



HIGH SCHOOL COURSE OUTLINE

Department	English			Course Title	English 1-2		
Course Code	1401	Grade Level	9	Course Length	2 semesters	Credits/Semester	5
Required for Graduation		Yes	Meets H.S. Grad Requirement		Yes	Elective Credit	
Prerequisites	None						
Articulated with LBCC			No	Articulated with CSULB		No	
Meets UC "a-g" Requirement			Yes (b)	Meets NCAA Requirement		Yes	

COURSE DESCRIPTION

Students pursue a balanced, integrated standards-based program of literature and language study. Students will develop strategies to construct meaning from and interact thoughtfully with all genres of literature and non-fiction texts with an emphasis on non-fiction and informational texts. Writing activities are extensions of experiences developed through these interactions with texts, and students will use process writing activities in a variety of genres including persuasive, expository, narrative, and response to literature. Students also receive instruction in the conventions of written language, reading strategies, effective oral communication and research techniques. Emphasis will be placed on preparation for the successful completion of the state mandated California High School Exit Exam (CAHSEE), which is a requirement for high school graduation.

GOALS: (Student needs the course is intended to meet)

- Build the skills and master the content required by the California State Language Arts Standards in reading, writing, listening and speaking, and written and oral English language conventions and to prepare for the CAHSEE.
- Focus on reading non-fiction and informational materials, understanding literary elements, and demonstrating their ability to grapple with and deepen their understanding of the treatment, scope, and organization of ideas by finding similarities and differences between texts.
- Develop research skills.
- Display increased sophistication and polish in the various genres.
- Continue working on mastering English-language conventions when speaking and writing.
- Become lifelong readers and writers as well as listeners and speakers.
- Continue to apply Language Arts to everyday life.
- Develop an awareness of the vast array of Language Arts related career choices.

California Content Standards

After many of the standards, symbols are used to indicate which assessments are used to measure a student’s proficiency. California Standards Test is (CST); California High School Exit Exam is (CAHSEE); Practice Scholastic Aptitude Test is (PSAT). All Standards that address research skills are written in bold face.

1.0 Analysis, Fluency, and Systematic Vocabulary Development:

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations. (CST, CAHSEE, PSAT)
- 1.2 Distinguish between the denotative and connotative (CST, CAHSEE, PSAT) meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word *narcissistic* drawn from the myth of Narcissus and Echo.) (CST, PSAT)

2.0 Reading Comprehension

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. (CST, CAHSEE, PSAT)
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents. (CST, CAHSEE, Research)
- 2.3 Generate relevant questions about readings on issues that can be researched. (CST, CAHSEE, Research)
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (CST, CAHSEE, PSAT, Research)
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. (CAHSEE, PSAT, Research)
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet.) (CST, PSAT)
- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. (CST, CAHSEE, Research)
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, politician speeches, primary source material). (CST, CAHSEE, PSAT, Research)

3.0 Literary Response and Analysis

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy tragedy, drama, dramatic monologue). (CST, CAHSEE)
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the Selection of genre shapes the theme or topic. (CST)
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. (CST, CAHSEE, PSAT)
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. (CST, CAHSEE)
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. (CST, CAHSEE)
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). (CST, CAHSEE)
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. (CST, CAHSEE)

- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. (CST, CAHSEE)
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (CST, CAHSEE, PSAT)
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. (CAHSEE)
- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) (CST)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach) (CST)

1.0 Writing Strategies

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (CST, CAHSEE, Research)
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. (CST, CAHSEE, Research)
- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. (CST, CAHSEE, Research)
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions). (CST, CAHSEE, Research)
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents). (CST, CAHSEE, Research)
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas. (CAHSEE, Research)
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*). (Research)
- 1.8 Design and publish documents by using advanced publishing software and graphic programs.
- 1.9 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. (CST, CAHSEE, Research)

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write *biographical* or autobiographical *narratives* or short stories: (CAHSEE)
 - a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature: (CAHSEE)
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.

- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write expository compositions, including analytical essays and research reports: (CAHSEE, Research)
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.4 Write persuasive compositions. (CAHSEE, Research)
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- 2.5 Write business letters:
 - a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
 - a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

1.0 Written and Oral English Language Conventions

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., commas, semicolons, colons, ellipses, hyphens). (CST, CAHSEE, Research)
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses – past and present). (CST, CAHSEE, Research)
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. (CST, CAHSEE, Research)

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization (direct as region, proper adjectives, proper/common nouns, titles of people). (CST, Research)
- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations. (CST, CAHSEE, Research)

1.0 Listening and Speaking

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.
- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln's "Gettysburg Address," Martin Luther King, Jr.'s "I Have a Dream") to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's *Henry V* with Kenneth Branagh's 1990 film version).

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Deliver narrative presentations
- 2.2 Deliver expository presentations
- 2.3 Apply appropriate interviewing techniques
- 2.4 Deliver oral responses to literature

- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects)
- 2.6 Deliver descriptive presentations

PERFORMANCE STANDARDS: (must be measurable)

STATE PERFORMANCE STANDARD

The California State Board of Education has identified the following performance levels for the California Content Standards Test in English/Language Arts. The objective of Long Beach Unified School District is to have all students achieve at or above the Proficient Performance Standard (Level).

	Far Below Basic	Below Basic	Basic	Proficient	Advanced Proficient
%	Less than 58%	58% - 65%	66% - 76%	77% - 86%	87% - 100%
Scaled Score	Less than 100	266	301	350	398

DISTRICT PERFORMANCE STANDARD

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

Pre-test on demand writing in class essay

score: Rhetoric _____ Conventions _____
Include metacognitive or reflective piece.

**ENGLISH 1-2
Suggested Pacing Chart**

Q1 Introduction to the course: Reading to Write	Advanced Proficient				Proficient				Partially Proficient			Not Proficient	
	A+	A 6/5	A-	B+	B	B-	C+	C 4/4-	C-	D+	D 3	D-	F 2/1
	100-90			89 - 80		79 - 70			69 - 60			59 - 0	
<p>Writing Folder Begin writing folder. All process work is organized (the first draft on the bottom and the final draft on top), dated, and presented in standard format with scoring guides and rubrics attached. (Writing Strategies 1.0; Writing Application 2.0; Written and Oral English Language Conventions 1.0)</p> <p>Contents: Minimum</p> <ul style="list-style-type: none"> • Fictional, Autobiographical, or Biographical Narratives • Expository Essay/writing • Business Letter 	All essays are completed and the majority of essays receive a score-point of 6.0 or 5.0 in rhetoric and conventions.			All essays are completed and the majority of essays receive a score-point of 5/4+ in rhetoric and conventions.		All essays are completed and the majority of essays receive a score-point of 4/4- in rhetoric and conventions.			No more than one essay is missing, and/or the average score of the essays is a 3.0 in rhetoric and conventions.			Writing folder is missing more than one required essay and/or the average score of the essays is 2/1 in rhetoric and conventions	
Readings: A wide variety of short stories and poems													
<p>Completion of Daily Assignments: Informal writing, Academic Notebooks, Cornell Notes, Summaries, etc.</p>	All daily class assignments are completed and the majority receive ✓ +			All daily class assignments are completed and at least a third receive a ✓ +		Over 80% of daily class assignments are completed and at least a third receive a ✓			80% of daily assignments are completed			Less than 80% of daily assignments completed	
<p>Independent Reading: This is homework or reading outside of the class. Assess using reading logs, book talks, and essay prompts.</p>	Read one 335-page book per month (11 pages daily)			Reads almost 335 pages per month (almost 11 daily pages)		Reads less than 335 pages per month (less than 11 daily pages)			Reads 60% of the required pages			Reads less than 60% of the required pages	

ENGLISH 1-2 Suggested Pacing Chart

Q2	Advanced Proficient				Proficient				Partially Proficient			Not Proficient		
	A+	A 6/5	A-	B+	B	B-	C+	C 4/4-	C-	D+	D 3	D-	F 2/1	
	100 – 90				89 – 80		79 – 70				69 – 60			59 – 0
<p>Writing Folder All process work is organized (the first draft on the bottom and the final draft on top), dated, and presented in standard format with scoring guides and rubrics attached. (Writing Strategies 1.0; Writing Application 2.0; Written and Oral English Language Conventions 1.0)</p> <ul style="list-style-type: none"> • Contents: minimum: Fictional, Biographical, Autobiographical Narratives • Response to Literature • Begin Research Process 	All essays are completed and the majority of essays receive a score-point of 6.0 or 5.0 in rhetoric and conventions.				All essays are completed and the majority of essays receive a score-point of 5/4+ in rhetoric and conventions.		All essays are completed and the majority of essays receive a score-point of 4/4- in rhetoric and conventions.				No more than one essay is missing, and/or the average score of the essays is a 3.0 in rhetoric and conventions.			Writing folder is missing more than one required essay and/or the average score of the essays is 2/1 in rhetoric and conventions
Readings: <i>The Odyssey</i> and other selected poems. Non-Fiction selections.														
Completion of Daily Assignments: Informal writing, Academic Notebooks, Cornell Notes, Summaries, etc.	All daily class assignments are completed and the majority receive ✓ +				All daily class assignments are completed and at least a third receive a ✓ +		Over 80% of daily class assignments are completed and at least a third receive a ✓				80% of daily assignments are completed			Less than 80% of daily assignments completed
Independent Reading: This is homework or reading outside of the class. Assess using reading logs, book talks and essay prompts. Encourage groups of students to read the same book or books by the same author.	Read one 335-page book per month (11 pages daily)				Reads almost 335 pages per month (almost 11 daily pages)		Reads less than 335 pages per month (less than 11 daily pages)				Reads 60% of the required pages			Reads less than 60% of the required pages

ENGLISH 1-2 Suggested Pacing Chart

Q3	Advanced Proficient				Proficient				Partially Proficient			Not Proficient		
	A+	A 6/5	A-	B+	B	B-	C+	C 4/4-	C-	D+	D 3	D-	F 2/1	
	100 – 90				89 – 80		79 – 70				69 – 60			59 – 0
<p>Writing Folder All process work is organized (the first draft on the bottom and the final draft on top), dated, and presented in standard format with scoring guides and rubrics attached. (Writing Strategies 1.0; Writing Application 2.0; Written and Oral English Language Conventions 1.0)</p> <p>Contents: minimum</p> <ul style="list-style-type: none"> • Response to Literature • Continue Research • Persuasion 	All essays are completed and the majority of essays receive a score-point of 6.0 or 5.0 in rhetoric and conventions.				All essays are completed and the majority of essays receive a score-point of 5/4+ in rhetoric and conventions.		All essays are completed and the majority of essays receive a score-point of 4/4- in rhetoric and conventions.				No more than one essay is missing, and/or the average score of the essays is a 3.0 in rhetoric and conventions.			Writing folder is missing more than one required essay and/or the average score of the essays is 2/1 in rhetoric and conventions
Readings: <i>Romeo & Juliet</i>														
Completion of Daily Assignments: Informal writing, Academic Notebooks, Cornell Notes, Summaries, etc.	All daily class assignments are completed and the majority receive ✓ +				All daily class assignments are completed and at least a third receive a ✓ +		Over 80% of daily class assignments are completed and at least a third receive a ✓				80% of daily assignments are completed			Less than 80% of daily assignments completed
Independent Reading: This is homework or reading outside of the class. Encourage thematic reading or author study. Assess using reading logs, book talks and writing prompts about author's style.	Read one 335-page book per month (11 pages daily)				Reads almost 335 pages per month (almost 11 daily pages)		Reads less than 335 pages per month (less than 11 daily pages)				Reads 60% of the required pages			Reads less than 60% of the required pages

ENGLISH 1-2 Suggested Pacing Chart

Q4	Advanced Proficient					Proficient				Partially Proficient			Not Proficient
	A+	A 6/5	A-	B+	B	B-	C+	C 4/4-	C-	D+	D 3	D-	F 2/1
	100 – 90			89 – 80		79 – 70				69 – 60			59 – 0
<p>Assessment Portfolio</p> <p>Due June 1</p> <p>All process work is organized (the first draft on the bottom and the final draft on top), dated, and presented in standard format. with scoring guides and rubrics attached. (Writing Strategies 1.0; Writing Application 2.0; English and Oral English Language Conventions 1.0)</p> <p>Suggested Contents</p> <ul style="list-style-type: none"> • Post timed writing essays with reflection on writing growth. • Research Final--Process • Three (3) self/teacher-selected process essays 	<p>All essays are completed and the majority of essays receive a score-point of 6.0 or 5.0 in rhetoric and conventions.</p>			<p>All essays are completed and the majority of essays receive a score-point of 5/4+ in rhetoric and conventions.</p>		<p>All essays are completed and the majority of essays receive a score-point of 4/4- in rhetoric and conventions.</p>				<p>No more than one essay is missing, and/or the average score of the essays is a 3.0 in rhetoric and conventions.</p>			<p>Writing folder is missing more than one required essay and/or the average score of the essays is 2/1 in rhetoric and conventions</p>
Readings: <i>To Kill a Mockingbird</i> and/or other selections from core and extended list. Non-Fiction selections.													
<p>Completion of Daily Assignments: Informal writing, Academic Notebooks, Cornell Notes, Summaries, etc.</p>	<p>All daily class assignments are completed and the majority receive ✓ +</p>			<p>All daily class assignments are completed and at least a third receive a ✓ +</p>		<p>Over 80% of daily class assignments are completed and at least a third receive a ✓</p>				<p>80% of daily assignments are completed</p>			<p>Less than 80% of daily assignments completed</p>
<p>Independent Reading: This is homework or reading outside of the class. This can include an author study or thematic study, i.e. War, Chaos vs. Order, Good vs. Evil, Teen Love Stories, etc.</p>	<p>Read one 335-page book per month (11 pages daily)</p>			<p>Reads almost 335 pages per month (almost 11 daily pages)</p>		<p>Reads less than 335 pages per month (less than 11 daily pages)</p>				<p>Reads 60% of the required pages</p>			<p>Reads less than 60% of the required pages</p>

Literature and Language Arts=LLA

Suggested Non-Fiction Unit 4-6 weeks English 1-2

Holt Handbook=HB

	Writing an editorial or business letter Expository Essay and/or Technical Document	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points
Reading 1, 2, 3	<p>Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.</p> <p>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p>	<p>Vocabulary and Concept Development 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>Structural Features of Informational Materials 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p> <p>Expository Critique 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. 2.8 Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p>	<p>Vehicles for teaching the standards <u>Holt Literature & Language Arts</u> Chap. 3 “Analyzing nonfiction” Chap.12 “Consumer and Workplace Documents” See page T29/A24 “Reading Skills for Informational Texts” Refer to pp. T32-34/A28-30 for a listing of titles that represent selections from the following non-fiction sub-genres: Autobiography, Biography, Encyclopedia Article, History Book, Interview, Journal, Letter, Magazine Article, nonfiction Account, Op-Ed Article, Opinion essay, Personal Essay, Persuasive Essay, Recollection, Reflection, Speech, War Reporting, Web Page, Workplace and Consumer Documents. As well, refer to pp. 1033 – 1044 “Handbook of Reading and Informational Terms”</p>	<p><u>Literature and Language Arts</u></p> <ul style="list-style-type: none"> • Midyear Test pp.57-74 • Nonfiction selection quizzes • Formal assessment selection tests 	<p>Key Vocabulary – (Reading) denotation connotation technical documents graphics headers author’s purpose critique sequence tone</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing 1, 2</p>	<p>Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument.</p> <p>The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing progress as needed.</p>	<p>Organization and Focus</p> <p>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>Evaluation and Revision</p> <p>1.9 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.</p> <p>2.3 Write expository compositions, including analytical essays</p> <p>2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p>	<p>Holt Handbook Writing Applications</p> <p>Chap.3 – Nonfiction Analysis</p> <p>Chap. 9 Writing a Business Letter</p> <p>Chap. 12 Punctuating a Business Letter</p> <p><u>LLA</u> Business Letters pp.970-973</p> <p>Analysis of nonfiction pp.194-201</p> <p>Comparison of Media Coverage 270-272</p>	<ul style="list-style-type: none"> • Write • Expository Composition • Analytical essay • Technical Documents • Business Letter 	<p>Key Vocabulary (Writing)</p> <p>controlling impression</p> <p>revise coherent thesis</p> <p>perspective focus</p> <p>action verb</p> <p>sensory detail</p> <p>active voice</p> <p>purpose</p> <p>expository/expo</p> <p>sition</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Conventions</p>	<p>Students write and speak with a command of standard English conventions.</p>	<p>Grammar and Mechanics of Writing</p> <p>1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p>1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>Manuscript Form</p> <p>1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	<p><u>Holt Handbook</u> –</p> <p>Introduce skills as needed, but Chapter 3, the phrase; Chapter 4, the clause, Chapter 5, agreement, are worth spending time on .</p> <p>Students show they need these skills based on the diagnostic chapter tests.</p>	<p>Informal and formal tests of skills taught.</p> <p>Diagnostic preview chapter tests for each chapter.</p> <p>Chap.3 pp. 68-69</p> <p>Chap.4 pp. 96-97</p> <p>Chap.5 pp.118-119</p>	<p>Writing Convention</p> <p>phrase</p> <p>clause</p> <p>agreement</p>

Speaking & Listening 1 & 2	<p>Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American</p>	<p>2.0 Speaking Applications (Genres and Their Characteristics) 2.1 Deliver expository presentations: 1.0 Listening and Speaking Strategies Analysis and Evaluation of Oral and Media Communications 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience. 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax. 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p>	<p>LLA Extemporaneous delivery and presentation pp.75, 392, 489 Eye contact, pp.330, 393, 489, etc. See Index of Skills pp. 1068-11070.</p>	<p>Expository presentation</p>	<p>Opportunities to Learn (Writing and Reading) Students need to engage in daily writing activities to build fluency, to reflect on learning, and to think critically. Assignments may include: journal writing quickwrites reading logs short essay quizzes summaries narrative paragraphs inductive thinking strategies double entry journals storyboards paraphrases</p>
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Literature and Language Arts=LLA

Suggested Fiction Unit 9-12 weeks English 1-2

Handbook=HB

	Writing Response to Literature and Persuasive composition essays	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points
Reading 1, 2, 3	Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.	<p>Vocabulary and Concept Development</p> <p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>Structural Features of Literature</p> <p>3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the Selection of genre shapes the theme or topic.</p>	<p>*Novel</p> <p>To Kill a Mockingbird By Harper Lee</p> <p>*Suggested Readings: See pp.A26-27 for all fiction selections. Choose titles that address the lessons you are teaching. Some titles are “The Most Dangerous Game” “Snow” p.202 “The Sniper” p.211 “Papa Who Wakes Up Tired in the Dark” p.278 “The Gift of the Magi” p.286 “The Lady and the Tiger” p.297 “The Scarlett Ibis” p.342 <u>LLA</u></p> <p>“Handbook of Literary Terms” pp.1019-1031 Analysis of a Short Story pp.548-555</p> <p>Reading and Writing Handbook</p>	<ul style="list-style-type: none"> Novels and short story quizzes <u>LLA</u> Formal Assessment selection tests. <u>LLA</u> <p>Entry-level Test 1-37 First Quarter Test 39-56</p>	<p>Key Vocabulary – (Reading) Many of these words are review and many will be revisited later. Literal and figurative word meaning Denotation Connotation Synthesize Paraphrase Analysis Evaluation Elaboration Compare Contrast Genre Theme-universal Internal conflicts External conflicts Motivations Narration Foreshadow Flashback Literary devices Figurative language Imagery Symbolism Voice Diction Tone Mood</p>

<p style="text-align: center;">Reading 1, 2, 3</p>		<p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>3.6 Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p> <p>3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, and symbolism, and explain their appeal.</p> <p>Literary Criticism</p> <p>3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p>			
<p style="text-align: center;">Writing 1, 2</p>	<p>Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Students progress through the stages of the writing progress as needed.</p>	<p>Organization and Focus</p> <p>1.3 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.4 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>Evaluation and Revision</p> <p>1.9 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.</p> <p>2.2 Write a response to literature.</p> <p>2.4 Write persuasive compositions.</p>	<p>Persuasive Essay pp.320-327 LLA Response to Literature p.1014 LLA See also Index of Skills pp.1057-1070</p> <p style="text-align: center;">Reading and Writing Handbook</p>	<p>Response to literature essay</p> <p>Persuasive composition</p>	<p>Key Vocabulary (Writing) Precise language Subordination Action verbs Sensory details Appropriate modifiers Active voice Coherence Audience and purpose</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Conventions</p>	<p>Students writing demonstrates a command of standard American English .</p> <p>Students write and speak with a command of standard English conventions.</p>	<p>Grammar and Mechanics of Writing</p> <p>1.4 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).</p> <p>1.5 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.6 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>	<p>HH Chapter 3 – the phrase Chapter 4 – the clause Chapter 5 – Agreement Chapter 6 – Using verbs Chapter 7 – Using pronouns Chapter 11, 12, 13, 14, 15-Punctuation Select from the above chapters skills to be taught based on your students’ needs.</p>	<p>Response to literature essay</p> <p>Persuasive composition</p> <p>Diagnostic tests and tests and quizzes on skills taught</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking & Listening 1 & 2</p>	<p>Students write and speak with a command of standard English conventions.</p>	<p>Grammar and Mechanics of Writing</p> <p>2.4 Deliver oral responses to literature and/or</p> <p>2.5 Deliver persuasive arguments</p>	<p>Deliver an oral response to literature LLA pp.488-489 or deliver persuasive speech pp.742-743</p>	<p>Deliver an oral response to literature or persuasive speech</p>	<p>Opportunities to Learn (Writing and Reading) Students need to engage in daily writing activities to build fluency, to reflect on learning, and to think critically. Assignments may include: journal writing quickwrites reading logs short essay quizzes summaries narrative paragraphs inductive thinking strategies double entry journals storyboards paraphrases</p>

Literature and Language Arts=LLA

Suggested Research Unit 4-6 weeks English 1-2

Holt Handbook=HB

	Research and expository writing	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points
Reading 1, 2, 3	<p>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.</p> <p>Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.</p>	<p>Vocabulary and Concept Development</p> <p>1.1 Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>Structural Features of Informational Materials</p> <p>2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).</p> <p>Expository Critique</p> <p>2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p>	<p>LLA pp. 1033-1044 "Handbook of Reading and Informational Terms".</p> <p>See selections by genre pp. T28-30 for selection to read in order to learn how to take information from a text and use it in a research paper.</p>	<p><u>Formal and Informal assessment of skills needed to produce a research paper.</u></p> <p>Third-Quarter Test pp.75-92.</p>	<p>Key Vocabulary – Research Research Thesis Bibliography card Note cards Cite/citation Source</p>

<p>Writing 1, 2</p>	<p>Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing progress as needed.</p>	<p>Organization and Focus</p> <p>1.5 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.6 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>Research and Technology</p> <p>1.7 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p>1.8 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>1.9 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.10 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.11 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p>1.8 Design and publish documents by using advanced publishing software and graphic programs.</p> <p>Evaluation and Revision</p> <p>1.10 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.</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <p>2.4 Write persuasive compositions</p>	<p><u>LLA</u> Research paper pp. 610-629 This includes a student model paper on pp.622-626 See <u>Holt</u> pp. 490-500 Manuscript Form and Model Research Paper.</p> <p>Research and Writing Handbook</p>	<p>Poet or author study. Include title page, works cited, note cards.</p>	<p>Key Vocabulary Documentation Categorizing Analyze Plagiarize</p> <p>Reading</p> <p>Summary Paraphrase Fact Opinion</p>
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<p>Writing Conventions</p>	<p>Students write and speak with a command of standard English conventions.</p>	<p>Grammar and Mechanics of Writing</p> <p>1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>Manuscript Form</p> <p>1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.</p>	<p><u>See above and parallel structure</u> <u>Holt Handbook – pp. 461, 528</u></p> <p><u>Holt Handbook Research Paper Chap.9 Non-fiction analysis Chap.3</u></p>	<p>Produce papers which are free from errors of the conventions taught for this unit.</p>	<p>Writing</p> <p>Revise Edit Looping Exposition Persuasion Scoring guide Rubric</p>
<p>Speaking & Listening I & 2</p>	<p>Students deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.</p> <p>Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of exposition, and/or persuasion.</p>	<p>Comprehension</p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p>Organization and Delivery of Oral Communication</p> <p>1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p> <p>1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p> <p>1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.</p> <p>2.2 Deliver expository presentations.</p>	<p>Presenting research <u>LLA</u> pp. 630-631</p>	<p>Presenting research or Expository presentations</p>	<p>Opportunities to Learn (Writing and Reading) Students need to engage in daily writing activities to build fluency, to reflect on learning, and to think critically. Assignments may include: journal writing quickwrites reading logs short essay quizzes summaries narrative paragraphs inductive thinking strategies double entry journals storyboards paraphrases</p>

Suggested Drama/Poetry 9-12 weeks English 1-2

Holt Handbook=HB

	Response to Literature Narrative	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points Poetry and Drama
Reading 1, 2, 3	<p>Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately. Students read and understand grade-level-appropriate material. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science.</p>	<p>Vocabulary and Concept Development</p> <p>1.3 Identify and use the literal and figurative meanings of words and understand word derivations.</p> <p>1.4 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.</p> <p>1.5 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).</p> <p>Structural Features of Literature</p> <p>3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drams, dramatic monologue).</p> <p>3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p> <p>3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.</p> <p>3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.</p> <p>3.6 Analyze and trace an author’s development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).</p>	<p>The Odyssey – p.649 Epic poem <u>LLA</u> Select from poems peppered throughout the textbook. Suggested titles: “Those Winter Sundays”, “Road Not Taken”, “If There Be Sorrow”, “Hope”, “Fog”, etc. Drama The Tragedy of <u>Romeo and Juliet</u> p.783 <u>LLA</u> Comparison of a play and a film pp.926-33 LLA</p>	<p>Informal Quizzes on selections studies LLA Formal Assessment selection tests <u>LLA</u> End-of-Year Test pp.93-115</p>	<p>Vocabulary (Reading) Epic Tragedy Figurative language Soliloquy Metaphor Dramatic monologue Simile Aside Symbol Pun Mythology Comic relief Voice Couplet Tone Foil Alliteration Iambic pentameter Rhyme scheme Free verse Meter Irony Onomatopoeia Rhythm Poetry Vocabulary (Writing) Thesis statement Subordination Transition words coherence</p>

		<p>3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, and symbolism, and explain their appeal.</p> <p>3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p>3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.</p> <p>3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.</p> <p>Literary Criticism</p> <p>3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)</p> <p>3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing 1, 2</p>	<p>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. Students progress through the stages of the writing process as needed.</p>	<p>Organization and Focus</p> <p>1.12 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.13 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>Evaluation and Revision</p> <p>1.10 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.</p> <p>2.1 Write biographical or autobiographical narratives or short stories</p> <p>2.3 Write a response to literature.</p>	<p><u>“Writing a Response to literature” LLA p.1013</u></p> <p>“Writing a Biographical Narrative” <u>LLA</u> p.1015</p> <p>“Handbook of Literary Terms” <u>LLA</u> pp.1019-1031</p> <p>“Test Smarts” <u>LLA</u> pp.1007-1017</p>	<p><u>Write narrative or autobiographical narratives</u></p> <p>Write response to literature</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Conventions</p>	<p>Students write and speak with a command of standard English conventions.</p>	<p>Grammar and Mechanics of Writing 1.7 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). 1.8 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). 1.9 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax. Manuscript Form 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	<p><u>Autobiographical narrative pp.41,66-73</u> LLA Punctuation chapters 10,11, 12, 13, 14,15 in <u>HH</u> <u>Reading and Writing Handbook</u></p>	<p>Quizzes for skills taught from <u>Holt Handbook</u>. Write narratives or autobiographical narratives Write response to literature</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking & Listening 1 & 2</p>	<p>Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.</p>	<p>Comprehension 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. Organization and Delivery of Oral Communication 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause. 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources). 2.1 Deliver narrative presentations 2.3 Apply appropriate interviewing.</p>	<p><u>Analysis and evaluation of speeches pp.934-937</u> LLA Performing a speech p.816 <u>LLA</u> Narrative presentations pp.74-75 <u>LLA</u></p>	<p>Deliver narrative presentations Apply appropriate interviewing techniques</p>	<p>Opportunities to Learn (Writing and Reading) Students need to engage in daily writing activities to build fluency, to reflect on learning, and to think critically. Assignments may include: journal writing quickwrites reading logs short essay quizzes summaries vignettes narrative paragraphs poems play and scripts</p>

METHODS FOR LITERACY INSTRUCTION

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for the individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
<ul style="list-style-type: none"> • Recall 	<ul style="list-style-type: none"> • Pair/Share 	<ul style="list-style-type: none"> • Restate in Journals / Notes 	<ul style="list-style-type: none"> • Hand Signals
<ul style="list-style-type: none"> • Imagine 	<ul style="list-style-type: none"> • Idea Wave 	<ul style="list-style-type: none"> • Response Boards 	<ul style="list-style-type: none"> • Clapping
<ul style="list-style-type: none"> • Observe 	<ul style="list-style-type: none"> • Choral Response 	<ul style="list-style-type: none"> • Graphic Organizers 	<ul style="list-style-type: none"> • Stand up/ Sit down
<ul style="list-style-type: none"> • Consider 	<ul style="list-style-type: none"> • Give One, Get One 	<ul style="list-style-type: none"> • Folded Paper 	<ul style="list-style-type: none"> • Point to Examples
<ul style="list-style-type: none"> • Visualize 	<ul style="list-style-type: none"> • "Foggiest" point 	<ul style="list-style-type: none"> • Ticket Out of Class 	
	<ul style="list-style-type: none"> • Socratic Seminar 	<ul style="list-style-type: none"> • Illustrate 	
	<ul style="list-style-type: none"> • Cooperative Discussion Groups (i.e. Talking Chips) • Role Play 		

SUGGESTED QUALITY TOOLS TO SUPPORT INDIVIDUAL SKILLS

Quality tools provide students with opportunities to build individual skills enabling them to participate and contribute in collaborative efforts safely and comfortably. Quality tools open channels of communication.

Name	Purpose
Affinity Diagram	<ul style="list-style-type: none"> • Add structure to a large amount of information • Break a complex issue into easy-to-understand categories • Gain agreement on an issue or situation
Flowchart	<ul style="list-style-type: none"> • Describe a current process • Identify the step(s) where a process breaks down
Force Field Diagram	<ul style="list-style-type: none"> • Identify obstacles in reaching a goal • Identify possible causes and solutions to a problem
Issues / Ideas Bin	<ul style="list-style-type: none"> • Handle information / requests from an individual without stopping a group activity • Get anonymous input • Obtain diverse types of feedback in specified domains
Plus / Delta	<ul style="list-style-type: none"> • Find out what's working and what's not working in a process or activity • Identify opportunities for change • Track improvement efforts

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<p><u>Reading and Writing Strategies in Language Arts</u></p> <p>Before Reading</p> <ul style="list-style-type: none"> • Anticipation Guide • KWL • Literature Circles <p>During and After Reading</p> <ul style="list-style-type: none"> ▪ Associative Framework ▪ Chunking the text ▪ Close Reading ▪ Cornell Notes ▪ Dialectical Journals ▪ GIST ▪ Guided reading ▪ Graphic Organizers ▪ Interactive Reading ▪ KWL ▪ Levels of questions: literal, interpretive, and universal ▪ Learning Logs/Academic Notebooks ▪ Literature Circles ▪ Marking the Text ▪ Read, Respond, Reflect, and Discuss (RRRD) ▪ Reciprocal Teaching ▪ SOAPSTONE ▪ TP-CASTT ▪ Visualizing ▪ What does it Say? Mean? Matter? <p>Vocabulary development: pre/post reading</p> <ul style="list-style-type: none"> • Associative Framework • “How Well Do I Know These Words?” • Four Squares • Vocabulary/flash cards • Vocabulary Square 	<p><u>Strategies to Consider with English Learners</u></p> <ul style="list-style-type: none"> ▪ Adapt the Text ▪ Acquisition Levels ▪ Graphic Organizers ▪ Grouping Strategies ▪ Home/School Connection (including Cultural Aspects) ▪ Interactive Learning (Manipulatives, Visuals) ▪ Language Sensitivity ▪ Lower the Affective Filter (including Processing Time) ▪ Multiple Intelligences ▪ Tapping/Building Prior Knowledge/Schema) 	<p><u>Differentiation for Advanced Learners</u></p> <ul style="list-style-type: none"> ▪ Acceleration ▪ Curriculum Compacting ▪ Depth and Complexity ▪ Flexible Grouping ▪ Independent Study ▪ Literature Circles ▪ Tiered Assignments
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MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text, a variety of instructional tools will be used to meet the needs of all students

Basic Text: Literature & Language Arts, Third Course, 2003, Holt, Rinehart, Winston. Teachers may select works from this textbook

Supplemental Text: *Holt Handbook, third course, 2003*

All ninth grade students must read the three following selections:

- The Odyssey
- Romeo and Juliet
- To Kill A Mockingbird

Additional Novels: Teachers may select from titles on attached list for grade 9

Additional Resources

- Newspaper/editorials
- Magazines: (optional) Literacy Cavalcade, Scholastic, Newsweek, Upfront: The New York Times, Writing by Reader's Digest
- Reading, Writing Handbook with Rubrics and scoring guides
- California State Standards

Related Career Resources

- There are many web sites that will help with career selection such as Eguidance.com, BRIDGES.com, and icouldbe.org. The software package COIN JR also has career information. Careers in English/Language Arts could include: Book Editor, Copyright Coordinator, Copywriter, Corporate Lawyer, Court Clerk, Court Reporter, Criminal Defense Lawyer, Criminal Prosecutor, Desktop Publisher, Documentary Producer, Teacher, English Language Teacher Overseas, English Professor, Film Critic, Freelance Writer, Fund-raiser, Grant Writer, Principal, Insurance Underwriter, Journalist, Judge, Librarian, Literary Agent, Newspaper Editor, News Anchor, Newspaper Editor, Novelist, Playwright, Political Lobbyist, Politician, Public Speaker, Scriptwriter, TV Host, and TV Producer.

CORE NOVEL LIST

*The bolded titles represent the common novel(s) for the grade level. The common novel(s) should be read by all students.

ENGLISH 1-2 LITERARY WORKS

CORE	
Anaya, Rudolfo	<u>Bless Me, Ultima</u>
Dickens, Charles	<u>Great Expectations</u>
Homer	<u>The Odyssey</u>
Lee, Harper	<u>To Kill a Mockingbird</u>
Shakespeare, William	<u>Romeo and Juliet</u>
Mishima, Yukio	<u>The Sound of Waves</u> (pairs well with <u>Romeo and Juliet</u> -very short)
Cisneros, Sandra	<u>House on Mango Street</u>

EXTENDED	
Campbell, BeBe Moore	<u>Sweet Summer</u>
Courtney, Bryce	<u>Power of One</u>
Freeman, Benjamin and Nancy	<u>Mrs. Mike</u>
Hamilton, Virginia	<u>Sweet Whispers, Brother Rush</u>
Hinton, S. E.	<u>Tex</u>
London, Jack	<u>White Fang</u>
Taylor, Mildred	<u>Let the Circle Be Unbroken</u>
Twain, Mark	<u>The Adventures of Tom Sawyer</u>
Hinton, S.E.	<u>The Outsiders</u>
Soto, Gary	<u>Living Up the Street</u>
Soto, Gary	<u>A Summer Life</u>
Reynolds, Marilyn	<u>Beyond Dreams</u>
Zindel, Paul	<u>The Pigman</u>

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including, but not limited to chapter tests, cumulative tests (End-Of-Course Exam), quizzes, homework, classwork, notebooks, portfolios, projects, open ended questions and formal essays.

ASSESSMENTS USED TO MONITOR AND EVALUATE STUDENT PROGRESS

	Diagnose	Monitor	Evaluate
State Assessments			<ul style="list-style-type: none"> California Achievement Test (CAT 6) Content Standards Test (CST)
District Assessments	<ul style="list-style-type: none"> Writing Portfolio 	<ul style="list-style-type: none"> Writing folders/Portfolio 	<ul style="list-style-type: none"> Mock CAHSEE Writing Folders/Portfolio End of Course
Classroom Assessments	<ul style="list-style-type: none"> On demand /timed writing Journal writing Quick writes Summaries Paraphrases 	<ul style="list-style-type: none"> On demand/timed writing Daily Written Responses , i.e. journals, quick writes, summaries paraphrases, poetry, short answers quizzes, unpacking a prompt, comprehension quizzes Reading Logs Academic/Writer’s note books 	<ul style="list-style-type: none"> Four (4) process papers with one being research could be multi-genre project One (1) business letter Three (3) essays on demand (CAHSEE prep) One (1) Mock CAHSEE (CAHSEE prep) Four (4) multiple choice assessments (CAHSEE prep) Reading Logs
Other Informal Assessments	<ul style="list-style-type: none"> Work samples Interviews Learning Logs/Writer’s Notebook 	<ul style="list-style-type: none"> Work sample Response journal Reading log Interviews Learning Logs/academic Writer’s Notebook Student self-evaluation Records of independent reading “Kid watching” 	<ul style="list-style-type: none"> Response journal Reading log Learning Logs/Academic notebook/Writer’s Notebook Student self-evaluation Reading portfolio selection Records of independent reading Poetry Short stories Collected Vignettes Collected Folktales Novellas

BALDRIGE GRAPH (Alternative to Portfolio)
Students will chart and date each formal writing assessment

Name _____

Period _____

RUBRIC SCORE	6							
	5							
	4		4		4		4	
	3		3		3		3	
	2		2		2		2	
	1		1		1		1	
GENRE TASKS	Business Letter/ Expository/ Research	Conventions	Response to Literature/ Literary analysis	Conventions	Persuasive Compositions	Conventions	Narrative biographical or autobiographical narratives and short stories	Conventions



INSERT
for the Writing Standards Assessment Portfolio

School

Student

Content Standard 2.0: Writing Applications
Use writing as a means of learning and reflecting

My Writing Goals

Grade	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next - future goals	What my teacher should know about me as a writer
Beginning of Year			

My Writing Goals

Mid Year	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next – future goals	The piece I'm proud of is . . . Because . . .
End of Year	Date / What I am able to do well in my writing pieces (strengths)	What I need to work on next – future goals	The most important ideas I've learned about writing are...

Name _____ Graduating Class: _____

Products to be included in Writing Folders
And Other Writing Opportunities
Grades 9-12: High School English
Writing Standard 1.0 Writing Strategies; 2.0 Writing Applications (Genres and Their Characteristics); Written and Oral English Language Conventions 1.0

Note: These are **minimum** requirements for each grade level. Write **at least one** process paper per quarter.

Grade 9	Grade 10	Grade 11 and Honors	Grade 12—all electives
<ul style="list-style-type: none"> ◆ On demand or timed writing – at least one per quarter and can be used as a first draft for a process piece ◆ 4 process papers (minimum) Choose from the genres listed below ◆ Biographical, autobiographical narrative, or short stories <ul style="list-style-type: none"> a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. ◆ Response to literature: Literature can be any of the following: (prose, poetry, exposition, cartoons, graphs, visual texts, ads, documents such as speeches, debate platforms, etc.,) <ul style="list-style-type: none"> a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works. 	<ul style="list-style-type: none"> ◆ On demand or timed writing – at least one per quarter and can be used as a first draft for a process piece ◆ 4 process papers (minimum) Choose from the genres listed below ◆ Biographical, autobiographical narratives, or short stories <ul style="list-style-type: none"> a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. ◆ Response to literature: Literature can be any of the following: (prose, poetry, exposition, cartoons, graphs, visual texts, ads, documents such as speeches, debate platforms, etc.,) <ul style="list-style-type: none"> a. Demonstrate a comprehensive grasp of the significant ideas of literary works. b. Support important ideas and viewpoints through accurate and detailed references to the text or to 	<ul style="list-style-type: none"> ◆ On demand or timed writing – at least one per quarter and can be used as a first draft for a process piece ◆ 4 process papers (minimum) Choose from the genres listed below ◆ Reflective essay <ul style="list-style-type: none"> a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas. ◆ Response to literature: Literature can be any of the following: (prose, poetry, exposition, cartoons, graphs, visual texts, ads, documents such as speeches, debate platforms, etc.,) <ul style="list-style-type: none"> a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of 	<ul style="list-style-type: none"> ◆ On demand or timed writing – at least one per quarter and can be used as a first draft for a process piece ◆ 4 process papers (minimum) Choose from the genres listed below ◆ Revisit biographical or autobiographical narratives <ul style="list-style-type: none"> a. Narrate a sequence of events and communicate their significance to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. ◆ Reflective essay or respond to college prompt essays <ul style="list-style-type: none"> a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

Grade 9	Grade 10	Grade 11 and Honors	Grade 12—all electives
<p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>◆ Expository compositions, including analytical essays and research report.</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>◆ Business letter—review from 8th grade</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p> <p>c. Highlight central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p> <p>◆ Persuasive essay or letter</p> <p>a. Structure ideas and arguments in a sustained and logical fashion.</p>	<p>other works.</p> <p>c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>◆ Expository compositions, including analytical essays and research report.</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>◆ Persuasive essay</p> <p>a. Structure ideas and arguments in a sustained and logical fashion.</p> <p>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</p>	<p>the author's use of stylistic devices and an appreciation of the effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>◆ Persuasive/argumentation essay—review from 9th and 10th grades</p> <p>a. Structure ideas and arguments in a sustained and logical fashion.</p> <p>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</p> <p>d. Address readers' concerns, counterclaims, biases, and expectations.</p> <p>◆ Historical investigation: Include title page, works cited page, note cards, outline, etc. Can be a multi-genre or I-Search paper.</p> <p>a. Use exposition, narration, description, argumentation, or some combination or rhetorical strategies to support the main proposition.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</p> <p>c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</p> <p>d. Include information from all relevant perspectives and take into consideration the validity and reliability</p>	<p>c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p> <p>◆ Response to literature: Literature can be any of the following: (prose, poetry, exposition, cartoons, graphs, visual texts, ads, documents such as speeches, debate platforms, etc.)</p> <p>a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.</p> <p>b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.</p> <p>c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</p> <p>d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>◆ Argumentative essay—prepare for college level writing</p> <p>◆ Argumentation is formal writing that offers reasons for and against something. Its goal is to persuade or convince the reader through logical reasoning and carefully controlled emotional appeal.</p> <p>◆ Historical Investigation/Research: include an outline if appropriate. Must be completed in all 12th grade English courses</p> <p>a. Use exposition, narration, description, argumentation, or some combination or rhetorical strategies to support the main proposition.</p> <p>b. Analyze several historical records of a single event, examining critical relationships between elements of the</p>

Grade 9	Grade 10	Grade 11 and Honors	Grade 12—all electives
<p>b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p>c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.</p> <p>d. Address readers' concerns, counterclaims, biases, and expectations.</p> <p>◆ Research: Poet or author study or topic of interest (outline, title page, works cited, note cards) can be considered one process paper. Read widely from one poet or author (can be outside reading). Can be multi-genre or I-Search.</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>◆ Mock CAHSEE—with essay</p> <p>◆ Daily writing from the following list: journal writing, quick writes, reading logs, short essay quizzes, summaries, paraphrases, poetry and creative texts, short stories, novellas, vignettes, folk tales, etc.</p>	<p>d. Address readers' concerns, counterclaims, biases, and expectations.</p> <p>◆ Technical documents: e.g., pamphlets, manuals, procedures for conducting a meeting, minutes of a meeting, etc.</p> <p>◆ Research: develop and research a question on a social issue and write a paper with a title page, works cited page, note cards and outline. Can be multi-genre or I-Search.</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>◆ CAHSEE with essay</p> <p>◆ End-of-course exam—with essay</p> <p>◆ Daily writing from the following list: journal writing, quick writes, reading logs, short essay quizzes, summaries, paraphrases, poetry and creative texts, short stories, novellas, vignettes, folk tales, etc.</p>	<p>of sources.</p> <p>e. Include a formal bibliography.</p> <p>◆ End-of-course exam-with essay</p> <p>◆ Early Assessment Program (EAP)—taken at the time of the STAR testing for CST with essay</p> <p>◆ SAT with essay</p> <p>◆ AP Literature and Language and/or AP Literature and Language tests with essays repeat</p> <p>◆ Daily writing from the following list: journal writing, quick writes, reading logs, short essay quizzes, summaries, paraphrases, poetry and creative texts, short stories, novellas, vignettes, folk tales, etc.</p>	<p>research topic.</p> <p>c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</p> <p>d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</p> <p>e. Include a formal bibliography.</p> <p>◆ Job applications/college applications and résumé (where appropriate)</p> <p>◆ Multi media presentation (technology permitting)</p> <p>a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).</p> <p>b. Select an appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully, editing appropriately and monitoring for quality.</p> <p>d. Test the audience's response and revise the presentation accordingly.</p> <p>◆ End of Course exam-with essay</p> <p>◆ AP Literature and Language and/or AP Literature and Language tests with essays repeat</p> <p>◆ Daily writing from the following list: journal writing, quick writes, reading logs, short essay quizzes, summaries, paraphrases, poetry and creative texts, short stories, novellas, vignettes, folk tales, etc.</p>

Writing Assessments

Grade 9	Common Writing Assessments			
Tasks		Date Completed	Number of Drafts	Final Score
Quarter 1				Rhetoric Conventions
○ Pre on-demand writing-first month of school (narrative)				
○ On-demand narrative to process				
○ Expository Essay				
○ Business Letter				
Quarter 2				
○ Continue narrative writing				
○ Literary Analysis				
○ Expository writings begin research process paper				
Quarter 3				
○ Literary Analysis/Response to literature				
○ Continue Research				
○ Persuasive writing				
Quarter 4				
○ Literary Analysis				
○ Research Final-Presentation				
○ Post on-demand writing prompt-can be Mock CAHSEE prompt or teacher selected prompt				

STANDARD GRADING SCALE

GRADING SCALE

Letter grade		Percentage	Six-Point Rubric score
Advanced Proficient	A+/B+	100-90%	Exceeded/Advanced Proficient 6/5
Proficient	B	89 – 80%	Proficient 5- 4 4-
	C	79% - 70%	
Partially Proficient	D	69 – 60%	Partially Proficient 3/2+
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 2/1

SUGGESTED GRADING POLICY

A common grading policy ensures consistency between schools and classroom across the district.

- ◆ **Tests/ Long Term Projects/ Timed Writing Tasks** **25%**
 These end-of-learning assessments are sometimes called culminating tasks. At the end of instruction, students are assessed in a variety of ways to evaluate their knowledge of a specific content. Examples include: any literature/grammar/unit tests, poetry notebooks, short story notebooks, dramatic presentations, book reports, research reports, and timed writing in any of the genres for a final score using a rubric.
- ◆ **Literary Tasks** **20%**
 Using a piece of text (Literature, Expository, Poetry/Songs, Functional text etc.), students will create a representation that demonstrates competency in description, comprehension, analysis, reflection, etc. according to a predetermined rubric/scoring guide. Tasks could include: literature circle responses, short story or novel question responses, story frames/maps, posters/brochures, graphic organizers, Cornell notes, double entry journals/reading response logs, vocabulary study.
- ◆ **Writing Tasks** **20%**
 *These tasks may overlap the literary tasks. This writing can be casual, informal, or process writing (formal). Tasks include: journal quick writes, one-pagers, short paragraph responses, process essays, pre-writes, drafts, peer feedback, graphic organizers, grammar practice, character sketches, paragraph summaries, poems etc.
- ◆ **Quizzes** **10%**
 These are “chunked” quick assessments to check understanding of the content taught so far. Teachers can use these to determine if students are ready to move on. These mini-assessments can be oral, multiple-choice, short answer, essay format, or even a poster. They can be graded or not. Examples include: spelling quizzes, vocabulary checks, short story checks, genre terms quiz, thinking maps, etc.

- ◆ **Homework** **10%**
This practice reinforces the learning done in class. The work should be checked for completion but not graded. It is practice in a skill. Homework could be: spelling, reading logs, SSR, vocabulary study, grammar practice, rough draft revision, long term project work, journal writing note taking, etc.

- ◆ **Listening & Speaking (participation)** **10%**
These skills are the cornerstones of classroom management, discussions, oral presentations, and active class participation. Examples include: Literature circles, Socratic Seminars, Junior Great Books, peer feedback and critiques, everyday classroom participation, reader's theatre, choral response, informal presentations, recitations, think-pair-share, etc.

- ◆ **End Of Course Exam** **5%**

Submitted by: Pia Alexander

School/Office: 6-12 Literacy Office

Revised Date: 08/30/07