

El Monte Union High School District

Course Outline

High School _____ District _____

Title: English 1 P

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: English

Grade Level (s): 9

Semester _____ Year X

Year of State Framework Adoption 2007

This course meets graduation requirements:

- English
- Fine Arts
- Foreign Language
- Health & Safety
- Math
- Physical Education
- Science
- Social Science
- Elective

Department/Cluster Approval

Date

_____	_____
_____	_____
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_____	_____

*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

None

2. Short description of course which may also be used in the registration manual:

English 1P is designed to continue the development of student skills in reading, writing, listening, and speaking. The course is college preparatory, with the curriculum based on the English Language Arts California State Content Standards and the CA Common Core State Standards. The course incorporates the various genre found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational text and workplace documents are embedded in the chapter organization of the text. Strategies such as AVID, Marzano, and STRP (The Strategic Reading Project) are used to increase reading and critical thinking skills.

3. Describe how this course integrates the schools ESLRs (Expected School-wide Learning Results):

Varies by site.

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

The special needs of English language learners are met throughout the course in a number of ways:

- a. by using the sheltered instruction, observation protocol (SIOP) once the protocol has been implemented and training has occurred
- b. by presenting in all classrooms a curriculum rich in a variety of multicultural literature that fosters self-esteem and cultural worth,
- c. by probing prior knowledge to connect existing knowledge with knowledge to be learned,
- d. by teaching concepts for which English learners may not have a cultural reference, including historical and mythological references, obscure terms, and dialect,
- e. by defining abstract concepts in concrete terms, and using specific examples,
- f. by using graphic organizers and rubrics to set expectations and facilitate organization of thought,
- g. by using a variety of other visual aids during instruction, such as pictures, films, realia, and audiotapes,
- h. by using AVID, Marzano, and STRP strategies to improve reading and thinking skills,
- i. by reading literature aloud, as necessary,
- j. by encouraging students to express themselves in a variety of modalities.

5. Describe the interdepartmental articulation process for this course:

This course provides the fundamentals of reading and writing skills used in all other classes.

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Students complete a career-awareness inventory, work on their four-year school plan with their counselor, and read literature that references career opportunities embedded in the text.

7. Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

- *California McDougal Littell Literature*, 2009, Houghton Mifflin Company, Evanston, IL 60-204

B. Supplemental Materials and Resources:

- *McDougal Littell Grammar for Writing*
- *McDougal Littell Workbooks: Grammar for Writing, Interactive Reader...*
- Dictionaries, thesauruses
- newspapers, magazines, teacher-developed guides for learning and review, rubrics for assessing writing provided in the program (McDougal Littell)
- Classzone.com - on-line resource provided by McDougal Littell
 - Literature and Reading Center
 - Writing and Grammar Center
 - Media Center
 - Vocabulary Center
 - Research Center

C. Tools, Equipment, Technology, Manipulatives, Audio-Visual:

- Laptop carts with printer, computer labs, video/DVD and television, Internet, selected video and audio tapes, overhead projectors, and other multimedia such as ELMO's, white boards...
- eEdition - provided by McDougal Littell

8.

▪ **Objectives of Course**

- A. Students will apply their knowledge of word origins to determine meaning of new words encountered in reading, and to use those words correctly.
- B. Students will read and understand a variety of grade-level appropriate material and analyze organizational patterns
- C. Students will make substantial progress toward the goal of reading two million words by grade 12 by reading independently every day.
- D. Students will read and respond to significant works of literature that enhance their studies of social science and conduct analyses of recurrent patterns and themes in literature.
- E. Students will write coherent and focused essays that convey a defined perspective and reasoned argument. The writings will reflect and understanding of audience and purpose. Students will demonstrate all stages of the writing process.
- F. Students will produce narration, exposition, and descriptive writings, Students will demonstrate a command of standard American English while using the research, organizational, and drafting strategies.
- G. Students write and speak with a command of standard English conventions.
- H. Students will deliver oral presentations conveying reasoning and using gesture, tone, and vocabulary appropriate for audience and purpose.

▪ **Unit detail including projects and activities including duration of units (pacing plan)**

See curricular map attached

▪ **Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)**

See curricular map attached

▪ **Student performance standards**

See unwrapping document attached

▪ **Evaluation/assessment/rubrics**

Assessments (CFBAs, Tests, Quizzes, Final, other...)*	35
Essays/Writing	40
Projects, participation/Class work/Homework	25

*District Mandated Assessments are **at least** 10% of the Assessments category.

▪ **Include minimal attainment for student to pass course**

- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- Below 60 F

English 1P Curricular Map

UNIT	LITERARY FOCUS	VOCABULARY FOCUS	GRAMMAR FOCUS	WRITING FOCUS	LENGTH
Narrative Structure TE p.21-22 Assessment: UNIT 1 TEST A	Analyze stages of plot and plot development Analyze conflict and its complications Analyze irony Predict Make Inferences Analyze sequence of events Identify cause and effect relationships R3.3 R3.6 R3.8 R3.4 R2.5	Use synonyms and antonyms to determine word meaning Understand and use Latin and Greek word roots R1.1 R1.2	Use prepositional phrases Use modifiers Use precise verbs Use strong verbs in a series LC1.1 LC1.3	Write a personal narrative Create realistic characters Use realistic dialogue Add descriptive details W2.1abce W1.2 W1.9	5 weeks
Character and Point of View TE p. 183-184 Assessment: UNIT 2 TEST A	Analyze point of view Analyze methods of characterization Analyze character traits and motivation Draw Conclusions Make Inferences Monitor understanding Recognize main ideas and support Interpret graphic aids R3.3 R3.4 R3.9 R2.4 R2.5	Use knowledge of word origins to understand words Determine the correct usage of words with multiple meanings R1.2 R1.3	Use repetition to add emphasis Use precise adjectives Use adjective clauses relative pronouns, and relative adverbs LC1.1 LC1.3	Write a comparison-contrast essay (optional) Vary sentence beginning Add supporting and descriptive details W1.1 W1.9 W2.2ab	4 weeks
Setting, Mood and Imagery TE p. 299-300 Assessment: UNIT 3 TEST A	Identify details of setting Analyze setting and its impact on conflict Identify and analyze imagery Identify mood and analyze ways writers convey mood Understand setting as symbol Analyze details Paraphrase Identify author's perspective Cite evidence R2.7 R3.11 R3.7 R2.5 R3.2	Understand and use connotative and denotative meanings of words Use context clues to unlock word meaning R1.1 R1.2	Use compound predicates to write concisely Use descriptive details Use prepositional phrases to add important details LC 1.2 LC 1.3	Write a short story (optional) Use dialogue to develop characters' personalities Write in the present tense for effect W1.2 W1.9 W2.1abcde	4 weeks
Theme Symbol TE p.399-400 Assessment: UNIT 4 TEST A	Identify and analyze theme Analyze theme across genres Identify and interpret a symbol Analyze how symbols convey meaning and develop theme Identify an implied main idea Identify and analyze a sequence of events Outline a text Analyze ideas R3.7 R3.12 R3.5 R2.5 R3.6 R3.11	Use context clues to unlock word meaning Use knowledge of suffixes to understand words R1.1 R1.2	Punctuate quotations correctly Use Independent and Subordinate Clauses LC1.1 LC1.3	Write a literary analysis Add rhetorical questions for effect Vary sentence structure W1.1 W1.2 W1.9	5 weeks

Unit Assessments: Students will take the McDougall Littell Unit tests at the completion of each unit.

Semester Final Assessment: Students will take a pre-test and a post-test of a modified Semester Final based on McDougall Littell Benchmark Test covering units 1, 2, 3, and 4.

Required Writings: Students are required to compose a three writings throughout the semester including a Personal Narrative and Literary Analysis Essay.

Required Scoring: To ensure district wide continuity, the appropriate McDougall Littell rubrics, which are found in each Unit Resource Manager booklet will used to assess

UNIT	LITERARY FOCUS	VOCABULARY FOCUS	GRAMMAR FOCUS	WRITING FOCUS	LENGTH
Poetry TE p.665-665 Assessment: UNIT 7 TEST A	Analyze poetic structure and form Analyze figurative language and imagery Analyze sound devices Analyze diction and its effects Analyze tone Analyze ideas Visualize Paraphrase Make inferences Support an opinion R3.7 R3.11 R3.4	Academic Vocabulary only	Use participles and participial phrases Use infinitives and infinitive phrases LC1.1 LC1.3	Write a personal response to a poem Use descriptive language Write concisely W1.8 W2.2ab W1.9 W1.2	4 weeks
Drama TE p. 183-184 Assessment: UNIT 10 TEST A	Identify characteristics of Shakespearean tragedy and drama Identify characteristics of myth Identify character foils Identify and analyze a tragic hero Identify and analyze Shakespearean language, including word play, blank verse, and allusions Paraphrase a passage Understand sequence of events Keep track of events, cause-and-effect relationships as lead to outcome and relationships and roles R3.1 R3.10 R3.1 R3.3 R3.1	Academic Vocabulary only	Use parallelism to create rhythm or cadence Use quotation marks correctly LC1.1	Write a comparison-contrast essay (optional) Support ideas with relevant details W2.2abc W1.9 W2.3f	6 weeks
The Epic / Mythology TE 1085-1086 Assessment: UNIT 11 TEST A	Identify and analyze epic hero Identify and analyze epic settings Identify and analyze epic themes Identify and analyze archetypes Identify and analyze epic similes, epithets, and allusions Identify and analyze epic plots Summarize plot R3.7 R3.11 R3.4 R3.3	Academic Vocabulary only	Use figurative language to add descriptive details LC1.3	Write a subject analysis (optional) W1.9	3 weeks
Research TE 1185-1186 Assessment: UNIT 12 TEST A	Analyze and evaluate a research paper Use the Internet to select and navigate relevant sites Use library and reference sources to locate information Distinguish between primary and secondary sources Evaluate Web sites and other sources of information Collect data for a report R2.2	Academic Vocabulary only	Use correct research paper formatting Use transitions to connect ideas LC 1.5	Write a research paper Narrow a research topic Take notes and document sources Organize information for a report Summarize and paraphrase to avoid plagiarism Prepare a Works Cited list Support ideas with reasons W1.3 W2.3abcd W1.7 W1.9 W1.6 W1.5	6 weeks

Unit Assessments: Students will take the McDougall Littell Unit tests at the completion of each unit.

Semester Final Assessment: Students will take a pre-test and a post-test of a modified Semester Final based on McDougall Littell Benchmark Test covering units 7, 10, 11, & 12.

Required Writings: Students are required to compose a three writings throughout the semester including Personal Response to a Poem and Research Paper.

Required Scoring: To ensure district wide continuity, the appropriate McDougall Littell rubrics, which are found in each Unit Resource Manager booklet will be used to assess.

Literary Focus:	Narrative Structure
Writing Focus:	Personal Narrative
Vocabulary Focus:	Greek & Latin Roots, Synonyms and Antonyms
Grammar Focus:	Prepositional phrases, precise verbs, using modifiers, strong verbs in a series

Academic Vocabulary

Exposition	Rising Action / Complication	Climax	Falling Action
Flashback	Foreshadowing	Internal Conflict	External Conflict
Chronological Order			

Academic Skills

Analyze sequence of events	Predict	Analyze conflict	Draw Conclusions
Make Inferences	Analyze Irony	Analyze plot development	Create realistic dialogue
Punctuate Dialogue Correctly	Use precise words to describe	Create realistic characters	

Recommended Literature from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Literary Analysis Workshop: Plot and Conflict</i> Pages 24-31	informational text for academic vocabulary	academic vocabulary	
<i>A Sound of Thunder</i> Pages 32-51 Lexile: 720	foreshadowing (R3.6) plot elements (R3.6) analyze sequence (R3.6) make inferences predict	Latin roots (<i>mal</i>) (R1.1) Context clues	Sentence fragments & contractions (LC1.3)
<i>The Most Dangerous Game</i> Pages 52-77 Lexile: 740	internal conflict external conflict visualize predict	Denotation (R1.2) Connotation (R1.2) Context clues	Prepositional phrases (LC1.1)
<i>The Gift of the Magi</i> Page 94-105 Lexile: 950	Irony Predict	Greek roots (<i>chron</i>) Context Clues	Precise verbs (W1.9)
<i>The Rights to the Streets of Memphis</i> Pages 110-119 Lexile: 930	Autobiography Identify cause and effect	Synonyms (R1.2) Antonyms (R1.2) Context clues	Strong verbs in a series (W1.9)
ADDITIONAL ELEMENTS	Modifiers (W1.9) Latin roots (aud) (R1.1)	Latin prefix (<i>in-</i>) (R1.1)	Slang Language (W1.9)

Required Writing Personal Narrative

Writing Workshop: Narration
Pages 168-175

Writing Objectives: Analyze a student model that reflects the key traits of personal narratives
 Use the writing process to produce a personal narrative
 Revise and edit, using criteria for personal narratives

Key Traits of Writing

Focuses on an interesting, well-defined experience Uses dialogue and gestures to develop characters Clearly shows the order in which events occurred Uses a tone appropriate for the audience and purpose Uses precise words to help the reader visualize the characters & action Varies sentence structures to create a pleasing rhythm and flow	Re-creates the experience, using vivid and relevant details Hooks the reader with an intriguing introduction Concludes by summarizing the significance of the experience Reflects the writer's personality and style Employs correct grammar and usage
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Supplemental Materials for Instruction

Interactive Reader for all readings	Resource Manager	Best Practice Toolkit
Standards Lesson File	Media Smart CD	Write Smart CD

McDougal Littell Unit 2

4-21-11

Literary Focus:	Character and Point of View
Writing Focus:	Comparison-Contrast Essay
Vocabulary Focus:	Latin Roots, Greek Cultural Words, Context Clues, Etymologies, Specialized Vocabulary
Grammar Focus:	Precise adjectives, Repetition of emphasis, Adjective clauses, Relative adverbs, Commas and quotation Marks, Variety in sentence structure

Academic Vocabulary

Characterization	Character motives	Character Traits	First-person point of view
Third-person point of view (omniscient or limited)		Narrator	

Academic Skills

Analyze point of view	Analyze methods of characterization	Analyze character traits and motivation
Draw conclusions	Make inferences	Monitor understanding
Recognize main ideas and support	Interpret graphic aids	

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Literary Analysis Workshop: Character Traits, Motivation and Point of View</i> (R3.9 R3.3 R3.4) Pages 188-190	informational text for academic vocabulary		academic vocabulary
<i>Pancakes</i> Pages 192-205 Lexile: 930	1 st person POV (R3.9) Character Traits (R3.4) Draw Conclusions Predict	Latin Root (<i>ben</i>) (R1.1)	Precise Adjectives (W1.9)
<i>The Necklace</i> Pages 206-221 Lexile: 920	Character Motivation (R3.3) Point of View Make Inferences Predict	Latin Root (<i>spec</i>) (R1.1) Context Clues	Variety in sentence beginnings (LC 1.3)
<i>Hamadi</i> Page 222-249 Lexile: 910	Third person limited Make Inferences (R3.9)	Greek Cultural Words (R1.1)	Repetition for emphasis (LC1.3)
from <i>I Know Why the Caged Bird Sings</i> Pages 236-249 Lexile: 910	Characterization in Autobiography	Multiple Meaning Words	Adjective Clauses Relative Adverbs (LC1.1)

R= Reading LC= Language Conventions W= Writing

Optional Writing Comparison/Contrast Essay

Writing Workshop: Comparison-Contrast
Pages 284-291

Writing Objectives: Analyze a student model that reflects the key traits of comparison-contrast writing
Use the writing process to produce a comparison-contrast essay
Revise and edit, using criteria for comparison-contrast essay

Key Traits of Writing

Clearly states the subject being compared and/or contrasted	Presents a thesis statement that identifies similarities and/or differences
Includes an engaging introduction and a satisfying conclusion	Uses transitional words and phrases
Follows a consistent organizational pattern	Uses precise adjectives to convey similarities and differences
Uses language appropriate for the audience and purpose	Employs correct grammar and usage
Varies sentence beginnings for good pacing and variety	

Supplemental Materials for Instruction

Interactive Reader for all readings	Resource Manager	Best Practice Toolkit
Standards Lesson File	Media Smart CD	Write Smart CD

Literary Focus:	Setting, Mood and Imagery
Writing Focus:	Short Story (optional)
Vocabulary Focus:	Connotation and Denotation, Context Clues
Grammar Focus:	Compound predicates, descriptive details, using prepositional phrases for emphasis

Academic Vocabulary

Connotation	Denotation	Imagery	Mood
Paraphrase	Primary and Secondary Sources	Setting	Symbol

Academic Skills

Identify details of setting	Analyze setting and its impact on conflict	Identify and analyze imagery
Identify and analyze mood	Understand setting as symbol	Analyze details
Paraphrase	Identify author's perspective	Cite evidence to support a claim

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Literary Analysis Workshop: Theme and Symbol</i> (R3.7 R3.11) Pages 302-307	Informational text for academic vocabulary	Academic Vocabulary	
<i>A Christmas Memory</i> Pages 308-325 Lexile: 890	Analyze Imagery (R3.7) Make Inferences Details of Setting	Connotation Denotation	Verb Tense (LC1.2)
<i>Through the Tunnel</i> Pages 326-341 Lexile: 860	Setting as Symbol Draw Conclusions Analyze details (R3.7)	Latin Roots (<i>quest, quer, quisit</i>) (R1.1)	Compound Predicates (LC1.3)
<i>The Cask of Amontillado</i> Page 342-355 Lexile: 830	Mood (R3.11) Paraphrase Make Inferences	Latin Root (<i>clud</i>) (R1.1)	Formal Language (W1.9)

R= Reading LC= Language Conventions W= Writing

Optional Writing Short Story

Writing Workshop: Short Story
Pages 384-391

Writing Objectives: Analyze a student model that reflects the key traits of short story
Use the writing process to produce a short story
Revise and edit, using criteria for short story

Key Traits of Writing

<p>Focuses on a well-developed plot and compelling characters</p> <p>Includes descriptive details that reveal the setting and characters</p> <p>Sets the stage by introducing the characters, setting, or action</p> <p>Resolves the conflict in a convincing conclusion</p> <p>Uses sensory language to help readers imagine the fictional world</p> <p>Employs correct grammar and usage</p>	<p>Introduces, develops, and resolves a central conflict</p> <p>Uses dialogue to show characters' personalities</p> <p>Presents a clear and engaging sequence of events</p> <p>Maintains a consistent point of view</p> <p>Uses the active voice</p>
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Supplemental Materials for Instruction

Interactive Reader for all readings Standards Lesson File	Resource Manager Media Smart CD	Best Practice Toolkit Write Smart CD
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Literary Focus:	Theme and Symbol
Writing Focus:	Literary Analysis
Vocabulary Focus:	Suffixes and Context Clues
Grammar Focus:	Independent and Subordinate Clauses, Punctuation of quotations

Academic Vocabulary

Context Clues	Symbol	Theme	Outline
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Academic Skills

Identify and analyze theme	Analyze theme across genres	Identify and interpret a symbol
Identify an implied main idea	Identify and analyze a sequence of events	Analyze how symbols convey meaning
Outline a text	Analyze ideas	and develop theme

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Literary Analysis Workshop: Theme and Symbol</i> (R3.7) Pages 402-407	Informational text for academic vocabulary	Academic Vocabulary	
<i>Marigolds</i> Pages 408-421 Lexile: 1140	Theme and Setting (R3.12) Draw Conclusions Paraphrase	Context Clues Suffix (-or)	
<i>Sowing Change</i> Pages 422-425 Lexile: 1230	Outline Analyze ideas (R2.5, W1.4)		
<i>The Scarlet Ibis</i> Page 426-445 Lexile: 1060	Symbol (R3.7) Mood Theme Make Inferences about character	Context Clues Connotation (R1.2)	Independent Clauses Subordinate Clauses
<i>Two Kinds/Rice and Rose Bowl Blues</i> Pages 472-489 Lexile: 880	Themes across genres (R3.2, R3.5) Draw Conclusions	Context Clues Word Origins (Eponyms)	

R= Reading LC= Language Conventions W= Writing

Required Writing Literary Analysis

Writing Workshop
Pages 490-497

Writing Objectives: Analyze a student model that reflects the key traits of a literary analysis
Use the writing process to produce a literary analysis
Revise and edit, using criteria for literary analysis

Key Traits of Writing

Presents a thesis statement that clearly identifies key points of the discussion	Uses evidence from the text to support each key point
Has an engaging introduction that identifies the literary work being analyzed	Includes a clear organizational pattern
Summarizes ideas and makes broader judgments about the work	Varies in sentence structures
Uses a tone that is appropriate for the audience and purpose	Employs correct grammar and usage

Supplemental Materials for Instruction

Interactive Reader for all readings Standards Lesson File	Resource Manager Media Smart CD	Best Practice Toolkit Write Smart CD
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McDougal Littell Unit 7

4-21-11

Literary Focus:	Poetry
Writing Focus:	Personal Response to a Poem
Vocabulary Focus:	Academic Vocabulary for poetry
Grammar Focus:	Participles and participial phrases, Infinitives and infinitive phrases

Academic Vocabulary

Line	Stanza	Imagery	Figurative Language	Speaker
Repetition	Alliteration	Assonance	Traditional Poetry Form	Organic Poetry Form
Consonance	Meter	Rhyme	Rhythm	Rhyme Scheme
Sound Devices	Simile	Metaphor	Personification	Hyperbole
Lyric Poetry	Diction	Elegy	Concrete Poetry	Ode
Ballad	Dramatic Monologue	Tone		

Academic Skills

Identify and analyze poetic structure and form	Identify and analyze figurative language and imagery
Identify and analyze sound devices	Identify and analyze diction and its effects
Identify and analyze tone	

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Literary Analysis Workshop:</i> <i>The Language of Poetry</i> (R3.7, R3.11) Pages 668-675	Informational text for academic vocabulary	Academic Vocabulary	
<i>My Papa's Waltz</i> <i>I ask My Mother to Sing</i> <i>Grape Sherbet</i> Pages 675-683	Characteristics of Lyric Poetry Imagery (R3.7) Make inferences		Participles and participial phrases (LC1.1)
<i>Spring is like a perhaps hand</i> <i>Elegy for the Giant Tortoises</i> <i>Today</i> Pages 684-691	Characteristics of an Elegy Diction (R3.11)		
<i>400-Meter Freestyle</i> Pages 692-297	Characteristics of Concrete Poetry (R3.11) Form		
<i>For Poets</i> <i>Ode to My Socks</i> <i>Egg horror poem</i> Pages 702-713	Characteristics of an Ode Figurative Language (R3.7)		Infinitives and infinitive phrases (LC1.1)
<i>O What is That Sound</i> Pages 714-719	Characteristics of a Ballad Sound Devices (R3.7)		
<i>The Seven Ages of Man</i> <i>The Road not Taken</i> Pages 720-725	Characteristics of a Dramatic Monologue (R3.4) Meter		

R= Reading LC= Language Conventions W= Writing

Required Writing **Personal Response to a Poem**

Writing Workshop
Pages 726-733

Writing Objectives: Analyze a student model that reflects the key traits of a personal response to a poem
Use the writing process to produce a personal response to a poem
Revise and edit, using criteria for personal response to a poem

UNIT 7 cont.

Key Traits of Writing

Clearly presents an overall response to the poem or poems	Provides specific details and quotations to support the key ideas
Elaborates on the examples	Begins by identifying the poem or group of poems
Tone reflects the writer's personal reaction	Uses precise language to convey the personal response
Includes an engaging introduction and a conclusion that summarizes the response	
Varies sentence beginnings to add interest and energy	Employs correct grammar and usage

Supplemental Materials for Instruction

Interactive Reader for all readings
Standards Lesson File

Resource Manager
Media Smart CD

Best Practice Toolkit
Write Smart CD

McDougal Littell Unit 10

4-21-11

Literary Focus: Drama
Writing Focus: Comparison-Contrast Essay
Vocabulary Focus: Academic Vocabulary for drama
Grammar Focus: Parallelism, Proper use of Quotation Marks

Academic Vocabulary

Tragedy	Tragic Hero	Character Foil	Soliloquy	Blank Verse
Allusion	Aside	Word Play	Pun	Dramatic irony

Academic Skills

Identify and analyze characteristics of Shakespearean tragedy and drama	Identify and analyze characteristics of myth
Identify and analyze character foils	Identify and analyze the tragic hero
Identify and analyze Shakespearean language (word play, blank verse, allusions)	

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Shakespeare's World</i> Pages 926-929	Read to interpret literature in relationship to its time period Understand the influence of the Author's background		
<i>Literary Analysis Workshop: Shakespearean Drama</i> Pages 930-937	Characteristics of Shakespearean Drama and Tragedy (R3.1, 3.10) The Language of Shakespeare		
<i>Romeo and Juliet: Act One</i> Pages 938-967	Aside, Blank Verse, Pun (R3.1, R3.10)		
<i>Romeo and Juliet: Act Two</i> Pages 968-991	Allusion, Aside, Soliloquy, Tragedy (R3.1, R3.3, R3.10)		Parallelism
<i>Romeo and Juliet: Act Three</i> Pages 992-1017	Dramatic irony, Allusion (R3.1, R3.10)		
<i>Romeo and Juliet: Act Four</i> Pages 1018-1033	Comic Relief, Dramatic irony Pun, Tragedy (R3.1, R3.3)		
<i>Romeo and Juliet: Act Five</i> Pages 1034-1051	Soliloquy, Tragedy (R3.1, R3.10)		
<i>Pyramus and Thisbe</i> Pages 1062-1069	Myth		

R= Reading LC= Language Conventions W= Writing

Required Writing Comparison-Contrast Essay

Writing Workshop
Pages 1070-1077

Writing Objectives: Analyze a student model that reflects the key traits of a comparison-contrast essay
 Use the writing process to produce a comparison-contrast essay
 Revise and edit, using criteria for comparison-contrast essay

UNIT 10 cont.

Key Traits of Writing

Engaging introduction names the works being compared and clearly states the focus of the comparison

Supports ideas with relevant details from the two works Provides background information for the reader where it is needed

Presents a thesis statement that identifies important similarities and differences

Follows a consistent organizational pattern Uses transitions to connect ideas

Ends with a summary and a broader conclusion about ideas or techniques in the two works

Uses a tone that is appropriate for the audience and purpose Varies sentence beginnings for pacing and interest

Employs correct grammar and usage

Supplemental Materials for Instruction

Interactive Reader for all readings

Resource Manager

Best Practice Toolkit

Standards Lesson File

Media Smart CD

Write Smart CD

Literary Focus:	Mythology/The Epic
Writing Focus:	Subject Analysis
Vocabulary Focus:	Prefix (<i>fore-</i>), Latin Root (<i>solus</i>)
Grammar Focus:	Descriptive details, indefinite pronouns, parallel structure

Academic Vocabulary

epic plot	epic hero	epic archetypes	epithet	allusion
epic simile	epic setting	epic themes	alliteration	assonance
consonance	rhyme	imagery		

Academic Skills

- Identify and analyze epic characteristics (hero, plot, setting, archetypes, and themes)
- Identify and analyze epic language (similes, epithets, and allusions)
- Understand techniques for reading epics (visualizing, noting sound devices, and identifying character traits)
- Understand the influence of author background
- Analyze the influence of historical and cultural conflict
- Read nonfiction article to interpret literature in relationship to its period

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Homer's World</i> Pages 1088-1093	Read to Interpret Literature in relation to its time period		
<i>Literary Analysis Workshop: The Epic</i> Pages 1094-1101	Characteristics of the Epic The Language of Homer (Epic Simile, Epithet, Allusion) (R3.7, R3.11)		
<i>The Wanderings of Odysseus</i> Pages 1102-1139	Epic Hero Epic Simile Epithet Allusion (R3.4, R3.7)	Prefix (<i>fore-</i>)	
<i>The Homecoming</i> Page 1140-1169	Characteristics of an Epic Archetype Epic Simile Conflict (R3.3, R3.7)	Latin Root (<i>solus</i>)	

R= Reading LC= Language Conventions W= Writing

Optional Writing Subject Analysis

Writing Workshop: Subject Analysis
Pages 1170-1177

- Writing Objectives:
- Analyze a student model that reflects the key traits of a subject analysis
 - Use the writing process to produce a subject analysis
 - Revise and edit, using criteria for subject analysis

Key Traits of Writing

- | | |
|--|--|
| Present a thesis statement that identifies the main points of the analysis | Identify the subject of the analysis in an engaging introduction |
| Use evidence to support and explain the main points | Follows a consistent organizational pattern |
| Use transitions to connect ideas | Use words that are specific and accurate |
| Concludes by summarizing and showing the significance of the analysis | Employ correct grammar and usage |
| Use tone to add interest | |
| Vary sentence structure and length | |

Supplemental Materials for Instruction

Interactive Reader for all readings	Resource Manager	Best Practice Toolkit
Standards Lesson File	Media Smart CD	Write Smart CD

McDougal Littell Unit 12

4-21-11

Reading Focus: Analyze a Research Paper
Writing Focus: The Research Paper
Vocabulary Focus: Academic Vocabulary for research
Grammar Focus: Research writing style

Academic Vocabulary

research paper	research topic	sources	plagiarism
source cards	documentation	Works Cited list	web site
quotations	citations		

Academic Skills

Analyze and evaluate a research paper	Use the Internet to select and navigate relevant sites
Use the library and reference sources to locate information	Distinguish between primary and secondary sources
Evaluate Web sites and other sources of information	Collect data for a report
Narrow a research topic	Take notes and document sources
Organize information for a report	Summarize and paraphrase information for a report
Prepare a Works Cited list	Use transitions to connect ideas
Support ideas with reasons	

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<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Research Strategies Workshop</i> Page 1188- 1209	selection and use of print and electronic resources (W1.3, R2.3, W1.5)		

R= Reading LC= Language Conventions W= Writing

Optional Writing Research Paper

Writing Workshop: The Research Paper
Pages 1210-1233

Writing Objectives: Analyze a student model that reflects the key traits of a research paper
 Use the writing process to produce a research paper
 Revise and edit, using criteria for the research paper

Key Traits of Writing

Present a thesis statement that identifies the governing idea of the entire paper	Includes the writer's own ideas and interpretations Uses precise language to convey ideas clearly Varied sentence length and structure Uses correct grammar and usage Uses correct format and style for research writing
Support the thesis with evidence including quotations and paraphrases	
Synthesize information from multiple sources	
Has a focused introduction	
Maintains a tone that is appropriate for the topic, audience, and purpose	
Has a logical organizational pattern and transition words	
Credits all sources	

Supplemental Materials for Instruction

Interactive Reader for all readings	Resource Manager	Best Practice Toolkit
Standards Lesson File	Media Smart CD	Write Smart CD