

OAKLAND UNIFIED SCHOOL DISTRICT • HIGH SCHOOL ENGLISH SYLLABUS

English 1A and 1B

Vocabulary Development: In English I, the vocabulary and literary terms and concepts are integrated into the literature and nonfiction texts that students are reading. A variety of instructional strategies are employed to introduce, practice, and master vocabulary and terms.

Word Analysis	Study, learn, and use the literal, connotative, and figurative meanings of words in grade level fiction and non-fiction texts.
Word Study	Study simple roots, prefixes, and suffixes.
Analogies	Begin to learn the concept of analogies using words they know.
Literary terms	While reading literature and nonfiction texts, students study and learn grade-level terms and concepts. (See attached grid.) In 9 th grade, there is an emphasis on plot features.
Academic Vocabulary	Study high-incident academic vocabulary. (See attached list)

Reading Comprehension: In English I, students read at least six full literary works per year drawn from the core literature list and literature anthology. Short story and poetry units may substitute a core literature selection or two of the six works may be read in literature circle/book groups.

Reading Genre	Students learn to read and recognize a variety of genres: autobiography, memoir, nonfiction texts, essays, poetry, drama, and print advertising.
Reading Strategies	Students use strategic and metacognitive strategies such as: predicting, questioning, making connections, summarizing, synthesizing, note-taking, oral discussion and debate in order to comprehend, and extend ideas presented in the text through original analysis, evaluation, and elaboration.
Critical reading analysis	Students critique the logic of workplace and functional documents and evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence.

Literary Response: In English I, students identify various themes in literature with close attention to themes of cultural diversity, emphasizing social and personal meaning and analyze the way in which a work of literature is related to the themes and issues of its historical period.

Genre	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature and literary genres: fable, folk tale, proverb, tall tale, myth, novel, nonfiction, fiction
Literary features and elements.	Identify and understand the primary features of a literary text: characters, plot, time sequence (including foreshadowing and flashbacks), point of view, setting, complications, climax, resolution.
Character analysis	Analyze characters and interactions between characters and explain the way those interactions affect the plot. There is a focus on the different types of conflict.
Interpretation	Explain how voice, persona, and other language features affect characterization and the tone, plot, and credibility of a text.

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Writing and Presentation Forms and Structures: In English I, students master sentence and paragraph-level writing in addition to writing multi-paragraph essays. By the end of the year, 9th grade students should be able to produce a text of at least 1,000 words (3 pages 2x-spaced 12 pt. font). Students will write at least one paper per grading period outside of class which is graded by the teacher; one assignment must include basic research techniques. Students will write at least three “on demand” in-class essays per year with an emphasis on CAHSEE writing types. Writing and speaking applications should be integrated so that students have the opportunity to orally deliver: narrative, descriptive, and expository presentations and oral responses to literature.

Sentence level	<ul style="list-style-type: none"> • Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts and to indicate clearly the relationship between ideas. • Place modifiers properly and use the active voice. • Use correct and varied sentence types and sentence openings to present a lively and effective personal style. • Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
Paragraph level	<ul style="list-style-type: none"> • Students learn the architecture of paragraphs (topic sentence, evidence, analysis.) • Students examine models of coordinate, subordinate, and mixed sequence paragraphs that serve as a basis for generating ideas for effective composition and revision.
Multi-paragraph personal narrative writing	<ul style="list-style-type: none"> • Establishes a situation, plot, point of view, setting, and the significance of the events. • Includes sensory details and concrete language to develop setting, plot, and characters. • Uses a range of strategies such as dialogue, suspense, naming, pacing, and specific additions, e.g. movement, gestures, expression. • Excludes unnecessary details and inconsistencies.
Multi-paragraph Response to Literature or expository text	<ul style="list-style-type: none"> • Introduction includes summary of significant ideas in literary work or expository text. • Body paragraphs (3-4) include accurate and detailed reference to textual evidence and maintain a consistent tone and focus. • Writing includes an awareness of author’s stylistic and literary devices and demonstrates a clear sense of audience. • Writing includes an interpretation and analysis of themes, symbols, and textual nuances and complexities. • Conclusion restates and extends thesis.
Multi-paragraph expository essay (evaluation, definition, or process essay)	<ul style="list-style-type: none"> • Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. • The writing establishes a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing. • Develop the main ideas within the body of the essay through supporting evidence.
Business Letter	<ul style="list-style-type: none"> • Introduction includes clear and purposeful information and intended audience is addressed appropriately. • Use of appropriate tone, vocabulary, and style to address intended audience. • The closing highlights the central idea (complaint, recommendation...) • Conventional style and format.

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One essay a year will use research methods	<ul style="list-style-type: none"> • Use the research techniques to locate sources of information; take notes on topic (paraphrasing and summarizing) • Use notes to organize and write a report of information. • Appropriate conventions for citing sources (footnotes and bibliography) are used. • Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources. • Integrate quotations and citations into a written text while maintaining the flow of ideas. • Understand the issues of plagiarism and how to avoid them. <p>Apply appropriate interviewing techniques:</p> <ul style="list-style-type: none"> • Prepare and ask relevant questions. • Make notes of responses. • Use language that conveys maturity, sensitivity, and respect. • Respond correctly and effectively to questions. • Demonstrate knowledge of the subject or organization. • Compile and report responses. • Evaluate the effectiveness of the interview.
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Writing Strategies: In English I, to develop fluency and stamina, students practice writing daily and write on many topics that allow them to make personal connections. Students develop their own voice and sense of audience. Attention is paid to developing students’ self-concept as writers. Students participate in meta-cognitive reflection about their writing process and their own growth as writers. Writing folders are maintained in classrooms in order to capture and assess the body of student work.

Style	Students learn to use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
Writing Process	<ul style="list-style-type: none"> • Understand and apply the stages of the writing process including: prewriting, drafting, revising, editing, publishing and evaluate the writings of self and others using appropriate rubrics. • Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.
Presentation	<ul style="list-style-type: none"> • Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals. • Design and publish documents by using advanced publishing software and graphic programs.

Written and Oral Language Conventions: Attention to the standards of academic English is on-going and should be measured in the context of students’ speaking and writing. The teacher correction of errors should be focused and limited to one or two conventions at a time. Students should be taught to proofread and edit.

Grammar	<p>Review grammar standards of prior grades:</p> <ul style="list-style-type: none"> • Identify and use regular and irregular verbs, adverbs, prepositions, modifiers, pronouns, and coordinating conjunctions in writing and speaking. • Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. • Identify and use infinitives and participles and make clear references between pronouns and antecedents.
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	<ul style="list-style-type: none"> Identify all parts of speech and types and structure of sentences.
Punctuation	Review punctuation standards of prior grades: Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. Identify hyphens, dashes, brackets, and semicolons and use them correctly.
Capitalization	Review capitalization standards of prior grades: Capitalize geographical names, holidays, historical periods, and special events, names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
Spelling	Review and practice the patterns of spelling (i.e. I before E and when to double the final consonant when adding a suffix.)

Listening and Speaking Strategies and Applications: Listening and speaking applications should be taught in conjunction with reading comprehension, literary response, and writing applications.

Comprehension	<ul style="list-style-type: none"> Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
Organization and Delivery	<ul style="list-style-type: none"> Choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause. Choose appropriate techniques for developing the introduction and conclusion. Present and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance. Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations. Produce concise notes for extemporaneous delivery.
Analysis and Evaluation of Oral and Media	<ul style="list-style-type: none"> Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.