

Components	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Literature/Reading	Textbooks* Novels: <i>To Be A Slave (Roots**)</i> Additional Readings: One student selected book	Textbooks* Novels: <i>Troy (The Old Man and the Sea**)</i> Additional Readings: One student selected book	Textbooks* Novels: <i>Spoon River Anthology (Night*)</i> Additional Readings: One student selected book	Textbooks* Novels: <i>I Am Mordred (A Connecticut Yankee in King Arthur's Court**)</i> Additional Readings: One student selected book
Composition	Weekly Journal Responses Timed SAT Practice Essays Setting Analysis Essay Narrative Essay	Weekly Journal Responses Timed SAT Practice Essays Theme Analysis Essay Book Critique	Weekly Journal Responses Timed SAT Practice Essays Poems/Portfolio	Weekly Journal Responses Timed SAT Practice Essays Compare and Contrast Essay Research Paper
Vocabulary/Word Study	Vocabulary in context Vocabulary context clues, related words, analogies Grammar: Common Usage Problems/Nouns, Verbs, Adverbs, Adjectives	Vocabulary in context Vocabulary context clues, related words, analogies Grammar: Prepositions, Conjunctions, Interjections/Agreement	Vocabulary in context Vocabulary context clues, related words, analogies Grammar: Pronouns, modifiers, clauses, phrases, sentence structure, sentence combining	Vocabulary in context Vocabulary context clues, related words, analogies Grammar: Capitalization, Punctuation
Listening/Speaking/Viewing	Group Presentations Monologue Share Writing	Group Presentations Share Writing Literature Circles	Group Presentations Share Writing Poetry Readings	Group Presentations Share Writing Speech

* Textbooks include

1. *Literature and Language*. Orange Level. McDougal Littell; Evanston:1994.
2. *Elements of Literature*. Third Course. Holt, Rinehart, & Winston; Austin:1997.
3. *Adventures in Reading*. Athena Edition, Holt, Rinehart, & Winston; Austin:1996.

** 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 discusses culturally diverse literature and identifies their universal themes. 2. Distinguishes among major literary genres (including short story, poetry, novel, drama, essay, and biography) 3. Identifies examples of figurative language (including simile, metaphor, personification, oxymoron) and analyzes their use in a literary selection. 4. Uses appropriate literary terminology to analyze literary selections (including foreshadowing, tone, main idea, symbolism, and irony) 5. Identifies elements of a literary work (including plot, setting, characterization, point of view, and theme.) 6. Identifies and analyzes feels, traits, and motives of characters. 7. Compares and contrasts reading material presenting different points of view on the same topic. 8. Interprets a literary selection and supports the interpretation with examples from the text. 9. Relates literature to real life experiences. 10. Develops the habit of reading as a life long activity by reading at least one book per quarter independently and part of the class. 11. Practices the following reading strategies: <ul style="list-style-type: none"> • Determines the implied or stated main idea, sequence of events or ideas, stated or implied cause and effect, fact/opinion, generalization, conclusion. • Varies reading rate to suit purpose and subject matter (including skimming, scanning, analytical reading) • Monitors comprehension of a reading selection by asking questions, rereading and paraphrasing. 	<p>A. Given a familiar literary selection with a emphasis on one character, the student will write an essay of at least three paragraphs that:</p> <ul style="list-style-type: none"> • Identifies the genre • Discusses the method the author uses to describe, develop, and reveal an element of the literary work. <p>B. Given a familiar literary selection the student will write an analytics essay discussing an element of literature such as theme, character, conflict, setting, plot, or point of view.</p>

Composition	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Understands and practices the read-writing connection. 2. Understands and practices writing as a process: prewriting, drafting, revising, editing, publishing. 3. Uses personal experiences, discussion, visual stimuli, observations, reading research, and media to generate ideas for writing. 4. Formulates a thesis and writes to it. 5. Selects tone and point of view appropriate to subject and audience. 6. Writes formally and informally in a variety of modes to include narrative (personal experience), expository (essay, biographical), persuasive (editorial), and imaginative (story, poem). 7. Applies appropriate logical thought patterns in multi-paragraph compositions to include essays of three or more paragraphs (compare/contrast, cause/effect, analysis, classification, order of importance, definition, and/or chronological order) 8. Learns and applies techniques for writing effective introductions and conclusions. 9. Uses a variety of sentence lengths and patterns to effect style 10. Summarizes or paraphrases the content of selected materials 11. Revises to improve logic, sequence, and word choice (including transitions and figurative language) 12. Edits draft by applying the conventions of standard written English when they are appropriate. 13. Uses teacher and peer conferencing to revise and evaluate own writing and the writing of others. 14. Practices writing to a timed writing situation. 15. Uses computers and related technology for the writing process. 16. Keeps a writing portfolio (selected by author, teacher and author, or teacher), containing pieces in progress and 	<p>A. In response to an expository or persuasive prompt in a timed writing situation, the student will produce a multi-paragraph essay which contains a clearly stated thesis, details which support the thesis, and an effective introduction and conclusion. The essay should reflect:</p> <ul style="list-style-type: none"> • An appropriate logical thought pattern • A consistent point of view and style suitable for the audience, purpose, situation, and subject. • A variety of sentence length and patterns. • The conventions of standard written English <p>B. 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>C. The student will demonstrate appropriate note taking, reading, study, and test-taking skills, practiced throughout the year on a variety of teacher-made tests, state tests, and national tests.</p> <p>D. After choosing and narrowing a topic, the student will write an investigative paper of three pages or more which synthesizes information extracted from a variety of sources, primary and secondary, and documents them properly.</p>
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Language/ Word Study	<p>finished, and evaluates them to reflect growth in writing.</p> <p>17. Uses appropriate skills and resources to access, analyze, and synthesize information:</p> <ul style="list-style-type: none"> • Completes independent reading, writing, and research outside of class. • Uses multicultural reference resources inclusive of primary and secondary sources beyond general encyclopedia work and document them properly. <p>1. Increases personal vocabulary through the study of word parts, context clues, and/or etymologies.</p> <p>2. Differentiates between denotative and connotative properties of words and uses synonyms appropriately.</p> <p>3. Understands word analogies.</p>	
Listening/ Speaking/ Viewing	<p>1. Demonstrates appropriate listening skills in a variety of settings</p> <p>2. Prepares and presents a speech or oral report designed to inform, persuade, or entertain an audience.</p> <p>3. Contributes appropriately to an oral discussion.</p> <p>4. Evaluates an oral presentation.</p> <p>5. Observes and evaluates a variety of media material.</p>	<p>A. Using all available resources the student will prepare and resent an oral review of one medium such as film, book, or CD.</p> <p>The review:</p> <ul style="list-style-type: none"> • Should be at least two minutes in length • Have a discernible introduction, body, and conclusion. • Include both a brief summary and an evaluation of the material. • Reflect an understanding of terminology appropriate to the medium reviewed.