

Oakland Unified School District
English/ Language Arts Course Syllabus
For Secondary Schools

The attached course syllabus is a developmental and integrated approach to skill acquisition throughout the secondary schools of the Oakland Unified School District. In direct alignment with the California State Framework for English/Language Arts, this set of skills provides students with the basic foundation needed for English Language development 9-12. The outline of the attached material represents the **minimum requirements** for accountability at each of the high school grade levels.

The content for each course must be addressed in a coherent fashion, and the instructional materials should thoughtfully and logically address the development of skills and knowledge that build throughout the four levels. Teachers may review their existing course content to ensure that these minimum requirements are met.

Principals may use this material as a framework for observation of course content within each classroom. The methods and strategies used to implement this content should be informed by the most appropriate and applicable methodology. These strategies should include linguistically relevant, culturally affirming, and historically accurate contextual design.

All of the content found within these pages is to be viewed by students, educators, and parents as alive and dynamic, thus allowing for differentiated instructional methods to address both teacher and student characteristics.

N.B. The italicized words in each section represent the previous grade level minimum requirements that are spiraled into the following grade to ensure continuing attention to helping students achieve mastery.

English/Language Arts Course Syllabus

Grade 9

I. READING

A. Word Analysis

Students will:

- ◆ Use literal, connotative, and figurative meanings of words in context
- ◆ Study simple roots, prefixes, and affixes
- ◆ Begin to learn the concept of analogies using words they know
- ◆ Study literary terms introduced in the 9th grade literature textbook

B. Comprehension (focus on informational materials)

Students will:

- ◆ Study at least six full literary works per year; these works will be drawn from a variety of cultural contexts
- ◆ Learn how to read a variety of genre, such as
 - Autobiography/Memoirs
 - Nonfiction texts
 - Essays
 - Poetry
 - Drama
 - Print advertising/Propaganda
- ◆ Learn active reading techniques, such as making connections, predicting, questioning, "going beyond the text," KWL, SQ4R, metacognition
- ◆ Analyze text using the following techniques:
 - Summarizing
 - Synthesis
 - Schema
 - Chunking the text
 - Reading response
 - Paraphrasing
 - Note-taking
 - Oral discussion
 - Debate

C. Literary Response

Students will:

- ◆ Identify and analyze various themes in literature with close attention to themes of cultural diversity, emphasizing social and personal meaning
- ◆ Analyze characters, relationships, time sequence, plot, and setting
- ◆ Use relevant literary terms in discussions and interpretation of text

WRITING

A. Strategies

Students will:

- ◆ Have an awareness of audience and purpose
- ◆ Understand and apply process writing, including:
 - Prewriting techniques, such as note-taking, brainstorming, mapping
 - Selecting appropriate form/genre
 - Organizing ideas
 - Drafting
 - Revising
 - Editing
 - Final draft production
- ◆ Understand issues of plagiarism and learn how to avoid them
- ◆ Evaluate the writings of self and others using appropriate rubrics

B. Application

Students will:

- ◆ Master paragraph construction
- ◆ Write an autobiographical incident paper
- ◆ Develop and produce the basic expository essay, including
 - Introduction
 - Thesis statement
 - Clear and cohesive body paragraphs, including the use of appropriate supporting evidence and quotations
 - Argument and counter-argument
 - Conclusion
- ◆ Begin learning and practicing interpretive writing skills
- ◆ Write at least one paper per grading period outside of class which is graded by the teacher; one assignment must include basic research techniques

- ◆ Write at least three "on demand" in-class essays per year
- ◆ Practice workplace writing, including the business letter

II. WRITTEN & ORAL LANGUAGE CONVENTIONS

Students will:

- ◆ Write and speak with a command of standard English conventions
- ◆ Use correct English language conventions including:
 - Writing of complete sentences and not fragments
 - Use of correct spelling
 - Use of accurate punctuation and capitalization
 - Use of correct parts of speech
 - Use of accurate sentence structure; subject, object, prepositional phrases, etc.
 - Use of correct subject/verb agreement
 - Use of consistent verb tense
- ◆ Use appropriate manuscript requirements, including:
 - Title page
 - Pagination
 - Spacing and margins

IV. LISTENING & SPEAKING

Students will:

- ◆ Deliver focused and coherent presentations of their own which convey clear and distinct perspectives and solid reasoning
- ◆ Deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description.