

Saddlebrook Preparatory School
Wesley Chapel, Florida

Language Arts/Reading
Grade Ten (World Literature)
First Nine Weeks Focus: The Individual as Hero

COMPONENT	OBJECTIVES	COMPETENCY
<p>I. Literature Major works: <i>The Epic of Gilgamesh</i>; <i>The Iliad</i></p> <p>II. Composition</p>	<p>Objectives related to literature: The following objectives related to the literature studied support the corresponding competency in the next column:</p> <ol style="list-style-type: none"> 1. Reads and discusses literature from a variety of world cultures 2. Learns to appreciate and compare and contrast literature and other art forms from various cultures, religions, countries and philosophies 3. Identifies recurring universal themes and multicultural concerns in world literature 4. Understands (Honors: explains the meaning and purpose of) figurative language employed in literature (terms to include simile, metaphor, personification, oxymoron, hyperbole, apostrophe) <p>Objectives related to composition: The following compositional objectives support the corresponding competencies in the next column:</p> <ol style="list-style-type: none"> 1. Understands and practices the reading-writing connection. 2. Uses the writing process individually and cooperatively: prewriting, drafting, revision, editing, and publishing 3. Writes in a variety of modes to include narrative (personal experience), expository (essay, process paper, biographical incident), persuasive (editorial), and imaginative (story, poem) 4. Establishes in first nine weeks and maintains throughout the year: a writing portfolio (selected by author, teacher and author, or teacher) containing pieces in progress and finished products. The portfolio should be regularly evaluated them to monitor growth in writing 	<p>Competencies regarding literature: Ongoing: During the course of the year the student will select and follow one universal theme in world literature that has been discussed and, at the end of the year, will write an essay of at least three to five paragraphs that</p> <ol style="list-style-type: none"> 1. relates the theme selected to the student's own values 2. analyzes and explores the theme with examples from world literature studied or read independently which reflect the commonality of human experience and which represent at least two (Honors: three) countries and at least two (Honors: three) genres 3. uses literary criticism as appropriate <p>Competencies regarding composition: The student will produce several imaginative pieces of writing such as stories and poems incorporating at least three examples of figurative language such as simile, metaphor, personification, oxymoron, and hyperbole, and demonstrating an awareness of audience and purpose.</p> <p>In response to a prompt, the student will write a timed essay of at least five paragraphs, the style to be expository or persuasive and directed to a specific audience and purpose. The essay should contain a clear and definite thesis statement, an effective introduction and conclusion, fully developed paragraphs which include lively and relevant details, and be formatted according to the conventions of standard written English.</p>

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<p>III. Language/Word Study</p>	<p>The following language and word study objectives support competency in the adjacent column:</p> <ol style="list-style-type: none"> 1. Discusses etymologies of English words as they relate to various world cultures in order to appreciate cultural diversity 2. Determines word meanings by using word parts, context clues, and/or etymologies 3. Differentiates between denotative and connotative properties of words and uses synonyms, antonyms, and homonyms appropriately 4. Uses various strategies for personal vocabulary growth through context clues, structural analysis, and other sources 	<p>Competencies regarding language and word study: Given a complex reading selection such as a passage from a formal essay, novel, short story or a poem containing challenging vocabulary, sentence structure, organization, and/or ideas, the student will</p> <ol style="list-style-type: none"> 1. write marginal notes which question the text 2. paraphrase information 3. underline unfamiliar words
<p>IV. Listening/Speaking/Viewing</p>	<p>The following objectives support competencies A and B in the adjacent column:</p> <ol style="list-style-type: none"> 1. Demonstrates appropriate listening, speaking and viewing skills in a variety of cooperative settings 2. Designs and delivers an oral presentation for a specific purpose and audience using effective verbal and non-verbal techniques 3. Listens supportively and politely, asking appropriate and germane questions 	<p>Competencies regarding listening, speaking and viewing:</p> <ol style="list-style-type: none"> 1. The students will view audio-visual presentations, write summaries and reaction papers, and prepare and deliver a reaction speech at least three minutes in length using effective verbal and non-verbal techniques. 2. The students will demonstrate listening skills including appropriate responses to the presentations of others.
<p>V. Informational Reading/ Information Literacy/ Study and Test-Taking</p>	<p>First nine-week objectives include the following reading strategies both within an individual selection and among a variety of selections.</p> <ol style="list-style-type: none"> 1. Determines the following in a reading selection: stated or implied main idea; sequence of events or ideas; stated or implied cause or effect ; fact/opinion; generalization; conclusion 2. varies reading rate to suit purpose and subject matter (to include skimming, scanning, and analytical reading) 3. monitors comprehension of a reading selection (asks questions, re-reads, and paraphrases) 	<p>Competencies regarding informational reading, information literacy, study and test-taking include:</p> <ol style="list-style-type: none"> 1. Using appropriate skills and resources, both textual and technological, the student will access, analyze, and synthesize information from several sources and write an appropriately documented investigative paper of four or more pages which reflects organization, coherence, transition, and correct use of the conventions of standard written English.

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**Language Arts/Reading
Grade Ten (World Literature)**

Second Nine Weeks Focus: Tragic Heroes and Social Pressures

COMPONENT	OBJECTIVES	COMPETENCY
<p>I. Literature <i>The Iliad</i> (continued); Sophocles, <i>The Theban Plays</i> (<i>Oedipus Rex, Antigone</i>)</p> <p>II. Composition</p>	<p>The following objectives related to the literature studied support the corresponding competency in the next column:</p> <ol style="list-style-type: none"> 1. Continues to recognize recurring universal themes and multicultural concerns in world literature 2. Compares and contrasts a variety of genres and recognizes underlying patterns, and understand the characteristics of major types of drama 3. Identifies dynamic characters in a selection and traces their changes in the story <p>The following objectives support the corresponding competency in the next column:</p> <ol style="list-style-type: none"> 1. Continues to develop and practice the reading-writing connection. 2. Writes a clear and definite thesis statement (Honors: using parallel structure to build thesis support) for a selected plan of organized development to include comparison and/or contrast, cause and effect, definition, classification, order of importance, and spatial relationships. 3. Supports the thesis with fully developed paragraphs, and with details and quotations which are varied, relevant and purposeful 4. Writes in a variety of modes to include narrative (personal experience), expository (essay, process paper, biographical incident), persuasive (editorial), and imaginative (story, poem) 	<p>The student will select one piece that has been discussed in class during the quarter and write an essay of five paragraphs or more that</p> <ol style="list-style-type: none"> 1. traces the development of dynamic character(s) 2. analyzes the dynamic character(s) and plot, setting, characterization, point of view, and/or theme 3. explains the use of literary devices and figurative language <p>In response to a prompt in a timed writing situation, the student will produce a multi-paragraph expository or persuasive essay appropriate for audience and purpose that contains:</p> <ol style="list-style-type: none"> 1. a clear and definite thesis statement 2. an effective introduction and conclusion 3. fully developed paragraphs which include details that support the thesis 4. appropriate transitional devices and varied sentence lengths 5. demonstration of an awareness of voice 6. vivid word choice and use of appropriate literary devices 7. formatting according to the conventions of standard written English

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Second Nine Weeks Focus: Tragic Heroes and Social Pressures

COMPONENT	OBJECTIVES	COMPETENCY
III. Language/Word Study	<p>Objectives related to language and word study continue from previous nine weeks. The following language and word study objectives support the ongoing competencies in the adjacent column:</p> <ol style="list-style-type: none"> 1. Completes concrete and abstract word analogies 2. Incorporates new vocabulary in written and oral work 3. Recognizes and understands idioms, puns, euphemisms, biased language, and culture-specific words and phrases 	<p>Given a complex reading selection such as a passage from a formal essay, novel, short story or a poem containing challenging vocabulary, sentence structure, organization, and/or ideas, the student will write marginal notes in any text being read, paraphrase information, and underline unfamiliar words.</p>
IV. Listening/Speaking/Viewing	<p>The following objectives support the competency in the adjacent column:</p> <ol style="list-style-type: none"> 1. Creates and/or develops an awareness of, and sensitivity to, the various dialects, accents, and speech patterns indigenous to a multicultural community 2. Recognizes and examines propaganda techniques in media presentations, with an emphasis on advertising 	<p>Competencies regarding listening, speaking and viewing: The students will select an audio-visual presentation and prepare and deliver a reaction speech at least three minutes in length using effective verbal and non-verbal techniques. The speech should use terminology appropriate to the medium and include a discussion of propaganda techniques and denotative and connotative properties of words as they create biased language and/or euphemisms</p>
V. Informational Reading/ Information Literacy/ Study and Test-Taking	<p>Second nine-week objectives add the following informational reading strategies to ongoing objectives from first nine weeks:</p> <ol style="list-style-type: none"> 1. Uses effective reading and writing strategies in a variety of informational contexts: <ol style="list-style-type: none"> a. completes forms and applications by using all available information b. reads and analyzes reports based on technical and/or scientific information which includes statistical data and examines language and style c. obtains information from maps, charts, tables, graphs, schedules, pictures or signs 	<p>Competencies regarding informational reading, information literacy, study and test-taking: The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher-made tests and standardized tests including the Stanford Achievement Test, the PSAT and the SAT I.</p>

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Third Nine Weeks: Finding the Path: The Role of Myth in Personal Success

COMPONENT	OBJECTIVES	COMPETENCY
<p>I. Literature <i>The Power of Myth</i> by Joseph Campbell with Bill Moyers, edited by Betty Sue Flowers</p> <p>Additional readings: Paolo Coelho, <i>The Alchemist</i> Bryce Courtenay, <i>The Power of One</i> Yann Martel, <i>The Life of Pi</i> Salman Rushdie, <i>Haroun and the Sea of Stories</i> John Knowles, <i>A Separate Peace</i></p> <p>II. Composition</p>	<p>The following objectives support the accompanying competency:</p> <ol style="list-style-type: none"> 1. Reads and analyzes selections written for a variety of purposes (narrative, persuasive, expository, imaginative, and informative) 2. Recognizes and explains the use and purpose of literary devices such as tone, mood, symbolism, irony, satire, imagery, allusion, foreshadowing, flashback; and uses the terms appropriately in oral and written analysis 3. Analyzes and compares fictional works in terms of plot, conflict, setting, characterization, point of view and theme 4. Uses appropriate reading strategies such as previewing and predicting in order to comprehend a selection <p>The following objectives support the accompanying competency.</p> <ol style="list-style-type: none"> 1. Writes for a variety of audiences and purposes 2. Writes multi-paragraph compositions to include essays of four paragraphs or more that summarize, analyze, or compare and contrast elements of literature studied 3. Begins to develop a personal writing style that reflects an awareness of voice, coherence, vivid word choice, appropriate literary devices, and effective introductions and conclusions 4. Uses teacher and peer conferencing for evaluating and improving writing 	<p>This competency is ongoing: in essays about individual novels, the student will trace the development of dynamic character(s) and analyze these character(s) in terms of plot, setting, and characterization of other figures in the book. The student will identify authors' handling of the passage of time as distinct from historical time period; analyze setting and its role in the story; describe point of view in detail; state the theme, the main proposition of the work; and lastly, the student will explain the contribution of literary devices and figurative language as part of a writer's tone or attitude, and as aspects of voice that give meaning to sentence structure and diction.</p> <p>This competency is ongoing. Given that the student has selected one universal theme in world literature (among possible themes: aspects of the hero's cycle including adventure and risk, refusal, consciousness/awareness/focus, the call or vision, obstacles, endurance, courage, development of skills) the student will write a response to each book read of at least three to five paragraphs that</p> <ol style="list-style-type: none"> 1. relates the book to the theme selected and above all to the student's own values 2. connects the theme with examples from world literature studied earlier or read independently 3. uses literary criticism if and when appropriate

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Third Nine Weeks: Finding the Path: The Role of Myth in Personal Success

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III. Language/Word Study	<p>Objectives related to language and word study are ongoing from previous nine weeks. The following language and word study objectives support the ongoing competencies in the adjacent column:</p> <ol style="list-style-type: none"> 1. Uses various strategies for personal vocabulary growth through context clues, structural analysis, creation of word lists 2. Incorporates new vocabulary in written and oral work 3. Recognizes biased language, and culture-specific words and phrases 	<p>Students will implement the strategy of metacognition during reading, to achieve awareness and understanding of how they think and use strategies during reading and writing.</p>
IV. Listening/Speaking/Viewing	<p>The following objective supports competencies listed in the adjacent column:</p> <ol style="list-style-type: none"> 1. Analyzes and critiques in written or oral form a variety of short or fragmentary audio-visual presentations intended for various purposes and audiences 2. Designs and delivers an oral presentation for a specific purpose using effective verbal and non-verbal techniques; in this nine weeks, a PowerPoint presentation at least five minutes long 3. Participates in a formal debate, adhering to predetermined rules of debate and time limits 	<p>Competencies regarding listening, speaking and viewing: Among many exercises, the students will select an audio-visual presentation and prepare and deliver a reaction speech at least three minutes in length using effective verbal and non-verbal techniques. The speech should use terminology appropriate to the medium</p>
V. Informational Reading/ Information Literacy/ Study and Test-Taking	<p>Ongoing objectives include the following reading strategies both within an individual selection and among a variety of selections.</p> <ol style="list-style-type: none"> 1. Determines the following in a reading selection: stated or implied main idea; sequence of events or ideas; stated or implied cause or effect ; fact/opinion; generalization; conclusion 2. varies reading rate to suit purpose and subject matter (to include skimming, scanning, and analytical reading) 3. monitors comprehension of a reading selection (to include asking questions, rereading, and paraphrasing) 	<p>Competencies regarding informational reading, information literacy, study and test-taking: The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher-made tests and standardized tests including the Stanford Achievement Test, the PSAT and the SAT I.</p>

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Fourth Nine Weeks: Individuation and the Internalization of Universals

COMPONENT	OBJECTIVES	COMPETENCY
<p>I. Literature Peter Hoeg, <i>Smilla's Sense of Snow</i> Alan Paton, <i>Cry the Beloved Country</i> Dai Sijie, <i>Balzac and the Little Chinese Seamstress</i> Kurt Vonnegut, <i>Slaughterhouse Five</i></p> <p>II. Composition</p>	<p>The following objectives regarding literature are in addition to the ones for the preceding quarters:</p> <ol style="list-style-type: none"> 1. Reads literary criticism of a literary work to enhance understanding 2. Compares personal culture to the cultures represented in selected works 3. Develops the habit of reading as a lifelong activity by reading at least one book a month either independently or as part of a class study <p>The following objectives regarding literature are in addition to the ones for the preceding quarters:</p> <ol style="list-style-type: none"> 1. Revises and edits writing for originality, organization, content, word choice, coherence, transition, and correct use of the formal conventions of standard written English. 2. Uses appropriate transitional devices and varied sentence structures and patterns in essay writing 3. Responds directly and efficiently to a prompt in a timed writing. 4. Uses computers and related technology as available for the writing process 	<p>All competencies ongoing from preceding quarters.</p> <p>From their portfolio of writing, students will select, prepare and submit a "presentation portfolio" that will include:</p> <ol style="list-style-type: none"> 1. products that reflect the writing process, peer editing and evaluation 2. a variety of modes of writing appropriate to audience and purpose to include narrative, expository, persuasive and imaginative 3. the use of at least three organizational patterns selected from among <ol style="list-style-type: none"> a. comparison and/or contrast b. cause and effect c. order of importance d. definition e. spatial relationships 4. the student's reflective explanation for each choice

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Fourth Nine Weeks: Finding the Path: The Role of Myth in Personal Success

COMPONENT	OBJECTIVES	COMPETENCY
III. Language/Word Study	<p>Objectives related to language and word study are ongoing from previous nine weeks. The following language and word study objectives support the ongoing competencies in the adjacent column:</p> <ol style="list-style-type: none"> 1. Employs vocabulary building books, flash cards, word games, word lists and other strategies for actively increasing vocabulary 2. Collects vocabulary from reading and uses it appropriately in compositions 	<p>Students will write stories, poems and essays employing word pools, lists of words , and vocabulary from books and stories being read</p>
IV. Listening/Speaking/Viewing	<p>The following objectives regarding listening, speaking and viewing are in addition to the ones for the preceding quarters:</p> <ol style="list-style-type: none"> 1. Creates and/or develops an awareness of, and sensitivity to, the various dialects, accents, and speech patterns indigenous to a multicultural community 2. Recognizes and examines techniques of hidden persuasion in commercial movies and popular television shows 	<p>The students will select an audio-visual presentation and prepare and deliver a reaction speech at least three minutes in length. The speech should use terminology appropriate to the medium and include a discussion of how words in combination with visual images can create bias in audiences.</p>
V. Informational Reading/ Information Literacy/ Study and Test-Taking	<p>Ongoing objectives include the following reading strategies for test-taking purposes.</p> <ol style="list-style-type: none"> 1. Determines the following in a reading selection: stated or implied main idea; sequence of events or ideas; stated or implied cause or effect ; fact/opinion; generalization; conclusion 2. varies reading rate to suit purpose and subject matter (to include skimming, scanning, and analytical reading) 3. monitors comprehension of a reading selection (to include asking questions, rereading, and paraphrasing) 	<p>The student will demonstrate appropriate note-taking, reading, study, and test-taking skills practiced throughout the year on a variety of teacher-made tests and standardized tests including the Stanford Achievement Test, the PSAT and the SAT I.</p>

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**Language Arts/Reading
Grade Ten (World Literature)
ESOL Modifications**

COMPONENT	OBJECTIVES	COMPETENCY
VI. Modifications for Students with English Language Learners/Limited English Proficiency/ESOL	<ol style="list-style-type: none"> 1. LEP students will work in small groups and one on one instruction specifically designed to improve English-language reading, writing and conversation skills. 2. LEP students of Levels 3 and 4 in mainstream English classes will be taught using the following strategies: <ol style="list-style-type: none"> a. Students will be guided in their reading b. Students will read in groups with native English speakers c. Students will read along with audio book cassettes d. Students will read simplified versions of texts e. Shortened vocabulary list requirement f. Alternate assessment for reading comprehension (short answer vs. essay, etc.) 3. LEP students of Levels 1 and 2 will receive additional skill and content support from ESOL teacher 4. LEP students of Levels 1 and 2 will be given extended time on assignments and assessments 5. LEP students will be allowed the use of a bilingual dictionary or glossary where appropriate (i.e., not on a definitions test) 6. LEP students of Levels 1-4 will work with content read and reworded, adapted to the student's proficiency level 7. LEP students of Levels 1 and 2 make have examinations questions read out loud to them and reworded for comprehension 8. LEP students of Levels 1 and 2 will have a separate testing location 	Level 1 and 2 English Language Learners will acquire language arts proficiency as swiftly as possible to be able to participate in the mainstream classroom. Level 3 and 4 ELLs will attain sufficient fluency to take tests and do classwork as assigned to fluent English speakers. The proficiency level of LEP students will be taken into account in assessment of grammar and mechanics on written assignments, but progress will be measured and monitored at appropriate intervals over the course of the year.