

Components	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Literature/Reading	Textbooks* Novels: <i>The Crucible</i> (<i>The Scarlet Letter</i> **) Additional Readings: One student selected book	Textbooks* Novels: <i>A Farewell to Arms</i> (<i>The Great Gatsby</i> **) Additional Readings: One student selected book	Textbooks* Novels: <i>A Raisin in the Sun</i> (<i>Mules and Men</i> **) Additional Readings: One student selected book	Textbooks* Novels: <i>The Bean Trees</i> (Student Selected**) Additional Readings: One student selected book
Composition	Weekly Journal Responses Timed SAT Practice Essays Analytical Response Essay Compare and Contrast Essay Character Point of View Essay	Weekly Journal Responses Timed SAT Practice Essays Eulogy Thoreau Modeling Essay Poetry Writing Poem Analysis Essay	Weekly Journal Responses Timed SAT Practice Essays Character Analysis Essay Film Compare & Contrast Essay	Weekly Journal Responses Timed SAT Practice Essays Book Critique Theme Analysis Essay Research Paper
Vocabulary/Word Study	Vocabulary in context Aphorisms Grammar: Common Usage Problems/Nouns, Verbs, Adverbs, Adjectives	Vocabulary in context Grammar: Prepositions, Conjunctions, Interjections/Agreement	Vocabulary in context Grammar: Pronouns, modifiers, clauses, phrases, sentence structure, sentence combining	Vocabulary in context Grammar: Capitalization, Punctuation
Listening/Speaking/Viewing	Group Presentations Share Writing Audio version of <i>The Crucible</i> Video version of <i>The Crucible</i>	Poetry Analysis Presentation Group Presentations Share Writing Literature Circles	Group Presentations Share Writing Video version of <i>A Raisin in the Sun</i>	Group Presentations Share Writing Speech

*Textbooks include:

1. *Literature and Language: American Literature*. McDougal Littell; Evanston:1994.
2. *The Language of Literature: American Literature*. McDoughal Littell;Evanston: 1997.
3. *Elements of Literature: Literature of the United States, 5th Course*. Holt, Rinehart, & Winston; Austin: 1997.

**Honors Curriculum

ESOL Modifications:

- Small group and one on one ESOL instruction and content support from ESOL teacher
- Extended time on assignments and assessments
- Use of bilingual dictionary or glossary where appropriate (ie: not on a definitions test)
- Content and questions read and reworded, adapted to the student's proficiency level
- Separate testing location
- Proficiency level taken into account on assessment of grammar and mechanics on written assignments, however progress is expected over the course of the year
- Guided and Group Reading
- Provide students with simplified versions of texts
- Shortened vocabulary list requirement

Component	Objectives	Competency
Literature	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Reads and compares literary works in various genres which span major periods in American Literature and reflect a variety of cultures and points of view. 2. Recognizes how works and/or universal themes in American literature are reflections of and reactions to historical events, cultures, and settings. 3. Discusses figurative language and literary devices in literary selections (to include simile, extended and implied metaphor, personification, hyperbole, oxymoron, tone, symbolism, irony, imagery, foreshadowing, flashback, dialect, and allusion) 4. Analyzes a variety of works in terms of plot, conflict, setting, characterization, point of view, and theme. 5. Discusses techniques a writer uses for developing a character, and articulates how a character changes though the course of the work. 6. Recognizes the function of minor characters and subplots within a work. 7. Identifies the author's purpose and perspective in a literary work. 8. Examines own values in light of those expressed in American literature and cites similarities and differences. 9. Develops a habit of reading as a life long activity by reading at least one book per quarter independently and as part of a class study. 10. Uses effective reading strategies in a variety of informal contexts: <ul style="list-style-type: none"> • Previews and identifies organizational patterns, analysis and evaluates information. • Determines the main idea and supporting details in a literary works. 	<p>A. Given several universal themes from American literature that have been studied during the year, the student will select one and write a multi-paragraph essay of sufficient depth and length that makes connections between the theme selected. American literature studied, and the student's own values. The theme should be supported with examples taken from literature that:</p> <ul style="list-style-type: none"> • Reflect a variety of American cultures and points of view. • Span major periods in American history. • Represent at least three different genres <p>B. Given two familiar literary selection with a common focus, the student will write an essay of comparison and contrast which:</p> <ul style="list-style-type: none"> • Has a declarative, controlling, and defensible thesis. • Reflects all aspects of the writing process including cooperative discussion in pairs or small groups. • Demonstrates an understanding of the use of figurative language and relevant elements of literature.

Composition	<p>The following objectives support competencies A, B, and C.</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, revising, editing, and publishing. 3. Writes a precise thesis statement that is declarative, controlling, and defensible, and supports it with fully developed paragraphs. 4. Writes in a variety of modes (including persuasion, literary analysis, personal reflection, character sketches, and creative writing.) 5. Writes multi-paragraph compositions to include essays of five paragraphs or more reflecting sound organization, logical development (including compare/contrast, cause/effect, classification, order of importance, and spatial relationships), and acceptable rules of standard American English. 6. Begins to develop a personal writing style, which reflects awareness of coherence, vivid word choice, smooth transitions, and effective introductions and conclusions. 7. Uses appropriate skills and resources to access, analyze, and synthesize information: <ul style="list-style-type: none"> • Selects and limits a topic for a documented paper. • Understands the format for the MLA style manual for documentation. • Uses primary and secondary sources for research information • Uses non-print as well as print sources • Understands the nature and ramifications of plagiarism. • Applies technology for storing, retrieving, and using data/ 8. Evaluates own writing and the writings of others through peer revisions and teacher conferences. 9. Responds directly and efficiently to a prompt in a timed writing activity. 	<p>A. In response to a prompt on a literary topic in a timed writing situation, the student will produce a multi-paragraph essay that:</p> <ul style="list-style-type: none"> • Includes an effective introduction, thesis, and conclusion. • Reflects an awareness of voice, vivid word choice, and smooth transitions. • Adapts style to audience and purpose • Demonstrates acceptable rules of standard written English. <p>B. The student will produce a piece of imaginative or personal writing such as a short story, original character sketch, autobiographical piece, poem, or dramatic script which includes at least three original examples of figurative language from among those studied.</p> <p>C. After selecting a limited topic the student will develop an outline or plan and write an investigative paper or five or more pages based on the information extracted and synthesized from a variety of sources. The paper should reflect a consistent format as found in the MLA style manual and contain a minimum of three documented sources.</p> <p>D. After keeping a portfolio of writing, the student will prepare and submit a “presentation portfolio” that will include:</p> <ul style="list-style-type: none"> • Products that reflect the writing process, peer editing, and evaluation. • A variety of modes appropriate to audience and purpose to include literary analysis and criticism, persuasion, personal reflection, and imaginative writing. • At least three organizational patterns selected from among compare/contrast, cause/effect, classification, order of importance, and spatial relationships. • The student’s reflective explanation for each choice. <p>E. The student will demonstrate appropriate note-taking, reading,</p>
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<p>Language/ Word Study</p>	<p>10. Keeps a writing portfolio (selected by the author, teacher and author, or teacher), containing pieces in progress and finished products and evaluates them to reflect growth in writing.</p> <p>11. Practices appropriate study and note-taking strategies:</p> <ul style="list-style-type: none"> • Reviews test-taking strategies for the SAT, ACT, and other subjective and objective tests • Practices summarizing • Practices effective note-taking skills • Writes accurate, complete, and organized answers to essay questions. <p>1. Determines/infers word meaning by examining word parts, context clues, and etymologies.</p> <p>2. Recognizes and selects appropriate language with regard to connotation and denotation.</p> <p>3. Expands vocabulary for SAT and ACT testing success.</p> <p>4. Recognizes sexism and cultural bias in oral and written language and literature.</p> <p>5. Understands terms necessary for completing forms, responding to literature, and following directions.</p> <p>6. Studies how language development influences a culture and how a culture influences language development.</p>	<p>study, and test-taking skills practiced throughout the year on a variety of teacher-made tests, required state tests, and optional national tests.</p> <p>A. Given two essays, speeches, documents, or other forms of formal writing with similar focus from two different time periods in American history, the student will write a compare/contrast essay which:</p> <ul style="list-style-type: none"> • Examines the appropriateness of the author’s language in terms of connotations, and denotations, sexism, and cultural bias. • Identifies the relationship that might exist between the culture, the time period, and the language used.
<p>Listening/ Speaking/ Viewing</p>	<p>1. Applies an appropriate listening, speaking, and viewing skills in a variety of cooperative settings.</p> <p>2. Designs, delivers, and evaluates classroom oral presentations.</p> <p>3. Uses critical reading and viewing strategies by comparing written and performed versions of literature.</p>	<p>A. The student will compare and contrast a literary work that has been made into a film or play and present their information to the class in a visual presentation.</p>