

# El Monte Union High School District

## Course Outline

High School \_\_\_\_\_ District \_\_\_\_\_

Title: English 2 P

Transitional\* \_\_\_\_\_ (Eng. Dept. Only)

Sheltered (SDAIE)\* \_\_\_\_\_ Bilingual\* \_\_\_\_\_

AP\*\* \_\_\_\_\_ Honors\*\* \_\_\_\_\_

Department: English

Grade Level (s): 10

Semester \_\_\_\_\_ Year X

Year of State Framework Adoption 1997

This course meets graduation requirements:  <input checked="" type="checkbox"/> English <input type="checkbox"/> Fine Arts <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health & Safety <input type="checkbox"/> Math <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Social Science <input type="checkbox"/> Elective
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Department/Cluster Approval	Date

\*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, although successful completion of English 1P is recommended

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

English 2P 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. The course incorporates the various genres found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational 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 presenting in all classrooms a curriculum rich in a variety of multicultural literature that fosters self-esteem and cultural worth,
- B. by probing prior knowledge to connect existing knowledge with knowledge to be learned,
- C. by teaching concepts for which English learners may not have a cultural reference, including historical and mythological references, obscure terms, and dialect,
- D. by defining abstract concepts in concrete terms, and using specific examples,
- E. by using graphic organizers and rubrics to set expectations and facilitate organization of thought,
- F. by using a variety of other visual aids during instruction, such as pictures, films, realia, and audio,
- G. by using AVID, Marzano, and STRP strategies to improve reading and thinking skills,
- H. by reading literature aloud, as necessary,
- I. 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. Students also work with functional texts and build skills required to manipulate workplace documents.

**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):

- *McDougal Littell Literature, Grade 10, California*
- *McDougal Littell Grammar for Writing*
- *McDougal Little Grade 10 Interactive Reader*
- Core readings: A novel of the school's choice. *Night* is one available option.

B. Supplemental Materials and Resources:

- *McDougal Littell Grade 10 California Resource Manager*
- *Power Presentations*
- *McDougal Little eEdition DVD-rom*

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

Varies by site to include the following:

LCD projection, laptop carts with printers, computer labs, video/DVD and television, Internet, selected video and audio files, overhead projectors, and other multimedia

## 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 an 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 (CFBA Benchmarks, Unit 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 2P Curricular Map

SEMESTER ONE

UNIT	LITERARY FOCUS	VOCABULARY FOCUS	GRAMMAR FOCUS	WRITING FOCUS	LENGTH
<b>Narrative Devices</b> TE pp. 279 -381  Assessment: UNIT 3 TEST A	Analyze point of view Identify and analyze flashback Identify and analyze chronological order  R1.1, 3.4, 3.6, 3.9	Understand and use Latin roots to determine the meaning of words  R1.1, 1.2	Use Appositives  Verb Tenses  LC.1.1, 1.2	Write a short story Use appropriate language Use similes to add detail Use formal language  W 1.9, 2.1a, 2.2ab	4 weeks
<b>Argument and persuasion</b> TE pp.568-683  Assessment: UNIT 6 TEST A	Distinguish fact from opinion Summarize Analyze and evaluate an argument (claims, support, evidence, counterarguments) Identify and analyze persuasive techniques  R1.1, 1.2, 2.8,	Understanding and using specialized vocabulary Use a thesaurus Use etymology to draw meaning  R1.1 R1.2	Use compound-complex sentences Use interrogative pronouns  LC1.2, 1.3	Write an editorial Utilize appropriate tone Utilize formal language  W1.1, 1.2, 1.9, 2.2, 2.3, 2.4abcd	3 weeks
<b>Author's Purpose and Perspective</b>  TE pp. 478-567 Assessment: UNIT 5 TEST A	Identify author's purpose Identify author's perspective Recognize tone Recognize patterns of organization Interpret graphic aids Analyze a news article Synthesize  R1.1, 2.4, 2.5, 3.2, 3.6, 3.7, 3.11	Understand analogies Use metaphors and similes to understand words  R1.1	Use participles and participial phrases Use adverb clauses Punctuation  LC 1.1	Write a cause-and-effect essay Use transitions to improve flow  W1.1, 1.9, 2.3ac	6 weeks
<b>Research</b> TE pp. 1210-1257 Assessment: UNIT 12 TEST A	Plan and focus research Develop a research question Use the internet to select relevant sites Distinguish between primary and secondary sources Use parts of a book to locate information Collect original data for a report  R2.2, 2.3 W1.3	Academic vocabulary  R1.1		Write a research paper Narrow a research topic Summarize and paraphrase information Quote directly and avoid plagiarism Document sources Prepare a works cited list Format a research paper  W1.3, 1.6, 1.7, 1.9, 2.3abcde	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 3, 6, 5, and 12.

**Required Writings:** Students are required to compose three writings throughout the semester including an editorial and literary analysis essay.

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

English 2P Curricular Map

SEMESTER TWO

UNIT	LITERARY FOCUS	VOCABULARY FOCUS	GRAMMAR FOCUS	WRITING FOCUS	LENGTH
<b>CAHSEE Preparation</b>  R 2.5	Extending ideas from source materials through analysis	Understand and analyze academic vocabulary	Identify and correctly use clauses, phrases, and mechanics of punctuation	Write a business letter Establish a coherent thesis about the subject and keep consistent focus. Use appropriate language and tone	4 weeks
<b>Theme and Symbol</b> TE pp. 383-477  Assessment: UNIT 4 TEST A	Identify theme and universal theme Analyze authors' messages across genres Analyze theme and setting Analyze theme and character Interpret symbol and theme	Use prefixes to help unlock word meanings Understand and use connotation and denotation of words	Use subordinate clauses to improve sentence flow Use compound predicates to write precisely Use adverbs to add descriptive details	Write a comparison-contrast essay Use transitions to improve flow	6 weeks
<b>Poetry</b> TE pp.684-759  Assessment: UNIT 7 TEST A	Analyze poetic form, including line, rhyme scheme, and stanza Analyze imagery Analyze figurative language, including simile, metaphor, and personification Analyze sound devices including repetition, alliteration, assonance, and consonance	Understanding and using specialized vocabulary Use a thesaurus Use etymology to draw meaning	Use precise verbs  Parallel structure	Write a literary analysis essay Use precise language to express rhythm, sound, and imagery Use parallelism to create rhythm	4 weeks
<b>Drama</b> TE pp. 1078-1207  Assessment: UNIT 11 TEST A	Identify characteristics of tragedy Identify and analyze a soliloquy and an aside Identify and analyze Shakespearean style Identify and analyze blank verse		Use adjective clauses  Modifiers (comparative and superlative forms)	Write a comparison-contrast essay Organizational patters	4 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 4, 7, and 11.

**Required Writings:** Students are required to compose three writings throughout the semester including a research paper and a business letter.

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

**List of suggested novels (choice of novels may vary from site to site)**

- *Lord of the Flies*
- *To Kill a Mockingbird*
- *All Quite on the Western Front*
- *Night*
- *The House on Mango Street*

## Narrative Devices (McDougal Littell Unit 3)

<b>Literary Focus:</b>	Narrative Devices
<b>Writing Focus:</b>	Short Story
<b>Vocabulary Focus:</b>	Understanding Latin Roots
<b>Grammar Focus:</b>	Using appositives and appositive phrases, adding descriptive details
<b>Assessment:</b>	Unit 3 Test A: Unit and Benchmark Tests pp.53-64

### Academic Vocabulary

First-person point of view	Second-person point of view	Third-person limited point of view	Flashback
Omniscient point of view	Reflective essay	Chronological Order	Foreshadowing
Inference	Sensory detail		

### Academic Skills

Analyze point of view	Analyze flashback	Identify and analyze chronological order	Make inferences
Draw conclusions	Analyze sensory details	Identify main idea and supporting details	Use appositives to write concisely
Use similes to add descriptive details			

### Recommended Readings with California Standards from McDougall Littell Unit 3

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Narrative Devices</i> Pages 282-287	Informational text for academic vocabulary		Academic Vocabulary
<i>By the Waters of Babylon</i> Pages 288-303 Lexile: 800	First-Person POV (R3.9) Foreshadowing	Formal Language (W1.9)	
<i>There Will Come Soft Rains</i> Pages 304-315 Lexile: 910	Chronological Order (R3.6)		Latin Roots ( <i>man</i> ) (R1.1) Context Clues
<i>The Doll's House</i> Pages 320-331 Lexile: 760	Omniscient POV (R3.9) Theme		
<i>The Seventh Man</i> Pages 332-351 Lexile: 910	Foreshadowing (R3.6) Flashback (R3.6)	Sensory/Descriptive Details (W1.2)	Context Clues Latin Roots ( <i>sen</i> ) (R1.1)
<b>ADDITIONAL ELEMENTS</b>	Use similes to add descriptive details Consistent verb tense	Appositive phrase	Consistent POV

R= Reading LC= Language Conventions W= Writing

### Optional Writing: Short Story

*Writing Workshop: Short Story*  
Pages 368-p375

**Writing Objectives:**

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

#### Key Traits of Writing

Creates an interesting plot with one or more characters	Resolves the conflict in a convincing conclusion
Develops and resolves a central conflict	Has a consistent point of view throughout
Includes descriptive details that reveal the setting and characters	Has a consistent point of view throughout
Uses dialogue to show characters' motivations and personalities	Uses sensory language and imagery
Introduces elements in a way that gets a reader's attention	Varies sentence types and structures
Presents a clear and engaging sequence of events	Employs correct grammar and usage

**Supplemental Materials fo**  
Interactive Reader for all re:  
Standards Lesson File

## Argument and Persuasion (McDougal Littell Unit 6)

<b>Literary Focus:</b>	Argument and persuasion
<b>Writing Focus:</b>	Editorial
<b>Vocabulary Focus:</b>	Understanding specialized vocabulary, using a thesaurus
<b>Grammar Focus:</b>	Using compound-complex sentences
<b>Assessment:</b>	Unit 6 Test A: Unit and Benchmark Tests pp.129-136

### Academic Vocabulary

Fact and opinion <b>Transfer</b>	Persuasive devices Rhetorical devices	<b>Testimonial</b> Claim and support <b>Evidence</b>	<b>Emotional appeal</b> <b>Loaded language</b> Argument	<b>Ethical appeal</b> <b>Counterargument</b> <b>Slogan</b>
Inductive reasoning	Deductive reasoning			

### Academic Skills

Distinguish fact from opinion	Summarize	Analyze and evaluate arguments (claims, support, evidence, counterarguments)
Identify and analyze persuasive techniques		

### Recommended Readings with California Standards from McDougal Littell Unit 6

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Argument and Persuasion</i> Pages 572-577	Analyze and evaluate Arguments and persuasion		Academic Vocabulary
<i>Doing Nothing is Doing Something</i> Pages 578-585 Lexile: 1170	Fact and Opinion Argument (R2.8)		Context clues Etymology
<i>Abolishing the Penny Makes Good Sense</i> Pages 586-591 Lexile: 1040	Evidence (R2.8) Deductive reasoning (R2.8)		
<i>On Nuclear Disarmament</i> Pages 592-603 Lexile: 970	Rhetorical devices (R3.11) Inductive reasoning (R2.8)		Context clues Specialized vocabulary
<i>I Acknowledge Mine</i> Pages 604-617 Lexile: 1110	Persuasive Techniques		Context clues Analogies
<i>A Chip of Glass Ruby</i> Pages 628-643 Lexile: 990	Theme and persuasion	Compound-complex sentences	Context clues Use a thesaurus

R= Reading LC= Language Conventions W= Writing

### Required Writing: Editorial

*Writing Workshop: Editorial*  
Pages 670-677

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

#### Key Traits of Writing

Identifies the issue clearly	Uses transitions to connect ideas
Presents a clear, logical claim in a thesis statement	Concludes with a summary of main points and call to action
Supports the thesis with relevant and convincing reasons and evidence	Uses a tone that is suited to the audience and purpose
Anticipates and answers opposing viewpoints with counterarguments	Uses persuasive language effectively
Has an introduction that describes the issue in a memorable way	Varies sentence structures for interest and flow
Uses patterns of organization that clarifies ideas and relationships	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

## Author's Purpose and Perspective (McDougal Littell Unit 5)

<b>Literary Focus:</b>	Author's purpose and perspective
<b>Writing Focus:</b>	Cause-and-effect essay
<b>Vocabulary Focus:</b>	Understand analogies, use metaphors and similes to understand words
<b>Grammar Focus:</b>	Correct use of participles and participial phrases, adverb clauses, and transitions
<b>Assessment:</b>	Unit 5 Test A: Unit and Benchmark Tests pp.101-112

### Academic Vocabulary

Author's perspective Tone and diction	Patterns of organization <b>Audience</b>	<b>Compare and contrast</b> Graphic aids	<b>Chronological order</b> Author's purpose	<b>Classification</b> Metaphor and simile
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### Academic Skills

Identify author's purpose Interpret graphic aids	Identify author's perspective Analyze a news article	Recognize tone Synthesize	Recognize organizational patterns <b>Identify cause and effect</b>
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### Recommended Readings with California Standards from McDougal Littell Unit 5

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Author's Purpose and Perspective</i> Pages 482-487	Author's perspective Author's purpose		Academic Vocabulary
<i>The Plot Against People</i> Pages 488-493 Lexile: 1250	Tone Diction		
<i>Why Leaves Turn Color in the Fall</i> Pages 494-503 Lexile: 1150	Author's purpose (R3.7) Cause and effect	Participles (LC1.1) Participial phrases	Metaphors Similes (R1.1)
<i>Blowup: What Went Wrong at Storm King Mountain</i> Pages 508-523 Lexile: 1170	Narrative nonfiction Graphic Aids	Adverb clauses (LC1.1)	Context clues Analogies
<i>And of Clay Are We Created</i> Pages 528-541	Author's perspective		Latin roots ( <i>fort</i> )
<i>Girl, Trapped in Water...</i> Pages 542-545 Lexile: 1330	Analyze a news article Compare forms (R2.5, 3.2)		

### ADDITIONAL ELEMENTS

### Transitions

R= Reading LC= Language Conventions W= Writing

### Optional Writing: Cause-and-Effect Essay

*Writing Workshop: Cause-and-Effect Essay*

Pages 554-561

**Writing Objectives:**

- Analyze a student model that reflects the key traits of a cause-and-effect essay
- Use the writing process to produce a cause-and-effect essay
- Revise and edit, using criteria for writing a cause-and-effect essay

#### Key Traits of Writing

Clearly identifies a true cause-and-effect relationship	Has a tone appropriate for the audience and purpose
Presents a thesis that explains the cause and effect relationship	Uses precise language to explain each cause and effect
Includes facts, examples, and details to illustrate cause and effect	Varies sentence lengths to add interest and energy
Has an interesting introduction and satisfying conclusion	Employs correct grammar and usage
Presents cause(s) and effect(s) in a sensible order	
Uses transitions to signal connections between cause(s) and effect(s)	

### Supplemental Materials for Instruction

Interactive Reader for all readings  
Standards Lesson File

Resource Manager  
Media Smart CD

Best Practice Toolkit  
Write Smart CD

## Research (McDougal Littell Unit 12)

<b>Literary Focus:</b>	Research
<b>Writing Focus:</b>	Research Paper
<b>Vocabulary Focus:</b>	Academic Vocabulary

### Academic Vocabulary

Research topic	Sources	Research librarian	Documentation	Research paper	Web site
Source cards	Resources	Plagiarism	Works cited list	Keyword search	Atlas
Subheading	Glossary	Copyright page	Bibliography	Reliable sources	Index
Paraphrasing	Summarizing	Primary source	Secondary source	Research question	Link

### Academic Skills

Analyze and evaluate a research paper	Use the Internet to select and navigate relevant sites	Use reference sources
Evaluate Web sites and other sources	Distinguish between primary and secondary sources	Collect data for a report

### Recommended Readings with California Standards from McDougal Littell Unit 12

<u>Title</u>	<u>Research Skills Focus</u>
<i>Research Strategies Workshop:</i> Pages 1212-1233	Plan and focus research (W1.3) Develop research questions (R2.3, W1.3) Take notes (R2.3) Use the Internet to select relevant sites (W1.3) Navigate relevant Internet sites (W1.3) Use library or media center resources (W1.3) Distinguish between primary and secondary sources (W1.3) Use parts of a book to locate information (W1.3) Choose and evaluate information and sources by apply evaluation criteria (W1.3) Use evaluation criteria to evaluate a Web site (W1.3) Use evaluation criteria to evaluate nonfiction books, periodical, and newspapers (W1.3) Collect original data for a report (W1.3)

R= Reading LC= Language Conventions W= Writing

### Required Writing: Research Paper

*Writing Workshop: Research Paper*  
Pages 1234-1255

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 writing a research paper
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#### Key Traits of Writing

Presents a thesis statement that identifies the controlling idea	Maintains an appropriate tone for the audience and purpose
Supports the thesis with evidence	Conveys ideas clearly by using precise language
Synthesizes information from multiples sources	Varies sentence lengths and structures
Includes the writer's own ideas and interpretations	Employs correct grammar and usage
Has a focused introduction	Credits sources
Is sensibly organized, with transitional words and phrases	Uses correct formats and style
Comes to an interesting and well-thought-out conclusion	

### Supplemental Materials for Instruction

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

## Theme and Symbol (McDougal Littell Unit 4)

<b>Literary Focus:</b>	Theme and symbol
<b>Writing Focus:</b>	Comparison-contrast essay
<b>Vocabulary Focus:</b>	Connotation and denotation of words
<b>Grammar Focus:</b>	Use subordinate clauses to improve flow, write concisely using compound predicates, use adverbs to add descriptive details
<b>Assessment:</b>	Unit 4 Test A: Unit and Benchmark Tests pp.77-78

### Academic Vocabulary

Theme	Universal theme	Verbal irony	Symbol	Connotation	Setting
Conflict	Persuasive essay				

### Academic Skills

Identify theme and universal theme	Analyze authors' messages across genres	Analyze theme and setting
Analyze theme and character	Interpret symbol and theme	<b>Monitor understanding</b>
<b>Draw conclusions</b>		

### Recommended Readings with California Standards from McDougal Littell Unit 4

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Theme and Symbol</i> Pages 386-393	Theme Symbol		Academic Vocabulary
<i>The Interlopers</i> Pages 394-405 Lexile: 1230	Theme, setting Monitor understanding	Subordinate clauses (LC1.1)	Context Clues Connotation (R1.2)
<i>Two Friends</i> Pages 406-419 Lexile: 960	Symbol (3.7) Setting	Compound Predicates (LC1.2)	Context Clues Analogies
<i>When Mr. Pirzada Came to Dine</i> Pages 420-441 Lexile: 1170	Theme Character (R3.3) Drawing conclusions	Adverbs (W1.9)	Context Clues Latin Prefixes ( <i>im-</i> )
<i>Do not weep, maiden, for war is kind/ the sonnet-ballad</i> Pages 442-447	Universal Theme (R3.5) Verbal Irony (R3.8)		

### ADDITIONAL ELEMENTS

### Transitions

R= Reading LC= Language Conventions W= Writing

### Optional Writing: Comparison-Contrast Essay

*Writing Workshop: Comparison-Contrast Essay*  
Pages 464-471

**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 writing a comparison-contrast essay

#### Key Traits of Writing

Clearly identifies the works being compared and/or contrasted	Uses appropriate language for the audience and purpose
Includes a thesis statement that identifies similarities and differences	Uses different sentence beginnings for pacing and variety
Uses specific examples to support key ideas	Employs correct grammar and usage
Includes a strong introduction and a satisfying conclusion	
Follows a consistent organizational pattern	
Uses transitional words and phrases	

### Supplemental Materials

Interactive Reader for all  
Standards Lesson File

## Poetry (McDougal Unit 7)

**Literary Focus:** Poetry  
**Writing Focus:** Literary Analysis  
**Vocabulary Focus:** Academic Vocabulary  
**Grammar Focus:** Using precise verbs, parallelism  
**Assessment:** Unit 7 Test A: Unit and Benchmark Tests pp.149-160

**Academic Vocabulary**

Form	Sonnet	Free verse	Limerick	Ballad	Literary analysis	Line
Stanza	Couplet	Imagery	Sound devices	Onomatopoeia	Alliteration	Consonance
Repetition	Assonance	Rhyme	Rhyme scheme	End-stopped	Enjambment	Concrete poem
Simile	Personification	Imagery	Figurative Language	Oral interpretation		

**Academic Skills**

Analyze poetic form      Analyze imagery      Analyze figurative language      Analyze sound devices

**Recommended Readings with California Standards from McDougal Littell Unit 7**

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: The Language of Poetry</i> Pages 688-695	Form, Sound devices Imagery, Figurative language (R3.7)		Academic Vocabulary
<i>There Will Come Soft Rains/ Meeting at Night/The Sound of Night</i> Pages 696-703	Sound devices (R3.7)	Precise Verbs (W1.2)	
<i>I dwell in Possibility -/Variation on a Theme by Rilke/blessing the boats</i> Pages 704-711	Form (lyric poetry) Figurative language (R3.7, 3.11)	Parallelism (LC1.2)	
<i>The Fish/Christmas Sparrow/The Sloth</i> Pages 712-719	Form (free verse) Imagery (R3.7)		
<i>Sonnet 18/Sonnet XXX of Fatal Interview</i> Pages 728-733	Form (Sonnet) (R3.7, 3.11)		

**ADDITIONAL ELEMENTS**      **Thesis**

R= Reading LC= Language Conventions W= Writing

**Required Writing: Literary Analysis**

*Writing Workshop: Literary Analysis*  
Pages 746-753

**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 writing a literary analysis

Key Traits of Writing

Identifies the issue clearly	Uses transitions to connect ideas
Presents a clear, logical claim in a thesis statement	Concludes with a summary of main points and call to action
Supports the thesis with relevant and convincing reasons and evidence	Uses a tone that is suited to the audience and purpose
Anticipates and answers opposing viewpoints with counterarguments	Uses persuasive language effectively
Has an introduction that describes the issue in a memorable way	Varies sentence structures for interest and flow
Uses patterns of organization that clarifies ideas and relationships	Employs correct grammar and usage

**Supplemental Materials**

Interactive Reader for all 1  
Standards Lesson File

**Drama (McDougal Littell Unit 11)**

**Literary Focus:** Drama

**Writing Focus:** Comparison-contrast essay  
**Vocabulary Focus:** Academic Vocabulary  
**Grammar Focus:** Using adjective clauses  
**Assessment:** Unit 11 Test A: Unit and Benchmark Tests pp.245-246

**Academic Vocabulary**

Tragedy	Tragic hero	Tragic flaw	<b>Conflict</b>	Catastrophe	Soliloquy
Aside	Dramatic irony	Verse dramas	Iambic pentameter	Blank verse	Cast of characters
Foreshadowing	Synopsis Dialogue	Historical background	<b>Rhetorical Device</b>	<b>Repetition</b>	<b>Parallelism</b>

**Academic Skills**

Identify characteristics of tragedy                      Identify and analyze a soliloquy and an aside                      Identify and analyze blank verse  
 Identify and analyze Shakespearean style (rhetorical devices)

**Recommended Readings with California Standards from McDougal Littell Unit 11**

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Grammar Focus</u>	<u>Vocabulary Focus</u>
<i>Literary Analysis Workshop: Shakespearean Drama</i> Pages 1086-1093	Shakespearean tragedy Shakespearean language (R3.1, 3.4, 3.10)		Academic Vocabulary
<i>The Tragedy of Julius Caesar, Act One</i> Pages 1094-1115	Shakespearean drama, blank verse Tragedy, soliloquy (R3.1, 3.4, 3.10)		
<i>The Tragedy of Julius Caesar, Act Two</i> Pages 1116-1133	Shakespearean drama, tragic hero Dramatic irony (R3.1, 3.4, 3.10)		
<i>The Tragedy of Julius Caesar, Act Three</i> Pages 1134-1153	Shakespearean drama Rhetorical devices Tragic hero (R3.1, 3.4, 3.10)	Adjective clauses	
<i>The Tragedy of Julius Caesar, Act Four</i> Pages 1154-1169	Shakespearean drama Tragic hero (R3.1, 3.4, 3.10)		
<i>The Tragedy of Julius Caesar, Act Five</i> Pages 1170-1185	Shakespearean drama Tragic hero (R3.1, 3.4, 3.10)	Adjective clauses (LC1.1)	

**ADDITIONAL ELEMENTS**                      **Thesis**                      **Transition**                      **Background information**

R= Reading LC= Language Conventions W= Writing

**Optional Writing: Comparison-Contrast Essay**

*Writing Workshop: Comparing a Play and Film*  
 Pages 1194-1201

**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 writing a comparison-contrast essay

Key Traits of Writing

Clearly states the focus of the comparison	Ends with a summary and a broader conclusion
Includes a thesis statement that identifies similarities and differences	Uses appropriate language for the audience and purpose
Uses relevant details from the two works to support ideas	Includes precise literary and media terms
Follows a clear, logical organizational pattern	Uses different sentence lengths for interest and variety
Connects ideas with transitions	Employs correct grammar and usage
Provides background information for the reader	

**Supplemental Materials for Instruction**

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

**10<sup>th</sup> Grade Unit Test Planning:**

**1. Unit 3 Test A: (pp.53-64)**

- a. Reading: *from The Bedquilt* (pp.56-58)
  - i. Comprehension #1-8 (p. 59)
- b. Reading: Writing and Grammar Passage (p. 62):
  - i. Questions #1-12 (pp.62-63)
- c. Short Answer:
  - i. Extended Response #11 (p.60)
- d. Notes:
  - i. 20 MC questions, 1 SA question
  - ii. Reading passage is 3.5 pages long
  - iii. Should we add some declarative knowledge Qs?

**2. Unit 4 Test A: (pp.77-88)**

- a. Reading: *The Bracelet, from My Losing Season* (pp.77-81):
  - i. Comprehension #1-17, #19-20 (pp.81-83)
- b. Reading: Writing and Grammar Passage (p.86):
  - i. Questions #2-10 (pp.86-87)
- c. Short Answer:
  - i. Extended Response #23 (p.83)
- d. Notes:
  - i. 28 MC questions, 1 SA question
  - ii. Reading passage is 4.5 pages long
  - iii. Should #18 be included (p.83)? The terms *figurative language* and *imagery* are not included in the unit.

**3. Unit 5 Test A: (pp.101-112)**

- a. Reading: *Meteorites..., Solid Competition, I Grew Up...* (pp.101-105):
  - i. Comprehension #1-3, 6-20 (pp.105-108)
- b. Reading: Writing and Grammar Passage (p.110):
  - i. Questions #1, 3,4,5,7,8,9,11,12 (pp.110-111)
- c. Short Answer:
  - i. Extended Response #23 (p.108)
- d. Notes:
  - i. 27 MC questions, 1 SA question
  - ii. Reading passage is long 4.5 pages long

**4. Unit 6 Test A: (pp.129-136)**

- a. Reading: *War of the Worlds, Why Pluto...* (pp.125-128):
  - i. Comprehension #1-20 (pp.129-131)
- b. Reading: Writing and Grammar Passage (p.110):
  - i. Questions #1, 2, 3, 4, 6, 7, 8, 10, 11 (pp.133-135)
- c. Short Answer:
  - i. Extended Response #23 (p.131)
- d. Notes:
  - i. 29 MC questions, 1 SA question
  - ii. Reading passage is 3.5 pages long

**5. Unit 7 Test A: (pp.149-160)**

- a. Reading: *The Writer, The Broken Oar* (pp.125-128):
  - i. Comprehension #1-15, 17-19 (pp.149-151)
- b. Reading: *Niels Strangeson's Stone Tower* (pp.154-155):
  - i. Comprehension #23-27 (pp.156)
- c. Reading: Writing and Grammar Passage (p.158):
  - i. Questions #1, 2, 3, 4, 5, 8 (pp.133-135)
- d. Short Answer:
  - i. Extended Response #22 (p.153)
- e. Notes:
  - i. 28 MC questions, 1 SA question
  - ii. 2 separate reading "passages"
  - iii. Readings are short because they are poems

**6. Unit 11 Test A: (pp.245-256)**

- a. Reading: *from Julius Caesar: Act III, Scene I* (pp.245-249):
  - i. Comprehension #1-19 (pp.250-252)
- b. Reading: Writing and Grammar Passage (p.254):
  - i. Questions #2, 3, 4, 6, 7, 8, 11, 12 (pp.254-255)
- c. Short Answer:
  - i. Extended Response #31 (p.266)
- d. Notes:
  - i. 27 MC questions, 1 SA question
  - ii. Short Answer is taken from Unit 11 Test B

**7. Unit 12 Test A: (pp.245-256)**

- a. Web graphic: (p. 269):
  - i. Questions #1-8 (pp.269-270)
- b. Reading: Primary and Secondary Sources: *from Sail of the Century, from South: The Story...* (pp.270-271):
  - i. Questions #10-12 (pp.272)
- c. Reading: Paraphrasing, Summarizing, and Plagiarizing: *from Explorers* (p. 273):
  - i. Questions #16-20 (pp.274)
- d. Reading: Research Data (p. 275-276):
  - i. Prewriting questions #22-28 (pp.277)
  - ii. Researching questions #29, 30, 33, 34 (p.278)
  - iii. Drafting questions #39, 40, 41
- e. Notes:
  - i. 31 MC questions, 0 short answer