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

Grade/Course: ENGLISH I 1001310

Grade Level: 9th High School

**A)TEXT BOOK: Holt Literature and Language Arts California: Student Edition Grade 12 2003 (Holt Lit & Lang Arts 2003) [Hardcover]
RINEHART AND WINSTON HOLT (Author)
ISBN-10: 0030564980 | ISBN-13: 978-0030564987**

Order No.: 1

Code:ENG4000

Class Type: Online

Resources:

Text book
Teacher works CD
Teacher interactive online
Links
Skype Conference

Length: 1 year

Instructional Supports:

Textbook, Magazines, Journals, Websites
Links, Conference, Comprehensive Reading Plan, BBC Television, PBS Television

Area: ENGLISH

Credits: 1

Total Numbers of class hours:300 hrs

Type: Mandatory

Standards:
Florida Sunshine State Standards
California Standards in Reading, Writing, Listening and Speaking

Prerequisite:
Students must have successfully passed a English Writing and Grammar class in middle 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 how to understand and appreciate poetry, drama, informative nonfiction, and fiction; shows students how to analyze, evaluate, and interpret a text; reinforces awareness of the elements and structure of narrative prose; guides students through readings of drama, a novel, and selections from well-known poetry, and short stories.
- Writing—furthers students' understanding of sentence structures; reviews parts of speech and their types, including in-depth studies on verbs (transitive, intransitive, conjugation, tense, voice, mood); develops students' understanding of the types and functions of phrases and clauses; teaches language history and etymology to help students build on knowledge of word structures, including prefixes, roots, and suffixes; expands on students' vocabulary skills; reviews spelling skills; gives students the opportunity to develop their abilities in writing speeches, short essays, poetry, friendly/business letters, and short stories.
- Speaking—offers students experience in delivering a speech; teaches skills that enable students to become effective speakers and

C) Objectives:

In the course of the academic year, students will analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;

1. Apply effective rhetorical strategies and techniques in their own writing;
2. Create and sustain arguments based on readings, visual texts, research, and/or personal experience;
3. Demonstrate mastery of standard written English as well as stylistic maturity in their own writings, using a variety of sentence structures and effective vocabulary;
4. Produce compositions that introduce a thesis supported with appropriate evidence, cogent commentary, and clear transitions;
5. Evaluate and incorporate reference documents into researched papers;
6. Demonstrate understanding of the components of citations, endnotes, and footnotes;
7. Participate fully in all phases of the writing process for the media review, rhetorical analysis, and researched definition synthesis including prewriting, drafting, peer and student-teacher conferencing, revising, and editing.

D) Contents

- Chapter 1 –Anglo-Saxons
- Chapter 2 – The Middle Ages
- Chapter 3 – The Renaissance
- Chapter 4 – The Renaissance and the Eighteenth Century
- Chapter 5 – The Romantic Period
- Chapter 6 – The Victorian Period
- Chapter 7 The Modern World to the Present

E. Methodology

Tests	30%
Writing Reports	20%
Homework	5%
Class Work	20%
Reading Assignment	25%

F) Book Reference:

- 1.Cracking the AP English Literature & Composition Exam, 2014 Edition (College Test Preparation) by Princeton Review (Sep 3, 2013)
- 2.English Composition and Grammar : Complete Course by John E. Warriner (Jan 1988)
- 3.Practical English Composition: Book II. For the Second Year of the High School by Edwin L. (Edwin Lillie) Miller (Mar 24, 2011)
- 4.Sentence Composing for High School: A Worktext on Sentence Variety and Maturity by Don Killgallon (Mar 19, 1998)
- 5.Practical English Composition: Book II. For the Second Year of the High School by Edwin L. (Edwin Lillie) Miller (Mar 24, 2011)
- 6.Using the Workshop Approach in the High School English Classroom: Modeling Effective Writing, Reading, and Thinking... by Cynthia D. Urbanski (Oct 7, 2005)
- 7.High School Success Deluxe 2006 (DW DVD) by Topics Entertainment (Jun 14, 2005)

8. Grading with a Purple Crayon: A Developmental Approach to High School Composition for Homeschooling Families by Dena M. Luchsinger (Apr 3, 2012)
9. Grammar for High School: A Sentence-Composing Approach---A Student Worktext by Don Killgallon and Jenny Killgallon (Jul 6, 2007)
10. Essay Writing for High School Students: A Step-by-Step Guide by Newsweek Education Program and Kaplan (Oct 31, 2006)

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/listaplangua.html
www.abacon.com/internetguides/ecomp/weblinks.html
www.ncte.org/journals/ce
www.guides.rasmussen.edu/englishcomposition
www.hccc.edu/.../PDFs/Library/English_Composition.pdf
<http://www.ncte.org/journals/ej>

I. Journals:

English Journal
Journal of English for Academics

J. Magazines:

The English Magazine
The Hot English Magazine

K. Organizations:

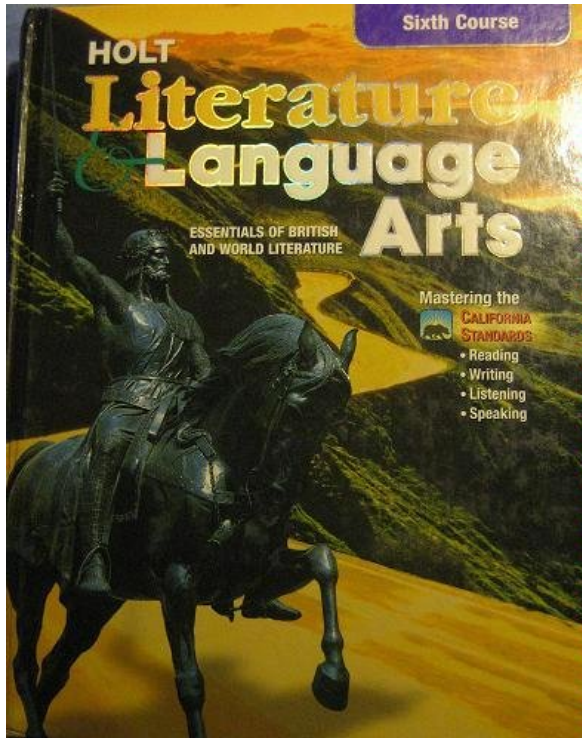
The National Council of Teacher of English (N.C.T.E.) www.ncte.org
BBC Television (London), PBS Public Television

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: May 31, 2002 | ISBN-10: 0030564980 | ISBN-13: 978-0030564987 | Edition: 1
Holt Literature and Language Arts, 6th course, hardcover edition, Text only, previous school stamped on outer edge of pages, shelf wear.



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.

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