

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 11**

*(Italicized sections are repeated from 10th 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 10th grade*
- ♦ Study literary terms introduced in the 11<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 practice active reading techniques, such as making connections, predicting, questioning, "going beyond the text," KWL, SQ4R, metacognition, and multiple approaches to text analysis*
- ♦ Analyze the organizational patterns, arguments, and positions advanced in public documents, such as policy statements, speeches, debates, and platforms
- ♦ Critique the power, validity, and truthfulness of arguments set forth in public documents

## **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*
- ♦ Analyze characteristics of sub-genre (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays and other basic genre
- ♦ *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, as well as being able to critique logic*
- ♦ *Compare and contrast the presentation of similar themes across genres to explain how specific genre shapes that theme or topic*
- ♦ Analyze recognized works of American literature representing a variety of genres and traditions

## **II. WRITING**

### **A. Strategies**

#### **Students will:**

- ♦ Write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument; the writing demonstrates awareness of audience and purpose and progression through the stages of process writing
- ♦ Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments
- ♦ Use point of view, characterization, style, (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes
- ♦ Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
- ♦ Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action
- ♦ Use language in natural, fresh, and vivid ways to establish a specific tone

- ◆ Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, surveys, electronic sources)
- ◆ Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)
- ◆ Integrate databases, graphics, and spreadsheets into word-processed documents

## **B. Application**

### **Students will:**

- ◆ Combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts which demonstrate a command of standard American English and the strategies outlined above
- ◆ *Continue to develop and produce the persuasive essay as learned in 10<sup>th</sup> grade*
- ◆ *Write a research paper in a formal voice using a variety of media sources*
- ◆ Write a response to literature, which demonstrates an understanding of the significant ideas in the work, analyzes the unique linguistic aspects of the text, and supports the important ideas and viewpoints in the primary source
- ◆ *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; one 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 as delineated in 9<sup>th</sup> and 10<sup>th</sup> grades*
  - Demonstrate control of grammar, diction, and sentence/paragraph structure in English usage
  - Produce legible work that shows accurate spelling and correct punctuation and capitalization
  - Use varied sentence structures and apply parallel principles
  - Reflect appropriate manuscript requirements in writing as outlined in 9<sup>th</sup> and 10<sup>th</sup> grades

### **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.*
- ◆ Recognize strategies used by the media to inform, persuade, entertain, and transmit culture
- ◆ Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force and aesthetic effect in oral communications
- ◆ Deliver reflective presentations
- ◆ Deliver and report on historical investigations
- ◆ Deliver oral response to literature
- ◆ Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details in order to achieve clarity, force, and aesthetic effect, and to demonstrate an understanding of the meaning of the passage