

Course Title

ERHS

ENGLISH 3A (P)

Description of Target Group

This course is the first semester of a two-semester course designed to meet the district's graduation requirement. English 3A (P) is designed for college preparatory students who have successfully completed English 1A/ 1B (P), or for students with a teacher's recommendation upon successful completion of English 2A/ 2B.

Purpose

The purpose of English 3A (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the American tradition through the study of the following American authors, emphasizing the elements of the literary periods of Puritanism' Reason and Revolution, Romanticism, and Transcendentalist. Students will be exposed to selected American short stories, novel, drama, poetry and non fiction from as many of the following authors as possible:

John Smith

William Bradford

Anne Bradstreet

William Byrd

Edward Taylor

Jonathan Edwards

Arthur Miller's *The Crucible* or *Three Sovereigns for Sarah*, a video presentation

Ben Franklin

Patrick Henry

Thomas Payne

Thomas Jefferson

Michel-Guillaume Jean de Crevecoeur

Phyllis Wheatley

Washington Irving

William Cullen Bryant

Edgar Allan Poe--poems as well as short stories

Herman Melville--*Moby Dick* or *Billy Budd* (**required**)

Nathaniel Hawthorne
Ralph Waldo Emerson
Henry David Thoreau
Mark Twain—*The Adventures of Huckleberry Finn* (required)
Ambrose Bierce

2. Recognition and understanding of literary terms, as well as their application in class discussions and in writing (see attachment for a list of terms)

WRITING

1. The ability to write effective sentences, meaning:
 - a. write complete sentences
 - b. use a variety of sentence types and structures
 - c. and punctuate sentences correctly
2. The ability to write effective paragraphs, meaning:
 - a. be able to identify and write a topic sentence
 - b. write supporting sentences using details and examples
 - c. write paragraphs of narration, description, exposition, persuasion, parallel sequence and integrated comparison
 - d. and practice paragraph writing with journal entries, written quizzes, and exams
3. The ability to write the following types of essays:
 - a. definition
 - b. persuasion
 - c. critical analysis
4. The ability to edit effectively and review language usage and mechanics

SPEAKING

1. Effective participation in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect others' opinions

LISTENING

1. The ability to listen and follow oral directions
2. The ability to take notes from dictation or lectures
3. The ability to listen attentively to lectures, class discussions, and audio visual materials

Literary and Poetic Terminology

1. allegory
2. alliteration
3. allusion
4. anachronism
5. anecdote
6. antagonist
7. aphorism
8. assonance
9. autobiography
10. biography
11. blank verse
12. characterization
13. cliché
14. climax
15. colloquialism
16. conflict
17. connotation
18. couplet
19. denotation
20. denouement
21. dialogue
22. epigram
23. epitaph
24. figurative language
25. folk tale
26. foreshadow
27. free verse
28. genre
29. Gothic tale
30. hyperbole
31. iambic pentameter
32. imagery
33. irony (verbal and dramatic)
34. metaphor
35. Metaphysical
36. Modernism
37. motif
38. narrative
39. narrator
40. novelette/novella
41. omniscient point of view
42. onomatopoeia
43. oxymoron
44. paradox
45. parody
46. personification
47. plot
48. point of view
49. Postmodernism
50. prose
51. protagonist
52. pun
53. Realism
54. refrain
55. rhythm
56. Romanticism
57. satire
58. setting
59. simile
60. sonnet
61. stanza
62. symbol
63. theme
64. tone
65. tragic hero
66. Transcendentalism

Instructional Materials

1. Textbooks:

Editorial Staff. *Adventures in American Literature, Heritage Edition Revised*. Harcourt Brace Jovanovich, Inc., 1985.

Editorial Staff. *Grammar and Composition, Sixth Course*. Houghton Mifflin Company, 1984.

2. Test and supplementary materials.

3. Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.
4. Refer to “Secondary Adopted Texts and Approved Supplementary Books used in the Santa Maria Joint Union High School District.”

Course Title

ERHS

ENGLISH 3B (P)

Description of Target Group

This course is the second half of a two-semester course designed to meet the district's graduation requirement. English 3B (P) is designed for college preparatory students who have successfully completed English 1A/1B (P) and 2A/2B (P), or for students with a teacher's recommendation upon successful completion of English 3A.

Purpose

The purpose of English 3B (P) is to continue to provide students with those experiences that will enable them to develop the skills they must have to express their ideas clearly, concisely, and comprehensively in writing and in speaking. Students will write expository essays and critical analyses of literary selections and will develop a knowledge of and an appreciation for the American tradition through their study of American literature. All students will also complete a career unit, offering them the chance to explore future occupation choices.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate:

READING

1. A knowledge of and an appreciation for the American tradition through they study of the following American authors, emphasizing the elements of the literary periods of Realism and the modern twentieth century. Students will be exposed to as variety of late nineteenth and early to mid-twentieth century authors, as well as more contemporary authors and their short stories, novels, dramas, poetry, and non-fiction selections, including as many of the following authors as possible:

Walt Whitman

Emily Dickinson

Stephen Crane

Willa Cather

Edwin Arlington Robinson

Edgar Lee Masters

Sherwood Anderson

Ernest Hemingway

William Faulkner

Katherine Anne Porter F. Scott Fitzgerald's *The Great Gatsby* (**required**)John Steinbeck's *Cannery Row* or *The Grapes of Wrath* (**required**)

Flannery O'Connor

Carl Sandburg

Amy Lowell
T.S. Eliot
William Carlos Williams
Langston Hughes
Thornton Wilder's *Our Town*
Richard Wright
James Baldwin
Ray Bradbury
Martin Luther King, Jr.
Maya Angelou
J.D. Salinger's *The Catcher in the Rye*
Kurt Vonnegut, Jr.

2. Recognition and understanding of literary terms, as well as their application in class discussions and in writing (see attachment for a list of terms)

WRITING

1. The ability to write effective sentences, meaning:
 - a. write complete sentences
 - b. use a variety of sentence types and structures
 - c. and punctuate sentences correctly
2. The ability to write effective paragraphs, meaning:
 - a. be able to identify and write a topic sentence
 - b. write supporting sentences using details and examples
 - c. write paragraphs of narration, description, exposition, persuasion, parallel sequence and integrated comparison
 - d. and practice paragraph writing with journal entries, written quizzes, and exams
3. The ability to write the following types of essays:
 - a. definition
 - b. persuasion
 - c. critical analysis
4. The ability to edit effectively and review language usage and mechanics
5. The ability to write business letters
6. Proper methods of notation, including:
 - a. footnotes

b. bibliography

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7. The ability to use the Career Center to explore career options
8. The ability to produce documents necessary for a career and/or college entrance, namely a cover letter and a resume

SPEAKING

1. Effective participation in class discussions and/or small discussion groups by actively listening, communicating an idea or opinion clearly, and demonstrating respect for others' opinions
2. Proper preparation and effective delivery of formal and informal speeches

LISTENING

1. The ability to listen to and follow oral directions
2. The ability to take notes from dictation and/or lectures
3. The ability to listen attentively to lectures, class discussions, and audio visual materials

INSTRUCTIONAL MATERIALS

Textbooks:

Editorial Staff. *Adventures in American Literature, Heritage Edition Revised*. Harcourt Brace Jovanovich, Inc., 1985.

Editorial Staff. *Grammar and Composition, Sixth Course*. Houghton Mifflin Company, 1984.

Audio-visual materials: filmstrips, films, video-cassettes, records, tapes, compact discs, and laser discs.

Refer to: Secondary Adopted Texts and Approved Supplementary Books used the Santa Maria Joint Union High School District

