



**HIGH SCHOOL COURSE OUTLINE**

<b>Department</b>	English			<b>Course Title</b>	English 5-6		
<b>Course Code</b>	1410	<b>Grade Level</b>	11	<b>Course Length</b>	2 semesters	<b>Credits/Semester</b>	5
<b>Required for Graduation</b>	Yes	<b>Meets H.S. Grad Requirement</b>		Yes	<b>Elective Credit</b>		
<b>Prerequisites</b>	English 3-4						
<b>Articulated with LBCC</b>		No		<b>Articulated with CSULB</b>		No	
<b>Meets UC "a-g" Requirement</b>		Yes (b)		<b>Meets NCAA Requirement</b>		Yes	

**COURSE DESCRIPTION**

Students will engage in a variety of standards based academic and creative writing tasks which connect both fiction and non-fiction to their life experiences. Students will use writing process activities in a variety of genres: persuasive, expository, narrative, reflective and literary analysis. Students also receive instruction in the conventions of written language and effective oral communication in order to meet or exceed the language arts objectives. Students engage in a close reading and exploration of themes found in American literature and the American experience through a balanced integrated program of non-fiction, literature and language study. Students read and respond to historically and/or culturally significant American fiction and non-fiction works tracing the development of American writing from the colonial period to present day. To maintain the Writing Standards Assessment Portfolio students will continue to maintain their collection of works demonstrating growth in both conventions and rhetoric.

**GOALS: Students need to:**

- Identify major literary themes and movements in American Literature
- Analyze recognized works by American authors.
- Read and respond thoughtfully to a wide variety of literary and expository texts.
- Write effectively for a variety of purposes and audiences.
- Demonstrate effective oral and written communication.
- Access, evaluate, organize and use information from a variety of sources.
- Research, organize, and compose a historically based research paper.
- Prepare to pass the reading and writing sections of the California High School Exit Examination (CAHSEE) if that has not yet occurred.
- Prepare for the rigors of college level reading and writing.

**California Content Standards**

**Grades 11 and 12 Language Arts Grade Level Curriculum Objectives**

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); Early Assessment Program is (EAP); Practice Scholastic Aptitude Test is (PSAT). All standards that address research skills are in bold face.

## 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- 1.1 Trace the etymology of significant terms used in political science and history. (CST)
- 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. (CST)
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. (CST, EAP)

## 2.0 Reading Comprehension

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices. (EAP)
- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. (CST, PSAT)
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. (CST, EAP)
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations. (CST, EAP)
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject. (CST, EAP)
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion). (CST, EAP)

## 3.0 Literary Response and Analysis

- 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. (CST, EAP)
- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. (CST, EAP)
- 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both. (CST, EAP)
- 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. (CST, EAP)
- 3.5 Analyze recognized works of American literature representing a variety of genres and traditions: (EAP)
  - a. Trace the development of American literature from the colonial period forward. (CST, EAP)
  - b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period. (CST)
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. (CST)
- 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*). (CST)
- 3.7 Analyze recognized works of world literature from a variety of authors

- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach) (CST, EAP)
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach) (CST, EAP)

## **1.0 Writing Strategies**

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments. (CST, EAP)
- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes. (CST, EAP)
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples. (CST, EAP)
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action. (CST, EAP)
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone. (CST, EAP)
- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). (CST, EAP)
- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.
- 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre. (CST, EAP)

## **2.0 Writing Applications (Genres and Their Characteristics)**

- 2.1 Write fictional, autobiographical, or biographical Narratives.
- 2.2 Write responses to literature.
- 2.3 Write reflective compositions.
- 2.4 Write historical investigation reports.
- 2.5 Write job applications and résumé.
- 2.6 Deliver multimedia presentations.

## 1.0 Written and Oral English Language Conventions

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. (CST, EAP)
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization (direction as region, proper adjectives, proper/common nouns, titles of people). (CST, EAP)
- 1.3 Reflect appropriate manuscript requirements in writing. (EAP)

## 1.0 Listening and Speaking

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).
- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
  - a. Inductive and deductive reasoning
  - b. Syllogisms and analogies
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language.
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.
- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).
- 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Wells' radio broadcast "War of the World").

## 2.0 Speaking Applications (Genres and Their Characteristics)

- ❑ 2.1 Deliver reflective presentations.
- ❑ 2.2 Deliver oral reports on historical investigations.
- ❑ 2.3 Deliver oral responses to literature.
- ❑ 2.4 Deliver multimedia presentations.
- ❑ 2.5 Recite poems, selections from speeches, or dramatic soliloquies.

### **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).

Grade 11	Far Below Basic	Below Basic	Basic	Proficient	Advanced Proficient
Scaled Score	150 – 258	259 – 299	300 – 349	350 – 395	396 - 600

#### **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 5-6 Suggested Pacing Chart Pacing Chart

Q1	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><b>Writing Folder</b>  <b>Begin writing folder.</b>            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><b>Contents: Minimum</b></p> <ul style="list-style-type: none"> <li>• <b>Reflective/College essay</b></li> <li>• <b>Fictional, Autobiographical, or Biographical Narratives</b></li> <li>• <b>Resume</b></li> <li>• <b>Job application</b></li> </ul>	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
<b>Readings:</b> <i>The Crucible</i> ; selected short stories; selected essays and articles.														
<b>Completion of Daily Assignments:</b> 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
<b>Independent Reading:</b> 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 5-6 Suggested Pacing Chart

<b>Q2</b>	<b>Advanced Proficient</b>				<b>Proficient</b>				<b>Partially Proficient</b>			<b>Not Proficient</b>		
	A+	A 6/5	A-	B+	B	B-	C+	C 4/4-	C-	D+	D 3	D-	F 2/1	
	<b>100 – 90</b>				<b>89 – 80</b>		<b>79 – 70</b>				<b>69 – 60</b>			<b>59 – 0</b>
<p><b>Writing Folder</b> 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><b>Contents: minimum:</b></p> <ul style="list-style-type: none"> <li>• <b>Response to Literature</b></li> <li>• <b>Begin Historical Investigation/Exposition</b></li> <li>• <b>Persuasion</b></li> </ul>	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
<b>Readings:</b> <i>Catcher in the Rye</i> or other selection from core and extended list. Select essays, poems and articles from <u>Holt</u> .														
<b>Completion of Daily Assignments:</b> 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
<b>Independent Reading:</b> 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 5-6 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><b>Writing Folder</b> 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><b>Contents: minimum</b></p> <ul style="list-style-type: none"> <li>• <b>Response to Literature</b></li> <li>• <b>Complete Historical Investigation-Exposition/Persuasion</b></li> <li>• <b>Begin Multimedia presentation</b></li> </ul>	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
<b>Readings:</b> <i>Of Mice and Men</i> or other readings from the core and extended list; select essays, poems and articles from <u>Holt</u> .													
<b>Completion of Daily Assignments:</b> 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
<b>Independent Reading:</b> 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 5-6 Suggested Pacing Chart

<b>Q4</b>	<b>Advanced Proficient</b>				<b>Proficient</b>				<b>Partially Proficient</b>			<b>Not Proficient</b>		
	A+	A 6/5	A-	B+	5/4+	B	B-	C+	C	C-	D+	D 3	D-	F 2/1
	100 – 90				89 – 80		79 – 70				69 – 60			59 – 0
<p><b><u>Assessment Portfolio</u></b></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><b>Suggested Contents</b></p> <ul style="list-style-type: none"> <li>• <b>Post timed writing essays (could be end of course prompt)</b></li> <li>• <b>History Investigation/Multimedia Presentation</b></li> </ul>	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
<b>Readings:</b> Selection from Holt.														
<b>Completion of Daily Assignments:</b> 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
<b>Independent Reading:</b> 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

**OUTLINE OF CONTENT AND TIME ALLOTMENT:**

**Suggested Non-Fiction Unit = 9-12 weeks English 5-6**

	<b>Writing an editorial and persuasive speech Resume Job application</b>	<b>Key Curriculum Objectives</b>	<b>Adopted Textbooks Vehicles for teaching the standards</b>	<b>Assessments</b>	<b>Focus Points</b>
<b>Reading 1, 2, 3</b>	Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.	<p><b>Vocabulary and Concept Development</b></p> <p>1.1 Trace the etymology of significant terms used in political science and history.</p> <p>1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p> <p><b>Reading Comprehension</b></p> <p>2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statement, speeches, debates, platforms) and the way in which authors use those features and devices.</p> <p>2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</p> <p>2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p> <p>2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.</p>	<p>"Speech of the Virginia Convention" p.79 From "The Crisis, No.1" p.86 The Iroquois Constitution p.107 "Declaration of Independence" p.96 "Declaration of Sentiments of the Seneca Falls" p.110 Emerson's "Nature" &amp; "Self Reliance" pp. 181, 184 Thoreau's <u>Walden</u>, Political Points of View Civil Disobedience Thoreau's – "Resistance to Civil Government" p.210 Gandhi "On Nonviolent Resistance" p.219 King "Letter from a Birmingham City Jail"</p>	<p><u>Literature and Language Arts</u> Diagnostic – Entry Level Test pp.1-36 -Essay speech selection quizzes -Formal assessment selection tests "Progress assessment" -First Quarter test pp.37-53</p>	<p>Key Vocabulary – (Reading) Context clues Critical Validity Comparison Example Restatement Proposition and support patterns Etymology Platforms Rhetorical devices Hierarchical structures Public documents Debates Syntax Organizational patterns arguments</p>

	<b>Writing an editorial and persuasive speech Resume Job application</b>	<b>Key Curriculum Objectives</b>	<b>Adopted Textbooks Vehicles for teaching the standards</b>	<b>Assessments</b>	<b>Focus Points</b>
<b>Reading 1, 2, 3</b>	Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.	<p>2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).</p> <p><b>Literary Response</b> Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)</p> <p>3.8 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)</p>	<p>Burns – "Men at War..." Chief Joseph – "I will fight no more forever" p.455 Noble Prize Acceptance Speech, 1945 – Hemingway Noble Prize Acceptance Speech, 1950 - Faulkner p.654</p> <p>Online information Magazines Newspapers</p>	<p><u>Literature and Language Arts</u> Diagnostic – Entry Level Test pp.1-36 -Essay speech selection quizzes -Formal assessment selection tests "Progress assessment" -First Quarter test pp.37-53</p>	<p>Key Vocabulary – (Reading) Context clues Critical Validity Comparison Example Restatement Proposition and support patterns Etymology Platforms Rhetorical devices Hierarchical structures Public documents Debates Syntax Organizational patterns arguments</p>

	<b>Writing an editorial and persuasive speech Resume Job application</b>	<b>Key Curriculum Objectives</b>	<b>Adopted Textbooks Vehicles for teaching the standards</b>	<b>Assessments</b>	<b>Focus Points</b>
<b>Writing 1, 2</b>	<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 and progression through the stages of the writing progress.</p>	<p><u>Writing Strategies</u></p> <p>1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing, expository, or persuasive, writing assignments.</p> <p>1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.</p> <p>1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p><b>Research and Technology</b></p> <p>1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p>	<p>Literature and Language Arts Job Application and resume pp.1138, 1140 Reading and Writing Handbook pp.68-69 Holt Literature and Language Arts Writing an editorial p. 114</p>	<p>-Write an editorial pp.114-121 -Write a persuasive speech -Write a job application -Produce a resume</p>	<p>Key Vocabulary (Writing) Thesis Rhetorical devices Aesthetic purposes Audience Parallelism Purpose Anecdotal scripting</p>

	<b>Writing an editorial and persuasive speech Resume Job application</b>	<b>Key Curriculum Objectives</b>	<b>Adopted Textbooks Vehicles for teaching the standards</b>	<b>Assessments</b>	<b>Focus Points</b>
		<p>1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p>1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p> <p><b>Writing Application</b></p> <p>2.5 Write job applications and resumes:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use varied levels, patterns, and types of language to achieve intended</p> <p><b>Grades 9 &amp; 10 standards</b></p> <p>2.3 Write expository compositions, including analytical essays.</p> <p>2.4 Write persuasive compositions.</p>			
<b>Writing Conventions</b>	Students write and speak with a command of standard English conventions.	<p>Oral English – Language Conventions</p> <p>1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p>1.3 Reflect appropriate manuscript requirements in writing.</p>	<p>Holt Handbook – minilessons based on student needs: combining sentences pp. 460-70 Commas pp. 302-59 Colons pp. 324-26 Semicolons pp.323, 554 Parallel structure pp.327, 328, 550</p>	<p>Quizzes and writing checklists based on mini-lesson Diagnostic pp.1-36 First quarter test pp.37-53</p>	

	<b>Writing an editorial and persuasive speech Resume Job application</b>	<b>Key Curriculum Objectives</b>	<b>Adopted Textbooks Vehicles for teaching the standards</b>	<b>Assessments</b>	<b>Focus Points</b>
<b>Speaking &amp; Listening 1 &amp; 2</b>	Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description.	<p>2.4 Deliver multimedia presentations:</p> <p>a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and 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>2.5 Recite selections from speeches with attention to performance details.</p>	Holt Literature & Language Adapt an editorial to a speech pp. 122-125	Present an original persuasive speech or perform a speech	<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"> <li>journal writing</li> <li>quickwrites</li> <li>reading logs</li> <li>short essay quizzes</li> <li>summaries</li> <li>narrative paragraphs</li> <li>inductive thinking strategies</li> <li>double entry journals</li> <li>storyboards</li> <li>paraphrases</li> </ul>

**Suggested Fiction Unit = 9-12 weeks English**

	<b>Response to Literature &amp; Reflective Writing</b>	<b>Key Curriculum Objectives</b>	<b>Adopted Textbooks Vehicles for teaching the standards</b>	<b>Assessments</b>	<b>Focus Points</b>
<b>Reading 1, 2, 3</b>	Students read and respond to historically or culturally significant works of literature. They conduct in-depth analyses of recurrent themes.	<p>1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</p> <p>3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.</p> <p>3.5 Analyze recognized works of American literature representing a variety of genres and traditions.</p> <p>3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)</p>	<p>Holt <u>Literature and Language – 5<sup>th</sup> Course</u> Chaps. 2,4,5,6 Suggested readings: "Devil and Tom Walker" "Dr. Heideger's Experiment" "To Build a Fire" "A Pair of Silk Stockings" "A Wagner Matinee" "A Rose for Emily" "A Worn Path" "The Jilting of Granny Weatherall" "The Secret Life of Walter Mitty" "Handsomest Drowned Man in the World" "Rules of the Grave" "When Mr. Pirzada Came to Dine"</p> <p>Novels: <u>Of Mice and Men</u>/<u>Grapes of Wrath</u> <u>Catcher in the Rye</u>/<u>The Great Gatsby</u>/<u>Bean Trees</u></p>	<p>Short story selection quizzes Novel quizzes Formal Assessment Selections Tests from Holt <u>Literature and Language</u> <b><u>Third Quarter Test pp. 73-91</u></b> Informal quizzes</p>	<p>Key Vocabulary – (Reading) denotation connotation themes(universal) inferences(supported) analogy analyze irony tone author's style mood philosophical imagery</p>

	Response to Literature & Reflective Writing	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points
Writing 1, 2	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 and progression through the stages of the writing process. Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.	<p>1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy.</p> <p>1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>2.2 Write responses to literature:</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 effects created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p>Analysis of a novel pp. 774-781</p> <p>Analysis of Short Stories pp. 665-666</p> <p>Analytical Composition p.11, 67</p> <p>Reflective essay 360-367</p> <p>Mini lessons – as needed from <a href="#">Holt Handbook</a></p>	<p>Prompts can be found in classroom Embedded Assessments prompt packet- Response to Literature essay. Diagnostic or process Reflective Essay-timed or process</p>	<p>Key Vocabulary (Writing)</p> <p>audience</p> <p>purpose</p> <p>revise</p> <p>parallelism</p> <p>response to literature</p> <p>reflective writing</p> <p>coherence</p> <p>transitions</p>
		<p>2.3 Write reflective compositions:</p> <p>a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</p> <p>b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</p> <p>c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p>			

	Response to Literature & Reflective Writing	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points
Writing Conventions	Students write and speak with a command of standard English conventions.	<p>1.3 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>1.4 Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p>	<p>Mini-lessons – as needed from Holt Handbook, Chap. 5</p> <p>Reading and Writing Handbook</p> <p>parallelism pp.327-28</p> <p>show not tell</p> <p>commas</p> <p>colons – Chaps.2,3,4</p> <p>run-ons – Chaps. 2,3,4</p> <p>subject/verb agreement – Chap.5</p> <p>subordination – pp.469-70</p> <p>sentence combining – pp.464-470</p>	<p>Revising strategies</p> <p>Response to Literature essay</p> <p>Reflective essay</p>	<p>Recommended Aids</p> <p>prompts</p> <p>graphic organizer</p> <p>analytical checklist</p> <p>rubrics</p> <p><u>Reading and Writing Handbook</u></p>
Speaking & Listening 1 & 2	<p>Students deliver extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description.</p> <p>Student speaking demonstrates a command of standard American English.</p>	<p>2.3 Deliver oral responses to literature:</p> <p>a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).</p> <p>b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).</p> <p>c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p> <p>d. Demonstrate an awareness 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>Literature and Language Analysis for literacy analysis presentation, pp. 782-783</p>	<p>-Book Talks</p> <p>-Hot seat</p> <p>-Dramatic reading and analysis</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 but are not limited to:</p> <p>journal writing</p> <p>quickwrites</p> <p>reading logs</p> <p>short essay quizzes</p> <p>summaries</p> <p>narrative paragraphs</p> <p>inductive thinking strategies</p> <p>double entry journals</p> <p>storyboards</p>

## Suggested Historical Research Report (Junior Thesis) 4-6 weeks English 5-6

	Research	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points
Reading 1, 2, 3	<p>Student analyze structural features of informational, primary and secondary sources. 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 themes.</p>	<p>2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.</p> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u></p> <p>2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</p> <p>2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p> <p>2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.</p> <p>2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p>	<p>Holt <u>Literature and Language – 5<sup>th</sup> Course</u> pp.528-547 You can also refer back to texts read so far.</p> <p>Primary and secondary sources Biographies and autobiographies Magazines Encyclopedias Internet</p>	<p><b>Holt</b> Diagnostic Test and Summative Assessments First – Quarter Test pp. 37-53 and Midyear Test pp. 55-72</p>	<p>Research Vocabulary Researchable questions Bibliography Bibliography card Note card Historical Perspective Citation Context Source Documentation analysis Plagiarize Summarize fact/opinion</p> <p><b>Writing</b> Thesis statement Sentence combining Topic sentence Main idea</p>
		<p><u>Literary Criticism</u></p> <p>3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)</p> <p>3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)</p>			

	Research	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points
Writing 1, 2	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 and progression through the stages of the writing progress.	<p><u>Organization and Focus</u></p> <p>1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p><u>Research and Technology</u></p> <p>1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies). Write historical investigation reports:</p> <ol style="list-style-type: none"> <li>a. Use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition.</li> <li>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</li> <li>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.</li> <li>d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</li> <li>e. Include a formal bibliography</li> </ol>	<p><u>Holt Handbook 5<sup>th</sup> Course</u> Chap. 19 Improving sentence style pp. 476-503</p> <p><u>Reading and Writing Handbook</u> pp.57, 58, 70-85 "Junior Thesis" Packet</p> <p><u>Holt Handbook 5<sup>th</sup> Course</u> Manuscript form pp.506-516 Model paper pp.511-516 <u>Reading and Writing Handbook</u> pp. 70-88, 57,58</p>	<p>Historical Investigation Report (Junior Thesis)</p> <ul style="list-style-type: none"> <li>▪ works cited page</li> <li>▪ note cards</li> <li>▪ Bibliography cards</li> </ul>	
Writing Conventions	Student writing demonstrates a command of standard American English, research, organizational, and drafting strategies.	<p><b>1.0 Written and Oral English-Language Conventions</b></p> <p>1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p>1.3 Reflect appropriate manuscript requirements in writing.</p>	<p><b>Holt Transitional expressions pp.930-931</b></p> <p>Subject verb agreement p.620 Quotation marks pp.286, 367</p> <p>Abbreviations pp.272-300 Ellipsis pp.342-43 MLA pp.507, 511-516 Non-sexist language pp.263-64 Parenthetical citation pp.509-10 Direct quotations pp.509-10 Manuscript form pp. 506-516 Model paper pp.511-516 Spelling – Chap.15 <u>Reading and Writing Handbook</u> pp. 70-88, 57,58 Junior Thesis Packet</p>	<p>Historical Investigation Report incorporating skills taught.</p>	

	Research	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points
Speaking & Listening 1 & 2	Students deliver organized oral reports on historical investigations.	<p>2.2 Students deliver organized oral reports on historical investigations:</p> <ol style="list-style-type: none"> <li>a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.</li> <li>b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.</li> <li>c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.</li> <li>d. Include information on all relevant perspectives and consider the validity and reliability of sources.</li> </ol> <p>1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.</p> <p>1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:</p> <ol style="list-style-type: none"> <li>a. Inductive and deductive reasoning</li> <li>b. Syllogisms and analogies</li> </ol> <p>1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.</p>	<p><b>Literature and Language</b></p> <p>Analyzing media presentations pp.1102-1104</p> <p>Creating and rehearsing presentations pp.1110-1111</p> <p>Expository presentations-research pp.548-549</p> <p>Multimedia pp.1102-1109</p> <p>Narrative strategies-oral pp.368-369</p> <p>Research presentation pp.548-549</p>	Research presentation – to peer groups or individual.	<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"> <li>journal writing</li> <li>quickwrites</li> <li>reading logs</li> <li>short essay</li> <li>quizzes</li> <li>summaries</li> <li>outlines</li> <li>sentence combining exercises</li> <li>expository paragraphs</li> <li>note taking</li> <li>paraphrasing</li> <li>bibliography work</li> </ul>

### Suggested Drama/Poetry 6-8 weeks English 5-6

	Response to Literature; Narrative	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points Poetry
Speaking & Listening 1 & 2		<p>1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.</p> <p>1.8 Use effective and interesting language, including:</p> <ul style="list-style-type: none"> <li>a. Informal expressions for effect</li> <li>b. Standard American English for clarity</li> <li>c. Technical language for specificity</li> </ul> <p>1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.</p> <p>1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.</p>			

	Response to Literature; Narrative	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points Poetry
Reading 1, 2, 3	<p>Students apply their knowledge of word origins to determine the meaning of new words. 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><b>Vocabulary and Concept Development</b></p> <ol style="list-style-type: none"> <li>1.1 Trace the etymology of significant terms used in political science and history.</li> <li>1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</li> <li>1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</li> </ol> <p><u>Comprehension and Analysis of Grade-Level-Appropriate Text</u></p> <ol style="list-style-type: none"> <li>2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.</li> <li>2.5 Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.</li> </ol> <p><u>Structural Features of Literature</u></p> <ol style="list-style-type: none"> <li>3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory) that are used in poetry, and plays.</li> </ol> <p><u>Narrative Analysis of Grade-Level-Appropriate Text</u></p> <ol style="list-style-type: none"> <li>3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</li> <li>3.3 Analyze the ways in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical or aesthetic purposes or both.</li> </ol>	<p>The <u>Crucible</u> and any other plays from the <u>Book of Plays</u> and/or <u>A Raisin in the Sun</u>, <u>Our Town</u>, <u>The Night Thoreau Spent in Jail</u>.</p> <p>To select poems see the list on pp.A26-A28. Poems are listed in order of appearance in the textbook.</p> <p>Some suggested poets and titles. It is not expected that a group reads all of the poems listed, but where possible have students read many poems by a single author rather than reading piece meal – unless poems are sorted thematically, etc. All            Edgar Allan Poe            All Walt Whitman            All Emily Dickinson            All Robert Frost            All Langston Hughes            All William Carlos Williams            All E. E. Cummings            “Richard Cory” Robinson            “Now &amp; Then, America” Mora            “Love Song of J.Alfred Prufrock” Eliot            “Poetry” Marianne Moor  <u>“Ars Poetica” MacLeigh</u>            and a variety of “modern” poems</p>	<p><u>Literature and Language</u>            Poetry quizzes and drama quizzes            Formal Assessment selection tests            Third-Quarter Test pp.73-91 and/or End-of-Year Test pp.93-118</p>	<p>When reading, there are several ways to proceed. Teachers can teach literary analysis by interspersing poetry throughout other units to introduce concepts or teachers can teach poetry as a discrete unit. If you teach poetry as a unit, it’s best to teach many poems by a single author. Teachers can also choose to sort poems by themes, literary devices, time periods or form.</p>

	Response to Literature; Narrative	Key Curriculum Objectives	Adopted Textbooks Vehicles for teaching the standards	Assessments	Focus Points Poetry
		<p>3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.</p> <p>3.5 Analyze recognized works of American literature representing a variety of genres and traditions:</p> <ol style="list-style-type: none"> <li>Trace the development of American literature from the colonial period forward.</li> <li>Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.</li> <li>Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. <u>Literary Criticism</u></li> </ol> <p>3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)</p>			
Writing 1, 2	<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 and progression through the stages of the writing process. Students combine the rhetorical strategies of narration, persuasion, and description to produce texts of at least 1,500 words.</p>	<p><u>Organization and Focus</u></p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, or descriptive writing assignments.</li> <li>Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.</li> <li>Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</li> <li>Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy</li> <li>Use language in natural, fresh, and vivid ways to establish a specific tone.</li> </ol> <p><u>Evaluation and Revision</u></p> <ol style="list-style-type: none"> <li>Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</li> </ol> <p><u>Genres and their Characteristics</u></p> <ol style="list-style-type: none"> <li>Write fictional, autobiographical, or biographical narratives:</li> <li>Write responses to literature:</li> <li>Write reflective compositions</li> </ol>	<p><b>Poetry interpretations- p. 501</b> Poetic device chart 318 Response to Literature pp. 1162, 774 Narrative pp.1164, 964-965, 739-740 Reflective pp.360-367</p>	<p>see "Classroom Embedded Prompts" Write a response to literature- essay timed or process Write a narrative or reflective narrative essay-process about a poem, series of poems or a play (s).</p>	<p>See <u>Handbook of Literary Terms</u> and <u>Drama, Historical Terms</u> section of textbook.</p> <p><b><u>Vocabulary</u></b> foil dramatic irony dramatic monologue couplet simile metaphor personification freeverse imagery rhyme scheme et al alliteration poetic devices onomatopoeia rhythm</p>

	<b>Response to Literature; Narrative</b>	<b>Key Curriculum Objectives</b>	<b>Adopted Textbooks Vehicles for teaching the standards</b>	<b>Assessments</b>	<b>Focus Points Poetry</b>
<b>Writing Conventions</b>	Students write and speak with a command of standard English conventions.	1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 Reflect appropriate manuscript requirements in writing.	<u><b>Parallel structure pp.982-983</b></u> Parenthetical citations p.547 Present tense p.896 Present tense -literary pp.781, 896	Informal and formal tests of skills taught	
<b>Speaking &amp; Listening 1 &amp; 2</b>	Students deliver extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English.	<u>Comprehension</u> 1.10 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers). 2.1 Deliver reflective presentations 2.3 Deliver oral responses to literature	<u><b>Literature &amp; Language</b></u> run-ons pp.251-252 Fused sentences pp.251-252 <u><b>Holt Handbook</b></u> sentence combining Chap.18 Improving Sentence Style, Chap.19	reader's theater  presentations and feedback  poetry slam/coffee house	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

**METHODS:** A variety of instructional strategies will be utilized to accommodate all learning styles including, but not limited to:

**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.

<b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b>	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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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"> <li>• Recall</li> </ul>	<ul style="list-style-type: none"> <li>• Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>• Restate in Journals / Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Hand Signals</li> </ul>
<ul style="list-style-type: none"> <li>• Imagine</li> </ul>	<ul style="list-style-type: none"> <li>• Idea Wave</li> </ul>	<ul style="list-style-type: none"> <li>• Response Boards</li> </ul>	<ul style="list-style-type: none"> <li>• Clapping</li> </ul>
<ul style="list-style-type: none"> <li>• Observe</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Response</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Stand up/ Sit down</li> </ul>
<ul style="list-style-type: none"> <li>• Consider</li> </ul>	<ul style="list-style-type: none"> <li>• Give One, Get One</li> </ul>	<ul style="list-style-type: none"> <li>• Folded Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Point to Examples</li> </ul>
<ul style="list-style-type: none"> <li>• Visualize</li> </ul>	<ul style="list-style-type: none"> <li>• “Foggiest” point</li> </ul>	<ul style="list-style-type: none"> <li>• Ticket Out of Class</li> </ul>	
	<ul style="list-style-type: none"> <li>• Socratic Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate</li> </ul>	
	<ul style="list-style-type: none"> <li>• Cooperative Discussion Groups (i.e. Talking Chips)</li> <li>• Role Play</li> </ul>		

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

## **Literacy and Differentiation Strategies**

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

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

Listed below are the major themes often encountered in American Literature, which are presented and/or supported in the core anthology Literature and Language Arts: Essentials of American Literature 5<sup>th</sup> Course.

**Themes or Essential Questions** to use with American Literature:

- Trace the development of American Literature from the colonial period forward
- The rise and fall of the American Dream
- Tracing the American Dream
- What is an American? - Crèvecoeur
- The “Self-Made Man”- Franklin
- Celebration of the Romantic Individual
  - “Self-Reliance” - Emerson
  - Walden - Thoreau
- Spiritual values versus Materialism
- Cultures in conflict
- Western Expansion; “Manifest Destiny”
- Immigrant experiences
- Harlem Renaissance
- Multiculturalism
- Reactions to/Experiences in War
- Alienation
- The Beat Generation
  - Misfits
  - Expatriates
- The Future
- How Does the Dream Change?

**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: Literature of the United States with Literature of the Americas. Fifth Course; 2003, Holt, Rinehart and Winston

**Supplemental Text:**

- Handbook, fifth course, 2003 Holt, Rinehart and Winston

**Novels: Teachers may select from titles on the attached list for grade 11**

**Additional Resources:**

- Newspapers/editorials
- Magazines: (optional) Literary Cavalcade, Scholastic, Newsweek, Upfront, The New Yorker, Writing by Reader’s Digest
- Reading and Writing Handbook Long Beach Unified School District—with rubrics and scoring guides
- California State Standards

**11<sup>th</sup> grade students must read the following selections:**

- The Crucible
- Of Mice and Men or The Grapes of Wrath (H)
- Catcher in the Rye or The Great Gatsby (H)

## 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 for the grade level. The common novel should be read by all students (at that grade level).

### Novels/Themes for English 5-6

Core	Alienation	American Dream	Cultures in Conflict	Immigrant Experience	Reactions to/Experiences with War	Romantic Individualism	Spiritualism vs. Materialism	Western Expansion
Huckleberry Finn (H)	X		X			X		
Of Mice and Men/Grapes of Wrath (H)	X	X						
The Crucible (Drama)	X		X			X		
Catcher in the Rye/The Great Gatsby (H)/Bean Trees	X	X				X	X	
<b>Extended</b>								
A Farewell to Arms	X				X	X		
Animal Dreams	X		X	X			X	
Death of a Salesman	X	X					X	
Glass Menagerie	X	X						
Moby Dick	X					X		
My Antonia	X	X	X	X				X
Native Son	X		X					
One Flew Over the Cuckoo's Nest	X		X			X		
Our Town (Drama)		X					X	
Scarlet Letter	X					X		
The Night Thoreau Spent in Jail (Drama)	X					X	X	
The Sun Also Rises	X				X			
Their Eyes Are Watching God		X	X			X	X	
Joy Luck Club	X	X	X	X				

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

Name \_\_\_\_\_

Period \_\_\_\_\_

<b>RUBRIC SCORE</b>	6		6		6		6	
	5		5		5		5	
	4		4		4		4	
	3		3		3		3	
	2		2		2		2	
	1		1		1		1	
<b>GENRE TASKS</b>	Expository	Conventions	Literary Analysis/ Response to Literature	Conventions	Persuasive	Conventions	Narrative/ Reflective	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
<b>Beginning of Year</b>			

## 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"> <li>◆ On demand or timed writing – <b>at least one per quarter</b> and can be used as a first draft for a process piece</li> <li>◆ 4 process papers (minimum) Choose from the genres listed below</li> <li>◆ <b>Biographical, autobiographical narrative, or short stories</b> <ul style="list-style-type: none"> <li>a. Relate a sequence of events and communicate the significance of the events to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>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.</li> <li>d. Pace the presentation of actions to accommodate changes in time and mood.</li> <li>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ul> </li> <li>◆ <b>Response to literature:</b> 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"> <li>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> <li>c. Demonstrate awareness of the author's use of stylistic devices and an</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ On demand or timed writing – <b>at least one per quarter</b> and can be used as a first draft for a process piece</li> <li>◆ 4 process papers (minimum) Choose from the genres listed below</li> <li>◆ <b>Biographical, autobiographical narratives, or short stories</b> <ul style="list-style-type: none"> <li>a. Relate a sequence of events and communicate the significance of the events to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>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.</li> <li>d. Pace the presentation of actions to accommodate changes in time and mood.</li> <li>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ul> </li> <li>◆ <b>Response to literature:</b> 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"> <li>a. Demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ On demand or timed writing – <b>at least one per quarter</b> and can be used as a first draft for a process piece</li> <li>◆ 4 process papers (minimum) Choose from the genres listed below</li> <li>◆ <b>Reflective essay</b> <ul style="list-style-type: none"> <li>a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</li> <li>b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</li> <li>c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</li> </ul> </li> <li>◆ <b>Response to literature:</b> 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"> <li>a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.</li> <li>b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.</li> <li>c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</li> <li>d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ On demand or timed writing – <b>at least one per quarter</b> and can be used as a first draft for a process piece</li> <li>◆ 4 process papers (minimum) Choose from the genres listed below</li> <li>◆ <b>Revisit biographical or autobiographical narratives</b> <ul style="list-style-type: none"> <li>a. Narrate a sequence of events and communicate their significance to the audience.</li> <li>b. Locate scenes and incidents in specific places.</li> <li>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.</li> <li>d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.</li> <li>e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ul> </li> <li>◆ <b>Reflective essay or respond to college prompt essays</b> <ul style="list-style-type: none"> <li>a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).</li> <li>b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.</li> </ul> </li> </ul>

Grade 9	Grade 10	Grade 11 and Honors	Grade 12—all electives
<p>appreciation of the effects created.</p> <p>d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>◆ <b>Expository compositions, including analytical essays and research report.</b></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>◆ <b>Business letter—review from 8<sup>th</sup> grade</b></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>◆ <b>Persuasive essay or letter</b></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</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>◆ <b>Expository compositions, including analytical essays and research report.</b></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>◆ <b>Persuasive essay</b></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>created.</p> <p>e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p> <p>◆ <b>Persuasive/argumentation essay—</b>review from 9<sup>th</sup> and 10<sup>th</sup> 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>◆ <b>Historical investigation:</b> 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 of sources.</p> <p>e. Include a formal bibliography.</p>	<p>c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.</p> <p>◆ <b>Response to literature:</b> 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>◆ <b>Argumentative essay—prepare for college level writing</b></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>◆ <b>Historical Investigation/Research: include an outline if appropriate. Must be completed in all 12<sup>th</sup> grade English courses</b></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>

Grade 9	Grade 10	Grade 11 and Honors	Grade 12—all electives
<p>emotion or ethical belief; relate a personal anecdote, case study, or analogy).</p> <p><b>c.</b> 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><b>d.</b> Address readers' concerns, counterclaims, biases, and expectations.</p> <p>◆ <b>Research:</b> 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>◆ <b>Mock CAHSEE—with essay</b></p> <p>◆ <b>Daily writing</b> 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>◆ <b>Technical documents: e.g.,</b> pamphlets, manuals, procedures for conducting a meeting, minutes of a meeting, etc.</p> <p>◆ <b>Research:</b> 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>◆ <b>CAHSEE with essay</b></p> <p>◆ <b>End-of-course exam—with essay</b></p> <p>◆ <b>Daily writing</b> 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>◆ <b>End-of-course exam-with essay</b></p> <p>◆ <b>Early Assessment Program (EAP)—taken at the time of the STAR testing for CST with essay</b></p> <p>◆ <b>SAT with essay</b></p> <p>◆ <b>AP Literature and Language and/or AP Literature and Language tests with essays repeat</b></p> <p>◆ <b>Daily writing</b> 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>◆ <b>Job applications/college applications and résumé</b> (where appropriate)</p> <p>◆ <b>Multi media presentation</b> (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>◆ <b>End of Course exam-with essay</b></p> <p>◆ <b>AP Literature and Language and/or AP Literature and Language tests with essays repeat</b></p> <p>◆ <b>Daily writing</b> 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 11 Writing Assessments			
Suggested minimum tasks and time frame: Tasks may be taught in any order a teacher sees fit for her/his group of students, but all must be attempted.	Date Completed	Number of Drafts	Final Score
<b>Quarter 1</b>			
○ Pre on-demand writing-first month of school (EPT or Subject A prompt could be used.)			<b>Rhetoric Conventions</b>
○ Fictional, Autobiographical or biographical narratives			
○ Reflective College Essay			
○ Response to Literature			
○ On-demand and timed writing			
<b>Quarter 2</b>			
○ Literary Analysis: Response to Literature—could be on-demand			
○ Expository: Historical Investigation			
○ On-demand and timed writing			
○ On-demand and timed writing			
<b>Quarter 3</b>			
○ Literary Analysis/Response to Literature			
○ Exposition and Persuasive (H) -Continue Historical Investigation			
○ Begin multi-media presentation-- subject to availability.			
○ On-demand and timed writing			
<b>Quarter 4</b>			
○ Literary analysis/Response to Literature—could be in-demand			
○ Historical Investigation-Multimedia Presentation—subject to availability.			
○ Post timed or on-demand essay-could be the end of			

course essay prompt			
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**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.

**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** **30%**  
 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/DOL, 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** **5%**

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