



OFFICE OF CURRICULUM, INSTRUCTION AND PROFESSIONAL DEVELOPMENT

HIGH SCHOOL COURSE OUTLINE

Department	English			Course Title	English 3-4		
Course Code	1408	Grade Level	10	Course Length	2 semesters	Credits/Semester	5
Required for Graduation		Yes	Meets H.S. Grad Requirement			Yes	Elective Credit
Prerequisites	English 1-2						
Articulated with LBCC			No		Articulated with CSULB		No
Meets UC "a-g" Requirement			Yes (b)		Meets NCAA Requirement		Yes

COURSE DESCRIPTION

Students will continue to 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 informational texts. Writing activities are informed by interactions with texts, and students will continue to use writing process activities as they compose persuasive, expository, narrative, response to literature and research essays and papers. Students will also complete the first steps toward satisfying their Service Learning writing requirement. As well, students will continue to 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)

- Read, understand, and analyze appropriate grade level technical and informational text.
- Read and respond to significant works of literature.
- Conduct in-depth analysis of recurrent patterns and themes in significant works of literature.
- Write coherent and focused process and on-demand essays that demonstrate reasoned arguments, and awareness of audience and purpose.
- Combine rhetorical strategies of narration, exposition, persuasion, and description to produce well-developed texts.
- Demonstrate in writing a command of standard edited American English.
- Demonstrate research organizational and drafting strategies and general research skills.
- Deliver focused and coherent presentations that convey clear, distinct perspectives, solid reasoning, and incorporate gesture, tone and vocabulary tailored to audience and purpose.
- Prepare to pass the California High School Exit Exam (CAHSEE) reading and writing sections.

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 and 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).

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 59%	59% - 65%	66% - 77%	78% - 86%	87% - 100%
Scaled Score	Less than 97	264	300	350	392

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 3-4
Suggested Pacing Chart**

Q1	Advanced Proficient					Proficient				Partially Proficient			Not Proficient
	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
	6/5		5/4+			4/4-				3			2/1
	100-90		89 - 80			79 - 70				69 - 60			59 - 0
<p>Pre-test on demand writing score: Rhetoric _____ Conventions _____</p> <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"> • Narrative Process essay or fictional, Autobiographical, or Biographical Narratives • Expository Composition • Technical Document 	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: Selected short stories and poems; various 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.	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 3-4
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> <p>Contents: minimum:</p> <ul style="list-style-type: none"> • Fictional, Biographical, Autobiographic Narratives • Response to Literature • Could begin Historical Investigation • Expository: Research 	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: Selection from core or extended reading list; various 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 3-4 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 • Complete Historical Investigation • Persuasion essay 	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>Julius Caesar</i> or <i>Othello</i> ; various 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. 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 3-4
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 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 	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: Selection from core or extended reading list; various 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. This can include an author study or thematic study, i.e. War, Chaos vs. Order, Good vs. Evil, Teen Love Stories, etc.	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	

Literature and Language Arts=LLA

Suggested Non-Fiction Unit 4-6 weeks English 3-4

Holt Handbook=HB

	Write expository composition and analytical essays and biographical narratives.	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</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>2.1 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</p> <p>2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</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>Vehicles for teaching the standards <u>Holt Literature & Language Arts</u> Chap. 2 & 3 "Character and narrative voice"</p> <p>Refer to pp. T31-32/A27-28 for a listing of titles that represent selections from the following non-fiction sub-genres:</p> <p>autobiography, biography diary, encyclopedia article, essay, eye witness account, Feature nonfiction article, historical article, narrative internet article, interview, letter, magazine article, memoir, newspaper article, op-ed article, oral history, play review, reflection, speech, textbook, theory, web site.</p> <p>As well, refer to pp. 993-1007 "Handbook of Reading and Informational Terms" and pp.979-991 "Handbook of Literary Terms"</p>	<p><u>Literature and Language Arts</u></p> <ul style="list-style-type: none"> • Midyear Test pp.55-71 • Nonfiction selection quizzes • Formal assessment selection tests 	<p>Key Vocabulary – (Reading) biography narrative denotation connotation graphics headers author's purpose critique voice sequence tone</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.</p> <p>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>1.1 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>2.1 Write biographical narratives.</p> <p>2.3 Write expository compositions, including analytical essays</p>	<p><u>Holt Handbook</u> Writing Applications Chap.2 – Biographical narrative <u>LLA</u> Description of a person pp.540-547 Expository composition p.977 Narrative – biographical pp. 119, 122-129</p>	<ul style="list-style-type: none"> • Write • Expository Composition • Analytical essay • Write biographical narratives 	<p>Key Vocabulary (Writing)</p> <p>controlling impression revise coherent thesis perspective focus action verb sensory detail active voice purpose expository/exposition</p>
<p style="text-align: center;">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><u>Manuscript Form</u></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> – Introduce skills as needed, but Chapter 3, the phrase; Chapter 4, the clause, Chapter 5, agreement, are worth spending time on it. 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. Chap.3 pp. 64 Chap.4 pp. 88 Chap.5 pp.108</p>	<p>Writing Convention</p> <p>phrase clause agreement parallel structure</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Speaking & Listening 1 & 2</p>	<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) 2.2 Deliver expository presentations: 1.0 Listening and Speaking Strategies Analysis and Evaluation of Oral and Media Communications 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.</p>	<p><u>LLA</u> Extemporaneous delivery and presentation pp.65,449,711 Eye contact, pp.65,449,549,900-901 See Index of Skills pp. 1023-1036. Narrative presentation pp.64-65 Expository strategies pp.448-449</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 3-4

Holt Handbook=HB

	Response to Literature essay, Persuasive essay, and Autobiographical Essay	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 read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.</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>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>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>*Novel Teachers can select from the core and extended lists.</p> <p>*Suggested Novels: <u>Lord of the Flies</u>, <u>Animal Dreams</u>, <u>Night</u>.</p> <p>See p.A25 for all fiction selections. Choose titles that address the lessons you are teaching.</p> <p>"Handbook of Literary Terms" pp.979</p> <p>Some titles to consider are: "The Leap" p.31 "The Pedestrian" p.46 "Everyday Use" p.76 "Two Kinds" p.98 "By the Waters of Babylon" p.140 "The Cold Equations" p.163, etc.</p> <p>See "Reteaching the Standards" pp.939B-939V</p> <p>See "Index of Skills" pp.1023-1036</p> <p><u>Reading and Writing Handbook</u></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 1-38</p> <p>First Quarter Test 39-54</p>	<p>Key Vocabulary – (Reading) Many of these words are review and many will be revisited later.</p> <p>Literal and figurative word meaning</p> <p>Denotation</p> <p>Connotation</p> <p>Synthesize</p> <p>Paraphrase</p> <p>Analysis</p> <p>Evaluation</p> <p>Elaboration</p> <p>Compare</p> <p>Contrast</p> <p>Genre</p> <p>Theme-universal</p> <p>Internal conflicts</p> <p>External conflicts</p> <p>Motivations</p> <p>Narration</p> <p>Foreshadow</p> <p>Flashback</p> <p>Literary devices</p> <p>Figurative language</p> <p>Imagery</p> <p>Symbolism</p> <p>Voice</p> <p>Diction</p> <p>Tone</p> <p>Mood</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 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>2.1 Write autobiographical narratives and short stories</p> <p>2.2 Write a response to literature.</p> <p>2.4 Write persuasive compositions.</p>	<p>Persuasive Essay p.978 <u>LLA</u> Response to Literature p.974 <u>LLA</u> Narrative writing p.976 See also Index of Skills pp.1023-1036</p> <p>LLA See Chapter 1 – Plot & Setting Chapter 2 – Character Chapter 3 – Narrator & voice Chapter 4 – Comparing themes Chapter 5 – Irony and ambiguity Chapter 6 – Symbolism and allegory Chapter 8 & 9 – Literary Criticism <u>Reading and Writing Handbook</u></p>	<p>Response to literature essay</p> <p>Persuasive composition</p> <p>Autobiographical narratives and short stories</p>	<p>Key Vocabulary (Writing) Precise language Subordination Action verbs Sensory details Appropriate modifiers Active voice Coherence Audience and purpose Narrative structures</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>1.1 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><u>HH</u> Chapter 3 – the phrase Chapter 4 – the clause Chapter 5 – Agreement Chapter 6 – Pronouns Chapter 7 – Verbs Chapter 11, 12, 13, 14, 15-Punctuation Select from the above chapters skills to be taught based on your students’ needs. Chapter 10 - capitalization</p>	<p>Response to literature essay</p> <p>Persuasive composition Narratives 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 or persuasive speech</p> <p>Analysis and evaluation of speeches pp.898-901</p> <p>Extemporaneous speech delivery pp.65,449 Narrative presentation pp.64-65</p>	<p>Deliver an oral response to literature LLA pp.488-489 or deliver persuasive speech pp.742-743</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 3-4

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>2.1 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>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>2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</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. 993-1010 “Handbook of Reading and Informational Terms”.</p> <p>See selections by genre pp. T27-28 for selection to read in order to learn how to take information from a text and use it in a research paper.</p>	<p>Formal and Informal assessment of skills needed to produce a research paper.</p> <p>Third-Quarter Test pp.73-90.</p>	<p>Key Vocabulary – Research Research Thesis Bibliography card Note cards Cite/citation Source</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. 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>Research and Technology</p> <p>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.</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>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).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 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>)</p> <p>Evaluation and Revision</p> <p>1.14 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>Writing Application</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p>	<p><u>LLA</u> Research paper pp. 690-709 This includes a student model paper on pp.701-706 See <u>Holt</u> pp. 504-514 Manuscript Form and Model Research Paper.</p>	<p>Develop and research a question on a social issue and write a paper with a title page, works cited page and note card.</p>	<p>Key Vocabulary Documentation Categorizing Analyze Plagiarize</p> <p><u>Reading</u> Summary Paraphrase Fact Opinion</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>1.2 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>Holt Handbook</u> – Chapter 4 – Persuasive Essay Chapter 9 Research Paper Manuscript Form p.504</p>	<p>Produce papers which are free from errors of the conventions taught for this unit.</p> <p>Informal and formal unit tests.</p>	<p><u>Writing</u> Revise Edit Looping Exposition Persuasion Scoring guide Rubric</p>

<p>Speaking & Listening 1 & 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. 710-711</p>	<p>Presenting research or Expository presentations</p>	<p>Opportunities to Learn (Writing and Reading)</p> <p>Students need to engage in daily writing activities to build fluency, to reflect on learning, and to think critically. Assignments may include:</p> <ul style="list-style-type: none"> journal writing quickwrites reading logs short essay quizzes summaries narrative paragraphs inductive thinking strategies double entry journals storyboards paraphrases
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Literature and Language Arts=LLA

Suggested Drama/Poetry 9-12 weeks English 3-4

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	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>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, drama, 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>Select from poems peppered throughout the textbook.</p> <p>See Chapter 7 “Poetry” where poems are sorted by genre and technique. <u>Julius Caesar</u> p.754.</p> <p>See Chapter 8 for Literary Criticism “Evaluating Style” <u>LLA</u> Comparison of a play and a film pp.926-33</p>	<p>Informal Quizzes on selections studies <u>LLA</u></p> <p>Formal Assessment selection tests <u>LLA</u></p> <p>End-of-Year Test pp.91-115</p>	<p>Vocabulary (Reading)</p> <p>Epic</p> <p>Tragedy</p> <p>Figurative language</p> <p>Soliloquy</p> <p>Metaphor</p> <p>Dramatic monologue</p> <p>Simile</p> <p>Aside</p> <p>Symbol</p> <p>Pun</p> <p>Mythology</p> <p>Comic relief</p> <p>Voice</p> <p>Couplet</p> <p>Tone</p> <p>Foil</p> <p>Alliteration</p> <p>Iambic pentameter</p> <p>Rhyme scheme</p> <p>Free verse</p> <p>Meter</p> <p>Irony</p> <p>Onomatopoeia</p> <p>Rhythm</p> <p>Poetry</p> <p>Vocabulary (Writing)</p> <p>Thesis statement</p> <p>Subordination</p> <p>Transition words</p> <p>coherence</p>

<p>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>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>			
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<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 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. 1.6 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> <p>Evaluation and Revision 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. 2.1 Write biographical or autobiographical narratives 2.3 Write a response to literature.</p>	<p>“Writing a Response to literature” <u>LLA</u> p.448</p> <p>“Writing a Biographical Narrative” <u>LLA</u> p.64 “Handbook of Literary Terms” <u>LLA</u> p.995 “Test Smarts” <u>LLA</u> p.967</p>	<p>Write narrative or autobiographical narratives</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 1.4 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). 1.5 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). 1.6 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>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.56-63</u> <u>LLA</u> Punctuation chapters 11, 12, 13, 14 in <u>HH</u></p> <p><u>Reading and Writing Handbook</u></p>	<p>Quizzes for skills taught from <u>Holt Handbook</u>. Write narratives or autobiographical narratives</p> <p>Write response to literature</p>	

<p>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.</p> <p>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. 1.7 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p> <p>Analysis and Evaluation of Oral and Media Communications 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 <i>Henry V</i> with Kenneth Branagh’s 1990 film version). 2.1 Deliver narrative presentations 2.3 Apply appropriate interviewing</p>	<p>Analysis and evaluation of speeches pp.898-901 <u>LLA</u> Performing a speech p.304 <u>LLA</u> Narrative presentations pp.64-65 <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>
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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:

<u>Reading and Writing Strategies in Language Arts</u>	<u>Strategies to Consider with English Learners</u>	<u>Differentiation for Advanced Learners</u>
<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 	<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) 	<ul style="list-style-type: none"> ▪ Acceleration ▪ Curriculum Compacting ▪ Depth and Complexity ▪ Flexible Grouping ▪ Independent Study ▪ Literature Circles ▪ Tiered Assignments

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: Elements of Literature - Fourth Course, 2003, Holt, Rinehart and Winston. Teachers may select works from this textbook

Supplemental Text: Holt Handbook, fourth course, 2003

Reading Assignments

Novels: Teachers may select from titles on the attached list for **10th grade**.

Students will:

- read one from the following: **Julius Caesar**, **Othello**, or other Shakespeare play
- read at least 3 additional works from the core and extended lists
- read selections from the core anthology

Additional Resources

- Magazines: (optional) Literary 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 (at that grade level).

ENGLISH 3-4 LITERARY WORKS

CORE	
Achebé, Chinua	<u>Things Fall Apart</u>
Alvarez, Julie	<u>In the Time of Butterflies</u>
Bradbury, Ray	<u>Fahrenheit 451</u>
Dorris, Michael	<u>Yellow Raft on Blue Water</u>
Golding, William	<u>Lord of the Flies</u>
Orwell, George	<u>Animal Farm</u>
Paton, Alan	<u>Cry, the Beloved Country</u>
Shakespeare, William	<u>Julius Caesar</u> or <u>Othello</u>
Wiesel, Elie	<u>Night</u>
Kogaura, Joy	<u>Obasan</u>
Kingsolver, Barbara	<u>Animal Dreams</u>

EXTENDED	
Rose, Reginald	<u>Twelve Angry Men</u>
Malory, Thomas	<u>Artherian Legends</u>
Buck, Pearl	<u>The Good Earth</u>
Hesse, Herman	<u>Siddhartha</u>
Knowles, John	<u>A Separate Peace</u>
Mulcherson, Bharati	<u>Jasmine</u>
Remarque, Erich	<u>Front</u>
Shakespeare, William	<u>Twelfth Night</u>
Sophocles	<u>Antigone</u>
Wright, Richard	<u>Black Boy</u>
Steinbeck, John	<u>The Pearl</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/Learning Logs, 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"> • Content Standards Test (CST) • California Achievement Test (CAT 6) • California High School Exit Exam (CAHSEE)
District Assessments	<ul style="list-style-type: none"> • Writing Portfolio 	<ul style="list-style-type: none"> • Writing Portfolio/Writing Folders 	<ul style="list-style-type: none"> • End of Course Exam • Writing Portfolio
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 notebooks/Writer's Notebooks. 	<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/Writer's Notebook • Student self-evaluation • Records of independent reading • "Kid watching" 	<ul style="list-style-type: none"> • Response journal • Reading log • Learning Logs/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	Expository and Technical Document	Conventions	Response to Literature/Literary	Conventions	Persuasive Composition	Conventions	Narrative/Autobiographical/Biographical 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>b. Use specific rhetorical devices to support assertions (e.g., appeal to</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>d. Address readers' concerns, counterclaims, biases, and</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 of 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 of sources.</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 of 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>

Grade 9	Grade 10	Grade 11 and Honors	Grade 12—all electives
<p>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>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>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>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>

Common Writing Assessments

Grade 10	Writing Assessments			
Tasks		Date Completed	Number of Drafts	Final Score
Quarter 1				Rhetoric Conventions
○ Pre on-demand writing-first month of school (Narrative Writing Prompt)				
○ Process the on-demand narrative or create a fictional autobiographical, or biographical narrative				
○ Expository Composition				
○ Technical Document				
Quarter 2				
○ Fictional writing continued				
○ Literary Analysis: Response to Literature				
○ Expository could begin historical, investigation				
Quarter 3				
○ Response to literature				
○ Complete Historical Investigation				
○ Persuasive essay				
Quarter 4				
○ Persuasive writing continued				
○ Response to literature/Literary Analysis				
○ Post timed essay-could be the end of course writing 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, 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
Original Date: _____
Revised Date: 08/30/07

Common/History/Data/Pia/Courseoutlines/English 3-4 07-08