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## EDUCATIONAL PHILOSOPHY

The Board of Directors of the Van Buren Community School District is committed to the operation of schools whose purpose is to serve by assisting each learner develop into a mature individual and contributing member of society. The goals of education and the goals of democracy are fundamentally the same. The board believes the nature of learning is continuous experience throughout the life of each individual. This experience is influenced by a variety of factors including the environment surrounding the learner. The board also believes, and recognizes, the nature of a learner requires an awareness of the unique needs of each individual and the various stages of development associated with growth. It is believed all have the capability of learning given appropriate opportunity.

The Board of Directors recognizes the guardianship of public education is a trust and an obligation. Consequently, the board believes that a desirable learning atmosphere must be provided which includes the following: (1) Appropriate facilities; (2) Competent staff; (3) Appropriate educational and instructional materials; (4) Assurance of safety; (5) Recognition of individual dignity and worth; (6) A scope of educational experiences to challenge each student; and (7) Periodic review, revision, and evaluation.

The Board further believes the scope of educational experience should meet the needs of varied learners and include experiences that encompass the intellect and associated basic and developmental skills, as well as aesthetic, physical, civic, social, vocational, multicultural, and technological awareness.

Date of Adoption: May 9, 1990

Date Reviewed: August 11, 1999

Date Revised: November 8, 1995

## **Forward**

The purpose of this guide is to assist teachers in the organization and instruction of Language Arts classes in the Van Buren Community School District.

This guide provides direction for teachers of grades Pre-kindergarten through sixth grade, and is adaptable for individual and class needs. It is, however, important that teachers follow the suggested sequence and scope of lesson content to ensure systematic and comprehensive instruction concepts and skills.

Committee members established basic agreement on the philosophy and goals of Language Arts in our school system.

This guide, prepared by classroom teachers, for use by classroom teachers, provides a scope and sequence for instruction, which reflects a sense of wonder, and appreciation for the gifts within and around us.

## Acknowledgement

During the 2002-2003 school year, a committee of teachers and administrators was formed to develop a Language Arts curriculum with a pre-k through 12<sup>th</sup> grade continuum. The committee members combined their unique competencies and interests in a joint effort to develop this curriculum, which is the result of interactions and idea exchanges among the committee members, from teachers and administrators with the school system.

This curriculum should assist teachers in determining the expected concept and performance level at the various grades. It is not designed to restrict or limit the creativity or imagination of teachers. The guide serves as a springboard for the development of additional concepts and masters of skills, depending on the ability and interests of each student.

This project was successfully completed in the summer of 2003, because of the dedication and consistent efforts of the committee members who participated in this project:

Elementary:

Gwen Pedrick, Sara Retallick, Anita Corry, Linda Golden, Lorrie Whitacker, Teresa Adkins, Teresa Dickinson, Linda Hinshaw, Kelly Loeffler, Christine Shaw, Rita Tedrow, and Joyce Ward.

Secondary:

Susan Alarie, Lisa Benge, Tom Kepler, Dave Paulek, and Mary Dawn Schuck.

We are grateful to these committee members, and support the compliment their fine efforts.

EDUCATIONAL OBJECTIVES**I. OUR FRAME OF REFERENCE**

We believe that the school as a public institution should provide insofar as possible:

1. A well-qualified and efficient corps of teachers.
2. A physical plant and equipment adequate to meet the needs of every learner.
3. Experiences for effective learning.
4. An educational leadership, which leads to continuous improvements of the school.

We believe there is a common set of skills, knowledge, and attitudes essential to the total development of all Van Buren students. These learning's have intrinsic value, independent of a student's background, for the fulfillment of future aspirations. We further believe that these skills, knowledge and attitudes constitute a set of expectations that all students create and attain meaningful goals and engage in life long learning.

The skills and competencies, later listed, establish a vision of what a Van Buren High School graduate should know and be able to do within the identified areas. Recognizing that students begin their schooling at different levels of readiness, and some have developmental handicaps, the listed skills and competencies are not meant to define minimum competencies but set a standard for an educated citizen that is essential to becoming a productive and contributing member of society.

**II. SKILLS AND COMPETENCIES****Reading**

As a result of education in grades K – 12, each student should be able to:

- identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words;
- identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work;
- recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally;
- set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading
- make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistency and judging the validity of evidence and sufficiency of support;
- vary his/her reading speed and method based on the type of material and the purpose for reading;
- use the feature of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography.

**Writing**

As a result of education in grades K – 12, each student should be able to:

- write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling;
- select, organize and relate ideas and develop them in coherent paragraphs;
- organize sentences and paragraphs into a variety of forms and produce writing of an appropriate length using a variety of composition types;
- use varying language, information, style and format appropriate to the purpose and the selected audience;
- conceive ideas and select and use detailed examples, illustrations, evidence and logic to develop the topic;
- gather information from primary and secondary sources; write a report using that information; quote, paraphrase and summarize accurately, and cite sources properly;

- improve his or her own writing by restructuring, correction errors and rewriting.

## **Speaking and Listening**

As a result of education in grades K – 12, each student should be able to:

- engage critically and constructively in an oral exchange of ideas;
- ask and answer questions correctly and concisely;
- understand spoken instructions and give spoken instructions of others;
- distinguish relevant from irrelevant information and the intent from the details of an oral message;
- identify and comprehend the main and subordinate ideas in speeches, discussions, audio and video presentations, and report accurately what has been presented;
- comprehend verbal and nonverbal presentations at the literal, inferential and evaluative levels;
- deliver oral presentations using a coherent sequence of thought, clarity of presentation, suitable vocabulary and length, and nonverbal communication appropriate for the purpose and audience.

## **Mathematics**

As a result of education in grades K – 12, each student should be able to:

- add, subtract, multiply, and divide using whole numbers, decimals, fractions and integers;
- make and use measurements in both traditional and metric units to measure lengths, areas, volumes, weights, temperatures and times;
- use ratios, proportions and percents, powers and roots;
- understand spatial relationships and the basic concepts of geometry;
- make estimates and approximations, and judge the reasonableness of results;
- understand the basic concepts of probability and statistics;
- organize data into tables, charts and graphs, and read and interpret data presented in these forms;
- formulate and solve problems in mathematical terms.

## **Reasoning**

As a result of education in grades K – 12, each student should be able to:

- recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view;
- draw reasonable conclusions from information found in various sources, and defend his/her conclusions rationally;
- formulate and test predictions and hypotheses based on appropriate data;
- comprehend, develop and use concepts and generalizations;
- identify cause and effect relationships;
- identify and formulate problems;
- gather, analyze, synthesize and evaluate information pertinent to the problem;
- develop alternative solutions to problems, weight relative risks and benefits, make logical decisions and verify results;
- use critical and creative thinking skills to respond to unanticipated situations and recurring problems.

## **Studying**

As a result of education in grades K – 12, each student should be able to:

- set learning goals priorities consistent with stated objectives and progress made, and allocate the time necessary to achieve them.
- determine what is needed to accomplish a task and establish habits conductive to learning independently or with others;
- follow a schedule that accounts for both short- and long- term project accomplishment;
- locate and use a variety of sources of information including print and non print materials, computers and other technologies, interview and direct observations;
- read or listen to specific information and take efficient notes.

## **Technological Literacy**

As a result of education on grades K – 12, each student should be able to:

- identify and design techniques for recognizing and solving problems in science, including the development of hypotheses and the design of experiments to test them – the gathering of data, presenting them in appropriate formats, and drawing inferences based upon the results;
- use observation and analysis of similarities and differences in the study of natural phenomena;
- demonstrate the ability to work with laboratory measuring, manipulating and sensing devices;
- understand the implications of existing and emerging technologies on our society and our quality of life; including personal, academic and work environments;
- recognize the potential and the limitations of science and technology in solving societal problems.

## **K – 12 Language Arts**

### **Definitions:**

**Standard** – A description of what students should understand and be able to do

**Benchmark** – Translates the standard into what the student should understand and be able to do at developmentally appropriate levels

### **Infusions/Provisions:**

**HOTS** – Higher Order Thinking Skills

**LS** – Learning Skills

**CS** – Career Skills

**MCGF** – Multi-Cultural Gender Fair

**HGD** – Human Growth and Development

**AP** – Activity Program

Technology

Media/Info Skills

Guidance

**At-Risk**

**Special Education**

**TAG** – Talented and Gifted

## DIVISION V EDUCATION PROGRAM

**281 – 12.5(256) Education program.** The following education program standards shall be met by schools and school districts for accreditation with the start of the 1989-1990 school year.

**12.5(4) Junior high program, grades 7 and 8.** The following shall be taught in grades 7 and 8: English-language arts, social studies, mathematics, science, health, human growth and education, and technology education. Instruction in the following areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.

In implementing the junior high program standards, the following general curriculum definitions shall be used.

a. English-language arts. English language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.

**12.5(5) High school program, grades 9-12.** In grades 9 through 12 a unit is a course or equivalent related components or partial units taught throughout the academic year as defined in subrule 12.5(18). The following shall be offered and taught as the minimum program: English-language arts, six units; social studies, five units; mathematics, six units as specified in 12.5(5) "c"; science, five units; health, one unit; physical education, one unit; fine arts, three units; foreign language, four units; and vocational education, 12 units as specified in 12.5(5) "i."

In implementing the high school program standards, the following curriculum standards shall be used.

a. English-language arts (six units). English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.

**Standards & Benchmarks  
Language Arts & Reading**

**Standard 1: Ability to Use Reading Process**

- Benchmarks:**
- 1.1. Determine the meaning of new words from content; word recognition (fluency)
  - 1.2. Interpret non-literal language meaning (vocabulary)
  - 1.3. Interpret information in new contexts (makes predictions)
  - 1.4. Understand stated information by answering questions

**Standard 2: Comprehension of Variety of Literary Texts**

- Benchmarks:**
- 2.1. Determine main ideas (short stories, novel)
  - 2.2. Understands elements of a story (plot, setting, etc.)
  - 2.3. Infer traits, feelings, or motives of characters
  - 2.4. Identify author's purpose or viewpoint

**Standard 3: Comprehension of Variety of Informational Texts**

- Benchmarks:**
- 3.1. Comprehends details in passages and texts
  - 3.2. Analyze style or structure of a passage
  - 3.3. Draw conclusions summarizing and paraphrasing information
  - 3.4. Identifies author's viewpoint in an informational text

**Teacher Chosen - Standards and Benchmarks**

**Standard 4: Demonstrates Competency in Written Communication**

- Benchmarks:**
- 4.1. Uses the writing process
  - 4.2. Uses the standards of written English

**Standard 5: Demonstrates Competency in Spoken Communication**

- Benchmarks:**
- 5.1. Formulates and delivers effective oral communication
  - 5.2. Responds constructively to oral messages

## **7th Grade Reading Syllabus**

The following will be covered throughout the year:

--Accelerated Reader

    Read books  
    AR Tests

--Library Orientation

    Library map  
    Practice locating and using library materials to gather information for various tasks  
    Tests/quizzes/assigned activities

--Thematic Units - 4-5 Units

    Read stories, poems, novel  
    Worksheets, vocabulary, writing assignments  
    Tests, quizzes

--Poetry Unit

    Research published poet  
    Summary of poet  
    Create a poetry notebook including original poetry written by student

**Subject Area: Language Arts  
Class/Grade: 7th Grade Reading**

**Standard 1: Ability to use Reading Process**

**Benchmarks:**

- 1.1 Interpret non-literal language meaning (understands vocabulary used in text)
- 1.2 Interpret information in new contexts (makes predictions)
- 1.3 Decodes words using a variety of context clues
- 1.4 Understands stated information by answering questions/searches for specific answers to questions while reading

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
1.1	text, supplemental materials	Recognizes connotative meanings	Quizzes, tests, daily assignments, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text, supplemental materials	Offer interpretations of grade-level reading material	Class discussion Writing response, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text, supplemental materials	Uses understanding of root words, prefixes, suffixes, and contextual clues	Quizzes, test questions, classroom discussions, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text, supplemental materials	Responds correctly to comprehension questions on grade-level reading material	Comprehension questions and quizzes, test questions Classroom discussions, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 7th Grade Reading**

**Standard 2:** Comprehension of Variety of Literary Texts

**Benchmarks:**

- 2.1. Determine main ideas
- 2.2. Understands elements of a plot of a given story
- 2.3. Infer traits, feelings, or motives of characters
- 2.4. Identify author's purpose of viewpoint

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
2.1	text, supplemental materials, poems	Understands main concepts of grade-level reading material, poetry	Quizzes, tests, daily assignments, poetry analysis, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	text, supplemental materials, poems	Demonstrates an understanding of story sequence and storyline of poems	Class discussion Writing response, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	text, supplemental materials, poems	Demonstrates an understanding of character traits, feelings, and motives	Quizzes, test questions, classroom discussions, and activities, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	text, supplemental materials	Demonstrates an understanding of writer's perspective in grade-level reading material	Comprehension questions and quizzes, test questions, Classroom discussions, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends details in passages and text/attempts specific strategies to clear up confusing parts of a text
- 3.2. Analyze style or structure of a passage (deciding text is fact or fiction)
- 3.3. Draw conclusions making implied generalizations from informational text
- 3.4. Identifies author's viewpoint in an informational text

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	text, supplemental materials	Uses strategies to aid in understanding of difficult passages in grade-level reading material	Classroom discussion, activities, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text, supplemental materials	Demonstrates an understanding of differences between fiction/nonfiction grade-level material	Classroom discussion, activities, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text, supplemental materials	Uses higher order thinking skills to evaluate grade-level reading material	Quizzes, test questions, classroom discussions, and activities	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text, supplemental materials	Learns author's purposes(informational, persuasive, etc) and devices in grade-level reading material	Comprehension questions and quizzes, test questions Classroom discussions	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**SUBJECT:** 7<sup>TH</sup> Grade Reading

**UNIT:** Integrated Reading

**TIME:** Integrated throughout the year – first 10 -15 minutes of class

Activities	Materials	Evaluation
Students engage in independent reading for the first 10 – 15 minutes of each class period.	Free reading book Accelerated Book	Teacher observation of the use of free reading time.
Students set a reading goal for each quarter.  Upon completion of a book, students will engage in Accelerate Reader materials.	Reading Log form on which to record their reading progress	Accelerated Reader Tests  At the end of each quarter, teacher observation as to whether or not students set a realistic goal and whether or not that goal was achieved.

**SUBJECT:** 7<sup>TH</sup> Grade Reading  
**UNIT:** Library Orientation  
**TIME:** 5 days

Activities	Materials	Evaluation
Tour Library  Students complete a map of the library.  Research Tools: Students will distinguish between and determine which sources are the best for a given task.  Practices using a research tool to answer a question.  Discuss and practice source citation and evaluating the reliability/validity of sources.  Practice information gathering	Teacher made template  Selected titles from individual references, general encyclopedias, specific encyclopedias, and classified material  Items from vertical file, magazines, newspapers, and SIRS.  Electronic sources include: card catalogue, CD's, Infotrac, and Internet.	Completed library map/quizzes/assigned activities

Activities	Text – Selected Text	Materials	Evaluation
Throughout this unit, students will read a variety of poems. Particular emphasis is on: <b>Personal response, Imagery, Theme, Figures of Language:</b> -Simile -Metaphor -Personification -Hyperbole -Irony -Symbol <b>Rhyme scheme</b> <b>Connotation/Denotation</b>	Anthologies from our library as well as from AEA media resources		Class discussion/written work/quizzes/final notebook
Students will be involved in discussing the above in relation to poems we have read. They will practice writing examples of each kind of figurative language, and will also complete written work demonstrating their understanding of connotation and denotation	Teacher handouts and worksheets are used for student practice of writing figurative language and connotation and denotation		Teacher handout specifically outlining the criteria for student notebook Supply magazines, construction paper, glue, markers, colored pencils, etc.

Activities	Materials	Evaluation
<p>Students are required to write the following types of poems to include in their notebooks:</p> <ul style="list-style-type: none"> <li>-Diamond</li> <li>-Concrete</li> <li>-Haiku</li> <li>-Acrostic</li> <li>-Limerick</li> </ul> <p>*May also include other poems they have written that they wish to include.</p> <p>For their final notebook, students will include a 2-3 paragraph summary on a selected poet, seasonal poems, children's poems, and one-subject poems as well as their own poetry</p> <p>Poems will be illustrated, analyzed, and a cover will be designed</p>	<p>Teacher handouts outlining the format of each type of poem are provided as well as examples of each type of poem</p> <p>A variety of anthologies must be available for student use.</p> <p>Internet as a source for published poems.</p>	Rubric Score Sheet for final notebook

SUBJECT: 7<sup>TH</sup> Grade Reading  
 UNIT: Thematic Units  
 TIME: 5-15 days – Interspersed throughout the school year

Activities	Materials	Evaluation
<p>Read material: fiction, nonfiction, poetry drama</p> <p>Evaluate the meaning and significance of individual pieces of literature</p> <p>Respond to literature through writing and speaking</p> <p>Practice vocabulary</p>	<p>Selected text</p>	<p>Class discussion/questions assigned/ worksheets/ tests and quizzes/ writing assignments</p>

SUBJECT: 7<sup>TH</sup> Grade Reading  
UNIT: Writing  
TIME: 5-15 days – Interspersed throughout the year

Activities	Materials	Evaluation
Instruction on writing format  Brainstorming of possible writing topics  Listing of possible points to be included in writing  Writing of a rough draft  Peer/teacher conferences  Peer editing  Final draft	Selected text Supplemental materials  Handouts of example to be modeled	Rubric, score sheet of specific criteria, teacher observation

## 7<sup>th</sup> Grade Reading Unit Plans

### Subject: 7th Grade Reading

#### Unit 1: Integrated Reading

Time: 60 days – first 10-15 minutes of class throughout the year

ACTIVITIES	MATERIALS	EVALUATION
Students will free read the first 10-15 minutes of each class period. Students set a reading goal for each semester. Upon completion of a book, students engage in Accelerated Reader materials.	Accelerated Reader Books	Accelerated Reader Quizzes

### Subject: 7th Grade Reading

#### Unit 2: Library Orientation

Time: 5 days

ACTIVITIES	MATERIALS	EVALUATION
Students tour library to become familiar with location of various materials. Through practice, students distinguish and determine which source is best for a given task. Students practice gathering information.	Various library materials, teacher made template, electronic sources: CD's, Infotrac, Internet, etc.	Evaluation will be based upon completing library map, quizzes, and assigned activities.

**Subject: 7th Grade Reading**  
**Unit 3: Poetry**  
**Time: 20 - 25 days**

ACTIVITIES	MATERIALS	EVALUATION
Students will create a personal poetry notebook which will include a summary of a selected poet, poems by the selected poet, children's poems, seasonal poems, and their own poetry. Throughout the unit, students will evaluate poems with emphasis on personal responses, imagery, theme, figures of language such as simile, metaphor, personification, hyperbole, irony, symbol, and rhyme scheme as well as connotation and denotation.	Selected text, teacher handouts, anthologies from library and AEA	Teacher observation

**Subject: 7th Grade Reading**  
**Unit 4: Thematic Units**  
**Time: 5 - 15 days Interspersed throughout the school year**

ACTIVITIES	MATERIALS	EVALUATION
Students will read and discuss the stories presented in each theme. Through doing worksheets, writing assignments, and tests/quizzes, students will be exposed to various aspects of literature and literary terms.	Selected text	Teacher observation

## 7th Grade English Syllabus

The following will be covered throughout the year:

### --Grammar

Sentence structure, nouns, pronouns, adjectives and adverbs, prepositions, conjunctions, interjections, verbals and verbal phrases

Daily assignments and tests

### --Writing

Childhood Memory,-Character Sketch, Research Paper

Writing process: brainstorming, rough draft, editing, final copy

Examples of character sketches for modeling

Score sheet for specific criteria

### --Speech

Public speaking process - organizing, outlining, voice tone/quality, eye contact, etc.

Score sheet for specific criteria

Various opportunities for public speaking

**SCOPE & SEQUENCE  
GRADES 7 LANGUAGE ARTS**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era  
extends the ability to appreciate literature beyond literal storyline
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments) extends the ability to identify the motivation of characters
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)  
extends the ability to identify and define literary techniques
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone) extends the ability to connect writing style to author's purpose

**Standard 4: Demonstrates Competency in Written Communication**

**Benchmarks:**

- 4.1. Uses the writing process -
  - prewriting
    - extends techniques such as word banks, modeling, 5w + how, mapping, etc.; extends use of various organizational techniques
  - drafting
    - extends fluency while drafting
    - begins to use thesis
    - extends ability to write with beginning, middle, and end
    - extends ability to write in a variety of genre
    - knows friendly letter format; extends knowledge of business letter
    - can use research information to draft a paper--cover sheet, written paper, & works cited
    - extends ability to draft and expository paragraph
    - introduce concept of 3-5 paragraph expository essay (grade 8)
  - revision/proofreading
    - introduce concept of editing content through addition, deletion, or subtraction to improve writing
    - extends ability to find proofreading errors in written passages
  - post-writing
    - extends ability to use feedback and self-evaluation in writing final
    - shares writing in a variety of ways
- 4.2. Uses the standards of written English
  - applied grammar
    - extends application of the usage of 8 parts of speech, especially irregular forms, pronouns and antecedents, agreement problems
    - introductory application of prepositional phrases
  - sentencing

- extends ability to identify and correct fragmented and run-on sentences
  - sentence constructing skills extended through sentence-combining activities
- mechanics
- reviews and reinforces capitalization rules
  - briefly review end punctuation; abbreviation
  - extend ability to use commas, apostrophes, colon
  - introduce semicolon and other advanced marks of punctuation
- spelling
- reinforce strategies of correct spelling

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
  - extends the ability to identify appropriate topics, organizes ideas into speech with beginning, middle, and end
  - extends the ability to deliver a speech: eye contact, clarity and volume, vocal variety, & non-verbal techniques
- 5.2. Responds constructively to oral messages
  - listens to, understands, and responds appropriately to oral communication

**Subject Area: Language Arts  
Class/Grade: 7th Grade English**

**Standard 1: Ability to use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (understands vocabulary used in text)
- 1.2. Interpret information in new contexts (makes predictions)
- 1.3. Decodes words using a variety of context clues
- 1.4. Understands stated information by answering questions/searches for specific answers to questions while reading

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	text, supplemental materials	Recognizes connotative meanings	Quizzes, tests, daily assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text, supplemental materials	Offer interpretations of grade-level reading material	Class discussion/Writing response	<b>HOTS, GS, LS, T.A.G, CS,</b> MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text, supplemental materials	Uses understanding of root words, prefixes, suffixes, and contextual clues	Quizzes, test questions, classroom discussions,	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text, supplemental materials	Responds correctly to comprehension questions on grade-level reading material	Comprehension questions and quizzes, test questions Classroom discussions,	<b>HOTS, GS, LS, T.A.G, CS,</b> MCGF, CE, Tech, <b>Special Ed.</b> , HGD, Media

**Subject Area: Language Arts  
Class/Grade: 7th Grade English**

**Length of Unit: Year**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main ideas
- 2.2. Understands elements of a plot of a given story
- 2.3. Infer traits, feelings, or motives of characters
- 2.4. Identify author's purpose of viewpoint

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	text, supplemental materials, poems	Understands main concepts of grade-level reading material, poetry	Quizzes, tests, daily assignments, poetry analysis,	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	text, supplemental materials, poems	Demonstrates an understanding of story sequence and storyline of poems	Class discussion Writing response,	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	text, supplemental materials, poems	Demonstrates an understanding of character traits, feelings, and motives	Quizzes, test questions, classroom discussions, and activities,	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	text, supplemental materials	Demonstrates an understanding of writer's perspective in grade-level reading material	Comprehension questions and quizzes, test questions, Classroom discussions	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends details in passages and text/attempts specific strategies to clear up confusing parts of a text
- 3.2. Analyze style or structure of a passage (deciding text is fact or fiction)
- 3.3. Draw conclusions making implied generalizations from informational text
- 3.4. Identifies author's viewpoint in an informational text

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	text, supplemental materials	Uses strategies to aid in understanding of difficult passages in grade-level reading material	Classroom discussion, activities, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text, supplemental materials	Demonstrates an understanding of differences between fiction/nonfiction grade-level material	Classroom discussion, activities, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text, supplemental materials	Uses higher order thinking skills to evaluate grade-level reading material	Quizzes, test questions, classroom discussions, and activities	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text, supplemental materials	Learns author's purposes (informational, persuasive, etc) and devices in grade-level reading material	Comprehension questions and quizzes, test questions Classroom discussions	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 4: Demonstrate Competency in Written Communication**

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Supplemental materials, text, teacher-initiated materials	Conceives, plans, writes, edits, and publishes for a variety of grade-level purposes	Rubric, holistic assessment	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Text, supplemental material, teacher-initiated materials	Applies English grammar and mechanics in writing exercises	Teacher conferences, peer editing, rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject:** 7th Grade English  
**Unit:** Grammar  
**Time:** 10-15 days interspersed throughout the year

Activities	Materials	Evaluation
Introduce new concepts Model examples Assign exercises for practice Check assignments for competency	Text--McDougal Little I- Language Network Supplemental Materials	Daily assignments, Tests, Teacher observations

**Subject:** 7th Grade English  
**Unit:** Writing  
**Time:** 10-15 days

Activities	Materials	Evaluation
Students will write a paragraph describing Text -- McDougal Littell a favorite childhood memory	Text -- McDougal Littell Supplemental materials	Rubric score sheet for writing assignment Rubric score sheet for oral presentation
Writing process will be followed: brainstorming ideas, organizing main points, rough draft, editing, final draft		Teacher observation

  

Proper paragraph structure will be stress: topic sentence, supporting ideas, closing sentence	Use of adjectives and adverbs will be used to create vivid images	
Class time will be used to work through the writing process		
Students may also choose to read their stories aloud as an oral presentations		

**Subject:** 7th Grade English  
**Unit:** Speech  
**Time:** 15 days - interspersed throughout other units

Activities	Materials	Evaluation
<p>Students will give oral presentations on teacher/student selected topic.</p> <p>Public speaking process will be introduced: organization, outlining, voice tone/quality, eye contact, etc.</p> <p>Brainstorming of ideas to be included in speech</p> <p>Class time will be used to organize thoughts/ideas for first speech.</p> <p>Class will listen attentively to classmates' speeches</p>	<p>Text--McDougal Littell Language Network</p> <p>Supplemental materials</p>	<p>Teacher observation</p> <p>Rubric score sheet for speech</p> <p>Student evaluation of speech according to specific criteria</p>

**SUBJECT:** 7<sup>TH</sup> Grade English  
**UNIT:** Research  
**TIME:** 30-35 days

Activities	Materials	Evaluation
<p>Handout and go over the "Research Guidelines"</p> <p>-Hand out and go over the information on making source cards.</p> <p>-Practice making source cards.</p> <p>-Large group practice on note taking.</p> <p>-Handout and go over the "Big Six" skills.</p> <p>-Class to library where students engage in directed browsing, answering specific questions to be covered as directed by science teacher.</p> <p>-Students spend time in the library gathering sources and information.</p> <p>-Students skim a source to determine its usefulness, and then make source cards when appropriate.</p> <p>-Students read and take notes from sources.</p> <p>-Students organize notes and create an outline.</p> <p>-Discuss guidelines and expectations for research presentation</p>	<p>"Research Guidelines"</p> <p>Teacher handout</p> <p>Articles to be used to practice note taking</p> <p>Bookmarks with the "Big Six" skills</p> <p>Access to all library resources</p> <p>Handout "Checklist of Sources"</p> <p>Student must have their own 3 x 5 note cards</p> <p>Student must have some kind of visual to show</p> <p>Students write their rough draft – discuss intro., body, conclusion</p> <p>Use sources cards to create the works cited page</p> <p>Students receive rough drafts back and write their final copy</p> <p>Research presentations</p>	<p>Throughout the research unit, students are graded on the following things:</p> <p>Research Process: Checkpoints are given for topic selection, source cards, and note cards.</p> <p>Teacher observation as to how effectively and efficiently students use class time to is also considered.</p> <p>Research paper: A specific evaluation sheet is used when grading the research paper. Both information and speaking technique are evaluated</p>

## **7<sup>th</sup> Grade English Unit Plans**

**Subject: 7<sup>th</sup> Grade English  
Unit: The Sentence and Its Parts  
Time: 15 days**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Through exercises from text, students identify parts of a sentence, recognize fragments and run-ons and correct the errors, create compound sentences using conjunctions.	McDougal Littell – Language Network	Daily assignments and a final test will assess competency.

**Subject: 7<sup>th</sup> Grade English  
Unit: Nouns  
Time: 10 days**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Through exercises from text, students identify singular, plural, possessive, and compound nouns as well as different functions they serve in sentences.	McDougal Littell – Language Network	Daily assignments and a final test will assess competency.

**Subject: 7<sup>th</sup> Grade English  
Unit: Pronouns  
Time: 10 - 15 days**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Through exercises from text, students will identify pronouns and problems that can arise from improper pronoun usage.	McDougal Littell – Language Network	Daily assignments and a final test will assess competency.

**Subject: 7<sup>th</sup> Grade English**  
**Unit: Prepositions, Conjunctions, and Interjections**  
**Time: 10-15 days**

ACTIVITIES	MATERIALS	EVALUATION
Students will identify prepositions, conjunctions, and interjections through exercises from the text.	McDougal Littell – Language Network	Daily assignments and a final test will assess competency.

**Subject: 7<sup>th</sup> Grade English**  
**Unit: Writing – Character Sketch**  
**Time: 10-15 days**

ACTIVITIES	MATERIALS	EVALUATION
Students will write one paragraph describing a unique character. Proper paragraph format will be reviewed and followed. Examples of character sketches will be discussed and modeled. Writing process will be stressed: brainstorming ideas, rough draft, editing, and final copy, topic sentence, body, conclusion; using adjectives, adverbs, action verbs proper agreement, proper punctuation and capitalization will also be stressed.	Supplemental materials	Teacher observation, conferences with students, and a score sheet will assess competency.

**Subject: 7<sup>th</sup> Grade English**  
**Unit: Speeches**  
**Time: 15 days**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will give an oral presentation of selected topic to serve as an introduction to the public speaking process. Organizing points to be presented, outlining, voice tone/quality, eye contact will be stressed.	McDougal Littell – Language Network	A score sheet of specific criteria will be used to evaluate individual speech.

**Subject: 7<sup>th</sup> Grade English**  
**Unit: Research Writing Cross Curricular with Science**  
**Time: 30 days**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will be given an endangered species from his/her science teacher.  Students will be instructed on the research process which will include: source cards, note cards, outlining, works cited, rough draft, editing, and final draft. Checkpoints are given for source cards, note cards, and rough draft.  Students will give an oral presentation with a visual aid.	McDougal Littell – Language Network	A specific evaluation sheet is used when grading research paper.  A score sheet for the oral presentation will be used for evaluation.  Science teacher(s) will grade according to content.

**Subject: 7<sup>th</sup> Grade English**  
**Unit: Adjectives and Adverbs**  
**Time: 10-15 days**

ACTIVITIES	MATERIALS	EVALUATION
Students will practice identifying adjectives and adverbs from exercises in text.	McDougal Littell – Language Network	
Students will practice using adjectives and adverbs correctly in sentences and correct errors commonly made.		

**Subject: 7<sup>th</sup> Grade English**  
**Unit: Writing – Childhood Memory**  
**Time: 10-15 days**

ACTIVITIES	MATERIALS	EVALUATION
Students recall a special childhood memory and write a paragraph on it. Special attention will be placed on paragraph structure: topic sentence, supporting sentences, and closing sentence; use of adjectives and adverbs to create vivid images for the reader. Students may also choose to read aloud their stories.	McDougal Littell – Language Network Supplemental materials	A score sheet of specific criteria will be used for evaluation.

**SCOPE & SEQUENCE  
GRADE 8  
LANGUAGE ARTS**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era  
extends the ability to appreciate literature beyond literal storyline
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments) extends the ability to identify the motivation of characters
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)  
extends the ability to identify and define literary techniques
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone) extends the ability to connect writing style to author's purpose

**Standard 4: Demonstrates Competency in Written Communication**

**Benchmarks:**

- 4.1. Uses the writing process -
  - prewriting
    - extends techniques such as word banks, modeling, 5w + how, mapping, etc.; extends use of various organizational techniques
  - drafting
    - extends fluency while drafting
    - begins to use thesis
    - extends ability to write with beginning, middle, and end
    - extends ability to write in a variety of genre
    - knows friendly letter format; extends knowledge of business letter
    - can use research information to draft a paper--cover sheet, written paper, & works cited
    - extends ability to draft and expository paragraph
    - introduce concept of 3-5 paragraph expository essay (grade 8)
  - revision/proofreading
    - introduce concept of editing content through addition, deletion, or subtraction to improve writing
    - extends ability to find proofreading errors in written passages
  - post-writing
    - extends ability to use feedback and self-evaluation in writing final
    - shares writing in a variety of ways
- 4.2. Uses the standards of written English
  - applied grammar
    - extends application of the usage of 8 parts of speech, especially irregular forms, pronouns and antecedents, agreement problems
    - introductory application of prepositional phrases

**sentencing**

- extends ability to identify and correct fragmented and run-on sentences
- sentence constructing skills extended through sentence-combining activities

**mechanics**

- reviews and reinforces capitalization rules
- briefly review end punctuation; abbreviation
- extend ability to use commas, apostrophes, colon
- introduce semicolon and other advanced marks of punctuation

**spelling**

- reinforce strategies of correct spelling

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
  - extends the ability to identify appropriate topics, organizes ideas into speech with beginning, middle, and end
  - extends the ability to deliver a speech: eye contact, clarity and volume, vocal variety, & non-verbal techniques
- 5.2. Responds constructively to oral messages
  - listens to, understands, and responds appropriately to oral communication

## 8th Grade Reading Syllabus

The following will be covered throughout the year:

--Accelerated Reader:

    Read books  
    AR Tests

--Thematic Units - 4-5 Units

    Read stories, poems, novel  
    Worksheets, vocabulary, writing assignments  
    Test, quizzes

--Writing

    In depth writing

--Speech

    Oral presentations

**Standard 1: Ability to use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (understands vocabulary used in text)
- 1.2. Interpret information in new contexts (makes predictions)
- 1.3. Decodes words using a variety of context clues
- 1.4. Understands stated information by answering questions/searches for specific answers to questions while reading

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	Text, Supplemental materials	Recognizes connotative meanings	Quizzes, tests, daily assignments, AR	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Text, Supplemental materials	Offer interpretations of grade-level reading material	Class discussion Writing response, AR	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	Text, Supplemental materials	Uses understanding of root words, prefixes, suffixes, and contextual clues	Quizzes, test questions, classroom discussions, AR	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Text, Supplemental materials	Responds correctly to comprehension questions on grade-level reading material	Comprehension questions and quizzes, test questions Classroom discussions, AR	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main ideas
- 2.2. Understands elements of a plot of a given story
- 2.3. Infer traits, feelings, or motives of characters
- 2.4. Identify author's purpose of viewpoint

**Length of Unit: Year**

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
2.1	Text, Supplemental materials,	Understands main concepts of grade-level reading material,	Quizzes, tests, daily assignments, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, <b>Special Ed., HGD, Media</b>
2.2	Text, Supplemental materials,	Demonstrates an understanding of story sequence	Class discussion Writing response, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, <b>Special Ed., HGD, Media</b>
2.3	Text, Supplemental materials,	Demonstrates an understanding of character traits, feelings, and motives	Quizzes, test questions, classroom discussions, and activities, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, <b>Special Ed., HGD, Media</b>
2.4	Text, Supplemental materials	Demonstrates an understanding of writer's perspective in grade-level reading material	Comprehension questions and quizzes, test questions, Classroom discussions, AR	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, <b>Special Ed., HGD, Media</b>

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends details in passages and text/attempts specific strategies to clear up confusing parts of a text
- 3.2. Analyze style or structure of a passage (deciding text is fact or fiction)
- 3.3. Draw conclusions making implied generalizations from informational text
- 3.4. Identifies author's viewpoint in an informational text

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
3.1	Text, supplemental materials	Uses strategies to aid in understanding of difficult passages in grade-level reading material	Classroom discussion, activities, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	Text, supplemental materials	Demonstrates an understanding of differences between fiction/nonfiction grade-level material	Classroom discussion, activities, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	Text, supplemental materials	Uses higher order thinking skills to evaluate grade-level reading material	Quizzes, test questions, classroom discussions, and activities	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	Text, supplemental materials	Learns author's purposes (informational, persuasive, etc) and devices in grade-level reading material	Comprehension questions and quizzes, test questions	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**SUBJECT: 8<sup>th</sup> Grade Reading Components****UNIT: Integrated Reading****TIME: Integrated throughout the year – first 10-15 minutes of class**

Activities	Materials	Evaluation
Students engage in independent reading for the first 10-15 minutes of each class period.  Students set a reading goal for each quarter.  Upon completion of a book, students will engage in Accelerated Reader materials	Free reading book Accelerated Book Reading Log form on which to record their reading progress	Teacher observation of the use of free reading time  Accelerated Reader Tests  At the end of each quarter, teacher observation as to whether or not students set a realistic goal and whether or not that goal was achieved.

**SUBJECT: 8<sup>th</sup> Grade Reading Components****UNIT: Thematic Units****TIME: 5-15 days – Interspersed throughout the school year**

Activities	Materials	Evaluation
Read material: fiction, nonfiction, poetry, drama  Evaluate the meaning and significance of individual pieces of literature  Respond to literature through writing and speaking  Practice vocabulary	Selected text	Class discussion/questions assigned/worksheets/tests and quizzes/writing assignments

**SUBJECT:** 8<sup>th</sup> Grade Reading Components  
**UNIT:** Writing  
**TIME:** 5-15 – Interspersed throughout the year

Activities	Materials	Evaluation
Instruction on writing format	Selected text Supplemental materials	Rubric, score sheet of specific criteria, teacher observation
Brainstorming of possible writing topics		
Listing of possible points to be included in writing	Handouts of example to be modeled	
Writing of a rough draft		
Peer/teacher conferences		
Peer editing		
Final draft		

**SUBJECT:** 8<sup>th</sup> Grade Reading Components  
**UNIT:** Speech  
**TIME:** 5-15 days – Interspersed throughout the year

Activities	Materials	Evaluation
Instruction on parts of a speech	Selected text	Rubric
Brainstorm speech topics	Supplemental materials	Score sheet of specific criteria
Organize points to be made in speech	Handouts of model speeches	Teacher observation
Make outline/note cards	3 x 5 note cards	
Practice giving speech		
Final oral presentation		

## **8<sup>th</sup> Grade Reading Unit Plans**

### **Subject: 8th Grade Reading**

#### **Unit 1: Integrated Reading**

**Time: 60 days – first 10-15 minutes of class throughout the year**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will free read the first 10-15 minutes of each class period. Students set a reading goal for each semester. Upon completion of a book, students engage in Accelerated Reader materials.	Accelerated Reader Books	

### **Subject: 8th Grade Reading**

#### **Unit 2: Thematic Units**

**Time: 5-15 days – interspersed throughout the school year**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will read and discuss the stories presented in each theme. Through doing worksheets, writing assignments, and tests/quizzes, students will be exposed to various aspects of literature and literary terms.	Worksheets, quizzes	Tests/quizzes

**Subject: 8th Grade Reading**

**Unit 3: Writing**

**Time: 5-15 days – interspersed throughout the school year**

ACTIVITIES	MATERIALS	EVALUATION
Students will write to analyze various aspects of material studied. A variety of writing purposes will be used.	Selected text	Teacher observation

**Subject: 8th Grade Reading**

**Unit 4: Speech**

**Time: 5-15 days – interspersed throughout the school year**

ACTIVITIES	MATERIALS	EVALUATION
Students will be given opportunities throughout the year to develop speaking skills from specific speech topics as well as oral presentations from group or individual projects.	Selected text	Teacher observation

## 8th Grade English Syllabus

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
Vocabulary: lessons 1-6	1.5
The Sentence	1
Literature: "Talk to Animals"	1
Noun Usage	1
Capitalization	1
Literature: "Talk to Animals"	1
Writing an Eyewitness Report	1.5
Speech: sales pitch	1
<b>Quarter 2</b>	
Vocabulary: lessons 7-12	1.5
Verb Usage	1
Literature: "Tales of the Strange and Mysterious"	2
Autobiographical Writing	1.5
Punctuation	1
Speech: "About Me"	1
Adjective and Adverb Usage	1
<b>Quarter 3</b>	
Vocabulary: lessons 13-18	1.5
Literature: "We Shall Overcome" non-fiction	1
Research Paper	3
Pronoun Usage	1
Speech: informative	1
Literature	1.5
<b>Quarter 4</b>	
Vocabulary: 19-24	1.5
Phrase Usage	1
Short Stories and Poetry Writing	2
Literature: "Sneaky Tricks and Whopping Lies"	2.5
Speech: children's stories	2

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (understands vocabulary used in text)
- 1.2. Interpret information in new contexts (makes predictions)
- 1.3. Decodes words using a variety of context clues
- 1.4. Understand stated information by answering questions/searches for specific answers to questions while reading

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	textbook, supplemental materials	recognizes connotative meanings	quizzes over reading material	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	textbook, supplemental materials	offer interpretations of grade-level reading material	class discussion writing response	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	textbook, supplemental materials	uses understanding of root words, prefixes, suffixes, and contextual clues	quizzes, test questions classroom discussion	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	textbook, supplemental materials	responds correctly to comprehension questions on grade-level reading material	comprehension questions and quizzes, test questions, classroom discussions	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts  
Class/Grade: 8th Grade English**

**Length of Unit: year**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main ideas
- 2.2. Understands elements of a plot of a given story
- 2.3. Infer traits, feelings, or motives of characters
- 2.4. Identify author's purpose or viewpoint

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	textbook, supplemental materials	understand main concepts of grade-level reading material	class discussion, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	textbook, supplemental materials	demonstrates and understanding of story sequence	class discussion, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	textbook, supplemental materials	demonstrates an understanding of character traits, feelings and motives	class discussion, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	textbook, supplemental materials	demonstrates an understanding of writer's perspective in grade-level reading material	class discussion, tests, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends details in passages and texts/attempts specific strategies to clear up confusing parts of a text
- 3.2. Analyze style or structure of a passage (deciding text is fact or fiction)
- 3.3. Draw conclusions making implied generalizations from informational text
- 3.4. Identifies author's viewpoint in an informational text

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	selections from class literature text & supplemental materials	uses strategies to aid in understanding of difficult passages in grade-level reading material	text & teacher generated quizzes and worksheets, teacher observation, writing response	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	selections from class literature text & supplemental materials	demonstrates an understanding of differences between fiction & non-fiction grade-level reading material	text & teacher generated quizzes and worksheets, teacher observation, writing response	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	selections from class literature text & supplemental materials	uses HOTS to make evaluations of grade-level reading material	text & teacher generated quizzes and worksheets, teacher observation, writing response	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	selections from class literature text & supplemental materials	learns author's purposes (informational, persuasive, entertaining, etc.) and devices (irony, sarcasm, etc.) in grade-level reading material	text & teacher generated quizzes and worksheets, teacher observation, writing response	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 8th Grade English**

**Length of Unit: year**

**Standard 4: Demonstrates Competency in Written Communication**

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Writing sections	writes within a variety of genre, demonstrating the ability to follow each writing step at grade-appropriate competency	Rubric; holistic assessments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	grammar, usage and mechanics sections	applies rules of grammar usage and mechanics at grade-appropriate competency	rubric assessment of writing; grammar quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
5.1	Oral communication	plans and presents oral presentations, using grade-level appropriate content and delivery	rubric-based assessment	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	Oral communication	follows directions; provides positive feedback to student communication	teacher observation and rubric	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

Subject: 8th Grade Reading

Unit: Thematic Units

Time: 5-15 days - interspersed throughout the school year

Activities	Materials	Evaluation
Read material: fiction, nonfiction, poetry, drama  Evaluate the meaning and significance of individual pieces of literature	Selected text	Class discussion/questions assigned/ worksheets/tests and quizzes/ writing assignments
Respond to literature through writing and speaking		
Practice vocabulary		

# **QUARTER 1 - 8<sup>th</sup> Grade English Unit Plans**

## **Subject: 8th Grade English**

### **Unit: Vocabulary Development.**

**Time: 1.5 weeks per quarter (ongoing, one day a week), Qtrs. 1-4**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Vocabulary worksheets from the grammar series will be covered one day a week, culminating in a final text test.	Language Network, "Weekly Vocabulary and Spelling"  Quarter 1: Lessons 1-6 Quarter 2: Lessons 7-12 Quarter 3: Lessons 13-18 Quarter 4: Lessons 19-24	Text test

## **Subject: 8th Grade English**

### **Unit: The Sentence**

**Time: 1 week and ongoing throughout the year**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Extend concept of the sentence and its parts  Practice identifying subject and predicate; fragments and run-ons  Work with sentence combining activities as time allows, then continue as a beginning-of-class activity throughout the year	Language Network 8  Unit 1, "The Sentence and Its Parts", pages 4-32  Teacher worksheets	Text quiz  Teacher-made quizzes throughout year; students have the option of taking alternative tests to raise scores of earlier tests

## **Subject: 8th Grade English**

### **Unit: Literature "Talk to Animals"**

**Time: 2 weeks**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Use literature activities as introductions to writing assignment, for literature instruction, and for vocabulary development  Focus on "Let Me Hear You Whisper" 297 (week 3) and "The Dogs Could Teach Me" 277 (week 7)	Elements of Literature, Second Course  "Talk to the Animals" 265-337	Quizzes on comprehension, vocabulary  Teacher observation

**Subject: 8th Grade English**  
**Unit: Noun Usage**  
**Time: 1 week**

ACTIVITIES	MATERIALS	EVALUATION
Textbook usage of nouns, covering singular and plural, irregular forms, possessive nouns, and the formation of appositives	Language Network <u>8</u> Unit 2, "Nouns", pages 34-55	Textbook quiz

**Subject: 8th Grade English**  
**Unit: Capitalization**  
**Time: 1 week**

ACTIVITIES	MATERIALS	EVALUATION
Textbook instruction and exercises on capitalization	Language Network <u>8</u> Unit 10, "Capitalization", pages 228-245	Textbook test Teacher-developed test

**Subject: 8th Grade English**  
**Unit: Writing an Eyewitness Report**  
**Time: 1.5 weeks**

ACTIVITIES	MATERIALS	EVALUATION
Introduce concept: rubric and model, steps of the writing process	Language Network <u>8</u> Unit 21, "Eyewitness Report", pages 432-439 Writing models	Rubric-based assessment on the writing process

**Subject: 8th Grade English**  
**Unit: Speech -- Sales Pitch**  
**Time: 1 week**

ACTIVITIES	MATERIALS	EVALUATION
Begin with samples of sales pitches and text reinforcement Students check at home for objects to sell: toothpaste, etc. Pair up and practice. Volunteer extra credit for the first 4 or 5.	Student video models Language Network <u>8</u> , Unit 35, page 555 Video camera	Rubric-based evaluation

**QUARTER 2**

**Subject: 8th Grade English**  
**Unit: Vocabulary Development.**

**Time: 1.5 weeks per quarter (on-going, one day a week), Qtrs. 1-4**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Vocabulary worksheets from the grammar series will be covered one day a week, culminating in a final text test.	Language Network, "Weekly Vocabulary and Spelling" Quarter 1: Lessons 1-6 Quarter 2: Lessons 7-12 Quarter 3: Lessons 13-18 Quarter 4: Lessons 19-24	Text test

**Subject: 8th Grade English**

**Unit: Verb Usage**

**Time: 1 week**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Textbook instruction on verb usage.  Principal parts, irregular verbs, agreement, keeping tenses straight, troublesome verb pairs	Language Network 8  Unit 4, "Verbs", pages 90-123  Unit 9, "Subject/Verb Agreement" 206-227  Teacher worksheets	Textbook quiz

**Subject: 8th Grade English**  
**Unit: "Tales of the Strange and Mysterious"**

**Time: 2 weeks**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Use literature activities as introductions to writing assignment, for literature instruction, and for vocabulary development  Introduce stories to the class and allow them choice as to stories read	Elements of Literature, Second Course  "Tales of the Strange and Mysterious" 170-261	Quizzes on comprehension, vocabulary  Teacher observation

**Subject: 8th Grade English**  
**Unit: Autobiographical Incident**  
**Time: 1.5 weeks**

ACTIVITIES	MATERIALS	EVALUATION
Introduce concept: rubric and model, steps of the writing process	<u>Language Network 8</u> Unit 20, "Autobiographical Incident", pages 424-431	Rubric-based assessment on the writing process.
Spend a day of each writing step, through proofreading. Students write draft 2 and submit.	Writing models	
Teacher reads, responds/profreads, then hands back for students to write the final		

**Subject: 8th Grade English**

**Unit: Punctuation**

**Time: 1 week**

ACTIVITIES	MATERIALS	EVALUATION
Textbook instruction on punctuation.	<u>Language Network 8</u>	Textbook quiz
Review end punctuation, commas, introduce semicolons, colons, and other marks	Unit 11, "Punctuation", pages 248-275 Teacher worksheets	

**Subject: 8th Grade English**

**Unit: Speech -- About Me**

**Time: 1 week**

ACTIVITIES	MATERIALS	EVALUATION
The autobiographical writing is a beginning point; make the connection to the similarity of writing organization & speaking organization	<u>Language Network 8</u> Unit 35, page 555	Rubric-based evaluation
Pair up and practice. Volunteer extra credit for the first 4 or 5.	Video camera	

**Subject: 8th Grade English**  
**Unit: Adjective and Adverb Usage**  
**Time:**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Textbook instruction on adjective and adverb usage.  Comparisons, adjective or adverb, avoiding double negatives	Language Network 8  Unit 5, "Adjectives and Adverbs", pages 56-87; 124-149 Teacher worksheets	Textbook quiz

**QUARTER 3**

**Subject: 8th Grade English**

**Unit: Vocabulary Development**

**Time: 1.5 weeks per quarter (on-going, one day a week), Qtrs. 1-4**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Vocabulary worksheets from the grammar series will be covered one day a week, culminating in a final text test.	Language Network, "Weekly Vocabulary and Spelling" Quarter 1: Lessons 1-6 Quarter 2: Lessons 7-12 Quarter 3: Lessons 13-18 Quarter 4: Lessons 19-24	Text test

**Subject: 8th Grade English**

**Unit: "We Shall Overcome": non-fiction**

**Time: 1 week**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Use literature activities as introductions to writing assignment, for literature instruction, and for vocabulary development  Choose writing as a springboard to research writing: facts, opinions, the power of direct quotation	Elements of Literature, Second Course "We Shall Overcome," 623-703	Quizzes on comprehension, vocabulary Teacher observation

**Subject: 8th Grade English**  
**Unit: Research Report**  
**Time: 3 weeks**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
<p>Introduce concept: rubric and model, steps of the writing process as it applies to research</p> <p>Choose topics based on family or community oral histories; teacher may elect interdisciplinary unit with history teacher</p> <p>Teacher reads, responds/proofreads, then hands back for students to write the final</p>	<u>Language Network 8</u> Unit 27, "Research Report", pages 486-500 Writing models	Rubric-based assessment on the writing process Assessment of source cards, note cards, organization & writing, and bibliography

**Subject: 8th Grade English**  
**Unit: Pronoun Usage**  
**Time:**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
<p>Textbook instruction on pronoun usage.</p> <p>Subject/object pronouns, possessives, agreement, indefinite pronouns &amp; agreement</p>	<u>Language Network 8</u> Unit 3, "Pronouns", pages 56-57 Teacher worksheets	Textbook quiz

**Subject: 8th Grade English**  
**Unit: Speech -- Independent Reading**  
**Time: 1.5 weeks**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Students will reading independently in class as a supplement to the AR program	Accelerated readers used in reading class	Evaluation in reading program

**Subject: 8th Grade English**  
**Unit: Speech -- Informative**  
**Time: 1 week**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
The research writing and AR books read are beginning points; make the connection to the similarity of writing organization & speaking organization  Pair up and practice. Volunteer extra credit for the first 4 or 5.	Language Network <u>8</u> Unit 35, page 555  Video camera	Rubric-based evaluation on information-based topic or on favorite book read

## QUARTER 4

### Subject: 8th Grade English

#### Unit: Vocabulary Development

**Time: 1.5 weeks per quarter (on-going, one day a week), Qtrs. 1-4**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Vocabulary worksheets from the grammar series will be covered one day a week, culminating in a final text test.	Language Network, "Weekly Vocabulary and Spelling" Quarter 1: Lessons 1-6 Quarter 2: Lessons 7-12 Quarter 3: Lessons 13-18 Quarter 4: Lessons 19-24	Text test

### Subject: 8th Grade English

#### Unit: Phrase Usage

**Time: 1 week**

<b>ACTIVITIES</b>	<b>MATERIALS</b>	<b>EVALUATION</b>
Textbook instruction on phrase usage, focusing primarily on prepositions.  Focus on object pronouns and phrase placement	Language Network <u>8</u>  Unit 3, "Prepositions", pages 150-157  Teacher worksheets which focus on pronouns and phrases	Textbook quiz

**Subject: 8th Grade English**  
**Unit: Short Story and Poetry Writing**  
**Time: 2 weeks**

ACTIVITIES	MATERIALS	EVALUATION
<p>Introduce concept: rubric and model, steps of the writing process</p> <p>Spend a day of each writing step, through proofreading. Students write draft 2 and submit.</p> <p>Teacher reads, responds/proofreads, then hands back for students to write the final</p>	<u>Language Network 8</u>  Unit 26, "Short Story and Poem", pages 474-485  Writing models	Rubric-based assessment on the writing process

**Subject: 8th Grade English**  
**Unit: "Sneaky Tricks and Whopping Lies"**  
**Time: 2.5 weeks**

ACTIVITIES	MATERIALS	EVALUATION
<p>Use literature activities as introductions to public speaking assignment, for literature instruction, and for vocabulary development</p> <p>Choose selections to illustrate the children's stories public speaking unit</p>	<u>Elements of Literature, Second Course</u>  "Sneaky Tricks and Whopping Lies," 453-533	Quizzes on comprehension, vocabulary  Teacher observation

**Subject: 8th Grade English**  
**Unit: Speech -- Reading Children's Stories**  
**Time: 2 weeks**

ACTIVITIES	MATERIALS	EVALUATION
<p>Show videotaped selections for models.</p> <p>Check out 30 children's books from the library for students who cannot find a favorite book to read from home.</p> <p>Pair up and practice. Volunteer extra credit for the first 4 or 5.</p>	<u>Language Network 8</u>  Unit 35, page 555  Video camera	Rubric-based evaluation

## English I Syllabus

English I is a study, which concentrates upon developing writing skills. Each student is provided numerous writing assignments and step-by-step instruction in the writing process. Studying short stories, myths, poetry, and novel develops student skills in literary analysis. Speaking and listening skills are developed through speaking and listening activities included in instruction. A study of vocabulary is ongoing.

Teacher: Susan Alarie

<u>Unit of Study</u>	<u>Weeks</u>
Unit Writing Workshop	Ongoing
Unit Reading Workshop	3 weeks
Unit Grammar/Language Usage	Ongoing
Unit Study Skills/Research Skills	3 weeks
Unit Public Speaking	Ongoing
Unit Literature--Elements of a Story Short Story Reading Workshop	3 weeks
Unit Literature - <u>The Odyssey</u>	3 weeks
Unit Writing Analytical Responses to Literature	
Unit Novel: selected text	4 weeks
Unit Drama: <u>Romeo and Juliet</u> or selected play	4 weeks

**Subject Area: Language Arts  
Class/Grade: 9th Grade English/Honors English**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (understands vocabulary used in text)
- 1.2. Interpret information in new contexts (makes predictions)
- 1.3. Decodes words using a variety of context clues
- 1.4. Understand stated information by answering questions/searches for specific answers to questions while reading

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
1.1	Textbook, supplemental materials	Recognizes connotative meanings	Quizzes over reading material, AR quizzes,	HOTS, GS LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Textbook, supplemental materials	Offer interpretations of grade-level reading material	Class discussion Writing response	HOTS, GS LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	Textbook, supplemental materials	Uses understanding of root words, prefixes, suffixes, and contextual clues	Quizzes, test questions, Classroom discussion	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Textbook, supplemental materials	Responds correctly to comprehension questions on grade-level reading material	Comprehension questions and quizzes, test questions, Classroom discussions	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 9th Grade English/9th Grade English Honors**

**Length of Unit: Year**

**Standard 2: Comprehension of Variety of Literary Texts**  
**Benchmarks:**

- 2.1. Determine main ideas
- 2.2. Understand elements of a plot of a given story
- 2.3. Infer traits, feelings, or motives of characters
- 2.4. Identify author's purpose or viewpoint

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	Textbook, supplemental materials	Understand main concepts of grade-level reading material	Class discussion, tests, quizzes, AR quizzes	<b>HOTS</b> , GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	Textbook, supplemental materials	Demonstrates an understanding of story sequence	Class discussion, tests, quizzes, AR quizzes	<b>HOTS</b> , GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	Textbook, supplemental materials	Demonstrates an understanding of character traits, feelings and motives	Class discussion, tests, quizzes, AR quizzes	<b>HOTS</b> , GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	Textbook, supplemental materials	Demonstrates an understanding of writer's perspective in grade-level reading material	Class discussion, tests, quizzes, AR quizzes	<b>HOTS</b> , GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 9th Grade English/Honors English**

**Length of Unit: Year**

**Standard 3: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 3.1. Comprehends details in passages and texts/attempts specific strategies to clear up confusing parts of a text
- 3.2. Analyze style or structure of a passage (deciding text is fact or fiction)
- 3.3. Draw conclusions making implied generalizations from informational text
- 3.4. Identifies author's viewpoint in an informational text

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	Textbook, supplemental materials	Uses strategies to aid in understanding of difficult passages in grade-level reading material	Class discussion, tests, quizzes, AR quizzes, written response, teacher observation	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	Textbook, supplemental materials	Demonstrates an understanding of differences between fiction and nonfiction grade-level reading material	Class discussion, tests, quizzes, AR quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	Textbook, supplemental materials	Uses higher-level thinking skills to make evaluations of grade-level reading material	Class discussion, tests, quizzes, AR quizzes, writing projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	Textbook, supplemental materials	Learns author's purposes (informational, persuasive, entertaining, etc.) and devices (irony, sarcasm, etc.) in grade-level reading material	Class discussion, tests, quizzes, AR quizzes, writing projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 9th Grade English/Honors English**

**Length of Unit: Year**

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks:**

- 4.1. Using the writing process
- 4.2. Using the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Writing sections, supplementary materials	Demonstrates the ability to follow each writing step (within several genres) at grade-level competency	Holistic assessment, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Writing sections, supplementary materials	Applies rules of grammar usage and mechanics at grade-level competency	Rubric, assessment of writing, grammar quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 9th Grade English/Honors English**

**Length of Unit: Year**

**Standard 5:** Demonstrates competency in spoken communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	Oral communication	Organizes, plans, and delivers oral presentations using grade-level appropriate delivery and content	Rubric	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	Oral communication	Follows directions correctly and provides positive feedback to student communication	Rubric, teacher observation	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

## English I Unit Plans

**Subject:** English I  
**Unit:** Writing Workshop  
**Time:** Ongoing throughout the year

Activities	Materials	Evaluation
<p><b>Mini-Unit</b> (10 minutes of teaching a concept)</p> <p><b>Status of the Class</b>            (Documenting individual activities during writing workshop: each student writes, on a daily log, his or her plan for the day. Activity possibilities are coded to expedite the process</p> <p><b>Writing Workshop</b>            Brainstorming for ideas, organizing main points, rough draft, editing, peer conferences (both content and editing), teacher conferences. Students follow the plan they indicated on the status of the class sheet. Some students use computers; others prefer to write at their desks: writing lab atmosphere. Teacher facilitates, monitors, and assists students. Checklists are used for evaluation of on-task activities. Teacher writes to be modeling writing; teacher conducts conferences with students</p>	<p>Writing folders for each student: one for polished pieces; one for writing in progress</p> <p>The following form sheets will be used:            Title Tally (pieces I have writer)            Some New Ideas to Write About            Topics I Know Much About            Skills I Know Much About            Titles and Dates of finished Pieces</p> <p>"Status of the Class" checklist</p>	<p>Evaluation will be individualized, based upon the evaluation of student interaction with the writing process</p> <p>Teacher developed rubrics</p> <p>On-task time in class, the quality of revision, the clarity of writing, extending ideas, setting and achieving goals, meeting deadlines, completing required pieces, willingness to share aloud and listen in large and small groups will be considered in individual evaluation</p> <p>Evaluation will be rubric-based, indicating significant growth, some growth, and the need to improve in the areas listed above</p> <p>Students select their "best" pieces for quarter and Semester evaluation</p> <p>Students are asked to evaluate their own pieces, assign a grade to the pieces, and list reasons why they evaluated their piece as they did</p>

**Subject: English I**  
**Unit: Writing Workshop (continued)**  
**Time: Ongoing throughout the year**

Activities	Materials	Evaluation
<b>Celebration of Writing</b> Large group sharing where students share (read) a piece of their writing	Teacher may also write to model the writing process	
<b>Author's Chair</b> Student sits on stool and reads a piece to the class		
<b>Silent Sharing Table</b> Large group sharing where students share (prepare a piece to be read silently by others) a piece they have written. Class members attach a comment sheet, which they sign, to the back of the piece		
<b>Completed Pieces</b> Students will be responsible for completing one polished piece per week		

**Subject: English I**  
**Unit: Outside (Independent) Reading**  
**Time: Ongoing throughout each quarter**

Activities	Materials	Evaluation
Students engage in outside reading one class period out of every two weeks	Outside reading books are student selected and teacher guided	Teacher observation of the use of outside reading time
Students are encouraged to read at least two books each semester from a "Required Reading" list	Directions for reading journaling are given in handout form	Reading journaling submitted by students
Students must give one oral book report each semester	A "Required Reading List" which includes a list of titles and authors that has been developed by the teacher and the media specialist Oral book report rubric	Teacher observation of oral book reports, rubric

**Subject: English I****Unit: Grammar/Language Usage****Time: Ongoing and appears at least three times in each semester**

Activities	Materials	Evaluation
<b>Sentences:</b> Review of definition of sentence  Writing complete sentences: fragments and run-ons  Writing effective sentences	Selected text, practice exercises  Language Workshop CDs	Quizzes including evaluation of run-ons, fragments, and sentence combining
<b>Mechanics:</b> <b>(Review)</b> Technology will be used as much as possible to create lively interaction with reinforcing mechanics and usage rules. Use groups and cooperative learning with TV/computer adapter.	CD tests  CD Elements of Language Test Generator Grammar Games	Student generated quizzes, homework exercises
<b>Grammar Usage/Spelling</b> Agreement Using Verbs Using Pronouns Using Modifiers	This unit will connect with the public speaking unit, allowing students to teach individual lessons for public speaking credit. Spelling and Vocabulary will also be studied	Textbook quizzes and daily work.

**Subject: English I**  
**Unit: Grammar/Language Usage (continued)**  
**Time: Ongoing**

Activities	Materials	Evaluation
Capitalization End Marks, Commas, Semicolons, and Colons Italics and Quotation Marks Apostrophes, Hyphens, Dashes, and Parentheses	Practice sheets	

**Subject: English I**  
**Unit: Public Speaking**  
**Time: Concurrent with other instruction**

Activities	Materials	Evaluation
As other units of study are taught this quarter, students will sign up to speak before the class. A variety of speaking opportunities will be available: teaching a unit of study sharing a writing piece small group leadership impromptu speaking reading from the text  Students may speak as much as time allows.	Standards of quality speaking to be shared with class.	Checklist Rubric Scale 3 exceeds performance standards 2 solid acceptable 1 Attempt but need to develop skills significantly 0 no attempt made make eye contact connect with listener play variety of roles use technique well

**Subject: English I**  
**Unit: Study Skills/ Research Skills Reinforcement**  
**Time: 3 weeks**

Activities	Materials	Evaluation
<p>Using articles on study habits, students summarize the article</p> <p>Follow research procedures of source cards, note cards, etc.</p> <p>Writing rough draft of summary</p> <p>Write final and word process for newsletter</p> <p>This unit combines study skills with reading and writing skills</p>	<p>Library sources; copies of articles in classroom.</p>	<p>Location/ source card</p> <p>Note cards</p> <p>Final product rubric</p> <p>Evaluation of study skills and research skills</p>

**Subject: English I**  
**Unit: Literary Elements of a Story**  
**Time: 2 weeks**

Activities	Materials	Evaluation
<p>Use a selected children's story to establish elements of a story containing few words.</p> <p>Analyze stories as to literary techniques.</p> <p>Read and analyze:</p> <ul style="list-style-type: none"> <li>"The Most Dangerous Game"</li> <li>"The Gift of the Magi"</li> <li>"A Christmas Memory"</li> <li>"To Build a Fire"</li> </ul> <p>(other stories may be substituted)</p> <p>Students read and respond to a short story read from a collection.</p>	<p>Overhead transparency</p> <p>Selected Text</p> <p>AEA video "The Hunt"</p> <p>Classroom set of short story anthologies.</p> <p>Library short story anthologies.</p>	<p>Daily work, quizzes, AR quizzes</p> <p>Checklist of group work (where applicable)</p> <p>Paragraph responses</p> <p>Compare/ contrast paragraph</p> <p>Choose a literary term studied and write about its significance in the short story read.</p>

**Subject: English I**  
**Unit: Literature The Odyssey**  
**Time: 4 weeks**

Activities	Materials	Evaluation
Read Parts of <u>The Odyssey</u> Analyze stories as to literary techniques. Write paragraph response to favorite adventure in the epic.	Suggested text TV Movie CD "Wrath of the Gods"	Comprehension quiz Paragraph response

**Subject: English I**  
**Unit: Reading Workshop**  
**Time: usually 3 week periods**

Activities	Materials	Evaluation
Book Talks - discussion of a literary technique, author, etc. Create a lively interest in books Sustained Silent Reading - students read a novel	Reading Workshop Evaluation Sheet Book Report Form Index cards (large) Models for student analytical essay responses Bulletin board to display student models and essay requirements	Contract grade assessment During this time, the teacher has individual conferences with students about book, about writing assignments connected to the book, uses a checklist to determine status of each student Goal assessment - students set goals for their achievement

**Subject: English I**  
**Unit: Short Story Reading Workshops**  
**Time: 3 weeks**

Activities	Materials	Evaluation
<p><b>Daily Class Schedule</b>  Whole class (5-10 minutes) story talks, discussion of literary technique, author talk, etc. Create lively interest in short story.</p> <p>Show models of analytical essays. Sustained, silent reading (30-35 min.) Student's read short stories from the library and class anthologies.</p> <p>During this time, the teacher has individual conferences with students about stories, about individual essays to determine who is behind in reading, uses a checklist to keep current with which story students are reading.</p> <p>Goal assessment (5 max.)</p> <p>Student's record stories read and assess their progress toward their goal.</p> <p><b>General Requirements</b></p> <ol style="list-style-type: none"> <li>1. Students will always be willing to read.</li> <li>2. Assignments not done well enough will have to be done over for credit.</li> <li>3. Stories must be pre-approved.</li> <li>4. Stories read at home must include a note from the parents that the story was read.</li> <li>5. Class disruptions will lower a student's grade.</li> <li>6. Bring a book to class.</li> </ol> <p>Having no book lowers grade.</p>	<p>Short Story Workshop Evaluation Sheet  Report Form</p> <p>Letter to Parents (signature required/  short stories read at home)  4X 6 index cards  Models for student analytical essay  responses</p> <p>Bulletin board to display student models  and essay requirements.  Stories Read Sheet (to help students  assess their progress)  short stories from library.  approve stories with teachers</p>	<p>This unit is for a contract grade.</p> <p><b>For an A</b></p> <ol style="list-style-type: none"> <li>1. 9 short stories</li> <li>2. weekly literary letters</li> <li>3. comprehension reports</li> <li>4. Analytical paragraphs</li> <li>5. Story talk to the class on two stories</li> </ol> <p><b>For a B</b></p> <ol style="list-style-type: none"> <li>1. 7-8 stories</li> <li>2. Literary letters</li> <li>3. Comp. reports</li> <li>4. 2 analytical paragraphs</li> <li>5. 1 story talk</li> </ol> <p><b>For a C</b></p> <ol style="list-style-type: none"> <li>1. 5-6 stories</li> <li>2. Literary Letters</li> <li>3. Comp reports</li> <li>4. 1 Analytical paragraph</li> </ol> <p><b>For a D</b></p> <ol style="list-style-type: none"> <li>1. 3-4 stories read</li> <li>2. Literary letters</li> <li>3. Comp reports</li> <li>4. Conference with teacher</li> </ol>

**Subject: English I**  
**Unit: Writing Analytical Response to Literature**  
**Time: 2 weeks**

Activities	Materials	Evaluation
Students work in cooperative learning groups.	Class sets of novels: <u>The Chocolate War</u> <u>Little Little</u> <u>Banner in the Sky</u> <u>Heartbeat</u> <u>The Car</u> <u>The Giver</u> etc.	Comprehension test (student generated), review quiz, AR quiz, vocabulary quiz
Students groups choose from a class set of adolescent novels		
Student groups create comprehension quiz to be used as review for AR quiz		
Students review essays which model the analytical essay they are writing	Student models of essays	
Cooperative learning writing of an essay		Rubric for essay

**Subject: English I**  
**Unit: Romeo and Juliet**  
**Time: 5 - 6 weeks**

Activities	Materials	Evaluation
Introduction to the play - emphasis upon the themes and their timelessness, characters	Teacher handout Copies of the play	Length of passage determines number of points assigned
Go over guidelines to critical essay Students will write upon completion of the play	Teacher handout	
Students read the play aloud in parts		
Students are assigned questions throughout, discussion, students select a quotable quote at the conclusion of each Act and explain the significance of the lines they choose: quotes are prepared to be used on wall of quotes		
Students work in groups to select and present a scene from the play		
Students memorize a passage from the play. They may select the passage according to length and point value		
View the movie	Movie - 'Romeo and Juliet' (Zeffirelli version)	

**Subject: English I**  
**Unit: Romeo and Juliet**  
**Time: In conjunction with literature**

Activities	Materials	Evaluation
Handout - "Shakespeare's Life and Times" Discuss handout  Students research as a scavenger hunt to discover additional information about William Shakespeare	Teacher handout  Handout, research information	Class discussion, group work, assigned discussion questions, response-based writing assignment, quizzes, critical essay, final test, AR quizzes
Students play "Ask Mr. Shakespeare" - a game where students volunteer to be Shakespeare and answer questions presented by the class (modern talk show format)	Teacher handouts  Background information - a history of theatre: Greek, Roman, Medieval, and Shakespeare's Theatre	Teacher handouts  Teacher handouts  Teacher handouts
Background information - Physical elements of the Theatre, Artistic Elements of the Theatre, Tragedy, The Masque, The Humors	Teacher handouts  Background information - Dramatic Conventions: Great Chain of Being, Macrocosm/Microcosm Correspondence, superstition, Cosmic Dance, Dramatic Literary Terms	Teacher handouts  Teacher handouts  Teacher handouts

**Subject: English I**  
**Unit: Novel**  
**Time: 5 weeks**

Activities	Materials	Evaluation
Introduce novel - <u>A Separate Peace</u> / <u>Of Mice and Men</u> / <u>Animal Farm</u> or selected novel  Particular emphasis is placed upon the time period and on themes which will be apparent throughout the reading  Read the novel. Class time will be given: most of the reading will be SSR; some will be teacher read to; some will be small groups reading together  Discuss and complete questions throughout the reading  Students will write an analytical response	Supplemental materials used for background information, copies of the novel  Study guides  Models of essays	Class discussion, quizzes, AR quizzes, writing assignments, essay test  Rubric for analytical essay

## English I Honors Syllabus

Independent Reading is integrated throughout the year. Students read for one class period every ten school days.

Creative Writing is integrated throughout the year with students maintaining a writing folder form which they are required to submit a certain number of pieces of writing each quarter.

Language/Grammar Study is integrated throughout the year rather than being taught as an isolated unit.

TAG teacher will meet with students to develop projects throughout the school year.

Teacher: Susan Alarie

### **The English I honors course will consist of the following units:**

Unit	<u>The Odyssey</u>	2-3 weeks
Unit	Short Story	2-3 weeks
Unit	Novel – <u>To Kill a Mockingbird</u>	7-8 weeks
Unit	Mock Trial	1 week
Unit	Research	8 weeks
Unit	Novel – <u>A Tale of Two Cities</u> or Selected novel or play	8 weeks
Unit	Internet Project (in conjunction with a study of Shakespeare)	1-2 weeks
Unit	<u>Romeo and Juliet</u> ( <u>Hamlet</u> , <u>As You Like It</u> , may be substituted)	5-6 weeks

**Subject Area: Language Arts  
Class/Grade: 9th Grade English/Honors English**

**Length of Unit: year**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (understands vocabulary used in text)
- 1.2. Interpret information in new contexts (makes predictions)
- 1.3. Decodes words using a variety of context clues
- 1.4. Understand stated information by answering questions/searches for specific answers to questions while reading

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
1.1	Textbook, supplemental materials	Recognizes connotative meanings	Quizzes over reading material, AR quizzes,	HOTS, GS LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Textbook, supplemental materials	Offer interpretations of grade-level reading material	Class discussion Writing response	HOTS, GS LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	Textbook, supplemental materials	Uses understanding of root words, prefixes, suffixes, and contextual clues	Quizzes, test questions, Classroom discussion	HOTS, GS LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Textbook, supplemental materials	Responds correctly to comprehension questions on grade-level reading material	Comprehension questions and quizzes, test questions, Classroom discussions	HOTS, GS LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 9th Grade English/9th Grade English Honors**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main ideas
- 2.2. Understand elements of a plot of a given story
- 2.3. Infer traits, feelings, or motives of characters
- 2.4. Identify author's purpose or viewpoint

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	Textbook, supplemental materials	Understand main concepts of grade-level reading material	Class discussion, tests, quizzes, AR quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	Textbook, supplemental materials	Demonstrates an understanding of story sequence	Class discussion, tests, quizzes, AR quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	Textbook, supplemental materials	Demonstrates an understanding of character traits, feelings and motives	Class discussion, tests, quizzes, AR quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	Textbook, supplemental materials	Demonstrates an understanding of writer's perspective in grade-level reading material	Class discussion, tests, quizzes, AR quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 3.1. Comprehends details in passages and texts/attempts specific strategies to clear up confusing parts of a text
- 3.2. Analyze style or structure of a passage (deciding text is fact or fiction)
- 3.3. Draw conclusions making implied generalizations from informational text
- 3.4. Identifies author's viewpoint in an informational text

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	Textbook, supplemental materials	Uses strategies to aid in understanding of difficult passages in grade-level reading material	Class discussion, tests, quizzes, AR quizzes, written response, teacher observation	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	Textbook, supplemental materials	Demonstrates an understanding of differences between fiction and nonfiction grade-level reading material	Class discussion, tests, quizzes, AR quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	Textbook, supplemental materials	Uses higher-level thinking skills to make evaluations of grade-level reading material	Class discussion, tests, quizzes, AR quizzes, writing projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	Textbook, supplemental materials	Learns author's purposes (informational, persuasive, entertaining, etc.) and devices (irony, sarcasm, etc.) in grade-level reading material	Class discussion, tests, quizzes, AR quizzes, writing projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 9th Grade English/Honors English**

**Length of Unit: Year**

**Standard 4: Demonstrates Competency in Written Communication**

**Benchmarks:**

- 4.1. Using the writing process
- 4.2. Using the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Writing sections, supplementary materials	Demonstrates the ability to follow each writing step (within several genres) at grade-level competency	Holistic assessment, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Writing sections, supplementary materials	Applies rules of grammar usage and mechanics at grade-level competency	Rubric, assessment of writing, grammar quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 9th Grade English/Honors English**

**Length of Unit: Year**

**Standard 5:** Demonstrates competency in spoken communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	Oral communication	Organizes, plans, and delivers oral presentations using grade-level appropriate delivery and content	Rubric	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	Oral communication	Follows directions correctly and provides positive feedback to student communication	Rubric, teacher observation	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

## English I Honors Unit Plans

**SUBJECT:** English I Honors

**UNIT:** Outside Reading

**TIME:** Ongoing throughout the year

Activities	Materials	Evaluation
Students engage in outside reading one class period out of every two weeks	Outside reading books are student selected and teacher guided  Directions for reading journaling are given in handout form	Teacher observation of the use of outside reading time  Reading journaling submitted by students
Students are encouraged to read at least two books each semester from a "Required Reading" list	A "Required Reading List" which includes a list of titles and authors that has been developed by the teacher and the media specialist	Teacher observation of oral book reports, rubric
Students must give one oral book report each semester		Oral book report rubric

**SUBJECT:** English I Honors  
**UNIT:** Writing Workshop – Mini Unit (5-10 minutes teaching a concept)  
**TIME:** Integrated throughout the year

Activities	Materials	Evaluation
<p><b>Status of the Class:</b> (Documenting individual activities during writing workshop: each student writes, on a daily log, his or her plan for the day. Activity possibilities are coded to expedite the process.</p> <p><b>Writing Workshop:</b> Brainstorming, organizing main points, rough draft, editing, peer conferences (both content and editing), teacher conferences. Students follow the plan they indicated on the status sheet. Some student use computers; others prefer to write at their desks: writing lab atmosphere. Teacher facilitates monitors and assists students. Checklists are used for evaluation of on-task activities. Teacher writes to be modeling writing; teacher conducts conferences with students.</p>	<p>Writing folder for each student: one for polished pieces; one for writing in progress.</p> <p>The following forms will be used:  Title Tally (pieces I have written)  Some New Ideas to Write About  Topics I Know Much About  Titles and Dates of Finished Pieces  Skills I Know Much About</p> <p>"Status of the Class" checklist</p> <p>Teacher spiral for student/teacher conference record</p> <p>Teacher educational conference forms for student self-evaluation</p> <p>Supplemental materials</p>	<p>Evaluation will be individualized, based upon the evaluation of student interaction with the writing process.</p> <p>Teacher developed rubrics</p> <p>On-task time in class, the quality of revision, the clarity of writing, extending ideas, setting and achieving goals, meeting deadlines, completing required pieced, willingness to share aloud and listen in large and small groups will be considered in individual evaluation</p> <p>Evaluation will be rubric-based, indicating significant growth, some growth, and the need to improve in the areas listed above</p> <p>Students select their "best pieces for quarter and semester evaluation</p> <p>Students are asked to evaluate their own pieces, assign a grade to the pieces, and list reason why they evaluated their piece as they did.</p>

**SUBJECT:** English I Honors  
**UNIT:** Writing Workshop (Continued)  
**TIME:** Integrated throughout the year.

Activities	Materials	Evaluation
<b>Celebration of Writing:</b> Large group sharing where students share (read) a piece of their writing		
<b>Author's Chair:</b> Student sits on stool and reads a piece to the class		
<b>Silent Sharing Table:</b> Large group sharing where students share (prepare a piece to be silently by others) a piece they have written. Class members attach a comment sheet, which they sign, to the back of the piece		
<b>Completed Pieces:</b> Students will be responsible for completing one polished piece per week		

**SUBJECT:** English I Honors  
**UNIT:** Grammar/Language Usage  
**TIME:** Ongoing throughout the year

Activities	Materials	Evaluation
Language/Grammar study is integrated throughout the year rather than being taught as an isolated unit	Selected text	Class discussion, quizzes, daily exercises
Students keep a grammar section in their notebooks in which all instructional notes, daily exercises, etc. are kept	The focus in Grammar is upon usage more-so than identification of parts of speech, etc.	Emphasis will be upon proofreading and editing, spelling, punctuation, sentence structure, etc.

**SUBJECT:** English I Honors  
**UNIT:** Odyssey  
**TIME:** 2-3 weeks

Activities	Materials	Evaluation
<p><b>The Odyssey</b> (selected parts)</p> <p>Background information and introduction to the unit.</p> <p>Read <u>The Odyssey</u></p> <p>Class discussion, study guides, and quizzes</p> <p>Writing Assignment: Create an original adventure for Odysseus, one of his men, or any other characters you have been introduced to through this reading</p>	<p>Selected text</p> <p>Supplementary materials: Mythology Teacher handouts</p>	<p>Class discussion, quizzes, study guides writing assignments, final test</p>
<p>Rough drafts will be submitted as one of the required writing pieces for quarter and shared with the class in a Celebration of Writing</p> <p>View and discuss movie</p>		<p>Movie "The Odyssey"</p>

**SUBJECT:** English I Honors  
**UNIT:** Odyssey  
**TIME:** 2-3 weeks

Activities	Materials	Evaluation
<p>Students will read the following stories: "The Most Dangerous Game" "The Gift of the Magi" Contents of the Dead Man's Pockets"</p> <p>Evaluate the meaning and significance of individual pieces of literature</p> <p>Respond to literature through writing and speaking</p> <p>Other writing activities include: upon completion of "The Most Dangerous Game," students will write a literary analysis essay on author's use of foreshadowing</p>	<p>Selected text Sample literary analysis essays Guideline for the essay</p>	<p>Class discussion, assigned questions, writing assignment, quizzes, final text (teacher option)</p>

**SUBJECT: English I Honors**  
**UNIT: To Kill a Mockingbird**  
**TIME: 7-8 weeks**

Activities	Materials	Evaluation
<p><u>In preparation for our novel To Kill a Mockingbird</u>, students will research the 1930's and several topics from the 1930's actually mentioned in the novel including examples of racism in court cases from that time. Students will also research racism in court cases today and since the 1930's. A mural will be constructed from these research findings and used as a class group project.</p>	<p>Internet and library sources            Interview subject            A list of teacher ideas            Examples of sources which would be considered reliable and those which would not be considered reliable</p>	<p>Students are evaluated on the following:            Research Process (checkpoints are given for topic selection, source cards, note cards). Teacher observation as to how effectively and efficiently students are using class time.            Group Project: rubric            Mural: rubric            Handout: short sample passage to use for a whole class review</p> <p>Oral Presentation: rubric used to evaluate both information presented, and speaking technique.</p>
<p>Brainstorm for topics and topic selection</p>	<p>Review the concept of selecting reliable and valid sources</p>	<p>Teacher handout</p>
<p>Review note taking and source citation</p>	<p>Review guidelines and project expectations</p>	<p>An interview of someone who is an expert on their topic is required.</p>
<p>Students will have class time to work on research, creation of the mural, and for presentation to the class.</p>	<p>Supplies will be provided by the teacher.</p>	

**SUBJECT:** English I Honors  
**UNIT:** To Kill a Mockingbird (Con't.)  
**TIME:** 7-8 weeks

Activities	Materials	Evaluation
<p><b>Introduction to To Kill a Mockingbird</b> – a review of plot line graph and information about the author</p> <p>Upon completion of the novel, students will present their reading journaling to the class.</p>	<p>Teacher handout guideline for analysis essay</p>	<p>Class discussion, study guides, quizzes, essay responses, writing assignments, final test, AR quizzes</p>
<p>Before reading the novel, students will be given instructions for an analysis essay. Topic areas are: mistakes of a character, forces influencing a character, elements of human nature. Students will be looking for the character they will select and keeping a log of information from the novel they may use in developing the essay.</p> <p>Read the novel. Much of the reading is completed during class time.</p> <p>Discuss questions which come up in the reading, complete discussion questions, select quotable quotes from certain chapters and explain</p>	<p>Multiple copies of the novel</p> <p>Study guides</p>	

**SUBJECT: English I Honors**  
**UNIT: To Kill a Mockingbird (Cont.)**  
**TIME: 7-8 weeks**

Activities	Materials	Evaluation
After Chapter 7 complete and discuss the activity "Personal and Family Values"	Teacher handout	
After Chapter 21, assigned writing. Discuss responses		
Upon completion of the novel, students will have some class time to work on the essay	Teacher handout	
View and discuss the movie. Write a comparison paper where the main plot elements of the novel are compared to the main plot elements of the movie	Movie: "To Kill a Mockingbird"	

**SUBJECT: English I Honors**  
**UNIT: Mock Trial**  
**TIME: One week**

Activities	Materials	Evaluation
Introduction – students will work on terms for law cases	Legal terms	Quizzes, pre-test, post-test, teacher observation
Research trial student has selected	Library research materials on law and trial cases	
Guest speaker – an attorney from the community		
Preparation for the Mock Trial – roles will be decided and a trial will be presented	Mock Trial Case	

**SUBJECT: English I Honors**  
**UNIT: Research**  
**TIME: 8 weeks**

Activities	Materials	Evaluation
<p>Handouts: Research guidelines for paper and the visual</p> <p>Topic selection – brainstorm within the class following a brief library research investigation of three topics</p> <p>Review how to make source cards and how to create a bibliography from those source cards</p> <p>Students research in library and on internet to collect 20 source cards</p> <p>Students type a practice bibliography from those 20 original sources</p> <p>Review how-to-take notes information</p> <p>Read and take notes from sources</p> <p>Review how to create a rough outline</p> <p>Review how to create a detailed outline</p> <p>Review guidelines for oral presentation</p>	<p>"Research Guidelines" – handout</p> <p>Magazines, newspapers, are used to model selection</p> <p>Teacher handout</p> <p>Access to library</p>	<p>Students are graded on the Research Process: due dates and checkpoints are given – topic selected source cards, note cards, etc. Points are assigned for the completion of each step in the process. Effective and efficient use of class time is also considered.</p> <p>Rubrics are used both in the evaluation of the research paper and the visual</p> <p>Presentation of the research paper and visual also has a rubric for evaluation (information and speaking technique)</p>

**SUBJECT: English I Honors**  
**UNIT: Research (Con't.)**  
**TIME: 8 weeks**

Activities	Materials	Evaluation
Students write a rough draft after discussing how to write the introduction, body, conclusion, and intext citations. Students write final drafts Research presentations	Teacher handout A board or other medium for visualizing materials	Teacher reviews and edits rough drafts Teacher observation, rubric
Students will create a visual product from their research subject to present for Famous People/Project Night		

**SUBJECT: English I Honors**  
**UNIT: Novel – A Tale of Two Cities**  
**TIME: 8 weeks**

Activities	Materials	Evaluation
Introduce novel – <u>A Tale of Two Cities</u> . Particular emphasis is placed upon the time period and on themes which will be apparent throughout the reading.	Supplemental materials used for background information, copies of the novel. Study guides	Class discussion, quizzes, AR quizzes, writing assignments, essay test
Read the novel, some class time will be given; however, most of the reading will be completed outside of class. Discuss and complete questions throughout the reading		

**SUBJECT:** English I Honors  
**UNIT:** Internet Project (in conjunction with a study of Shakespeare and the Elizabethan Age)  
**TIME:** 1-2 weeks

Activities	Materials	Evaluation
<p>Students select a topic from the suggested topic list</p> <p>Students must visit several sites which help them select their topic; for example, they are required to take a virtual tour of the Globe Theater on one site</p> <p>Students prepare a Power Point presentation of a minimum of eleven slides</p> <p>Students present Power Point presentation of a minimum of eleven slides</p> <p>Students present Power Point presentations to the class</p> <p>Students will also prepare a visual to accompany their presentation</p>	<p>Internet, library sources, sources from AEA</p> <p>Teacher handout</p> <p>Projector for presentations</p> <p>Tag paper/poster board</p> <p>Students present Power Point presentation of a minimum of eleven slides</p> <p>Students present Power Point presentations to the class</p> <p>Students will also prepare a visual to accompany their presentation</p>	<p>Rubric for Power Point presentations, teacher checklist to assign points for students using time appropriately, status of the class sheet</p> <p>Rubric for visual</p>

**SUBJECT: English I Honors**  
**UNIT: Novel – Romeo and Juliet**  
**TIME: 5-6 weeks**

Activities	Materials	Evaluation
<p>Handout – “Shakespeare’s Life and Times” discuss handout</p> <p>Students research as a scavenger hunt to discover additional information about William Shakespeare</p> <p>Students play “Ask Mr. Shakespeare” – a game where students volunteer to be Shakespeare and answer questions presented by the class (modern talk show format)</p> <p>Background information – a history of theatre: Greek, Roman, Medieval, and Shakespeare’s Theatre</p> <p>Background information – Physical elements of the Theatre, Artistic Elements of the Theatre, Artistic Elements of the Theatre, Tragedy, the Masque, The Humors</p> <p>Background information – Dramatic Conventions: Great Chain of Being, Macrocosm/Microcosm Correspondence, superstition, Cosmic Dance, Dramatic Literary Terms</p>	<p>Teacher handout</p>	<p>Class discussion, group work, assigned discussion questions, response-based writing assignment, quizzes, critical essay, final test, AR quizzes</p>

**SUBJECT: English I Honors**  
**UNIT: Romeo and Juliet (Con't.)**  
**TIME: 5-6 weeks**

Activities	Materials	Evaluation
Introduction to the play – emphasis upon the themes and their timelessness, characters	Teacher handout Copies of the play  Movie "Romeo and Juliet" (Zeffirelli version)	Length of passage determines number of points assigned
Go over guidelines to critical essay students will write upon completion of the play		
Students read the play aloud in parts	Students are assigned questions throughout discussion, students select a quotable quote at the conclusion of each Act and explain the significance of the lines they choose	
	Students work in groups to select and present a scene from the play	
	Students memorize a passage from the play. They may select the passage according to length and point value	
	View the movie	Movie – "West Side Story"
	View the musical, <u>West Side Story</u> in preparation for the critical essay in which students will be asked to make comparisons between the antique version of the story and the modern version	

## World Literature Syllabus

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
Overview of the Literary Era	5
Literature of the Ancient World	2
The Classical Age of Greece and Rome	3
Traditions in Chinese and Japanese Literature	2
Literature of the Middle East and Africa	1.5
Accelerated Reader program	ongoing
<b>Quarter 2</b>	<b>Weeks</b>
Europe in Transition	2
19th Century European Literature	2
Modern and Contemporary Literature	4
Accelerated Reader Program	ongoing
Wrap up, review, semester test	1

**Subject Area: Language Arts  
Class/Grade: World Literature**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understands stated information and applies information by answering questions (analogies)

**Length of Unit: Semester**

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/ Provisions
1.1	Text and ancillary materials	Recognizes connotative meanings in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Text and ancillary materials	Makes supportable inferences from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	Text and ancillary materials	Processes accurate denotation of grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Text and ancillary materials	Synthesizes information gleaned from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 2:** Comprehension of Variety of Literary Texts

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	Text and ancillary materials	Understands the interrelationships of writer, time and message in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	Text and ancillary materials	Recognizes character motives and writer purpose in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	Text and ancillary materials	Identifies the standard elements of a story in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	Text and ancillary materials	Recognizes author's use of style to influence the reader in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: World Literature**

**Standard 3:** Comprehension of Variety of Informational Texts

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

**Length of Unit: Semester**

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	Text and ancillary materials	Relates key points from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	Text and ancillary materials	Identifies contributing aspects of writer style in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	Text and ancillary materials	Makes supportable inferences from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGH, CE, Tech, Special Ed., HGD, Media
3.4	Text and ancillary materials	Can distinguish author's use of fact, opinion and value judgments	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 4:** Demonstrates competency in written communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Sections from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Text and ancillary materials	Produces evidence of following the steps of writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, FE, TECH, SPECIAL ED., HGD, MEDIA
4.2	Text and ancillary materials	Applies conventional English, grammar and mechanics in writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, FE, TECH, SPECIAL ED., HGD, MEDIA

**Subject Area: Language Arts**  
**Class/Grade: World Literature**

**Standard 5:** Demonstrates competency in spoken communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	Text and ancillary materials	Expresses orally an understanding of grade level reading material	Class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, TECH, SPECIAL ED., HGD, MEDIA
5.2	Text and ancillary materials	Participates in meaningful discussion of grade level reading material	Class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, TECH, SPECIAL ED., HGD, MEDIA

**World Literature**  
**Scope and sequence**

**(1 Semester)**

This course requires wide reading of selected literature from around the world. Students will be challenged to make connections between the literature of other cultures and their own lives. The primary means of evaluation will be written work, class discussion and Accelerated Reader quizzes. Other forms of evaluation will be implemented throughout the semester including individual or group projects and presentations.

Text: selected

**Quarter 1**

Subject: World Literature  
Unit: Overview of the Literary Eras  
Teacher: Mary Dawn Schuck  
Time: .5 weeks

**Day 1-2**

Students will be given an overview of the course of study for the semester. Time will be spent looking at each era and genre that will be studied. The questions of why we study world literature and how we can apply what we learn to our lives will be addressed.

Subject: World Literature  
Unit: Literature of the Ancient World  
Time: 2 weeks

**Day 3-12**

Selections from Mesopotamian, Egyptian, Hebrew and Indian Literature will be studied. The primary means of evaluation will be written work, class discussion and Accelerated Reader quizzes. Other forms of evaluation will be implemented throughout the semester including individual or group projects and presentations.

Subject: World Literature  
Unit: The Classical Age of Greece and Rome  
Time: 3 weeks

**Day 13-28**

An examination of Greek and Roman Literature with attention focused on the epics of Greece and Rome, Greek Drama and Greek and Roman Mythology. The primary means of evaluation will be written work, class discussion and Accelerated Reader quizzes. Other forms of evaluation will be implemented throughout the semester including individual or group projects and presentations.

Subject: World Literature  
Unit: Traditions of Chinese and Japanese Literature  
Time: 1.5 weeks

**Day 29-36**

A focus on literature from Ancient China and Japan. Special emphasis will be placed on the study of moral teaching through literature and Haiku. The primary means of evaluation will be written work, class discussion and Accelerated Reader quizzes. Other forms of evaluation will be implemented throughout the semester including individual or group projects and presentations.

Subject: World Literature  
Unit: Literature of the Middle East and Africa  
Time: 1.5 weeks

**Day 36-45**

Persian, Arabic and West African Literature will be studied in this unit. The allure of mysticism, morals and magic in Persian and Arabic literature, and the West African tradition of giving guidance and praising greatness through literature will be examined. The primary means of evaluation will be written work, class discussion and Accelerated Reader quizzes. Other forms of evaluation will be implemented throughout the semester including individual or group projects and presentations.

**Quarter 2**

Subject: World Literature  
Unit: Europe in Transition  
Time: 2 weeks

**Day 46-56**

European Literature during a time of transition will be studied. Students will read pieces from the Middle Ages, the Renaissance and the Age of Enlightenment. Special emphasis will be placed on the need for heroes and the human possibility. The primary means of evaluation will be written work, class discussion and Accelerated Reader quizzes. Other forms of evaluation will be implemented throughout the semester including individual or group projects and presentations.

Subject: World Literature  
Unit: 19th Century European Literature  
Time: 2 weeks

**Day 57-67**

Expressions of the heart during the Age of Romanticism and life's lessons during the emergence of Realism will be the focus of this unit. The primary means of evaluation will be written work, class discussion and Accelerated Reader quizzes. Other forms of evaluation will be implemented throughout the semester including individual or group projects and presentations.

Subject: World Literature

Unit: Modern and Contemporary Literature

Time: 3.5 weeks

Day 68-85

Worlds of change will be the focus of this unit. Expressions of modernism and the response to war and conflict evident in literature will be the examined. Attention will also be focused on critics and dreamers when we look at contemporary Nobel Prize winners. The primary means of evaluation will be written work, class discussion and Accelerated Reader quizzes. Other forms of evaluation will be implemented throughout the semester including individual or group projects and presentations.

Day 86-90

Subject: World Literature

Unit: Wrap up, review, semester test

Time: 1 week

## **Introduction to the Novel I Syllabus**

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
Group reading of novel <u>Running Loose</u> (at teacher discretion)	2
Individual reading of novels/contract completion	7
<b>Quarter 2</b>	
Individual reading of novels/contract completion	9

**Subject Area: Language Arts  
Class/Grade: Novel I**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understands stated information and applies information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
1.1	library books and ancillary materials	Recognizes connotative meanings in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS GS LS T&G CS MCGF CE Tech Special HGD Media
1.2	library books and ancillary materials	makes supportable inferences from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS GS LS T&G CS MCGF CE Tech Special HGD Media
1.3	library books and ancillary materials	processes accurate denotation of grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS GS LS T&G CS MCGF CE Tech Special HGD Media
1.4	library books and ancillary materials	synthesizes information gleaned from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS GS LS T&G CS MCGF CE Tech Special HGD Media

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify authors or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	library books and ancillary materials	understands the interrelationships of writer, time and message in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	library books and ancillary materials	recognizes character motives and writer purpose in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	library books and ancillary materials	identifies the standard elements of a story in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	library books and ancillary materials	recognizes author's use of style to influence the reader in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	library books and ancillary materials	relates key points from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	library books and ancillary materials	Identifies contributing aspects of writer style in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	library books and ancillary materials	makes supportable inferences from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	library books and ancillary materials	can distinguish author's use of fact, opinion and value judgments	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Novel I**

**Length of Unit: 1 Semester**

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	library books and ancillary materials	produces evidence of following the steps of writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	library books and ancillary materials	applies conventional English, grammar and mechanics in writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Novel I**

**Length of Unit: 1 Semester**

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	library books and ancillary materials	expresses orally an understanding of grade level reading material	class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	library books and ancillary materials	participates in meaningful discussion of grade level reading material	class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject: Introduction to the Novel I**  
**Unit: Individualized reading of the novel**  
**Time: 18 weeks**

ACTIVITIES	MATERIALS	EVALUATION
<p><b>Literary Essay</b></p> <p>Determine with student essay or book review to be written. Help with thesis, go over rough draft, student writes final. Use Accelerated Writer if applicable.</p> <p><b>Literary Letters</b></p> <p>Every 1 or 2 weeks students write a letter to the teacher about their reading; include personal response, movement toward goal/grade, and some item of analysis (characterization, point of view, etc.)</p> <p><b>Class Project</b></p> <p>Some students finish early; most class projects have focused on book or author folders and the book list</p>	<p>Student writing models</p> <p>CD -- Monarch Notes</p> <p>Familiarize students with Accelerated Writer if applicable.</p> <p>Students writing models</p> <p><b>Timeline</b></p> <p>Provide a timeline for students to help them map out their reading schedules.</p> <p>About a book a week for the A contract. (2 books and projects completed by first probation list; 5 by week 6)</p>	<p><b>General Requirements</b></p> <ol style="list-style-type: none"> <li>1. Students will always be willing to read. (Don't say, "I've read all the books I need for a C grade, so can I have a study hall?"</li> <li>2. Assignments not adequately completed will have to be done again (revised) for credit. Not doing this could make a student not eligible for a particular contract grade. AW may be applicable to writing assignments.</li> <li>3. All books must be pre-approved by the teacher for credit. A book read prior to approval may not be eligible for the contract grade. Students will be guided to books at their reading level.</li> <li>4. Meet class deadlines</li> </ol> <p><b>End of quarter &amp; semester vocabulary tests</b></p> <p>Use a legal pad and keep individual notes for times for drafts and finals of essays due.</p> <p>For students who will "challenge" the timeline, write individual contract with deadlines and consequences. These can be a part of the daily notes on the legal pad. Send a copy home if necessary.</p>

Teacher will randomly select words from the student's individual lists. Students will write sentences or a story correctly using the words or versions of the words.

**Final:**

Write a final literary letter. In it, explain what you think you've gained by taking the class. This can be in the areas of reading skills, discussion skills (analysis), and confidence skills and enjoyment. Develop your answer.

Choose one novel you have read this semester and discuss how one of the literary terms discussed is significant to the novel's success. Develop your answer.

**Subject: Introduction to the Novel I**  
**Unit: Individualized reading of the novel**  
**Time: 18 weeks**

ACTIVITIES	MATERIALS	EVALUATION
<p>Students individually read approved novels and engage in activities to attain a contract grade.</p> <p>The following areas indicate student requirements.</p> <p><b>Individually and silently read novels</b></p> <p>Students will need to not only comprehend the plot but also be able to competently discuss the novel and engage in Accelerated Reader materials.</p>	<p>"Introduction to the Novel" sheet</p> <p>"Classics and Suggested Authors" sheet</p> <p>"Testimonials" sheet</p> <p>Show web site for information given</p> <p>Introduce Accelerated Reader procedures</p>	<p><b>Grade range: A to B</b></p> <p>A = 10 books (1 Classics; 2 Suggested)</p> <p>B = 8-9 books (2 Classics or Suggested)</p> <p>2. Complete weekly progress checks, worksheets, conferences, oral book reports, or literary letters</p> <p>3. End of book worksheets for each book read</p> <p>4. Write 1 (B) or 2 (A) literary essays instead of note cards</p> <p>5. Vocabulary development (for 7 weeks, 4 words per week [B] or 6 words per week [A]).</p> <p>6. Class project</p> <p>7. Class final</p>
<p><b>Fill out book report form</b></p> <p>Student conferences and discusses the novel with the teacher. Conference and AR assessment determines that student is familiar with the plot and interacts with aspects of the story for analysis.</p> <p>Determine the project for the novel (examples: collage, letter to author, letter recommending novel, author research, alternative ending, compare/contrast, book talk, longer conference with teacher).</p>	<p>Book report form</p> <p>Literary terms list</p>	<p><b>Grade range: from a C+ to lower</b></p> <p>1. Number of books to read per quarter:</p> <p>C+ = 8 (analytical paragraph)</p> <p>C = 6-7 (analytical paragraph)</p> <p>D = 5</p> <p>F = 4 or less</p> <p>2. Complete weekly progress checks, worksheets, conferences, oral book reports, or literary letters</p> <p>3. End of book worksheets for each book read</p> <p>5. Vocabulary development for 7 weeks, 2 words per week for a C.</p> <p>4. Class project</p> <p>5. Class final</p>
<p><b>Vocabulary Development</b></p> <p>On note cards include word, definition, the sentence from the novel, and the student's own sentence.</p> <p>Students practice these the first few minutes of class to prepare for the end-of-quarter and semester tests.</p>	<p>3x5 note cards</p>	

**Introduction to the Novel II  
Syllabus**

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
Group reading of novel (at teacher discretion)	2
Individual reading of novels/contract completion	7
<b>Quarter 2</b>	
Individual reading of novels/contract completion	9

**Subject Area: Language Arts  
Class/Grade: Novel II**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understands stated information and applies information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	library books and ancillary materials	Recognizes connotative meanings in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, <b>Special Ed., HGD, Media</b>
1.2	library books and ancillary materials	makes supportable inferences from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, <b>Special Ed., HGD, Media</b>
1.3	library books and ancillary materials	processes accurate denotation of grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, <b>Special Ed., HGD, Media</b>
1.4	library books and ancillary materials	synthesizes information gleaned from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE Tech, <b>Special Ed., HGD, Media</b>

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify authors or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	library books and ancillary materials	understands the interrelationships of writer, time and message in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.2	library books and ancillary materials	recognizes character motives and writer purpose in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.3	library books and ancillary materials	identifies the standard elements of a story in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.4	library books and ancillary materials	recognizes author's use of style to influence the reader in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
3.1	library books and ancillary materials	relates key points from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	library books and ancillary materials	Identifies contributing aspects of writer style in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	library books and ancillary materials	makes supportable inferences from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	library books and ancillary materials	can distinguish author's use of fact, opinion and value judgments	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
4.1	library books and ancillary materials	produces evidence of following the steps of writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	library books and ancillary materials	applies conventional English, grammar and mechanics in writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	library books and ancillary materials	expresses orally an understanding of grade level reading material	class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	library books and ancillary materials	participates in meaningful discussion of grade level reading material	class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject: Introduction to the Novel II**  
**Unit: Individualized Reading of the Novel**

**Time: 18 Weeks**

ACTIVITIES	MATERIALS	EVALUATION
<p>Students individually read approved novels and engage in activities to attain a contract grade.</p> <p>The following areas indicate student requirements.</p> <p><b>Individually and silently read novels</b></p> <p>Students will need to not only comprehend the plot but also be able to competently discuss the novel and engage in Accelerated Reader materials.</p> <p><b>Fill out book report form</b></p> <p>Student conferences and discusses the novel with the teacher. Conference and AR assessment determines that student is familiar with the plot and interacts with aspects of the story for analysis.</p> <p><b>Vocabulary Development</b></p> <p>Determine the project for the novel (examples: collage, letter to author, letter recommending novel, author research, alternative ending, compare/contrast, book talk, longer conference with teacher).</p>	<p>"Introduction to the Novel I" sheet</p> <p>"Classics and Suggested Authors" sheet</p> <p>"Testimonials" sheet</p> <p>Show web site for information given</p> <p>Introduce Accelerated Reader procedures</p> <p>Book report form</p> <p>Literary terms list</p>	<p><b>Grade range: A to B</b></p> <p>1. Number of books read per quarter:            A = 10 books (2 Classics; 4 Suggested)            B = 8-9 books (1 Classics; 2 Suggested)</p> <p>2. Complete weekly progress checks, worksheets, conferences, oral book reports, or literary letters</p> <p>3. End of book worksheets for each book read</p> <p>4. Write 2 (B) or 4 (A) literary essays instead of note cards</p> <p>5. Vocabulary development (for 7 weeks, 5 words per week [B] or 7 words per week [A]).</p> <p>6. Class project</p> <p>7. Class final</p> <p><b>Grade range: from a C+ to lower</b></p> <p>1. Number of books to read per quarter:            C+ = 8 (and 1 literary essay)            C = 6-7 (1 analytical paragraph)            D = 5            F = 4 or less</p> <p>2. Complete weekly progress checks, worksheets, conferences, oral book reports, or literary letters</p> <p>3. End of book worksheets for each book read per week for a C.</p> <p>4. Class project</p> <p>5. Class final</p>

**Subject: Introduction to the Novel II**  
**Unit: Individualized Reading of the Novel**

**Time: 18 Weeks**

ACTIVITIES	MATERIALS	EVALUATION
<p><b>Literary Essay</b>  Determine with student essay or book review to be written. Help with thesis, go over rough draft, student writes final. Use Accelerated Writer if applicable.</p> <p><b>Literary Letters</b>  Every 1 or 2 weeks students write a letter to the teacher about their reading; include personal response, movement toward goal/grade, and some item of analysis (characterization, point of view, etc.)</p>	<p>Student writing models  CD -- Monarch Notes</p> <p>Familiarize students with Accelerated Writer if applicable.</p> <p>Students writing models</p>	<p><b>General Requirements</b></p> <ol style="list-style-type: none"> <li>1. Students will always be willing to read. (Don't say, "I've read all the books I need for a C grade, so can I have a study hall?"</li> <li>2. Assignments not adequately completed will have to be done again (revised) for credit. Not doing this could make a student not eligible for a particular contract grade. AW may be applicable to writing assignments.</li> <li>3. All books must be pre-approved by the teacher for credit. A book read prior to approval may not be eligible for the contract grade. Students will be guided to books at their reading level.</li> <li>4. Meet class deadlines</li> </ol> <p><b>Timeline</b></p> <p>Provide a timeline for students to help them map out their reading schedules.</p>
<p><b>Class Project</b>  Some students finish early; most class projects have focused on book or author folders and the book list</p> <p><b>Class final</b>  Taken at the end of the semester. Provide questions early and discuss models.</p>	<p>About a book a week for the A contract. (2 books and projects completed by first probation list; 5 by week 6)</p> <p>Use a legal pad and keep individual notes for times for drafts and finals of essays due.</p> <p>For students who will "challenge" the timeline, write individual contract with deadlines and consequences. These can be a part of the daily notes on the legal pad. Send a copy home if necessary.</p>	<p><b>End of quarter &amp; semester vocabulary tests</b></p> <p>Teacher will randomly select words from the student's individual lists. Students will write sentences or a story correctly using the words or versions of the words.</p> <p><b>Final:</b>  Write a final literary letter. In it, explain what you think you've gained by taking the class. This can be in the areas of reading skills, discussion skills (analysis), and confidence skills and enjoyment. Develop your answer.</p> <p>Choose <u>one</u> novel you have read this semester and discuss how <u>one</u> of the literary terms discussed is significant to the novel's success. Develop your answer.</p>

## **English II - American Literature Syllabus**

English II/American Literature is a chronological study of American writers encompassing major literary movements from colonial times to the present day with special emphasis placed upon the contemporary period. Through this study a background for understanding the short story, novel, drama, poetry, and nonfiction is acquired. The course gives students the opportunity to write literary criticism as well as write creatively, using the process method of writing workshop. Basic skills in grammar and composition are reviewed and pursued with emphasis is upon sentencing, usage, and paragraphing. Vocabulary accompanies each unit, as does an in-depth study of literary terms. Individualized reading is required to encourage students to experience and enjoy reading in a variety of genres.

Evaluation of student performance is based upon whether or not the student meets the terms of the study contract. Appearing on the syllabus and study contract each quarter is a description and list of all literature, grammar, writing, and literary terms to be studied and major assignments to be completed by the student. Usually each quarter there appears a writing project, an outside reading project, a group project, and an art project. Students sign the contract agreeing to complete the work assigned on the contract for credit in the course. If the terms of the contract are met by the student during the quarter, no grade less than a D will be possible.

Teacher: Susan Alarie

### **The following will be covered over the course of the school year:**

Unit	Short Story	8 weeks
Unit	Writing the Short Story	3 weeks
Unit	<u>The Scarlet Letter</u>	4 weeks
Unit	Transcendentalism	3 - 4 weeks
Unit	<u>Huckleberry Finn/Tom Sawyer</u>	4 weeks
Unit	Existentialism/ <u>The Great Gatsby</u>	4 weeks
Unit	Drama/ <u>Glass Menagerie/Our Town/</u> "Then"	6 weeks
Unit	Modern Poetry	3 weeks

**Subject: English II - American Literature**  
**Unit: Short Story**  
**Time: 8 weeks**

Activities	Materials	Evaluation
<p>Students read an assortment of short stories each one focusing upon an element of short story writing. In the story "A&amp;P" for example, students focus upon character and how the author has developed the various characters in this story</p> <p>Students read:</p> <ul style="list-style-type: none"> <li>"A Worn Path"</li> <li>"The Jilting of Granny Weatherall"</li> <li>"The Bear"</li> <li>"In Another Country"</li> <li>"An Episode of war"</li> <li>"The Last Flower"</li> <li>"Fall of the House of Usher"</li> <li>"Cask of Amontillado"</li> <li>"April 2005: Usher II"</li> <li>"Cleveland Wrecking Yard"</li> <li>"Stalking"</li> <li>"Bartleby the Scrivener"</li> <li>"A&amp;P"</li> </ul>	<p>Selected text</p> <p>Copies of short stories</p> <p>Teacher handouts, writing assignments instructions</p> <p>Selected stories may be substituted</p>	<p>Literary terms tests (several), vocabulary quizzes, AR quizzes, daily exercises, assigned writing</p> <p>Rubric for small group project - picture story</p> <p>Rubric for outside reading short story journaling</p> <p>Comprehension test</p> <p>Teacher observation</p> <p>Rubric score sheet of written assignments</p> <p>Video: "Bartleby the Scrivener"</p> <p>In these stories the following is examined: theme, plot line elements, motive, tone, author's point of view, setting, non-plot or circular plot, figurative language, suspense, the gothic, color, symbols, literary terms. Writing activities are completed for each story</p>

**Subject: English II/American Literature**  
**Unit: Short Story Writing**  
**Time: 3 weeks**

Activities	Materials	Evaluation
In conjunction with short study unit is a writing unit where students read and sample each element of short story writing; then students try writing their own from the sample modeling. These sample pieces are building blocks to the goal of writing an excellent (structurally correct) short story at the conclusion of the unit	Selected text and supplementary materials from the writing text: <u>Writing Short Stories Plays and Poems</u> by Clarence Brown	Teacher assessment of effective and efficient use of workshop time Rubric score sheet for short story
Short story writing workshop: Topic selection Scenario Outline of plot Rough draft Final draft	Modeling of responses from other students in previous years	Listening exercises (9): Students are asked to listen to certain sounds and respond in writing to what they have heard. Students share

**Subject:** English II/American Literature  
**Unit:** Novel - The Scarlet Letter  
**Time:** 4 weeks

Activities	Materials	Evaluation
<p>Group Research Project: Socio-psychological Historical Archetypal</p> <p>These are the choices for research areas. The report is written and also presented to the class</p> <p>Students will develop a bulletin board of plot line graph as they work in conjunction with the teacher</p> <p>Writing project: multi-paragraph literary criticism comparing the two video versions of this great classic</p> <p>Students will examine the theme of sin vs. salvation by reading: "The Devil and Tom Walker" "The Devil and Daniel Webster" "Upon the Burning of Our House"</p>	<p>Selected research articles teacher file, library resources, internet resources</p>	<p>Rubric for research project both written and oral presentation</p>

**Subject:** English II - American Literature  
**Unit:** Novel - The Scarlet Letter (continued)  
**Time:** 4 weeks

Activities	Materials	Evaluation
Vocabulary Scavenger Hunt Read <u>The Scarlet Letter</u> selected parts and supplement with the video Quotable Quotes will be presented throughout the novel. Students will share their quotes with the class and explain why they feel the quote they have selected is significant	Selected text: <u>The Scarlet Letter</u> Video: "The Scarlet Letter" PBS version Video: "The Scarlet Letter" Demi Moore version	Final test, quizzes, daily exercises Teacher observation Rubric score sheet for writing assignments

**Subject:** English II - American Literature  
**Unit:** Transcendentalism  
**Time:** 3 weeks

Activities	Materials	Evaluation
Introduction to poetry, poetic techniques used by these two poets  Examine poets - Whitman, Dickinson, Frost: begin unit by having students draw a forest scene, recite "Stopping By the Woods" repeatedly, students memorize this poem one stanza at a time, students compete to see who can be the first to memorize the poem  Elements of Whitman poetry are discussed: selected poems  Elements of Dickinson poetry are discussed: selected poems  Elements of both Whitman and Dickinson poetry and how it compares are discussed  Students draw pictures of each stanza to find interpretation and meaning  Students review for the test	Selected text  Teacher handouts	Teacher observation, rubric score sheet for writing exercises, quizzes  Test on poets  Writing exercises  Test on writers

**Subject: English II/American Literature**  
**Unit: Transcendentalism (continued)**  
**Time: 3 weeks**

Activities	Materials	Evaluation
Examination of Emerson, Thoreau, Alcott and their involvement in and contributions to the Transcendental philosophies: "I Become a Transparent Eyeball" "Self-reliance" "Why I Went to the Woods" "Why I Left the Woods" "Battle of the Ants" "Civil Disobedience" "Early Diary Kept at Fruitlands"	Selected text	

**Subject: English II - American Literature**  
**Unit: Novel - Huckleberry Finn or selected novel (Tom Sawyer)**  
**Time: 4 weeks**

Activities	Materials	Evaluation
<p>Examine Twain: the man, the humorist, social critic, pessimist</p> <p>Small group study of a novel</p> <p>Students will read "Celebrated Jumping Frog of Calaveras County" and "Life on the Mississippi" as introduction to the novel</p> <p>Examination of theme (civilized vs. uncivilized), plot development (episodic), characterization (use of dialect) racism, adolescent America, historical fact</p> <p>Students will create a map which traces the journey</p> <p>Group presentations: small groups are responsible for certain chapters in the novel and will present these chapters to the class</p> <p>Literary journaling: students will be responsible for journaling the novel as they read</p> <p>Students who have chosen a different novel will be responsible for presenting a project to the class on the novel they chose</p>	<p>Mark Twain Filmstrip</p> <p>Selected text</p> <p>Teacher handouts</p>	<p>Test, teacher observation, rubric for group project, literary journaling</p> <p>Teacher handout: project suggestions</p>

**Subject: English II - American Literature**  
**Unit: Existentialism**  
**Time: 4 - 5 weeks**

Activities	Materials	Evaluation
Intro to Existentialism, F. Scott Fitzgerald, Teacher handouts and the Jazz Age/Roaring Twenties	Teacher handouts	Test Teacher observation Rubric score sheet for newspaper projects
Students will produce a newspaper project as introduction to and in conjunction with the Jazz Age: National news, local news, want ads, advertisements, tribute to the author, article in the style of the author, advice column, title page, illustration accompanies each article, extra articles - comics, maps, etc. all should have their origin from events in the novel		

Read *The Great Gatsby*

Students draw a picture from the first  
three descriptive paragraphs of Chapter 2

Discuss elements of tragedy -- tragic hero  
and heroine

Discuss gothic elements of literature as  
they appear in the novel

**Subject Area: Language Arts**  
**Class/Grade: English II/American Literature**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	Novels, short story, one, three and five-act plays, poetry	Recognizes connotative meanings	Quizzes, usage in writing, interpretations	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Novels, short story, one, three and five-act plays, poetry	Offer interpretations of grade-level reading materials	Written response, class discussion	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech Special Ed., HGD, Media
1.3	Novels, short story, one, three and five-act plays, poetry	Uses understanding of root words, prefixes, suffixes, and contextual clues	Quizzes, test questions, classroom discussion	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Novels, short story, one, three and five-act plays, poetry	Responds correctly to comprehension questions, creates analogies on grade-level material	Classroom discussion, comprehension test questions, quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: English II/American Literature**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary words and issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint and influences on writing (irony and tone).

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
2.1	Novels, short story, one, three and five-act plays, poetry, supplementary material	Understands the interrelationship of writer, time, and message in grade- level reading materials	Quizzes, written responses, class discussion, AR quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	Novels, short story, one, three and five-act plays, poetry, supplementary material	Recognizes character motives and writer purpose in grade- level reading materials	Written response, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	Novels, short story, one, three and five-act plays, poetry, supplementary material	Identifies elements of plot and standard elements of a story in grade-level reading materials	AR quizzes, quizzes, test questions, classroom discussion	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	Novels, short story, one, three and five-act plays, poetry, supplementary material	Recognizes author's use of style to influence the reader in grade-level reading material	Classroom discussion, comprehension test questions, quizzes, AR quizzes	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone.
- 3.3. Draw conclusions make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text, distinguish among opinions, facts, assumptions, observations and conclusions.

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	Textbook, supplemental materials	Relates key points from grade-level reading material	AR quizzes, quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed, HGD, Media
3.2	Textbook, supplemental materials	Identifies contributing aspects of writer style in grade-level reading material	AR quizzes, quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed, HGD, Media
3.3	Textbook, supplemental materials	Makes supportable inferences from grade-level reading material	AR quizzes, quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed, HGD, Media
3.4	Textbook, supplemental materials	Can distinguish author's use of fact, opinion and value judgments	AR quizzes, quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed, HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 10th Grade English II/American Literature**

**Length of Unit: Year**

**Standard 4: Demonstrates Competency in Written Communication**

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Textbook, supplemental materials	Produces evidence of following the writing steps	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Textbook, supplemental materials	Applies conventional English, grammar, and mechanics in writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: 10th Grade English II/American Literature**

**Length of Unit: Year**

**Standard 5: Demonstrates Competency in Spoken Communication**

**Benchmarks:**

- 5.1. Formulates and delivers oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	Textbook, supplemental materials	Expresses orally an understanding of grade-level reading material	Class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	Textbook, supplemental materials	Participates in meaningful discussion of grade-level reading material	Class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subj.: English II/American Literature**  
**Unit: Drama**  
**Time: 6 weeks**

Activities	Materials	Evaluation
<p><b>Introduction to Theatre in American Literature:</b> a history</p> <p>Introduction to character development in a play vs. short story/novel</p> <p>Discussion of Aristotle's Dramatic Elements of the Theatre: plot, character, diction, thought/idea, spectacle, music (all sounds)</p>	<p>Teacher handouts</p> <p>Copies of the plays</p>	<p>AR quizzes, quizzes, writing assignments, daily exercises, rubric for writing an one-act play</p>
<p>Discussion of Aristotle's Artistic Elements of the Theatre: emotion, conflict, movement and progression, spontaneity</p> <p>Instruction on how to read a play (the seven steps), paying attention to the importance of stage directions and Aristotle's Physical Element's of the Theatre</p> <p>Students read <u>Glass Menagerie</u> as their outside reading project</p> <p>Students examine <u>Glass Menagerie</u> as to either its Artistic Elements or its Dramatic Elements. This is part of their reading journaling on the play</p>		

**Subject: English II/American Literature**  
**Unit: Drama (cont.)**  
**Time: 6 weeks**

Activity	Materials	Evaluation
<u>Introduction to Thornton Wilder and Our Town</u>	Teacher handouts  Copies of the plays	Rubric for writing dialogue  Rubric for writing this play ending
Students read the play in parts and present Act III as Story Theatre and in groups		
Students focus upon writing dialogue: writing workshop individual dialogue small group work - writing dialogue		
Students examine Modern American Theatre, Absurdism and what this movement is based upon, Nihilism and its historical basis, the six elements of Absurdism		
Students read (in parts) the Absurd play, "The Dumb Waiter"		
Students examine this play for its Elements of Absurdism		
Students write and ending to this play		
Students read (in parts) the one-act play, "Then"		
Students examine this play for its Elements of Absurdism		

**Subject: English II/American Literature**  
**Unit: Drama (continued)**  
**Time: 6 weeks**

Activities	Materials	Evaluation
Students listen to the recording of Bill Cosby's, "Noah" - focus upon monologue	Recording "Noah" Teacher handout	Rubric for writing monologue
Students write a monologue - writing lab		Rubric for writing interior monologue
Students read selected parts of <u>Death of a Salesman</u> ; the focus will be upon interior monologue		Rubric for writing a one-act play
Writing Workshop - Students write a one-act play. Scenario, one-act play		

**Subject: English II - American Literature**  
**Unit: Modern American Poetry**  
**Time: 2-3 weeks**

Activities	Materials	Evaluation
Review of poetry elements such as: rhythm, figurative language, imagery	Selected text, <u>Writing Short Stories</u> , Plays and Poems	Discussion, daily assignments, tests, quizzes
Discussion of interpretations - based upon relating to personal experience therefore, interpretations will vary	Copies of poems, teacher handouts Selected poems	Rubric score for writing/research assignment
Study a variety of poets and their works: Cummings, Eliot, Plath, Hughes, Brooks, Jones, etc.		

**ENGLISH II HONORS**  
**1 -YEAR (10th grade)**  
**SYLLABUS AND OBJECTIVES**

English II Honors is an elective designed to complete the required basic English program at an accelerated pace, provide advanced preparation in writing, speech, American literature, and prepare the student for advanced electives in literature, speech and composition.

Components of the course include the following objective areas:

Speech skills: theory and practice in informative speaking, research, persuasion, and debate

Writing skills: practice in gathering and recording experiences for personal and creative writing; theory and practice in organizational structures used in exposition and persuasion; research methods and techniques; grammar and mechanics review; vocabulary; and publication for a public audience

Literary skills: Introduction of analytical skills needed for understanding selected readings of prose and poetry; chronology and development of American literature

Texts:

Probst, Robert. Elements of Literature Fifth Course, Literature of the United States. Austin, Texas: Holt, Rinehart, Winston. 1997.

Language Network, (Gr. 12). Evanston, Illinois: McDougal Littell, 2001

I. Unit 1: Grammar, Language, and Vocabulary acquisition  
(ongoing through year)

A. Parts of speech

1. nouns
2. pronouns
3. verbs
4. adjectives
5. adverbs
6. prepositions
7. conjunctions
8. interjections

B. Parts of sentences

1. subjects
2. predicates

C. Phrases

1. prepositional
2. appositives
3. verbals
4. absolute

- D. Clauses and sentence structure
    - 1. main
    - 2. subordinate
    - 3. adjective
    - 4. adverb
    - 5. noun
    - 6. sentence types
  - E. Verbs
    - 1. tenses
    - 2. voice
    - 3. mood
  - F. Usage
    - 1. pronouns
    - 2. modifiers
    - 3. subject/verb agreement
  - G. Mechanics
    - 1. capitalization
    - 2. punctuation
  - H. Vocabulary
    - 1. analyzing word parts
    - 2. defining in context
- II. Unit 2: Writing Process
- A. Review process skills
    - 1. prewriting and organization
    - 2. drafting
    - 3. revision
    - 4. proofreading
    - 5. publishing
  - B. Narrative and descriptive writing
    - 1. news
    - 2. journals
    - 3. personal narratives
  - C. Exposition
    - 1. paragraph structures
    - 2. essay components
    - 3. organizational methods
- III. Unit 3 Prose and Poetry Analysis
- A. Triangle concept
    - 1. writer
    - 2. times
    - 3. message
  - B. Areas of short story prose fiction analysis
    - 1. writer background and purpose
    - 2. plot
    - 3. characters

- 4. conflicts
  - 5. resolutions
- IV. Unit 4 American Literature: origin to 1800
  - A. Timeline and Historical Perspective
    - 1. social conditions
    - 2. moral issues
    - 3. philosophical controls
  - B. Selections and Background
    - 1. selected Native American writers
    - 2. selected early American writers
- V. Unit 5 Informative Speaking
  - A. Preparation
    - 1. delivery
    - 2. visual aids
    - 3. organization
    - 4. use of evidence
  - B. Performance and Evaluation
    - 1. demonstration speech
    - 2. research speech
- VI. Unit 6 Research Process
  - A. Topic Selection
  - B. Resource manipulation
    - 1. source evaluation
    - 2. note taking
  - C. Construction
    - 1. research proposal
    - 2. thesis
    - 3. outline
    - 4. MLA documentation
    - 5. rhetorical structure
    - 6. revision
    - 7. publication
- VII. Unit 7 American Literature 1800 to Present
  - A. Romantic Movement
    - 1. selected writers
    - 2. historical context
    - 3. selected works
  - B. Transcendentalism
    - 1. selected writers
    - 2. historical context
    - 3. selected works
  - C. Naturalism
    - 1. selected writers
    - 2. historical context

- 3. selected works
- D. Modernism
  - 1. selected writers
  - 2. historical context
  - 3. selected works
- VIII. Unit 8 Persuasive Speaking
  - A. Preparation
    - 1. elements of persuasion
    - 2. motivated sequence
    - 3. audience analysis
    - 4. elements of debate
  - B. Presentation and evaluation
    - 1. argumentative speech
    - 2. inspirational speech

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
1.1	text, library books and ancillary materials	writes with a command of grade level vocabulary	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text, library books and ancillary materials	draws supportable conclusions from grade level reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text, library books and ancillary materials	writing denotes accurately the grade level materials read	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text, library books and ancillary materials	produces written documents which accurately synthesize information from grade level materials read	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts  
Class/Grade: English II Honors**

**Length of Unit: Year**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify authors or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	text, library books and ancillary materials	documents show understanding of interrelationships of writer, time and message in reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	text, library books and ancillary materials	documents show recognition of character motives and writer purpose in reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, MEDIA
2.3	text, library books and ancillary materials	documents identify the standard elements of a story in reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, MEDIA
2.4	text, library books and ancillary materials	documents demonstrate understanding of author's stylistic devices	AVV, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS T.A.G, CS, MCGF, CE Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	text, library books and ancillary materials	documents relate key points from grade level reading material	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text, library books and ancillary materials	documents identify contributing aspects of writer style in grade level reading material	written responses, class discussion, tests, projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text, library books and ancillary materials	documents provide supportable inferences from grade level reading material	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text, library books and ancillary materials	documents distinguish between author's use of fact, opinion and value judgments	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: English II Honors**

**Length of Unit: Year**

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	text and ancillary materials	documents show evidence of each step of the writing process	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	text and ancillary materials	documents demonstrate a command of conventional English, grammar and mechanics	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts  
Class/Grade: English II Honors**

**Length of Unit: Year**

**Standard 5: Demonstrates Competency in Spoken Communication**

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
5.1	text and ancillary materials	demonstrates the ability to provide oral critiques of grade level student writing	AW, written responses, class discussion, tests, individual conferences, peer editing, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	text and ancillary materials	participates in meaningful discussion of grade level student writing	AW, written responses, class discussion, tests, individual conferences, peer editing, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject: English II Honors**  
**Unit: One – Grammar, Language, Vocabulary**  
**Time: Ongoing throughout the year; 15 days total**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn to identify the parts of speech, recognize sentence structure, modify with phrases and clauses, correct usage errors and mechanical errors, and acquire vocabulary growth.	Text and supplements	Standard tests and quizzes, and teacher written critiques will evaluate progress.

**Subject: English II Honors**  
**Unit: Two – Writing Process**  
**Time: 20 days total**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the writing process from prewriting through publication of various descriptive, narrative and expository experiences.  The student will learn and practice the rhetorical structures of paragraphs.  The students will practice the components of informative and persuasive essays using appropriate rhetorical structures.	Text and supplements	Rubric guided evaluative tools will be employed.

**Subject: English II Honors**  
**Unit: Three – Prose and Poetry Analysis**  
**Time: 20 days total**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the elements of analysis for short stories and poetry, and apply the triangle concept of writer, time, and message to construct written essays of analysis.	Text and supplements	Class discussion and rubric guided evaluative tools will be employed.

**Subject: English II Honors**  
**Unit: Four – American Lit to 1800**  
**Time: 20 days total**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the contributions and evolution of American writers from Native story tellers to 1800's writers	Text and supplements	Rubric guided evaluative tools will be employed.

**Subject: English II Honors**  
**Unit: Five – Informative Speaking**  
**Time: 20 days total**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the methods of effective preparation and performance for demonstration and research speaking situations.  Students will give a demonstration speech and a research speech during the year.	Supplemental materials	Rubric guided evaluative tools will be employed.

**Subject: English II Honors**  
**Unit: Six – Research Process**  
**Time: 20 days total**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the steps to the research process, develop a specific topic, thesis and research proposal, carry out the writing process and publish an objective research paper.	Text and supplements	Rubric guided evaluative tools will be employed.
Additional available time will be given to a community based service project.		

**Subject: English II Honors**  
**Unit: Seven – American Literature 1800 to Present**  
**Time: 30 days total**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the contributions and evolution of American writers from the Transcendentalists to Modernists.	Text and supplements	Testis Rubric guided evaluative tools will be employed.

**Subject: English II Honors**  
**Unit: Eight – Persuasive Speaking**  
**Time: 20 days total**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the effective tools of organization and presentation for argumentative speaking.	Supplements	Rubric guided evaluative tools will be employed.

## English Literature Syllabus

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
Overview of the Literary Eras	2
The Anglo-Saxons	1.5
The Medieval Period	1.5
The Renaissance	4
Accelerated Reader Program	ongoing
<b>Quarter 2</b>	
The Age of Reason	1.5
The Romantics	2.5
The Victorians	2
New Directions	1.5
The Twentieth Century	1.5
Accelerated Reader Program	ongoing
Researching a Writer - Concurrent with Instruction	

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understands stated information and applies information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	Text and ancillary materials	Recognizes connotative meanings in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Text and ancillary materials	Makes supportable inferences from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	Text and ancillary materials	Processes accurate denotation of grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Text and ancillary materials	Synthesizes information gleaned from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	Text and ancillary materials	Understands the interrelationships of writer, time and message in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	Text and ancillary materials	Recognizes character motives and writer purpose in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	Text and ancillary materials	Identifies the standard elements of a story in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	Text and ancillary materials	Recognizes author's use of style to influence the reader in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts  
Class/Grade: English Literature**

**Length of Unit: Semester**

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
3.1	Text and ancillary materials	Relates key points from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	Text and ancillary materials	Identifies contributing aspects of writer style in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	Text and ancillary materials	Makes supportable inferences from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	Text and ancillary materials	Can distinguish author's use of fact, opinion and value judgments	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: English Literature**

**Length of Unit: Semester**

**Standard 4:** Demonstrates competency in written communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Text and ancillary materials	Produces evidence of following the steps of writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Text and ancillary materials	Applies conventional English, grammar and mechanics in writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 5:** Demonstrates competency in spoken communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/ Provisions
5.1	Text and ancillary materials	Expresses orally an understanding of grade level reading material	Class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G, CS, MCCF, CE, Tech, Special Ed., HGD, Media
5.2	Text and ancillary materials	Participates in meaningful discussion of grade level reading material	Class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G, CS, MCCF, CE, Tech, Special Ed., HGD, Media

**Language Arts**  
**English Literature – Unit Plans**  
**Unit - Overview of the Literary Eras**  
**Teacher: Marydawn Schuck**  
**Time: 2 weeks**

Activities	Materials	Evaluation
<p><b>Task:</b> The class will compile information on the 8 literary eras in Britain. The class will also create a timeline to provide a visual reference for the course.</p> <p>Divide the class into groups, each group will be responsible for one era.</p> <p>Each group will provide information of background; help create the timeline, and information of the changing English language.</p> <p>Each group creates a quiz on their section.</p> <p>Timeline  Written summary  Oral presentation  Quiz on section</p>	<p>Rubric created by teacher and class for projects and presentation.</p> <p>Class takes quizzes.</p> <p>INQUIRY: The British Empire is the mightiest and largest the world has ever known. How did this happen and why did this empire decline?</p> <p>Will be able to see this growth of empire and loss of empire reflected in the literature of the times?</p> <p>Quizzes to establish comprehension, if necessary.</p> <p>Essay response to discussion questions.</p> <p>For low scores on essay responses, allow students to rewrite.</p>	

**English Literature**  
**Unit: The Medieval Period**  
**Time: 1.5 weeks**

Activities	Text: selected Film: Chaucer's Tale	Materials	Evaluation
<p>Introduce and read one ballad. Discuss language and meaning. Tone and level of society.</p> <p>What strata of medieval society?</p> <p>Canterbury Tales - Provide and overview from the text, then read from the library modern prose version the Pardoner's Tale and the Wife of Bath's Tale.</p> <p>Read aloud with worksheet for following along.</p> <p>Read some lines from the text and compare.</p> <p>Discuss King Arthur, Robin Hood, and other legendary heroes in terms of chivalry and romantic love.</p>	<p>Video King Arthur and His Country – Joseph Campbell's video on romantic love</p>	<p>Quizzes to establish comprehension, if necessary.</p> <p>Essay response to discussion questions.</p> <p>For low scores on essay responses, allow students to rewrite.</p> <p>Essay topics could include: Pardoner's Tale as an early short story. Wife of Bath as a feminist, choose the other ballads and have groups write about the ballad. How Canterbury's Tales is different from Beowulf Christianity as seen in the literature.</p>	

**English Literature**  
**Unit: The Renaissance**  
**Time: 4 weeks**

Activities	Materials	Evaluation
<p>Review the class survey of this era.</p> <p>Break unit into two sections: poetry of the time, a Shakespeare play Poetry of the Time: choose a couple of poems with the class; read and analyze.</p> <p>Have student groups choose a poem, read, analyze, and present to the class.</p> <p>Read a Shakespeare sonnet in class groups. What is he saying?</p> <p>A Shakespeare Play ( we have): Much Ado About Nothing, Hamlet, and Macbeth</p> <p>Discuss comedy/tragedy/role of women/role of witch/ghost/fool</p> <p>Read as much as possible and finish with movie version.</p>	Text: selected AEA has films on theater, Shakespeare, and the Renaissance. Internet sources? Text and Scholastic Scope version of Hamlet Making of Hamlet (we have); video of plays Monarch notes CD	Quizzes to establish comprehension, if necessary Essay response to discussion questions. For low scores on essay responses, allow students to rewrite. How does Shakespeare deal with the idealized view of beauty? Essay response. Relate essays to discussion Is Hamlet a hero? Could Hamlet have fulfilled the demands of the ghost? Why is Hamlet a tragic hero? What is his tragic flaw?
Activities " A Modest Proposal" 307 "Diary of Samuel Pepy's" 282 Compare/contrast this age with Renaissance. Discuss how the essay from and irony are stylistic expressions of this time. Heroic couplet Pope Order and logic	Text: selected	Quizzes to establish comprehension if necessary. Essay response to discussion questions. For low scores on essay responses, allow students to rewrite. Historic considerations, growth of middle class, printing press, correct manners, class distinction "power of the pen"

**English Literature**  
**Victorian Era**

**Time: 2 weeks**

Activities	Materials	Evaluation
<p>Review the class survey of this era.</p> <p>The collapsing of an empire.</p> <p>Tennyson how is this theme reflected in his work? "Dover Beach" 469</p> <p>Close analysis reveals the theme of loss and threat.</p> <p>Charles Dickens</p> <p>Read portions of David Copperfield</p>	<p>Text: selected AEA materials</p> <p>Seek AEA materials</p>	<p>Quizzes to establish comprehension, if necessary.</p> <p>Essay response to discussion questions.</p> <p>For low scores on essay responses, allow students to rewrite.</p>

**English Literature**  
**The New Directions**

**Time: 1.5 weeks**

Activities	Materials	Evaluation
<p>Review the class survey of this era.</p> <p>Note the diversity of writers; differences in style and focus. Not so much a "school"</p> <p>Hardy narrative focus social</p> <p>Hopkins – imagery inner focus, spiritual</p> <p>Housman fleeting youth</p> <p>Yeats – mythic, prophetic focus on the individual rather than society</p>	<p>Text: selected AEA materials</p> <p>Short poems</p> <p>"Gods Grandeur" 547-549</p> <p>"When You Are Old"</p> <p>"Wild Swans at Coole"</p> <p>"The Second Coming"</p>	<p>Quizzes to establish comprehension, if necessary.</p> <p>Essay response to discussion questions.</p> <p>For low scores on essay responses, allow students to rewrite.</p> <p>Explication of a short poem.</p>

**English Literature**  
**The 20<sup>th</sup> Century**  
**Time: 1.5 weeks**

Activities	Materials	Evaluation
Review the class survey of this era. Pessimism due to war Experimentation in form The War poets 676-683 Selection of poems – T.S. Eliot; Dylan Thomas; D.H. Lawrence	Text: selected AEA materials	Quizzes to establish comprehension, if necessary. Essay response to discussion questions. For low scores on essay responses, allow students to rewrite. Explication of a short poem, the image and its connotative power.

**English Literature**  
**Researching a Writer**  
**Concurrent with Instruction**

Activities	Materials	Evaluation
Following research procedures, students will research an author's life and write a paper. 1. Biographical information 2. Significance as a writer 3. Information, interesting details about 1-2 works	Library sources Text: selected Student models	Source cards (3 used) Note cards (at least 20) Draft and final, Citations and Works Cited page Develop evaluation sheet

## **Honors Composition**

Syllabus

Semester weighted dual credit course

Scope and sequence

Grades 11-12

Honors Composition is designed for the college bound student. The student will produce numerous expository essays and a research paper.

Its purpose is to complete instruction necessary to function effectively in a variety of college writing situations. Special emphasis is placed on the writing process in exposition, the research process, critical and analytical thought, and grammar.

This course receives credit for Indian Hills C.C. College Writing I (3 sem. Hrs)

Texts: Hacker, Diana. Rules For Writers, 5th ed. Boston: Bedford/St. Martins. 2003  
Glenn, Cheryl. Making Sense. Boston: Bedford/St. Martins, 2002

### I. Unit 1: Grammar, Usage and Mechanics Skill Review (ongoing)

#### A. Grammar skills

1. parts of speech
2. sentence structure

#### B. Usage skills

1. using parts of speech
2. agreement
3. modifiers

#### C. Mechanical skills

1. capitalization
2. punctuation

#### D. Vocabulary skills

1. context
2. origin

#### E. Tests

### II. Unit 2: Expository Writing

#### A. Purpose

1. exposition
2. paragraph

#### B. Paragraph structure

1. thesis/support
2. chronological
3. order of importance
4. simple to difficult
5. pro/con
6. cause/effect
7. comparison/contrast
8. analogy

#### C. Writing process and final publication for each

#### D. Informational essays by rhetorical structure

1. example
2. classification
3. comparison/contrast
4. process analysis
5. cause-effect analysis
6. argument

#### E. Writing process for each structure

#### F. Final Publication of each

- III. Unit 3: Critical Thinking and Response
    - A. Classification
      - 1. relationships
      - 2. conclusions
    - B. Logic
      - 1. induction
      - 2. deduction
    - C. Tests Skills
      - 1. essay tests
      - 2. standardized tests (ACT)
  - IV. Unit 4: Research Method and Practice
    - A. Preparation
      - 1. topic selection
      - 2. source review and proposal
      - 3. note taking
    - B. Construction
      - 1. organization
      - 2. thesis
      - 3. outline
      - 4. drafting
      - 5. documentation
    - C. Final Publication
  - V. Unit 5: Literary Analysis Skills
    - A. Areas of analysis
      - 1. terms and functions
      - 2. 3 part construction
    - B. Areas of Review
      - 1. terms and functions
      - 2. 3 part construction
    - C. Final Publications
  - VI. Unit 6: Career Writing Skills (Choices)
    - A. Career Selection and Evaluation
    - B. Communications
    - C. Interviewing

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
1.1	text, library books and ancillary materials	writes with a command of grade level vocabulary	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text, library books and ancillary materials	draws supportable conclusions from grade level reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE Tech, Special Ed., HGD, Media
1.3	text, library books and ancillary materials	writing denotes accurately the grade level materials read	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text, library books and ancillary materials	produces written documents which accurately synthesize information from grade level materials read	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone)

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
2.1	text, research, ancillary materials	documents show understanding of interrelationships of writer, time and message in reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	text, research, ancillary materials	documents show recognition of character motives and writer purpose in reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	text, research, ancillary materials	documents identify the standard elements of a story in reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	text, research, ancillary materials	documents demonstrate understanding of authors stylistic devices	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	text, research, ancillary materials	documents relate key points from grade level reading material	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text, research, ancillary materials	documents identify contributing aspects of writer style in grade level reading material	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text, research, ancillary materials	documents provide supportable inferences from grade level reading material	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text, research, ancillary materials	documents distinguish between author's use of fact, opinion and value judgments	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	texts and ancillary materials	documents show evidence of each step of the writing process	AW, <b>written responses</b> , class discussion, tests, individual conferences, rubric <b>guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	texts and ancillary materials	documents demonstrate a command of conventional English, grammar and mechanics	AW, <b>written responses</b> , class discussion, tests, individual conferences, rubric <b>guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts  
Class/Grade: Honors Composition**

**Length of Unit: 1 Semester**

**Standard 5: Demonstrates Competency in Spoken Communication**

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	texts and ancillary materials	demonstrates the ability to provide oral critiques of grade level student writing	AW, written responses, class discussion, tests, individual conferences, peer editing, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	texts and ancillary materials	participates in meaningful discussion of grade level student writing	AW, written responses, class discussion, tests, individual conferences, peer editing, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

## Honors Composition Unit Plans

**Subject: Grades 11 -12 Honors Composition**  
**Unit: One – Grammar, Usage, Mechanics Review**  
**Time: 15 days – Ongoing through semester**

ACTIVITIES	MATERIALS	EVALUATION
The students will review skills and successfully complete exercises in grammar, usage, mechanics and vocabulary.	Text materials and supplements	Objective tests and quizzes

**Subject: Grades 11 -12 Honors Composition**  
**Unit: Two – Expository Writing**  
**Time: 35 days – 5 days/week – 45 min. /day**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the elements of exposition, paragraph construction, and organizational types.  The students will learn rhetorical structures and essay development.  The students will produce through the writing process examples of each structure and rhetorical development style.	Text and supplements	Rubric guided evaluation tool employed

**Subject: Grades 11 -12 Honors Composition**  
**Unit: Three – Critical thinking and response**  
**Time: 10 days – 5 days/week – 45 min. /day**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the skills of classification by relationship, recognizing logical fallacies, and practice test taking strategies	Text materials and supplements	Tests ACT Test results

**Subject: Grades 11 -12 Honors Composition**  
**Unit: Four – Research Methods and Practice**  
**Time: 20 days – 5 days/week – 45 min. /day**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the effective strategies to topic selection, source review, research proposal, note taking, outlining, thesis construction, drafting, revision, documentation, and publication of objective research.	Text materials and supplements	Rubric guided evaluation tool employed

**Subject: Grades 11 -12 Honors Composition**  
**Unit: Five – Literary Analysis**  
**Time: 15 days – 5 days/week – 45 min. /day**

ACTIVITIES	MATERIALS	EVALUATION
The student will learn terms of literary criticism, analytical methods, and essay construction	Text materials and supplements	Rubric guided evaluation tool employed

**Subject: Grades 11 -12 Honors Composition**  
**Unit: Six – Career Writing Skills**  
**Time: 10 days – 5 days/week – 45 min. /day**

ACTIVITIES	MATERIALS	EVALUATION
The students will learn the strategies to career selection, resume writing, and interviewing.	Supplements and E-CHOICES	Rubric guided evaluation tool employed

## **Speech and Debate**

### **Syllabus**

(Sem. weighted dual credit course)

Scope and sequence

Grade 11-12

Text: Osborn and Osborn. Public Speaking, 6th ed. Houghton Mifflin. Boston. 2003.

Speech and Debate is designed to improve the student's capacity to communicate through organized speaking and critical listening experiences. The course will introduce techniques in research, persuasion, logic, group discussion, problem solving, and debate.

This course receives Indian Hills Community College credit for Fundamentals of Speech (3 sem. hrs.)

### I. Unit 1 - Introduction to Communication Theory (2 wks)

#### A. Encoding and Decoding

1. stimulus/response
2. sender/receiver
3. ideal communication
4. barriers
5. communication process
6. circular response

#### B. Non-Verbal Communication

1. kinesics
2. proxemics

#### C. Fourth-Level Communication

1. timing
2. non-verbal

#### D. Test

### II. Unit 2 - Listening (1.5 wks.)

#### A. Problems in Listening

1. types of non listening
2. causes of non listening

#### B. Types of Listening

1. informational
2. Listening to Help

#### C. Test

### III. Unit 3 - Communication Skills (2.5 wks.)

#### A. Organization

1. types
2. uses

#### B. Research and Development

1. resources
2. interview techniques
3. organizational type
4. introduction/conclusion
5. audience analysis
6. use of evidence
7. logical argument
8. emotional appeals

#### C. Delivery

1. verbal
2. nonverbal

#### D. Skills Exercises

#### E. Speech of introduction

#### F. Biographical research speech

IV. Unit 4 - Debate (5 wks. - carries into second 9 wks.)

- A. Problem Solving
  - 1. analysis
  - 2. research
  - 3. reasoning
- B. Fundamentals of Debate
  - 1. purpose
  - 2. team member responsibilities
- C. Affirmative Case Construction
  - 1. traditional need-plan
  - 2. comparative advantage
- D. Negative Case Construction
  - 1. traditional
  - 2. comparative advantage

(second 9 wks.)

- E. Class Debates
  - 1. resolutions
  - 2. research
  - 3. case construction
  - 4. competition
  - 5. analysis
- F. Test

V. Unit 5 - Argumentative Persuasion (2 wks.)

- A. Issues Analysis
- B. Motivated Sequence
- C. Outlining
- D. Critiquing
- E. Argumentative Persuasive Speeches

VI. Unit 6 Group Discussion (2.5 wks.)

- A. Positional Bargaining
  - 1. use of power
  - 2. use of leverage
- B. Leadership
  - 1. appointed
  - 2. emergent
- C. Group Interaction
- D. Principled Negotiation
  - 1. objectivity
  - 2. honesty
  - 3. issue analysis
  - 4. priorities
  - 5. measurement and value
- E. Test

VII. Unit 7 - Inspirational Speaking (2.5 wks.)

- A. Goal orientation
- B. Audience Analysis
- C. Emotional Appeals
- D. Logical Appeals
- E. Visualization
- F. Organization
- G. Speeches
- H. Self Evaluation

**Subject Area: Language Arts  
Class/Grade: Speech and Debate**

**Length of Unit: 1 Semester**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
1.1	text, ancillary materials	recognizes connotative meanings in class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text, ancillary materials	makes supportable inferences from class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text, ancillary materials	processes accurate denotation from class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text, ancillary materials	synthesizes information gleaned from class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary words & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify authors or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	library books and research materials	communicates the interrelationships of writer, time and message in a selected literary work	<b>class discussion, individual conferences, rubric guided speaking assignments</b>	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.2	library books and research materials	communicates character motives and writer purpose in a selected literary work	<b>class discussion, individual conferences, rubric guided speaking assignments</b>	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.3	library books and research materials	communicates the standard elements of a story in a selected literary work	<b>class discussion, individual conferences, rubric guided speaking assignments</b>	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.4	library books and research materials	communicates recognition of author's use of style to influence the reader	<b>class discussion, individual conferences, rubric guided speaking assignments</b>	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
3.1	text, library books and ancillary materials	communicates key points from reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text, library books and ancillary materials	Identifies contributing aspects of writer style in text and supplemental reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text, library books and ancillary materials	makes supportable inferences from text and supplemental reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text, library books and ancillary materials	distinguishes author's use of fact, opinion and value judgments in text and supplemental reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Speech and Debate**

**Length of Unit: 1 Semester**

**Standard 4: Demonstrates Competency in Written Communication**

**Benchmarks**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	text, library books and ancillary materials	produces evidence of following the steps of writing process	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	text, library books and ancillary materials	applies conventional English, grammar and mechanics in writing	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
5.1	text, ancillary materials	effectively demonstrates command of rubric guidelines for content and delivery	class discussion, individual conferences, rubric guided projects	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
5.2	text, ancillary materials	demonstrates critical listening and thinking skills appropriate to project guidelines	class discussion, individual conferences, rubric guided projects	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>

**Advanced Placement Language and Composition (AP Comp I)  
Syllabus**

**Language (essay writing and analysis emphasis grades 11-12)**  
**(Semester weighted course - dual credit course)**  
**Scope and Sequence**

A. P. Composition I is designed for the student who has completed Honors Composition with a high degree of proficiency. The purpose of the course is to develop advanced writing skills the student may later employ at the college level and in their chosen profession, as well as to prepare for the option of taking the Advanced Placement test in Language and Composition.

This course receives Indian Hills Community College credit for College Writing II. (3 sem. hrs.)

**Text:** Hacker, Diana. Rules For Writers, 5th ed. Boston: Bedford/St. Martins. 2003  
Kennedy, Kennedy, Aaron. The Bedford Reader. 7th ed. Bedford/St. Martins. Boston, 2000.

- I. Unit 1: Base line and Final Aptitude (10 days)
  - A. Pretest
    - 1. Selected questions from A.P. Language Test
  - B. Post Test
    - 1. A.P. Language objective and essay tests
- II. Unit 2: Essays: form and function (30 days)
  - A. Rhetorical structure and purpose
    - 1. personal essay
    - 2. persuasive essay
    - 3. humorous essay
    - 4. critical essay
  - B. Exploring essayists by message and method
    - 1. current essayists (ongoing assignment)
    - 2. past essayists
  - C. Elements of research
    - 1. steps to research process
    - 2. historical analysis (time, writer, message)
    - 3. sourcing and publication
- III. Unit 3: Elements of Standard English (15 days ongoing)
  - A. Vocabulary development
    - 1. standard quizzes
    - 2. use in context
    - 3. reading comprehension
  - B. Diction and Syntax development
    - 1. recognizing usage in standard models
    - 2. correcting errors in standard models
    - 3. developing skills in creating variety

- IV. Unit 4: Critical Essays (30 days)**
  - A. Recognition through models**
    - 1. form
    - 2. function
  - B. Writing for critical analysis**
    - 1. context
    - 2. conceptualization
    - 3. product
- V. Unit 5: Understanding basic genre distinctions (5 days)**
  - A. Poetry**
    - 1. forms
    - 2. techniques
    - 3. terms
  - B. Short Story**
    - 1. history
    - 2. development of forms
  - C. Plays**
    - 1. general history
    - 2. types of play writing
  - D. Novel**
    - 1. history
    - 2. types of novels

**Subject Area: Language Arts**  
**Class/Grade: AP Language and Composition I**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
1.1	text, research, ancillary materials	writes with a command of grade level vocabulary	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text, research, ancillary materials	draws supportable conclusions from grade level reading materials	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text, research, ancillary materials	writing denotes accurately the grade level materials read	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE Tech, Special Ed., HGD, Media
1.4	text, research, ancillary materials	produces written documents which accurately synthesize information from grade level materials read	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: AP Language and Composition I**

**Length of Unit: 1 Semester**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	text, ancillary materials	documents show understanding of interrelationships of writer, time and message in reading materials	AW, written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	text, ancillary materials	documents show recognition of character motives and writer purpose in reading materials	AW, written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	text, ancillary materials	documents identify the standard elements of a story in reading materials	AW, written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	text, ancillary materials	documents demonstrate understanding of author's stylistic devices	AW, written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts  
Class/Grade: AP Language and Composition I**

**Length of Unit: 1 Semester**

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
3.1	text, ancillary materials	documents relate key points from grade level reading material	AW, written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text, ancillary materials	documents identify contributing aspects of writer style in grade level reading material	AW, written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text, ancillary materials	documents provide supportable inferences from grade level reading material	AW, written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text, ancillary materials	documents distinguish between author's use of fact, opinion and value judgments	AW, written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: AP Language and Composition I**

**Length of Unit: 1 Semester**

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
4.1	text and ancillary materials	documents show evidence of each step of the writing process	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	text and ancillary materials	documents demonstrate a command of conventional English, grammar and mechanics	AW, written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: AP Language and Composition I**

**Length of Unit: 1 Semester**

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	text and ancillary materials	demonstrates the ability to provide oral critiques of grade level student writing	AW, written responses, class discussion, tests, individual conferences, <b>peer editing, rubric guided projects</b>	HOTS, GS, LS, T.A.G, <b>CS</b> , MCGF, CE, Tech, Special Ed., HGD, <b>Media</b>
5.2	text and ancillary materials	participates in meaningful discussion of grade level student writing	AW, written responses, class discussion, tests, individual conferences, <b>peer editing, rubric guided projects</b>	HOTS, GS, LS, T.A.G, <b>CS</b> , MCGF, CE, Tech, Special Ed., HGD, <b>Media</b>

## AP Language and Composition I Unit Plans

**Subject: Grades 11 -12 AP Composition I**

**Unit: One – Aptitudes**

**Time: 10 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will establish aptitudes through pre and post tests.	Teacher supplied AP materials	Professional evaluation of essay responses.

**Subject: Grades 11 -12 AP Composition I**

**Unit: Two – Essays**

**Time: 30 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The students will study essay forms by rhetorical structure.	Text	Rubric guided evaluation tools employed.

  

ACTIVITIES	MATERIALS	EVALUATION
The students will research and present orally their findings on selected writers.	Teacher and student researched materials	

  

ACTIVITIES	MATERIALS	EVALUATION
The students will produce a research paper over a writer's literary or historical impact.		

**Subject: Grades 11 -12 AP Composition I**  
**Unit: One – Aptitudes**  
**Time: 10 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The students will improve vocabulary skills through guided study in context and programmed study.  The students will develop rhetorical skills in diction, syntax, organization, style and logic through reading, analysis, peer editing, and writing.	Quizzes	Rubric guided evaluation tools employed.

**Subject: Grades 11 -12 AP Composition I**  
**Unit: Three – Language Elements**  
**Time: 15 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The students will improve vocabulary skill through guided study in context and programmed study.  The students will develop rhetorical skills in diction, syntax, organization, style and logic through reading, analysis, peer editing, and writing.	Quizzes	Rubric guided evaluation tools employed.

**Subject: Grades 11 -12 AP Composition I**  
**Unit: Four – Critical Essays**  
**Time: 30 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will find and study models of critical essays	Teacher and text sources	Class discussion
The students will read and analyze nonfiction rhetorical patterns.		Rubric guided evaluation tools employed.

**Subject: Grades 11 -12 AP Composition I**  
**Unit: Five Basic Genres**  
**Time: 5 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The students will find, read, and study elements of poetry, short story, plays, and novel.	Text	Class discussion and quiz evaluation tools
The students will learn background and terms necessary for responding to each genre.	Teacher selected materials	

**Advanced Placement Literature and Composition (AP Comp.II)  
Syllabus**

**Literature Emphasis**

(Semester weighted dual credit course)  
(Scope and Sequence)  
(Grade 12 only)

A.P. Composition II is designed for the student who has completed Honors Composition and A.P. Language and Composition (AP Comp I) with a high degree of proficiency, and who has background in American and English literature. The purpose of the course is to develop advanced writing skills the student may employ at the college level in related courses, as well as to prepare for the option of taking the Advanced Placement test in Literature and Composition.

This course receives Indian Hills credit for Introduction to Literature (3 sem. hrs.)

**Text:** Meyer, Michael. *Compact Bedford Introduction to Literature*. 6th ed. Bedford/St. Martin's. Boston. 2003.

**I. Unit 1: Base line and final aptitude (5 days)**

**A. Pretest**

1. Selected objective questions from A.P. Lit.

**B. Post-test**

1. A.P. Literature objective and essay test
6. revision

**II. Unit 2: Review of selected genre (5 days)**

**A. Essays**

1. Personal
2. persuasive
3. humorous

**B. Short Stories**

1. history
2. development of forms

**C. Poetry**

1. forms
2. techniques
3. terms

**D. Plays and Novels**

1. history
2. classification

**III. Unit 3: Short Story Analysis (ongoing) (20 days)**

**A. Analytical skills**

1. author's background
2. historical/literary context
3. form and techniques
4. relevant areas of analysis
5. theme

**B. Writing skills**

1. notation
2. thesis
3. outline
4. draft
5. interaction

**IV. Unit 4: Poetry: Explication (ongoing) (15 days)**

**A. Analytical skills**

1. poet's background
2. historical/literary context
3. form and techniques
4. reading
5. interpretation

**B. Writing skills**

1. notation
2. thesis
3. outline
4. draft
5. interaction
6. revision

**V. Unit 5: Critical Analysis for the Novel and plays (ongoing) (20 days)**

**A. Analytical skills**

1. author's background
2. historical/literary context
3. form and techniques
4. relevant areas of analysis
5. theme

**B. Writing skills**

1. notation
2. thesis
3. outline
4. draft
5. interaction
6. revision

**VI. Unit 6: Writing for the A.P. Tests (5 days)**

**A. Language and Composition**

1. objective test strategies
2. essay test strategies

**B. Literature and Composition**

1. objective test strategies
2. essay test strategies

**VII. Unit 7: Independent Projects (20 days)**

**A. Writing/discussion**

1. analytical
2. creative

**B. Reading/viewing/discussion**

1. cross-cultural experiences

**Subject Area: Language Arts**  
**Class/Grade: AP Literature and Composition II**

**Length of Unit: 1 Semester**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understands stated information and applies information by answering questions (analogies)

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
1.1	text, library books and ancillary materials	Recognizes connotative meanings in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text, library books and ancillary materials	makes supportable inferences from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text, library books and ancillary materials	processes accurate denotation of grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text, library books and ancillary materials	synthesizes information gleaned from grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: AP Literature and Composition II**

**Length of Unit: 1 Semester**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	text, library books and ancillary materials	Understands the interrelationships of writer, time and message in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	text, library books and ancillary materials	Recognizes character motives and writer purpose in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	text, library books and ancillary materials	Identifies the standard elements of a story in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	text, library books and ancillary materials	Recognizes author's use of style to influence the reader in grade level reading materials	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3:** Comprehension of Variety of Informational Texts

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/ Provisions
3.1	text, library books and ancillary materials	relates key points from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text, library books and ancillary materials	Identifies contributing aspects of writer style in grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text, library books and ancillary materials	makes supportable inferences from grade level reading material	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text, library books and ancillary materials	can distinguish author's use of fact, opinion and value judgments	AR quizzes, written responses, class discussion, tests, individual conferences	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: AP Literature and Composition II**

**Length of Unit: 1 Semester**

**Standard 4: Demonstrates Competency in Written Communication**

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
4.1	text, library books and ancillary materials	produces evidence of following the steps of writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	text, library books and ancillary materials	applies conventional English, grammar and mechanics in writing	AW, written responses, class discussion, tests, individual conferences, rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: AP Literature and Composition II**

**Length of Unit: 1 Semester**

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	text and ancillary materials	expresses orally an understanding of grade level reading material	class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	text and ancillary materials	participates in meaningful discussion of grade level reading material	class discussion, individual conferences, project rubrics	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject: Grade 12 AP Composition II**  
**Unit: One – Aptitudes**  
**Time: 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will establish aptitudes by taking a pretest and a post test.	Teacher supplied AP materials	Objective test answers from AP sources Professional evaluation of essay responses.

**Subject: Grade 12 AP Composition II**  
**Unit: Two – Genre Review**  
**Time: 5 days – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will review each of the specific genre studied	Teacher supplied selections and background information.  Text: Meyer Class discussions, quizzes	Teacher observation

**Subject: Grade 12 AP Composition II**  
**Unit: Three – Short Story Analysis**  
**Time: 20 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will read and research the background, historical context, forms used, and relevant areas of analysis for selected short stories.  The student will use the writing process to formulate personal interpretations and to write analytical essay responses to the selected stories.	Teacher supplied and student researched background and stories.  Text: Meyer; supplemental materials	Classroom discussion and teacher evaluation of the writing process and the final essays.

**Subject: Grade 12 AP Composition II**  
**Unit: Four – Poetry Explication**  
**Time: 15 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will read and research poets' background, their use of forms and techniques, and existing interpretations of those works studied.	Teacher supplied and student researched background and poetry.	Classroom discussion and teacher evaluation of the writing process and the final essays.
The student will use the writing process to formulate personal interpretations and write explications of the poetry studied.	Text: Meyer	

**Subject: Grade 12 AP Composition II**  
**Unit: Five – Novel and Plays**  
**Time: 20 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will research and read background and historical context of selected novelists and plays read and discuss selected novels and plays	Teacher supplied and student researched background and novels.	Classroom discussion and teacher evaluation of the writing process and the final essays.
The student will use the writing process to formulate critical essay responses to selected novels and plays.	Text: Meyer  Faulkner, Wm. <i>As I Lay Dying</i> Ibsen, Henrik. <i>A Doll House</i> Miller, Arthur. <i>Death of a Salesman</i> Williams, Tennessee. <i>The Glass Menagerie</i>	

**Subject: Grade 12 AP Composition II**  
**Unit: Six – AP Test Preparation**  
**Time: 5 days – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will learn and practice objective and essay test strategies for both the AP Language and AP Literature tests.	Teacher supplied AP sample tests and guides.	Results of responses to sample questions answered.

**Subject: Grade 12 AP Composition II**  
**Unit: Seven – Independent**  
**Time: 20 days - 5 days/week – 45 minutes/day**

ACTIVITIES	MATERIALS	EVALUATION
The student will read, discuss, write, and share analytical and creative works of their own, seeking and responding especially to viewpoints outside their own cultural experiences.	Student researched, selected and written with teacher guidance. Text: Meyer	Classroom discussion and final products.

Subject: Reading the Media  
(scope and sequence)

Time: Semester

Reading the Media is a course aimed at areas of the media which affect decision making on a regular basis. Throughout the courses, questions will be raised concerning propaganda techniques, ethics, consumer protection, and evaluation methods for political and nonpolitical social issues.

Successful completion of the course will educate about message sources on a historical perspective; challenge individual perceptions of message sources; and sensitize the student to the need and methods available for responsible decision making.

Unit 1: Media control and influence (3 wks)

- A. Freedom of speech
- B. Control
  - 1. governmental control
  - 2. source control
  - 3. economic control
  - 4. audience control
- C. Project contracts
- D. Oral Projects
- E. Test

Unit 2: News Media (3 wks)

- A. Definition
- B. Sources
- C. Methods and effects
  - 1. social
  - 2. political
- D. Project contracts
- E. Oral projects
- F. Test

Unit 3: Television (3 wks)

- A. History
- B. Systems
- C. Social effects
- D. Project contracts
- E. Oral projects
- F. Test

Unit 4: Advertising (3 wks)

- A. History
- B. Claims analysis
- C. Project contracts
- D. Oral projects
- E. Test

Unit 5: Film (3 wks)

- A. Background
- B. Methods and effects
- C. Approaches to criticism
- D. Project contracts
- E. Oral projects
- F. Test

Unit 6: Independent Reading and Projects (2 wks)

- A. Comics and cartoons
  - 1. project contract option
  - 2. oral project
- B. Newspapers
  - 1. project contract options
  - 2. oral project
- C. Magazines
  - 1. project contract options
  - 2. oral projects
- D. Radio
  - 1. project contract options
  - 2. oral projects
- E. Records
  - 1. project contract options
  - 2. oral projects
- F. The future
  - 1. project contract options
  - 2. oral projects

Semester Review (1 week)

- A. Readings
- B. Projects
- C. Test

**Subject Area: Language Arts**  
**Class/Grade: Reading the Media**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	text, library books and ancillary materials	recognizes connotative meanings in class text and supplemental materials	written responses, class discussion, tests,	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text, library books and ancillary materials	makes supportable inferences from class text and supplemental materials	written responses, class discussion, tests, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text, library books and ancillary materials	processes accurate denotation from class text and supplemental materials	written responses, class discussion, tests, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text, library books and ancillary materials	synthesizes information gleaned from class text and supplemental materials	written responses, class discussion, tests, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Reading the Media**

**Length of Unit: Semester**

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary words and issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify authors or speaker's purpose or viewpoint and influences on writing (irony and tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	Library books, text, research materials	Communicates the interrelationships of writer, time and message in a selected literary work	Class discussion, individual conferences, rubric guided speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	Library books, text research materials	Communicates character motives and writer purpose in a selected literary work	Class discussion, individual conferences, rubric guided speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	Library books, text, research materials	Communicates the standard elements of a story in a selected literary work	Class discussion, individual conferences, rubric guided speaking assignments	HOTS, GS, LS, T.A.G, Special Ed., HGD, Media
2.4	Library books, text, research materials	Communicates recognition of author's use of style to influence the reader	Class discussion, individual conferences, rubric guided speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3:** Comprehension of Variety of Informational Texts

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
3.1	Text, library books and ancillary materials	Communicates key points from reading materials	Written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	Text, library books and ancillary materials	Identifies contributing aspects of writer style in text and supplemental reading materials	Written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	Text, library books and ancillary materials	Makes supportable inferences from text and supplemental reading materials	Written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	Text, library books and ancillary materials	Distinguishes author's use of fact, opinion and value judgments in text and supplemental reading materials	Written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Reading the Media**

**Length of Unit: Semester**

**Standard 4: Demonstrates Competency in Written Communication**

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Text, library books and ancillary materials	Produces evidence of following the steps of writing	Written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Text, library books and ancillary materials	Applies conventional English, grammar and mechanics in writing	Written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Reading the Media**

**Length of Unit: Semester**

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	Text, library books and ancillary materials	Effectively demonstrates command of rubric guidelines for content and delivery	Class discussion, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	Text, library books and ancillary materials	Demonstrates critical listening and thinking skills appropriate to project guidelines	Class discussion, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject:** Reading the Media 11th and 12th, Media Control and Influence

**Unit:** One

**Teacher:** Susan Alarie, Tom Kepler

**Time:** 3 weeks

Activities	Materials	Evaluation
<p>The student will:</p> <ul style="list-style-type: none"><li>Read and discuss preface and intro to text or selected text</li><li>Read and discuss Freedom of speech and message control</li><li>Set up individual or group project contract with the instructor</li><li>Present an individual or group oral report to the class</li><li>Be tested</li></ul>	<p>Text: <u>Understanding Mass Media</u>, 5th ed.</p> <p>Student research</p> <p>Text, project notes</p>	<p>Teacher evaluation of effort, content, and contract conditions</p> <p>Teacher test</p>

**Subject:** Reading the Media 11th and 12th, Media Control and Influence

**Unit:** Two

**Teacher:** Susan Alarie, Tom Kepler

**Time:** 3 weeks

Activities	Materials	Evaluation
<p>The student will:</p> <ul style="list-style-type: none"><li>Read and discuss Chapter 5 to determine: Definition, sources, methods used, effects upon social and political issues by the news media</li><li>Set up a related individual or group project contract</li><li>Make an oral presentation on findings of the project to the class</li><li>Be tested</li></ul>	<p>Text</p> <p>Media labs</p> <p>text, project notes</p>	<p>Teacher evaluation of effort, content, and contract conditions</p>

**Subject:** Reading the Media 11th and 12th, Media Control and Influence

**Unit:** Three

**Teacher:** Susan Alarie, Tom Kepler

**Time:** 3 weeks

Activities	Materials	Evaluation
The student will: Read and discuss Ch. 1 to determine: History, Systems employed, Social effects of TV Set up related individual or group project contract Present an oral report on the findings of the project to the class Be tested	Text Media labs Text, project notes	Evaluation of effort, content, contract conditions Teacher test

**Subject:** Reading the Media 11th and 12th, Media Control and influence

**Unit:** Four

**Teacher:** Susan Alarie, Tom Kepler

**Time:** 3 weeks

Activities	Material	Evaluation
The student will: Read and discuss Ch. 2 to determine the: History, Methods of claims analysis of advertising Set up related individual. or group project contract Present an oral report on the findings of the project to the class. Be tested	Text Media labs Text, project notes	Evaluation of effort, content, contract conditions Teacher test

**Subject: Reading the Media 11th and 12th, Media Control and Influence**

**Unit: Five**

**Teacher: Susan Alarie, Tom Kepler**

**Time: 3 weeks**

Activities	Materials	Evaluation
The student will: Read and discuss Ch. 3 to determine the: Text Background methods employed, effects on society, and approaches to criticism of film making Set up a related individual or group project contract Present an oral report on the findings of the project to the class Be tested	Media labs Text, project notes	Evaluation of effort, content, contract conditions  Teacher test

**Subject: Reading the Media 11th and 12th, Media Control and Influence**

**Unit: Six**

**Teacher: Susan Alarie, Tom Kepler**

**Time: 2 weeks**

Activities	Materials	Evaluation
The students will: select 3 areas from 6 offered and read related chapter from: Comics/ cartoons Newspapers Magazines Radio Records The future in media Create project contracts Report findings of the project to the class	Text chapter	Evaluation of effort, content, contract conditions

**Subject:** Reading the Media 11th and 12th, Media Control and Influence

**Unit:** Seven, Semester Review

**Teacher:** Susan Alarie, Tom Kepler

**Time:** 1 week

Activities	Materials	Evaluation
The students will: Review chapters Read project notes Be tested	Text  Text, notes, project	Teacher test

## Literature in Cinema Syllabus

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
The Camera's Eye (Cinema Concepts)	2
Eye on Society (Social Conscience)	4
Twinkle in the Eye (Satire)	3
<b>Quarter 2</b>	
Laughing Eyes (Ideas in Comedy)	4
The Mind's Eye (Speculative Fiction)	3
Loving Eyes (Emotional Choices)	2

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understands stated information and applies information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	Text, selected novels, and ancillary materials	Recognizes connotative meanings in grade level reading materials	AR quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Text, selected novels, and ancillary materials	Makes supportable inferences from grade level reading materials	AR quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	Text, selected novels, and ancillary materials	Processes accurate denotation of grade level reading materials	AR quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Text, selected novels, and ancillary materials	Synthesizes information gleaned from grade level reading materials	AR quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	Text, selected novels, and ancillary materials	Understands the interrelationships of writer, time and message in grade level reading materials	AR quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	Text, selected novels, and ancillary materials	Recognizes character motives and writer purpose in grade level reading materials	AR quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	Text, selected novels, and ancillary materials	Identifies the standard elements of a story in grade level reading materials	AR quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	Text, selected novels, and ancillary materials	Recognizes author's use of style to influence the reader in grade level reading material	AR quizzes, written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
3.1	Text and ancillary materials	Relates key points from grade level reading material	Written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	Text and ancillary materials	Identifies contributing aspects of writer style in grade level reading material	Written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	Text and ancillary materials	Makes supportable inferences from grade level reading material	Written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	Text and ancillary materials	Can distinguish author's use of fact, opinion and value judgments	Written responses, class discussion, tests	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
4.1	Text, selected novels and movies, and ancillary materials	Produces evidence of following the steps of writing responses, class discussion, tests, rubrics	AW (if applicable), written responses, class discussion, tests, rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Text, selected novels and movies, and ancillary materials	Applies conventional English, grammar and mechanics in writing	AW (if applicable), written responses, class discussion, tests, rubrics	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	Text and ancillary materials	Expresses orally an understanding of grade level reading material	Class discussion, individual conferences, project rubrics	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
5.2	Movies and ancillary materials	Participates in meaningful discussion of grade level reading material	Class discussion, individual conferences, project rubrics	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>

Choice of films may change, based on new releases and class composition.

## Quarter 1

**Subject: Literature in Cinema  
Unit: The Camera's Eye (cinema concepts)  
Time: 2 weeks**

ACTIVITIES	MATERIALS	EVALUATION
An introduction to the class discussing the position of cinema in our modern society  The popularity and influence of cinema; how (as in literature) films address not just action but also ideas and feelings; purpose  Show films and discuss the concept of characterization and change	Understanding the Film Chapters 1 and 2  No Time for Romance (40s Black Cinema) Groundhog Day; Castaway Worksheets: Activity 1 "Creating the Look" for Castaway Activity 2 "Setting the Stage" for Groundhog Day Alternative films: The Truman Show	Quiz  Written response; rubric  What is your favorite film? What makes a film good? What makes a film bad?  Film as it suggests change

**Subject: Literature in Cinema  
Unit: Eye of Society (social conscience)  
Time: 4 weeks**

ACTIVITIES	MATERIALS	EVALUATION
Discussion of basic film techniques  Read <u>Of Mice and Men</u>	Understanding the Film Chapters 3 ("Bringing the Past to Life") and 4 "The Language of Film"  Activities "Color and Texture" and "Learning from the Best" worksheets  <u>Of Mice and Men</u> , the novel <u>Of Mice and Men</u> , the movie  Dr. Zhivago, the movie Alternative films: <u>Schindler's List</u> ; <u>Forrest Gump</u> ; <u>American Graffiti</u>	Quiz  Accelerated Reader quiz  Essay responses, rubric

**Subject: Literature in Cinema**  
**Unit: A Twinkle in the Eye (Satire)**  
**Time: 3 weeks**

ACTIVITIES	MATERIALS	EVALUATION
Discuss "The Elements of Film" in Chapter 10 of the text	Understanding the Film Chapters 10 ("The Elements of Film")	Application of text concepts to film; written response to <u>Mouse</u>
View movie <u>The Mouse That Roared</u> (satire on society)	Movie	
Read novel <u>The Mouse That Roared</u>	Novel	AR quiz
Show movie <u>The Importance of Being Ernest</u> (satire on individual behavior)	Compare/contrast model page 284, text	Written response; rubric
Teach compare/contrast essay; students either compare/contrast the two movies or <u>Mouse</u> novel and movie	Alternative films: <u>M*A*S*H*</u> ; <u>Harvey</u> ; <u>Catch 22</u>	Compare/contrast essay

**Quarter 2**

**Subject: Literature in Cinema**  
**Unit: Laughter in the Eyes (Ideas in Comedy)**  
**Time: 4 weeks**

ACTIVITIES	MATERIALS	EVALUATION
Discussion of Chapter 11 "Discussing the Film"	Text chapter 11	Quiz
Discuss the films seen so far. Which category would be good for certain films? Would some be able to be analyzed from several categories?	Movie <u>Much Ado About Nothing</u>	AR quiz
Discussion of Shakespeare and his times	Text play of <u>Much Ado About Nothing</u>	
Show <u>Tootsie</u>	AEA video	Worksheet
Discuss gender issues in both films and comedy as a vehicle for change	Movie: <u>Tootsie</u> Alternative films: <u>The Pink Panther</u>	Essay on gender issues as developed in either movie or both; essay of comedy as advocating change

**Subject: Literature in Cinema**  
**Unit: The Mind's Eye (Speculative Fiction)**  
**Time: 3 weeks**

ACTIVITIES	MATERIALS	EVALUATION
How does society perceive the unfamiliar? This unit focuses on how literature can address larger themes: life/death and individual/society	Text: Chapter 12 "Reviewing the Film"	Quiz
Read <u>Tuck Everlasting</u> show movie version	Novel, movie, teacher's guide	AR quiz
Use teacher's guide and DVD ancillary sections for discussion  If time show <u>Phenomenon</u> and compare/contrast with <u>Tuck</u>	Alternative films: <u>Contact</u> ; <u>The Time Machine</u>	Essay: Which choice would you have made: to live forever and not change or to live the complete cycle of life and die?

**Subject: Literature in Cinema**  
**Unit: Loving Eyes (emotional choices)**  
**Time: 2 weeks**

ACTIVITIES	MATERIALS	EVALUATION
Show movies <u>Tortilla Soup</u> and <u>Casablanca</u>	Movies Alternative films: <u>A Walk in the Clouds</u> ; <u>Tender Mercies</u> ; <u>Breaking Away</u>	Panel discussion: characters, choices available, choice made, effect of society and individual life
Discuss the relationship between individual choice and social change		

Class final: write a review of one of the movies seen this semester. Rubric-based evaluation.

## **Public Speaking Syllabus**

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
Course Introduction: the Basics of Communication Mini-speeches	1
Public Communication: the Basic Process 2-minute speeches	3
Creating the Informative Speech	3
Forms of Group Discussion Discussion formats Parliamentary procedure	2
<b>Quarter 2</b>	
Creating the Persuasive Speech	3
Speaking to Your Strengths Informative, persuasive, or inspirational	4
Interpretive Communication	2

**Subject Area: Language Arts  
Class/Grade: Public Speaking**

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
1.1	text; library books and ancillary materials as needed for speech development	recognizes connotative meanings in class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text; library books and ancillary materials as needed for speech development	makes supportable inferences from class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text; library books and ancillary materials as needed for speech development	processes accurate denotation from class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text; library books and ancillary materials as needed for speech development	synthesizes information gleaned from class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 2:** Comprehension of Variety of Literary Texts

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary words & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify authors or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	library books and ancillary materials as needed for speech development	communicates the interrelationships of writer, time and message in a selected literary work	teacher conferences; rubric guided speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	library books and ancillary materials as needed for speech development	communicates character motives and writer purpose in a selected literary work	teacher conferences; rubric guided speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	library books and ancillary materials as needed for speech development	communicates the standard elements of a story in a selected literary work	teacher conferences; rubric guided speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	library books and ancillary materials as needed for speech development	communicates recognition of author's use of style to influence the reader	teacher conferences; rubric guided speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Public Speaking**

**Length of Unit: 1 Semester**

**Standard 3: Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations, and conclusions

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
3.1	text; library books and ancillary materials as needed for speech development	communicates key points from reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text; library books and ancillary materials as needed for speech development	Identifies contributing aspects of writer style in text and supplemental reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text; library books and ancillary materials as needed for speech development	makes supportable inferences from text and supplemental reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text; library books and ancillary materials as needed for speech development	distinguishes author's use of fact, opinion and value judgments in text and supplemental reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Public Speaking**

**Length of Unit: 1 Semester**

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
4.1	text, library books and ancillary materials	produces evidence of following the steps of writing	written responses, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	text, library books and ancillary materials	applies conventional English, grammar and mechanics in writing	written responses, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Public Speaking**

**Length of Unit: 1 Semester**

**Standard 5: Demonstrates Competency in Spoken Communication**

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
5.1	text; library books and ancillary materials as needed for speech development	effectively demonstrates command of rubric guidelines for content and delivery	class discussion, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	text	demonstrates critical listening and thinking skills appropriate to project guidelines	class discussion, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject: Public Speaking****Unit: Introduction: Basics of Communication/Mini-speeches****Time: 1 week (week 1, quarter 1)**

ACTIVITIES	MATERIALS	EVALUATION
<b>20 minutes each day</b> Students work in groups to read, take notes, and present main points of the first 8 chapters of the text	text <u>The Basics of Speech</u> Chapters 1-8,2-252  chart paper to block out key ideas	class-derived minimal public speaking requirements, teacher observation
<b>20 minutes each day</b> Mini-speeches: one each day  Basic concept: have something to say and a reason for saying it “I Believe” name/address/ something they believe in/support (because...)  “Today’s Speaker” name/topic/qualification/focusing concepts & facts to motivate the audience (how to introduce a speaker--these can be fun/made up)		process the last 5 minutes of each class period

**Subject: Public Speaking**  
**Unit: Public Communication: the Basic Process/2-min. speeches**  
**Time: 3 weeks (weeks 2-4, quarter 1)**

ACTIVITIES	MATERIALS	EVALUATION
<b>20 minutes each day</b> Students study the basics of public speaking techniques, Chapters 9-12  Purpose, topic, audience, research, purpose organization, delivery: lecture, worksheets, text exercises <b>20 minutes each day</b> Speech presentations	text <u>The Basics of Speech</u> Chapters 9-12, 256-374  Student-supplied topics  evaluation rubrics	application in speech preparation and presentation text test  rubric-based evaluation

**Subject: Public Speaking**  
**Unit: Creating the Informative Speech**  
**Time: 3 weeks (weeks 5-7, quarter 1)**

ACTIVITIES	MATERIALS	EVALUATION
<b>20 minutes each day</b> Students study the characteristics of informative speaking	text <u>The Basics of Speech</u> Chapter 13, 376-404	textbook test
<b>20 minutes each day</b> Demonstration & research-based (information) speech  delivery, organization, outline, visual aids techniques, speaker introduction  delivery, evidence, organization and development for research	student-supplied topics  rubric-based evaluation	

**Subject: Public Speaking**  
**Unit: Forms of Group Discussion**  
**Time: 2 weeks (weeks 7-9, quarter 1)**

ACTIVITIES	MATERIALS	EVALUATION
<b>20 minutes each day</b> Chapter 8 in text Students study discussion formats of committee, panel discussions, symposiums, and parliamentary procedures	text <u>The Basics of Speech</u> Chapter 8, 220-252	textbook test
<b>20 minutes each day</b> group discussion-based activities		Teacher observation & student processing through writing

**Subject: Public Speaking**  
**Unit: Creating a Persuasive Speech**  
**Time: 3 weeks (weeks 1-3, quarter 2)**

ACTIVITIES	MATERIALS	EVALUATION
<b>20 minutes each day</b> Students study the basics of persuasive speech: issues, audience & needs, believability, reasoning organizing the speech	Text <u>The Basics of Speech</u> Chapter 14, 406-436	textbook test
<b>20 minutes each day</b> informative speech presentations; questions and answers; wrap-up	student topics	rubric-based evaluation

**Subject: Public Speaking**  
**Unit: Individual selection of Speech from Types Studied**  
**Time: 4 weeks (weeks 4-7, quarter 2)**

ACTIVITIES	MATERIALS	EVALUATION
<b>20 minutes each day</b>  Review of speech types given: informative (demonstration, research/knowledge-based) and persuasive (issue/ethics driven topics)  Students select speech to deliver; they may form into groups (i.e., one may speak on the history of Afghanistan, another on the current situation, and another on how effective U.S. policy is: a mixture of speaking purposes)	review of textbook chapters relevant to activities  student topics	previously used rubrics; also possible evaluation of the effectiveness of panel presentations or symposiums

**Subject: Public Speaking**  
**Unit: Interpretive Communication**  
**Time: 2 weeks (weeks 7-9, quarter 2)**

ACTIVITIES	MATERIALS	EVALUATION
20 minutes each day  Discussion of what is oral interpretation, how to present oral presentation, and group interpretation (choral reading; readers' theater)  Presentations of choral reading and readers' theatre	text <u>The Basics of Speech</u>  Chapters 16-18, 472-580  supplemental materials; puppet theatre	textbook test  rubric-based evaluation

**Subject: Public Speaking**  
**Unit: Class Final**  
**Time: 1 class period**

ACTIVITIES	MATERIALS	EVALUATION
Student will take objective final, based on tests given during the semester	tests given during the years to be used for review  teacher-written study guide	teacher-compiled test

**THEATRE**

**1-Semester**

**Syllabus and Objectives**

This course will study theatre history, stage craft, and performance. Students must successfully reflect an understanding of major historical influences, take part in elements of stage design and construction, and perform in public performance.

**Text:** *Theatre: Art in Action.* Peoria, IL. :  
Glenco/McGraw-Hill. 1999.

**I. Intro to elements of Theatre**

**A. History of Theatre**

1. storytelling and ritual
2. Greek and Roman theatre
3. Oriental theatre
4. Renaissance
5. Elizabethan
6. French and Restoration
7. American

**B. Technical theatre**

1. historical evolution
2. stage equipment
3. lighting
4. sound
5. digital technology

**C. Acting**

1. theory
2. movement
3. voice

**II. Historical Evolution of Theatre**

**A. Communication and Religion**

1. elements through history
2. independent projects

**B. Social commentary**

1. elements through history
2. independent projects

**III. Practical Application of Technical Equipment**

**A. Staging and Scene Design**

1. theory
2. application

- B. Lighting
    - 1. theory
    - 2. application
  - C. Sound and Digital Applications
    - 1. theory
    - 2. application
- IV. Acting
- A. Movement
    - 1. theory
    - 2. application
  - B. Voice
    - 1. theory
    - 2. application
  - C. Performance
    - 1. stage basics
    - 2. preparation
    - 3. public performance

**Standard 1: Ability to Use Reading Process**

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	text and ancillary materials	recognizes connotative meanings in class text and supplemental materials	written responses, class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	text and ancillary materials	makes supportable inferences from class text and supplemental materials	class discussion, tests, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	text and ancillary materials	processes accurate denotation from class text and supplemental materials	written responses, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	text and ancillary materials	synthesizes information gleaned from class text and supplemental materials	written responses, individual conferences, speaking assignments	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 2: Comprehension of Variety of Literary Texts**

**Benchmarks:**

- 2.1. Determine main idea, topic, or theme relating literary words & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
2.1	research materials	communicates the interrelationships of writer, time and message in a selected literary work	<b>class discussion, individual conferences, rubric guided speaking assignments</b>	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.2	research materials	communicates character motives and writer purpose in a selected literary work	<b>class discussion, individual conferences, rubric guided speaking assignments</b>	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.3	research materials	communicates the standard elements of a story in a selected literary work	<b>class discussion, individual conferences, rubric guided speaking assign.</b>	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>
2.4	research materials	communicates recognition of author's use of style to influence the reader	<b>class discussion, individual conferences, rubric guided speaking assignments</b>	<b>HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media</b>

**Standard 3:** Comprehension of Variety of Informational Texts

**Benchmarks:**

- 3.1 Comprehends factual details in passages and texts
- 3.2 Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3 Draw conclusions, make generalizations, make assertions
- 3.4 Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	text, ancillary materials	communicates key points from reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	text, ancillary materials	Identifies contributing aspects of writer style in text and supplemental reading materials	discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	text, ancillary materials	makes supportable inferences from text and supplemental reading materials	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	text, ancillary materials	distinguishes author's use of fact, opinion and value judgments in text and supplemental reading materials	written responses, class discussion, tests individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	text, library books and ancillary materials	produces evidence of following the steps of writing process	written responses, class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	text, library books and ancillary materials	applies conventional English, grammar and mechanics in writing	written responses class discussion, tests, individual conferences, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/ Provisions</b>
5.1	text, library books and ancillary materials	effectively demonstrates command of rubric guidelines for content and delivery	class discussion, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	text, library books and ancillary materials	demonstrates critical listening and thinking skills appropriate to project guidelines	class discussion, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

## Theatre Unit Plans

**Subject: Theatre****Unit: One – Introduction to Elements of Theatre****Time: 10 days**

ACTIVITIES	MATERIALS	EVALUATION
The students will study the basic elements of theatre and reflect an understanding of general theatre history, technical requirements of stagecraft, and primary theory of acting.	Text and supplements	Activities and quizzes

**Subject: Theatre****Unit: Two – Historical Evolution of Theatre****Time: 15 days**

ACTIVITIES	MATERIALS	EVALUATION
The students will research and produce projects reflecting examples of various purposes behind the need for theatre as a method of communication.	Text and supplements	Rubric guided projects employed for evaluation Test or quizzes

**Subject: Theatre****Unit: Three – Practical Application of Technical Equipment****Time: 10 days**

ACTIVITIES	MATERIALS	EVALUATION
Students will learn the basic operation, theory and application of staging/design, lighting, and sound. Students will produce a project illustrating their degree of understanding of the elements of stagecraft working together.	Text and supplements	Tests or quizzes

**Subject: Theatre**  
**Unit: Four – Acting**  
**Time: 45 days**

ACTIVITIES	MATERIALS	EVALUATION
Students will learn the elements of theory and practice to various forms of acting, including storytelling, improvisation, mime, oral interpretation, and characterization. Activities in each area will prepare the students for individual projects and a major project employing student's skills of technical stagecraft and acting.	Text and supplements	Rubric guided projects for evaluation Major project Test

**Technical Writing I**  
**Scope and Sequence**

**(1 Semester)**

This course requires mastery of basic organizational structures and writing requirements common in business and industry. Evaluation is based upon successful completion of each of the writing formats studied.

**Text:** organization, David. *Writing By Doing*. Lincolnwood, IL: National Textbook Co. 1997

**Assessment (1 wk)**

- A. Writing skills assessment
  - 1. Essay #1 current events
  - 2. Essay #2 self evaluation
- B. Pre-test mechanics and grammar skills
- C. Vocabulary Unit 1

**Unit 1: Pre-writing skills (1 wk)**

- A. Notes/thesis
- B. Outline format
- C. 3-part structure
- D. Rough draft and revision
- E. Final draft essay #3
- F. Practice sessions/vocabulary Unit 2

**Unit 2: Drafting and revision of organizational types (14 wks)**

- A. Chronological order
  - 1. notes/thesis/outline
  - 2. Rough draft and revision
  - 3. Final draft essay 4
- B. Practice sessions/vocabulary Units 3/4
- C. Simple to difficult
  - 1. notes/thesis/outline
  - 2. Rough draft and revision
  - 3. Final draft essay 5
- D. Practice sessions/vocabulary Units 5/6
- E. Pro-Con
  - 1. Notes/ thesis/ outline
  - 2. Rough draft and revision
  - 3. Final draft essay 6
- F. Practice sessions/vocabulary Units 7/8
- G. Comparison/ Contrast
  - 1. Notes/ thesis/ outline
  - 2. Rough draft and revision
  - 3. Final draft essay 7
- H. Practice sessions/vocabulary Units 9/10

- I. Cause and effect
  - 1. Notes/ thesis/ outline
  - 2. Rough draft and revision
  - 3. Final draft essay 8
- J. Practice sessions/vocabulary Units 11/12  
Evaluation of progress (1 wk)
  - A. Organization
  - B. Reading/writing survival skills
  - C. practice sessions/vocabulary Units 13/14
- Review/wrap up/semester test (1 wk)
- Unit 3: Evaluation and Post tests (1 wk)
  - A. Organization-
  - B. Reading/writing survival skills
  - C. practice sessions/vocabulary Units 13/14

## **Technical Writing I Syllabus**

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
Writing skills and grammar assessment	1
Pre-writing skills	1
Drafting and revision of organizational types	7
Accelerated Writer Program	Ongoing
Grammar/mechanics practice	Ongoing
Vocabulary development	Ongoing
<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 2</b>	
Drafting and revision of organizational types	8
Evaluation and post tests	1
Accelerated Writer Program	Ongoing
Grammar/mechanics practice	Ongoing
Vocabulary development	Ongoing
Semester test	

**Subject Area: Language Arts**  
**Class/Grade: Technical Writing I**

**Length of Unit: Semester**

**Standard 1:** Ability to Use Reading Process

**Benchmarks:**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
1.1	Text and ancillary materials	Writes with a command of grade level vocabulary	<b>AW, written responses, class discussion, tests, individual conferences, rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Text and ancillary materials	Draws supportable conclusions from grade level reading materials	<b>AW, written responses, class discussion, tests, individual conferences, rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	Text and ancillary materials	Writing denotes accurately the grade level materials read	<b>AW, written responses, class discussion, tests, individual conferences, rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Text and ancillary materials	Produces written documents which accurately synthesize information from grade level materials read	<b>AW, written responses, class discussion, tests, individual conferences, rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Technical Writing I**

**Standard: 3 Comprehension of Variety of Informational Texts**

**Benchmarks:**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

**Length of Unit: Semester**

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
3.1	Text, and ancillary materials	Documents relate key points from grade level reading material	<b>AW</b> , written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, <b>Special Ed.</b> , HGD, Media
3.2	Text, and ancillary materials	Documents identify contributing aspects of writer style in grade level reading material	<b>AW</b> , written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, <b>Special Ed.</b> , HGD, Media
3.3	Text, and ancillary materials	Documents provide supportable inferences from grade level reading material	<b>AW</b> , written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, <b>Special Ed.</b> , HGD, Media
3.4	Text, and ancillary materials	Documents distinguish between author's use of fact, opinion and value judgments	<b>AW</b> , written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G., CS, MCGF, CE, Tech, <b>Special Ed.</b> , HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Technical Writing I**

**Length of Unit: Semester**

**Standard 4:** Demonstrates competency in written communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Text and ancillary materials	Documents show evidence of each step of the writing process	<b>AW, written responses, class discussion, tests, individual conferences, rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Text and ancillary materials	Documents demonstrate a command of conventional English, grammar and mechanics	<b>AW, written responses, class discussion, tests, individual conferences, rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Technical Writing I**

**Length of Unit: Semester**

**Standard 5:** Demonstrates Competency in Spoken Communication

**Benchmarks:**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	Text and ancillary materials	Demonstrates the ability to provide oral critiques of grade level student writing	AW, written responses, class discussion, tests, individual conferences, peer editing, rubric guided projects	<b>HOTS GS LS T&amp;G CS MCGF CE Tech Special HGD Media</b>
5.2	Text and ancillary materials	Participates in meaningful discussion of grade level student writing	AW, written responses, class discussion, tests, individual conferences, peer editing, rubric guided projects	<b>HOTS GS LS T&amp;G CS MCGF CE Tech Special HGD Media</b>

**Technical Writing I – Unit Plans**  
**Introduction - Day 1-7**

Activities	Materials	Evaluation
The student will: Write an essay based on current events Begin grammar usage and mechanics practices Begin vocabulary unit 1 Be introduced to AW Write an essay of self evaluation	Student selected topic Text: "Laugh your way through Grammar", Practice sessions 1-5	Essay 1 & 2 are for baseline assessment no evaluation other than completion of essay. Vocabulary Unit 1 quiz

**Technical Writing I**  
**Unit 1 - Day 8-12**

Activities	Materials	Evaluation
The student will: Use information gathering system; Take notes/ create thesis; Learn the 3 part organizational pattern (intro, body, conclusion) Learn 3 levels topic outline form; Write a rough draft for evaluation, revise & write a final draft. Continue grammar, usage and mechanics practice Continue AW Vocabulary Unit 2	Student selected topic Text: "Laugh your way through Grammar" practice sessions 6-7	5 part teacher evaluation Notes/ thesis/ outline, rough draft, mechanics, organization & content Vocabulary Unit 2 quiz AW Status of Class

**Technical Writing I**  
**Unit 2 - Day 13-79**

Activities	Materials	Evaluation
<p>The students will:</p> <p>Use the writing process to construct an essay using chronological order.</p> <p>Construct an order of importance organizational pattern.</p> <p>Continue grammar, usage, and mechanics practice construct cause/effect organizational pattern.</p> <p>Continue use of AW</p> <p>Continue vocabulary study</p>	<p>Student selected topics</p> <p>Text: practice sessions 8-21</p>	<p>5 part teacher evaluation for each essay.</p> <p>Notes/outline, rough draft, mechanics, organization, content</p> <p>AW Status of the class</p> <p>Vocabulary quizzes 3-12</p>

**Technical Writing I**  
**Unit 3 - Days 80-84**

Activities	Materials	Evaluation
<p>The student will:</p> <p>Review organization types</p> <p>Review career survival skills</p> <p>Review grammar, usage, mechanics</p> <p>Wrap up AW</p> <p>Vocabulary units 13/14</p>	<p>Teacher/ student notes</p> <p>Text practice sessions 47-50</p>	<p>AW status of class</p> <p>Vocabulary quizzes 13/14</p>

## Technical Writing II Syllabus

<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 1</b>	
Writing skills and grammar assessment	1
Pre-writing skills	1
Review of organizational types	1
Career writing	6
Accelerated Writer Program	ongoing
Vocabulary development	ongoing
Grammar/Mechanics exercises	ongoing
<b>Unit of Study</b>	<b>Weeks</b>
<b>Quarter 2</b>	
Career writing	7
Evaluation of progress	1
Accelerated Writer Program	ongoing
Vocabulary development	ongoing
Grammar/Mechanics exercises	ongoing
Wrap up/review/semester test	1

**Technical Writing II**  
**Scope and Sequence**

(1 Semester)

This course requires career planning, research, and writing essays reflecting personal results. It includes individual personality surveys, career surveys and research, interview practice, job shadowing and campus visits. Evaluation is based upon participation and essays responding to each step taken in preparing for and seeking a particular career path.

Text: Sohn, David. *Writing By Doing*. Lincolnwood, IL: National Textbook Co. 1997

**I. Assessment (1 wk)**

- A. Writing skills assessment
  - 1. Essay #1 current events
  - 2. Essay #2 self evaluation
- B. Pre-test mechanics and grammar skills
- C. Vocabulary Unit 1

**II. Unit 1 Pre-writing skills (1 wk)**

- A. Notes/thesis
- B. Outline format
- C. 3-part structure
- D. Rough draft and revision
- E. Final draft essay #3
- F. Practice sessions/vocab. Unit 2

**III. Unit 2 Review of Organizational Types (1wk)**

- A. Chronological order
- B. Simple to difficult
- C. Pro Con
- D. Comparison/ Contrast
- E. Cause and effect
- F. Practice sessions/vocab. Unit 3

**IV. Unit 3 Career Writing (13 wks)**

- A. Values and Career Analysis
  - 1. Values and career surveys
  - 2. Notes/ thesis/ outline
  - 3. Rough draft and revision
  - 4. Final draft essay 1
- B. Practice sessions/vocab. Units 4/5
- C. Career research
  - 1. Notes/ thesis/ outline

2. Rough draft and revision
  3. Final draft essay 2 (research paper, MLA format)
- D. Practice sessions/vocab. Units 6/7
- E. Career Interview
1. Notes/ thesis/ outline
  2. Rough draft and revision
  3. Final draft essay 3
- F. Practice session and survival skills/vocab. units 8/9
- G. Job seeking
1. Letter/ resume format
  2. Rough draft and revision
  3. Final draft letter/ resume
  4. Interview practice
- H. Practice sessions and survival skills/vocab. sessions 10/11
- V. Evaluation of progress (1 wk)
- A. Organization
  - B. Reading/ writing skills
  - C. Practice sessions/vocab. unit 12
- VI. Wrap up/review/semester test (1wk)

**Standard 1:** Ability to Use Reading Process

**Benchmarks**

- 1.1. Interpret non-literal language meaning (vocabulary)
- 1.2. Interpret information, draw conclusions, or deduce meanings not explicitly stated in the text; word origins; etymology
- 1.3. Determine the literal meaning of specific words or phrases
- 1.4. Understand stated information and apply information by answering questions (analogies)

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
1.1	Text and ancillary materials	Writes with a command of grade level vocabulary	<b>AW, written responses,</b> class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.2	Text and ancillary materials	Draws supportable conclusions from grade level reading materials	<b>AW, written responses,</b> <b>class discussion, tests,</b> individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.3	Text and ancillary materials	Writing denotes accurately the grade level materials read	<b>AW, written responses,</b> class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
1.4	Text and ancillary materials	Produces written documents which accurately synthesize information from grade level materials read	<b>AW, written responses,</b> class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Technical Writing II**

**Standard 2:** Comprehension of Variety of Literary Texts

**Benchmarks**

- 2.1. Determine main idea, topic, or theme relating literary works & issues to era
- 2.2. Relationship including the traits, feelings, and motives of characters or individuals (philosophical arguments)
- 2.3. Understands elements of a plot of a given story (imagery, figures of speech)
- 2.4. Identify author's or speaker's purpose or viewpoint & influences on writing (irony & tone)

Benchmarks	Section from Text	Grade Level Indicators	Assessments	Infusions/Provisions
2.1	Text and ancillary materials	Documents show understanding of interrelationships of writer, time and message in reading materials	<b>AW</b> , written responses, class discussion, tests, individual conferences, <b>rubric guided projects</b>	<b>HOTS</b> , GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.2	Text and ancillary materials	Documents show recognition of character motives and writer purpose in reading materials	<b>AW</b> , written responses, class discussion, tests, individual conferences, <b>rubric guided project</b>	<b>HOTS</b> , GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.3	Text and ancillary materials	Documents identify the standard elements of a story in reading materials	<b>AW</b> , written responses, class discussion, tests, individual conferences, <b>rubric guided project</b>	<b>HOTS</b> , GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
2.4	Text and ancillary materials	Documents demonstrate understanding of author's stylistic devices	<b>AW</b> , written responses, class discussion, tests, individual conferences, <b>rubric guided project</b>	<b>HOTS</b> , GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Standard 3:** Comprehension of Variety of Informational Texts

**Benchmarks**

- 3.1. Comprehends factual details in passages and texts
- 3.2. Recognize, analyze aspects of a passage, style, structure, mood, or tone
- 3.3. Draw conclusions, make generalizations, make assertions
- 3.4. Identifies author's viewpoint in an informational text; distinguish among opinions, facts, assumptions, observations and conclusions

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
3.1	Text, and ancillary materials	Documents relate key points from grade level reading material	<b>AW, written responses</b> , class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.2	Text, and ancillary materials	Documents identify contributing aspects of writer style in grade level reading material	<b>AW, written responses</b> , class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.3	Text, and ancillary materials	Documents provide supportable inferences from grade level reading material	<b>AW, written responses</b> , class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
3.4	Text, and ancillary materials	Documents distinguish between author's use of fact, opinion and value judgments	<b>AW, written responses</b> , class discussion, tests, individual conferences, <b>rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Technical Writing II**

**Length of Unit: Semester**

**Standard 4:** Demonstrates Competency in Written Communication

**Benchmarks:**

- 4.1. Uses the writing process
- 4.2. Uses the standards of written English

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
4.1	Text and ancillary materials	Documents show evidence of each step of the writing process	<b>AW, written responses, class discussion, tests, individual conferences, rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
4.2	Text and ancillary materials	Documents demonstrate a command of conventional English, grammar and mechanics	<b>AW, written responses, class discussion, tests, individual conferences, rubric guided projects</b>	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

**Subject Area: Language Arts**  
**Class/Grade: Technical Writing II**

**Length of Unit: Semester**

**Standard 5: Demonstrates Competency in Spoken Communication**

**Benchmarks**

- 5.1. Formulates and delivers effective oral communication
- 5.2. Responds constructively to oral messages

<b>Benchmarks</b>	<b>Section from Text</b>	<b>Grade Level Indicators</b>	<b>Assessments</b>	<b>Infusions/Provisions</b>
5.1	Text and ancillary materials	Demonstrates the ability to provide oral critiques of grade level student writing	AW, written responses, class discussion, tests, individual conferences, peer editing, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media
5.2	Text and ancillary materials	Participates in meaningful discussion of grade level student writing	AW, written responses, class discussion, tests, individual conferences, peer editing, rubric guided projects	HOTS, GS, LS, T.A.G, CS, MCGF, CE, Tech, Special Ed., HGD, Media

## Technical Writing II – Unit Plans

### Intro - Day 1-7

Activities	Materials	Evaluation
The student will: Write an essay based on current events Begin grammar usage and mechanics practices Write an essay of self evaluation	Student selected topic  Text: "Laugh your way through Grammar" practice sessions	Essay 1 & 2 are for baseline assessment no evaluation other than completion of essay.  Vocabulary Unit 1 quiz

### Technical Writing II Unit 1 - Day 8-12

Activities	Materials	Evaluation
The student will: Use information gathering system; take notes/ create thesis; learn the 3 part organ; pattern (intro, body, conclusion); learn 3 levels topic outline form; write a rough draft for evaluation revise & write a final draft. Continue grammar, usage and mechanics practice Continue AW Vocabulary Unit 2	Student selected topic  Text: "Laugh your way through Grammar" practice sessions	5 part teacher evaluation Notes/ thesis/ outline Rough draft Mechanics Organization Content  Vocabulary Unit 2 quiz  AW Status of Class

### Technical Writing II Unit 2 - Day 13-17

Activities	Materials	Evaluation
The student will: Review the organizational types studied in Tech Writing I (Chronological order, simple to difficult, Pro-Con, Comparison/Contrast and Cause and effect) Continue grammar, usage and mechanics practice Vocabulary Unit 3 Continue AW	Student/teacher notes  Text: "Laugh your way through Grammar" practice sessions	Recognition of organizational types  Vocabulary Unit 3 quiz  AW Status of Class

## Technical Writing II Unit 3 – Day 18-80

Activities	Materials	Evaluation
<p>The student will process:</p> <p>Survey personal values</p> <p>Make an analysis of possible careers</p> <p>Employ the writing process to explain career references</p> <p>Research a specific career</p> <p>Employ the writing process to explain a specific career</p> <p>Conduct a career interview with a person in that field</p> <p>Employ the writing process to tell about the person and their reaction to the career</p> <p>Learn proper letter/ resume interview techniques for permanent file.</p> <p>Continue grammar, usage and mechanics practice</p> <p>Vocabulary Units 4-11</p> <p>Continue AW</p>	Text: "Laugh your way through Grammar" practice sessions	Participation in ongoing activities, Accuracy in following instruction and writing summations

## Technical Writing II Evaluation and Post Tests - Day 81-85

Activities	Materials	Evaluation
The student will: Review organization types Review career survival skills Review grammar, usage, mechanics Wrap up AW Vocabulary Unit 12	Teacher/ student notes Text practice sessions	AW Status of Class Vocabulary Quiz 12

## Technical Writing II Wrap up/review/semester test (Pro Con) - Day 86-90