

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.

# **OUSD Language Arts Course Syllabus Grade 10**

*(Italicized sections are repeated from 9<sup>th</sup> grade standards)*

## **I. READING**

### **A. Word Analysis**

**Students will:**

- ♦ *Use literal, connotative, and figurative meanings of words in context*
- ♦ Study specified lists of roots, prefixes, and affixes
- ♦ Practice the use of analogies using more abstract and complicated ideas
- ♦ *Review literary terms learned in 9th grade*
- ♦ Study literary terms introduced in the 10<sup>th</sup> grade literature textbook

### **B. Comprehension** (focus on informational material)

**Students will:**

- ♦ *Study at least six full literary works per year; these works will be drawn from a variety of cultural contexts*
- ♦ *Continue to learn how to read a variety of genre, such as*
  - *Autobiography*
  - *Poetry*
  - *Nonfiction texts*
  - *Drama*
  - *Essays*
  - *Print advertising/Propaganda*
- ♦ Know the distinguishing characteristics of a various genre in literature
- ♦ *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:**

- ◆ Initiate the process of interpreting literature
- ◆ *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*
- ◆ Recognize literary elements including irony, imagery, figurative language, symbolism, theme, mood and tone
- ◆ *Use relevant literary terms in discussions and interpretation of text*
- ◆ Evaluate argument and evidence
- ◆ Compare and contrast the presentation of similar themes across genres to explain how specific genre shapes that theme or topic

## **II. 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 to avoid them*
- ◆ *Evaluate the writings of self and others using appropriate rubrics*

## **B. Application**

### **Students will:**

- ◆ *Master paragraph construction*
- ◆ Develop and produce the persuasive essay:
  - Maintain consistency of tone
  - Structure ideas and arguments in a sustained and logical fashion
  - Use precise language, including action verbs, sensory detail, appropriate modifiers, and active voice
  - Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, or case study)
  - Clarify and defend position with precise and relevant evidence, facts, opinions, quotations, etc.
  - Address readers' concerns, counter claims, biases and expectations
- ◆ Write a research paper in a formal voice using a variety of media sources
- ◆ Write a bibliography for research paper adhering to designated style manual
- ◆ Continue practicing interpretive writing skills
- ◆ Write at least one paper per grading period outside of class which is graded by the teacher; must include basic research techniques
- ◆ *Write at least three "on demand" in-class essays per year*
- ◆ Become more fluent in writing by frequent formal and informal writing practice

### **III. 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*
  - *Master the following additional basic skills: main and subordinate clauses, gerund, infinitive and participle phrases, parallel forms*
- ♦ *Use appropriate manuscript requirements, including:*
  - *Title page*
  - *Pagination*
  - *Spacing and margins*
  - *Integration of source and support material, such as in-text citations, direct quotations, and paraphrasing*

### **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.*