Worktext on Sentence Variety and Maturity by Don Killgallon (Mar 19, 1998)
- 6.English Composition and Grammar : Complete Course by John E. Warriner (Jan 1988)
- 7.Glencoe Language Arts Grammar and Language Workbook Grade 11 by McGraw-Hill (Aug 20, 1999)
- 8.Key to High School English Grammar and Composition by P.C. Wren and H. Martin (Mar 1, 2006)
- 9.English Composition and Grammar : Complete Course [Hardcover] John E. Warriner (Author)
10. Barron's AP English Language and Composition, 5th Edition [Paperback] Ehrenhaft. George (Author)
- 11.. AP English Language & Composition Crash Course Paperback By Dawn Hogue(Author)
- 12..Practical English Composition: Book II. - by Edwin L. Miller(Author)

H) Web Reference:

<http://shakespeare.palomar.edu>

<http://www.ipl.org/>

<http://www.thefreedictionary.com/overcome>

http://www.learn4good.com/languages/toefl/toefl_stan_test3.htm

<http://grammar.ccc.commnet.edu/grammar/verbs.htm>

<http://www.englishclub.com/grammar/verbs.htm>

<http://www.englishexercises.org>

www.indianchild.com/english_compositions_homework_help

www.my-english-writing.com

www.grammar.ccc.commnet.edu/grammar

www.kn.att.com/wired/fil/pages/listaplanguma.html
www.abacon.com/internetguides/ecom/weblinks.html
www.ncte.org/journals/ce
www.guides.rasmussen.edu/englishcomposition
www.hccc.edu/.../PDFs/Library/English_Composition.pdf
www.grammar.ccc.commnet.edu,grammar
www.abacon.com
www.tefl.net/links/Writing

I. Journals:

The English Journal
English Today
English Studies in Canada
Twentieth Century Literature: A Scholarly and Critical Journal

J. Magazines:

Boston Review
Contemporary Literature
New York Journal of Books

K. Organizations:

The National Council of Teacher of English (N.C.T.E)

M. Comprehensive Reading Plan

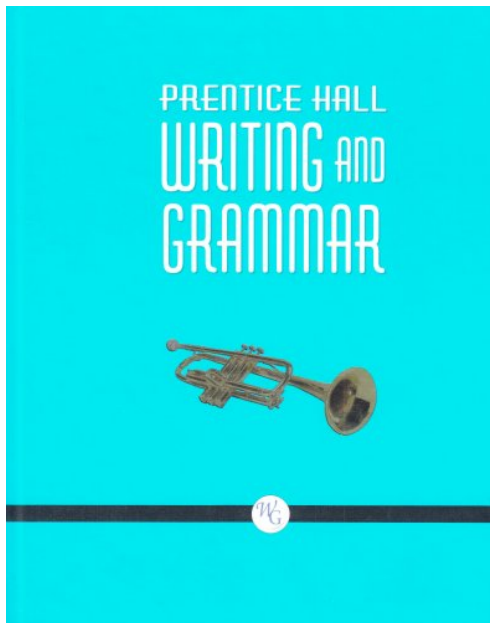
Students are required to read at least 1 book or their equivalent during each class as independent reading at-home. Students must also read for 30 minutes at home as part of their daily homework assignment in all subjects. Check your Class Reading Assignment at www.USICAhs.org/CURRICULUM and check free ebooks at www.openlibrary.org.

Text Book Description:

Publication Date: December 30, 2006 | ISBN-10: 0132009633 | ISBN-13: 978-0132009638
Prentice Hall Writing and Grammar develops and reinforces skills through an easy-to-follow, three-part chapter organization:

Writing—Guided writing instruction walks students through each step of the writing process.

Grammar, Usage, and Mechanics—Comprehensive instruction, practice, and application ensure skills mastery. Academic and Workplace Skills—Help students develop test-taking skills, as well as real-world workplace competencies.



ACADEMIC MISCONDUCT:

Academic misconduct includes cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement, or assisting others in any such act or attempts to engage in such acts. Academic misconduct in any form is inimical to the purposes and functions of the school and therefore is unacceptable and prohibited.

Any faculty member, administrator or staff member may identify an act of academic misconduct and should report that act to the department head or administrative supervisor. Students violating the standards of academic honesty are subject to disciplinary action including reduction of a grade(s) in a specific course, assignment, paper, or project; a formal or informal reprimand at the professorial, dean, or academic vice president level; expulsion from the class in which the violation occurred; expulsion from a program; or expulsion from the school.