

El Monte Union High School District

7/25/ 2011

Course Outline

High School _____ District _____

Title: English 4 P

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: English

Grade Level (s): 12

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

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 3P is recommended

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

English 4P focuses on a historical approach to the study of British and World literature and the continued development of student skills in reading, writing, listening, and speaking. The course is college preparatory, with the curriculum based on the California State Content Standards for English Language Arts (CSCS-ELA) and the CA Common Core State Standards. The course incorporates the various genres found in literature: short story, novel, drama, poetry, and non-fiction. In addition, informational texts and workplace documents are embedded in the chapter organization of the textbook. All students will write a descriptive essay, a literary analysis, a compare/contrast essay, a reflective essay, and a major research project.

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, and helps students understand the relevance of global perspectives on the governmental and economic policies of the United States, concepts covered by the Social Science department at the Senior level.

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 work on their four-year school plan with their counselor, and read literature that references various career opportunities.

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. apply their knowledge of word origins to determine meaning of new words encountered in reading, and to use those words correctly.
- B. read and understand a variety of grade-level appropriate material and analyze organizational patterns.
- C. make substantial progress toward the goal of reading two million words by grade 12 by reading every day.
- D. read and respond to significant works of literature that enhance their studies of social science.
- E. conduct analyses of recurrent patterns and themes in literature.
- F. write coherent and focused essays that convey a defined perspective and reasoned argument, and which reflect an understanding of audience and purpose.
- G. Students will produce narrative, expository, persuasive, and descriptive essays while demonstrating a command of standard American English.

▪ **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 4P Curricular Map

FALL SEMESTER

UNIT	LITERARY FOCUS	VOCABULARY FOCUS	GRAMMAR FOCUS	WRITING FOCUS	LENGTH
The Anglo-Saxon and Medieval Periods TE pp. 14 -280 Assessment: UNIT 1 TEST A	Identify and analyze characteristics of an epic Use strategies for reading Old English Poetry Identify and analyze methods of characterization Identify character traits Identify and analyze irony Make inferences Recognize a writer’s motives	Use knowledge of Latin roots to help determine word meaning Use context to help determine the intended meaning of multiple-meaning words	Use adjectives and verbs to create imagery Use subordinate clauses, participles, and participial phrases to craft effective sentences Use transitions to connect ideas Additional Grammar Skills	Write a comparison-contrast essay Additional writing skills W 1.1, 1.2, 1.3,1.5, 1.9, 2.1, 2.2	8 WEEKS
The English Renaissance TE pp. 282-544 Assessment: UNIT 2 TEST A	Analyze Shakespearean tragedy Identify and analyze sonnet forms Interpret metaphysical conceit Identify and analyze rhyme scheme Use strategies for Reading Shakespearean drama Summarize key ideas in poetry Analyze imagery and personification Interpret figurative language and meanings	ACADEMIC VOCABULARY	Construct formal language by using sophisticated vocabulary and complex sentence structure Use adjectives and verbs to add sensory detail Use verb tenses correctly Additional grammar skills	Write a cause-and-effect essay Use parallelism Additional writing skills W 1.1, 1.3, 1.5,1.6, 1.7, 1.9, 2.2	6 WEEKS
The Restoration and The 18th Century TE pp. 546-732 Assessment: UNIT 3 TEST A	Understand and interpret satire, including verbal irony Draw conclusions Identify and analyze author’s purpose Understand satire in historical context Identify a preposition and support Identify a counterargument Analyze elements of an argument (claim, support, counterargument)	Use knowledge of synonyms to understand the meaning of words Use a dictionary entry to determine precise meaning and usage	Use subordinate clauses to add description Additional grammar skills	Write a persuasive essay Use parallelism to add emphasis Additional writing skills W1.1, 1.2,1.3,1.4,1.5,1.9, 2.2	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 1,2 and 3.

Required Writings: Students are required to compose three writings throughout the semester. **Writing Grading:** To ensure district wide continuity the appropriate McDougall Littell rubrics, which are found in each resource unit, will be used to assess student writing.

Unit	Literary Focus	Vocabulary Focus	Grammar Focus	Writing Focus	Length
<p>The Romantic Period TE pp. 734-889</p> <p>Assessment: Unit 4 TEST A</p>	<p>Identify and analyze the characteristics of Romanticism. Understand form and meaning in poetry. Identify, analyze, and compare stanza structures and rhythmic patterns in poetry. Identify and analyze sound devices, including alliteration, consonance, assonance, and onomatopoeia. Identify and analyze figurative language, including metaphor, simile, and apostrophe. Identify, interpret, and visualize imagery in poetry. Paraphrase complex structures to enhance comprehension. Analyze literary criticism, including author’s position, and support.</p> <p>R 3.1, 3.2, 3.4, 3.7</p>	<p>Understand historical development of the English language.</p> <p>Understand and use academic vocabulary.</p> <p>R 1.1, 1.2</p>	<p>Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>LC 1.1, 1.2, 1.3</p>	<p>Write a reflective essay.</p> <p>Write a research paper.</p> <p>Use personification to create effective imagery.</p> <p>Add emphasis to show intensity and emotion.</p> <p>1.1, 1.2, 1.3, WA 2.3, WS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</p>	<p>4-5 weeks</p>
<p>The Victorian Era TE pp. 890-1071</p> <p>Assessment: Unit 5 TEST A</p>	<p>Understand the historical and cultural context of the Victorian era. Identify and analyze characteristics of realism and naturalism in fiction. Identify and analyze point of view and theme. Identify and analyze speaker. Identify and analyze mood and tone. Make inferences and draw conclusions. Identify a writer’s key ideas and supporting details. Identify, analyze, and evaluate persuasive techniques.</p> <p>R 2.6, 3.1, 3.2, 3.3, 3.4, 3.7</p>	<p>Use context clues and affixes to help determine the meaning of unfamiliar words.</p> <p>Understand and use academic vocabulary.</p> <p>R 1.1, 1.2</p>	<p>Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>Use verbs and modifiers to add sensory details.</p> <p>LC 1.1</p>	<p>Write a biographical narrative essay.</p> <p>Write a research paper.</p> <p>Choose an effective setting.</p> <p>LC 1.1, WA 2.1, 2.4, WS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9</p>	<p>4-5 weeks</p>
<p>Modern and Contemporary Literature TE pp. 1072-1371</p> <p>Assessment: Unit 6 TEST A</p>	<p>Understand the historical and cultural context of modern and contemporary lit. Identify characteristics and development of modernism. Identify and analyze descriptive details. Identify, analyze, and evaluate the effect of point of view. Identify and analyze setting and theme. Identify and analyze imagery, symbol, tone, and irony. Identify and analyze elements of style. Develop strategies for reading modern verse. Draw conclusions and make generalizations. Identify and summarize main ideas.</p> <p>R 2.6, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8</p>	<p>Distinguish between literal and figurative meaning of words.</p> <p>Use knowledge of word parts to help determine word meaning.</p> <p>R 1.1, 1.2</p>	<p>Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p> <p>LC 1.1</p>	<p>Write a literary analysis essay.</p> <p>Review all writing types.</p> <p>LC 1.1, WA 2.1, 2.2, 2.4, WS 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9</p>	<p>4-5 weeks</p>

Unit 1

Literary Focus:	The Anglo-Saxon and Medieval Periods
Writing Focus:	Comparison-contrast essay
Vocabulary Focus:	Latin roots, context clues, and multiple-meaning words
Grammar Focus:	Adjectives, verbs, subordinate clauses, participles, participial phrases, and transitions

Academic Vocabulary

Anglo-Saxon	Characterization	Satire
Medieval Period	Irony	
Character Traits	Epic	

Academic Skills

Analyze text structure	Analyze characterization	Make inferences
Draw conclusions	Analyze a comparison-contrast essay	Analyze cause and effect
Synthesize	Identify and analyze irony and satire	Analyze character traits
Summarize	Analyze epic	Analyze medieval romance

Recommended Literature from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Unit 1 Introduction:</i> Pages 16-33	informational text for academic vocabulary	academic vocabulary	
<i>Literary Analysis Workshop</i> Pages 33-34 & 136-137	Characteristics and conventions of Epics (R 3.3, 3.4, 3.7) Medieval narratives (R 3.7)	academic vocabulary	
<i>from Beowulf</i> Pages 36-71	Characteristics of an Epic (R 3.7) Reading Old English Poetry (R 3.4)	Word acquisition Context Clues Anglo-Saxon Suffixes (R. 1.2)	Adjectives Verbs (W 1.5, LC 1.1)
<i>Themes Across Cultures:</i> <i>from The Illiad</i> Page 72-90	Simile and Epic simile (R 3.4, 3.7) Classifying Characters	Word acquisition Context clues Spanish-English cognates	
<i>The Prologue from The Canterbury Tales</i> Pages 165-178	Characterization (R 3.7) Paraphrase	Word acquisition	Descriptive details
<i>from Sir Gawain and the Green Knight</i> Pages 224-241	Medieval romance (R 3.7) Making inferences	Alliteration	Participial Phrases
<i>from Le Morte d'Arthur</i> Pages 242-260	Conflict (R 3.7) Summarizing Read a preface	Word acquisition Context clues Multiple-meaning words	

Required Writing

Personal Narrative

Writing Workshop: Comparison-Contrast Essay
Pages 266-273

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

Create and present an oral report, incorporating techniques that involve listeners

Key Traits of Writing

Identifies the authors and works in an engaging introduction

Spells out important similarities and/or differences of the works in a clear thesis statement

Uses transitions to explain comparisons and contrasts

Uses appropriate language for the audience and purpose

Uses correct grammar, spelling, and punctuation

Has insightful conclusion

Organizes ideas consistently

Includes supporting evidence

Uses precise words

Varies sentence length

Supplemental Materials for Instruction

Print: Resource Manager Unit 1, Best Practices Toolkit, Standard Lesson File, California Assessment File, Grammar for Writing

Tech Sources: EasyPlanner DVD-ROM, WriteSmart CD-ROM, ClassZone.com, Audio Anthology CD, Multi-Language Academic Vocabulary Online, eEdition DVD-Rom & Online, McDougal Littell Assessment System, Test Generator CD-ROM, MediaSmart DVD-ROM, Literature in Context DVD-ROM

Unit 2

Literary Focus:	The English Renaissance
Writing Focus:	Cause and Effect essay
Vocabulary Focus:	Academic Vocabulary
Grammar Focus:	Adjectives, verbs, verb tense, and additional grammar skills

Academic Vocabulary

Renaissance	Tragedy	Argument
Sonnet	Metaphysical conceit	Imagery

Academic Skills

Understand the historical context of the Renaissance	Interpret figurative language
Examine the cultural influences of the Renaissance	Analyze imagery
Identify Shakespearean tragedy	Identify and analyze sonnets
Analyze Shakespearean tragedy	Identify and analyze rhyme
Interpret metaphysical conceit	

Recommended Literature from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Unit 2 Introduction:</i> Pages 284-301	informational text for academic vocabulary	academic vocabulary	
<i>Literary Analysis Workshop</i> Pages 302-303, 334-347 & 506-507	Sonnets (R 3.4, 3.7) Renaissance drama Tragedy (R 3.3, 3.7) Shakespearean Drama Metaphysical poetry (R 3.3, 3.4, 3.7)	academic vocabulary	
<i>Selected Poetry by William Shakespeare</i> Pages 316-325	Shakespearean Sonnet (R 3.7) Imagery (3.4)	academic vocabulary	Rhythm through parallelism (LC 1.1)
<i>Macbeth and Shakespeare's Theatre</i> Pages 332-333	Historical and Cultural context of Macbeth	Word acquisition	Descriptive details
<i>The Tragedy of Macbeth, ACT ONE</i> Pages 338-359	Shakespearean tragedy aside, blank verse, foreshadowing, dramatic irony, soliloquy (R 3.3, 3.7)	academic vocabulary	Inverted Sentences (LC 1.1)
<i>The Tragedy of Macbeth, ACT TWO</i> Pages 360-373	Shakespearean tragedy, blank verse, comic relief, dramatic Irony, foreshadowing, soliloquy (R 3.3, 3.7)	academic vocabulary	
<i>The Tragedy of Macbeth, ACT THREE</i> Pages 374-391	Shakespearean tragedy, blank verse, aside, dramatic Irony, foreshadowing, soliloquy (R 3.3, 3.7)	academic vocabulary	

<i>The Tragedy of Macbeth, ACT FOUR</i> Pages 392-409	Shakespearean tragedy, dramatic Irony, foreshadowing, soliloquy (R 3.3, 3.7)	academic vocabulary	
<i>The Tragedy of Macbeth, ACT FIVE</i> Pages 410-425	Shakespearean tragedy, blank verse, foreshadowing (R 3.3, 3.7)	academic vocabulary	variety in sentence structure (LC 1.1)
Themes Across Cultures: <i>from</i> The Prince Pages 444-453	Argument (R 2.4) Author’s perspective (R 2.5)	academic vocabulary	levels of language (LC 1.1)
Selected Poetry and Nonfiction by John Donne Pages 508-515	Metaphysical conceit (R 3.4) Interpreting ideas (R 3.2)	academic vocabulary	

Required Writing

*Writing Workshop: **Cause and Effect Essay***

Pages 530-537

- Writing Objectives:
- Analyze a student model that shows the traits of cause-and-effect essays
 - Use the writing process to produce a cause-and-effect essay
 - Revise and edit, using criteria for cause-and-effect essays
 - Create and deliver a power presentation

Key Traits of Writing

- | | |
|--|--|
| Has a clear thesis statement | Is organized logically |
| Identifies and traces a true cause-and-effect relationship | Maintains an appropriate tone |
| Thoroughly explains and supports every key idea with details | Uses precise words to describe each cause and effect |
| Begins with a “hook” and ends with a concise summary | Varies how sentences begin |
| Links ideas with transitions | Uses correct grammar, spelling, and punctuation |

Supplemental Materials for Instruction

Print: Resource Manager Unit 2, Best Practices Toolkit, Standard Lesson File, California Assessment File, Grammar for Writing

Tech Sources: EasyPlanner DVD-ROM, WriteSmart CD-ROM, ClassZone.com, Audio Anthology CD, Multi-Language Academic Vocabulary Online, eEdition DVD-Rom & Online, McDougal Littell Assessment System, Test Generator CD-ROM, MediaSmart DVD-ROM, Literature in Context DVD-ROM

Unit 3

Literary Focus:	The Restoration And The 18th Century
Writing Focus:	Persuasive essay
Vocabulary Focus:	Academic Vocabulary
Grammar Focus:	subordinate clauses, parallelism and additional grammar skills

Academic Vocabulary

Restoration	Satire	Preposition and support
Neoclassicism	Argument	

Academic Skills

Understand the historical context of literature of the Restoration	Identify and analyze the author’s purpose
Understand the historical context of literature of the 18 th Century	Make inferences and draw conclusions
Identify and analyze neoclassicism as a literary style	Identify and analyze proposition and support
Identify, analyze, and interpret satire, including Horatian and Juvenalian	Analyze an argument, including claim, support, and counterargument
Analyze the influence of historical context on satirical writing	

Recommended Literature from Anthology

<u>Title</u>	<u>Lit and Reading Focus</u>	<u>Vocabulary Focus</u>	<u>Grammar Focus</u>
<i>Unit 3 Introduction:</i> Pages 548-563	Literature of the Era (R3.7)	academic vocabulary	
<i>Literary Analysis Workshop</i> Pages 564-565 & 596-597	Various forms of nonfiction (R3.7) Conventions of Satire (R 3.1,3.3, 3.7)	academic vocabulary	
<i>from The Diary of Samuel Pepys</i> Pages 566-577 Lexile: 1240	Characteristics of a Diary (R 2.5, 3.7, 3.8)	academic vocabulary	Sentence fragments (W 1.9, LC 1.1)
<i>from The Spectator</i> Pages 588-594 Lexile: 1300	Neoclassicism (R 2.5, 3.7) Author’s purpose (R 3.3)	academic vocabulary	
A Modest Proposal Pages 608-622 Lexile: (1590)	Characteristics of satire (R 3.1, 3.8) Proposition and support (R 2.2, 2.4)	academic vocabulary suffixes (R 1.2) context clues word acquisition	word choice (W 1.9, LC 1.1)
<i>from A Dictionary of the English Language</i> Pages 658-667 Lexile: (1510)	Voice (R 2.2, 3.3) Author’s Purpose (R 2.5)	word acquisition context clues dictionary usage	parallelism for emphasis (LC 1.1)
<i>From A Vindication of the Rights of Woman</i> Pages 706-716 Lexile 1350	Counterarguments (R 2.4, 2.6) Historical context (R 3.7, 3.8)	word acquisition context clues analogies (R 1.3)	
<i>From Gulliver’s Travels</i>	Characteristics of Fantasy	word acquisition	subordinate clauses

Pages 623-645
Lexile 1330

(R 3.1, 3.9)
Satire in historical context
(R 3.7)

word maps
analogies
(R 1.3)

(LC 1.1)

Required Writing

*Writing Workshop: **Persuasive Essay***

Pages 718-725

Writing Objectives: Analyze a student model that shows the traits of persuasive essays
 Use the writing process to produce a persuasive essay
 Revise and edit, using criteria for persuasive essays
 Create and deliver a persuasive speech

Key Traits of Writing

Has a concise thesis statement	Addresses the audience directly
Includes relevant and convincing evidence	Uses persuasive techniques and rhetorical devices
Rebuts opposing arguments	Begins sentences in various ways to maintain reader interest
Begins with a strong introduction	Conveys the writer's commitment to his or her ideas
Uses appropriate transitions	Uses correct grammar, spelling, and punctuation
Concludes with a summary or a call to action	

Supplemental Materials for Instruction

Print: Resource Manager Unit 3, Best Practices Toolkit, Standard Lesson File, California Assessment File, Grammar for Writing

Tech Sources: EasyPlanner DVD-ROM, WriteSmart CD-ROM, ClassZone.com, Audio Anthology CD, Multi-Language Academic Vocabulary Online, eEdition DVD-Rom & Online, McDougal Littell Assessment System, Test Generator CD-ROM, MediaSmart DVD-ROM, Literature in Context DVD-ROM

Literary Focus:	Sound devices, Stanza structure, Figurative language, Author's purpose, Themes of Romantic Poetry
Writing Focus:	Begin research paper and/or reflective essay; Practice exercises for Analysis, Evaluation, Synthesis
Vocabulary Focus:	Academic Vocabulary, Vocabulary in Context, Vocabulary using Greek and Latin roots and affixes
Writing/Grammar Skills:	Use imagery, Rhetorical devices, Avoid cliché, Use punctuation in dialogue, Use active voice

Academic Vocabulary (unit tests, practice tests, margin notes, *benchmarks)

<u>Sound Devices</u>	<u>Stanza Structure</u>	<u>Figurative Language</u>	<u>Other Literary Terms, Themes</u>	
*Alliteration	Alexandrine line	Rhyme Scheme	Allusion	Gothic themes
*Assonance	Ballad	Rhythmic patterns	Apostrophe	Lyricism
Consonance	Cinquain	Run-on lines	Hyperbole	*Mood
*Onomatopoeia	Couplet	Sestet	*Imagery	Neo-Classicism
	End-stopped lines	Sonnet form	Irony	(contrast to Romanticism)
	Meter (patterns)	* Stanza	*Metaphor	*Themes of Romanticism
	Octave	Tercet	Personification	*Theme
	Ode	Terza Rima	Simile	*Tone
	Quatrain	Tetrameter	*Symbolism	
			Synesthesia	

Academic Skills and Reading Skills (unit tests, practice tests, margin notes, *benchmarks)

Analyze Literary Criticism	Compare and Contrast Poems	Read Dialect and Archaic Language	Analyze
Reflective Essay	*Determine Author's Purpose	Read Narrative Poetry	
Analyze Stylistic Elements	*Learn vocabulary in context	Visualize Images	
Brainstorm/Build Context	*Learn vocabulary through related words	Understand Historical Context/Use timeline	
Clarify Meaning	Paraphrase	Understand Stanza Structure	

Recommended Literature with California Standards from Anthology

*Starred titles are especially recommended for benchmark review.

<u>Title</u>	<u>Lit /Media Focus</u>	<u>Grammar /Writing/ Listening/ Speaking Focus</u>	<u>Vocabulary Focus</u>
*Introductory Essay (See also inset: <i>A Changing Language</i>)	Historical context Neo-classicism cultural Influence (R 3.4, 3.7)	Review grammar throughout unit. Discuss Romantic themes Analyze visuals	Pre-teach academic vocab Etymology of political and historical terms (R 1.1) ; learn scientific/math terms using Greek, Roman, Anglo- Saxon roots and affixes.
*Analysis Workshop: Romanticism	Characteristics of Romanticism (R 3.7)		Academic vocabulary
<i>Revolt Against Neo-classicism</i>	Literary analysis		
* <i>The Lamb, The Tyger</i> <i>The Chimney Sweeper (1 & 2)</i>	Symbol, tone (R 3.2)	Evaluative writing Discuss and Analyze an illustration (LS 1.3) Illustrate a poem Compare/contrast a poem (R 3.3)	Academic vocabulary (Art)
<i>Lines Composed Above Tintern Abbey</i>	Characteristics of Romanticism (R3.7)	Exclamation, sensory images, Repetition (as rhetorical device) (LC 1.1)	
<i>The World Is Too Much with Us</i>	Type of stanza (sonnet) Personification, tone	Analysis writing (R 3.3, W 2.2,)	
<i>The Rime of the Ancient Mariner</i>	Literary ballad, quatrain	Analysis writing	

	Tetrameter (R3.4, R3.7) Gothic literature, symbolism Hyperbole	
* <i>Kubla Khan</i> and Literary Analysis: Sound devices	Sound devices (R3.4) Alliteration, assonance, Consonance, onomatopoeia	
* <i>She Walks in Beauty</i>	Figurative language Metaphor, simile Stanza form (sestet)	
<i>Child Harold's Pilgrimage</i>	Alexandrine line	
* <i>Ozymandias</i>	Characteristics of Romanticism Imagery, irony, alliteration Stanza form (sonnet)	
<i>Ode to the West Wind</i>	Ode, end-stopped line, run-on line, Terza rima, tercet	
<i>To Autumn</i>	Imagery, synesthesia	
<i>Ode on a Grecian Urn</i>	Apostrophe, irony, ode	Writing to synthesize

R= Reading LC= Language Conventions W= Writing

Suggested Novels

Frankenstein

Required Writing

Research Paper—Six Key Traits

Ideas:

- Presents a thesis statement that identifies the controlling idea of the paper.
- Supports the thesis with relevant and convincing evidence.
- Synthesizes information from multiple sources, correctly quoting and paraphrasing those sources.
- Includes the writer's own ideas and interpretations.

Organization:

- Has a clear organizational pattern.
- Connect ideas with transitions.

Voice:

- Uses an appropriate tone for the subject matter, audience, and purpose.
- Reflects the writer's involvement with the topic.

Word Choice:

- Uses precise language to convey ideas clearly.

Sentence fluency:

- Varies sentence lengths and structures.

Conventions:

- Employs correct grammar and usage.
- Credits sources properly.
- Uses correct formats and style.

Reflective Essay—Six Key Traits

Ideas:

- Concentrate on one clearly defined experience
- Keeps a balance between describing experience and explaining personal opinions and ideas

Organization:

- Attention-getting opening
- Clear sequence of events
- Conclusion shows significance of experience.

Voice:

- Clear style and personality
- Tone matches purpose and audience

Word Choice:

- Uses effective imagery, dialogue, and devices (figurative language)

Sentence Fluency:

- Uses active voice

Conventions:

- Employs correct grammar and usage

Additional Writing Objectives in Unit:

- Use personification to create imagery
- Use repetition and exclamation points to add emphasis
- Use academic art terminology to describe a work of art.

The Victorians 1832-1901: An Era of Rapid Change: Unit 5

Literary Focus: persuasive techniques, genres of fiction, elements of plot, figurative language, author's voice, Victorian themes

Writing Focus: biographical narrative or research paper, analyze author's style, analyze figurative language

Vocabulary Focus: acquisition through context clues, acquisition through Latin prefixes

Grammar Focus: sensory modifiers and verbs, prepositional phrases and descriptive details, pronoun use to establish voice

Academic Vocabulary (unit tests, practice tests, margin notes, *benchmarks)

<u>Persuasive Techniques/Author's Voice</u>	<u>Elements of Plot</u>	<u>Figurative language</u>	<u>Genres of Fiction</u>	<u>Themes and Other</u>
*Authoritative appeal	*Climax	Classical allusion	Dramatic monologue	Naturalism
*Emotional Appeal	Exposition	Extended Metaphor	Drawing-room comedies	Nostalgia
*Ethical Appeal	*Mood	*Hyperbole	Elegy	*Realism
*Logical Appeal	Parallel episodes	Imagery	Escapist literature	Social context
First person point of view	Plot complication	*Metaphor	Farce	Imperialism
Limited point of view	Setting	Motif	Periodical	Victorian Era Themes
Omniscient point of view	*Theme	Paradox	Science fiction	Epiphany
Third person point of view		Oxymoron		Meter
Parallelism		*Personification		Rhyme scheme
Persona		*Simile		Sprung rhythm
*Tone				

Academic Reading Skills (*in benchmarks)

Analyze author's tone	Analyze character	Analyze details	Analyze dialect
*Analyze persuasive techniques	Analyze point of view	Analyze speaker	Analyze visuals
Analyze diction/archaic diction	Clarify meaning	Compare/ contrast themes	*Define vocab in context
*Define vocab from Latin roots	*Determine main idea	*Distinguish fact from opinion	Draw conclusion
Identify plot sequence	Interpret character	Interpret theme	Make inferences
Make Predictions	*Paraphrase	Synthesize	Understand historical context
Understand social context	Use context to learn vocab	Use prefixes to learn vocab	Use prior knowledge
Use rhetorical devices			

Recommended Literature with California Standards from Anthology

<u>Title</u>	<u>Lit Focus</u>	<u>Grammar/Writing/Listening Focus</u>	<u>Vocabulary Focus</u>
Introductory Essay pp. 894-903	Historical and cultural context (R3.7)	Analyze visuals	
<i>The Lady of Shallot/Crossing the Bar</i> pp. 910-915/ p. 921	Mood, persona (R 3.3) parallelism	Sensory modifiers and verb phrases Analyze speaker	
<i>My Last Duchess/Porphyria's Lover</i> pp. 926-928/ pp. 929-930	Dramatic monologue (R 3.7), make inferences about speaker		
* <i>Sonnet 43/Remembrance</i> p. 934/pp. 936-937	Personification, hyperbole Metaphor (R 3.4), Compare themes		
<i>Pied Beauty/Spring and Fall to a Young Child</i> , p. 944/p. 945	Sprung rhythm (R 3.3) Recognize coined words		
Literary Analysis Workshop, pp. 948-949	Analyze novel genres		
* <i>Malachi's Cove</i> pp. 952-970	Realism (R 3.7) Predict	Prepositional phrases as descriptive details	Word acquisition, context clues

* <i>Christmas Storms and Sunshine</i> pp. 976-986	Third person omniscient point of view, mood (R 3.3)	Second person pronoun to establish voice Analyze visuals	Word acquisition context clues, homophones
<i>Themes Across Cultures: The Darling</i> pp. 996-1006	Naturalism (R 3.3, 3.7) Story structure	Analyze visuals	
* <i>Evidence of Progress/The Condition Of England</i> (Editorials) pp. 1012-1015/1016-1020	Persuasion (R 2.6) Recognize ideas Parallelism	Rhetorical questions Analyze visuals	Word acquisition context clues, Latin prefixes (<i>retro-</i>)
*“Viewpoints on Globalization” pp.1024-1029	Distinguish fact from opinion		
Media Study: from <i>A History of Britain</i> (Documentary) pp. 1030-1033	Analyze elements of a documentary		Academic vocabulary (for film)
* <i>Dover Beach</i> , p. 1036	Theme (R 3.2), allusion Analyze speaker	Analyze visuals	
<i>To an Athlete Dying Young</i> , p. 1042	Rhyme scheme (R 3.4) Elegy, make inferences		
* <i>The Darkling Thrush/Ah, Are You Digging on My Grave?</i> p. 1050/pp. 1052-1053	Tone (R 3.3), social context		

R= Reading LC= Language Conventions W= Writing

Recommended Novels (refer to site)

Tess of D’Urbervilles *Wuthering Heights* *The Complete Stories of H.G. Wells* *The Importance of Being Earnest*

Required Writing

Biographical Narrative—Six Key Traits

- Ideas:
- Provides a dominant impression of a clearly identified person.
 - Includes anecdotes and details to describe him or her.
 - Uses dialogue to reveal the subject’s personality.
- Organization:
- Draws the reader in with a vivid introduction.
 - Provides background information about the person as needed.
 - Concludes by showing the significance of the person.
- Voice:
- Maintains a tone that clearly conveys the writer’s attitude toward the person.
- Word Choice:
- Uses sensory details to help the reader get a focused impression of the person.
 - Includes precise words to describe the person’s personality traits, and actions.
- Sentence Fluency:

Research Paper—Six Key Traits

- Ideas:
- Presents a thesis statement that identifies the controlling idea of the paper.
 - Supports the thesis with relevant and convincing evidence.
 - Synthesizes information from multiple sources, correctly quoting and paraphrasing those sources.
 - Includes the writer’s own ideas, interpretations.
- Organization:
- Has a clear organizational pattern.
 - Connect ideas with transitions.
- Voice:
- Uses an appropriate tone for the subject matter, audience, and purpose.
 - Reflects the writer’s involvement with the topic.
- Word Choice:
- Uses precise language to convey ideas clearly.
- Sentence fluency:
- Varies sentence lengths and structures.
- Conventions:
- Employs correct grammar and usage.
 - Credits sources properly.
 - Uses correct formats and style.

Varies sentence beginning and structures for
pacing and interest.

Conventions:

Employs correct grammar and usage.

(Focus this unit: pronoun-antecedent agreement)

Additional Writing Objectives in Unit:

Analyze author's style

Analyze figurative language

Modern and Contemporary Literature: Unit 6

Literary Focus: Themes of modernism and post-modernism, figurative language, persuasive devices, author's style and technique Writing
Focus: Literary analysis, review all writing types

Vocabulary Focus: context clues, connotation, using prefixes, Greek and Latin roots, specialized vocabulary, historical vocabulary
 Writing/Grammar Skills: Effective sentence structure, effective word choice, use of repetition, realistic dialogue, use of point of view

Academic Vocabulary (unit tests, practice tests, margin notes, *benchmarks)

<p>*Themes and Genres of Modernism and Post-Modernism</p> <p>Angry young men Art for art's sake <i>Avant garde</i> Bloomsbury Group</p> <p>*Cultural conflict Historical context Imperialism Modernism Orwellian Post-modernism Psychological fiction Realism Social criticism</p>	<p>*Figurative Language</p> <p>*Connotation Imagery (kinesthetic) Motif Personification</p> <p><u>Narrative Devices</u></p> <p>Character motivation Flashback Foreshadowing Irony (situational) Irony (dramatic) Irony (verbal) *Setting</p>	<p>*Persuasive Devices</p> <p>*Clear narrative Deductive reasoning Emotional argument Ethical Argument *Loaded language *Logical argument *Parallelism Propaganda *Repetition</p> <p><u>Sound Devices</u></p> <p>Alliteration Assonance Consonance</p>	<p><u>Author's Style and Technique</u></p> <p>Ambiguity Colloquial language *Descriptive details *Dialogue Diction *First person point of view Free verse *Memoir Reflective essay *Satire (as tone) Stream of Consciousness *Tone</p>
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Academic Skills and Reading Skills (unit tests, practice tests, margin notes, *benchmarks)

Analyze Ambiguity (R 3.3)	*Analyze an argument (R 2.4, 2.6, R 3.8)	Analyze Cause/Effect Relationships (R 2.2)
Analyze character relationships (R 3.9)	*Analyze descriptive details (R 3.3)	Analyze diction (R 3.3)
Analyze imagery (R 3.4)	Analyze word choice (R 3.4)	Clarify/React to Opinion (R 2.4, 2.5, W 1.3)
Clarify meaning in poetry (R 3.4)	Identify main idea (R 2.2)	Identify Perspectives (R 2.5)
Interpret Ideas (R 3.2)	Interpret Ideas in Poetry (R 3.2)	*Strategies for reading a memoir (R 3.7)
Read Modern Verse (R 3.4)	Understand author's background (R 3.8)	Understand Cultural Context (R 3.7, 3.8)

Recommended Literature with California Standards from Anthology

*Starred titles are especially recommended for benchmark review.

<u>Title</u>	<u>Lit /Media Focus</u>	<u>Grammar /Writing/ Listening/ Speaking Focus</u>	<u>Vocabulary Focus</u>
*Introduction, pp. 1074-1089	Historical and Cultural Context (R 3.7); Modern and contemporary Literature (R 3.7) features	Analyze visuals	
*Literary Analysis Workshops, Modernism, pp. 1090, Social Criticism, pp. 1216-1217	Characteristics/ Development of Modernism (R 3.7)		
Selected Poetry of T.S. Eliot, pp. 1092-93 <i>Preludes</i> , pp. 1094-1095 <i>The Hollow Men</i> , pp. 1096-1098	Author's style (R 3.3, 3.4) personification style, symbolism	Word Choice(Evocative Adjectives) (W 1.9)	
* <i>A Cup of Tea</i> , pp. 1102-1113	*Third person limited Point of view (R 3.3)		
* <i>The Duchess and the Jeweler</i> pp. 1114-1127	Characteristics of Psychological Fiction (R 3.3)	Effective Sentence Structure (W 1.2, LC 1.1)	Acquisition; context clues; Figurative language
* <i>The Rocking Horse Winner</i> , pp. 1128-1147 <i>Musee des Beaux Arts/ The Unknown Citizen</i> , pp. 1150-1157 <i>Do Not Go Gentle Into That Good Night/</i>	*Theme (R 3.2) Irony (R 3.3) Villanelle (R 3.7), consonance	Repetition and Sentence Types and Structures (W 1.4, LC 1.1) Word Choice (LC 1.1)	Acquisition; context clues; *Connotation/ denotation

<i>Fern Hill</i> , pp. 1158-1164	and assonance (R 3.4)		
Selected Poetry by William Butler Yeats <i>Sailing to Byzantium</i> , p. 1168, 1170	Symbol	Analyze Visuals	
* <i>Araby</i> , pp. 1174-1185	*First-person (R 3.3) point of view	Unconventional presentation *presentation of dialogue (LC1.1)	Acquisition; CLOZE Practice; Reference aids
* <i>Riders to the Sea</i> , pp. 1188-1201	Dialogue (R 3.3)	Realistic dialogue(W1.2, LC 1.1)	
* <i>The Demon Lover</i> , pp 1204-1214	Foreshadowing, Flashback		Acquisition; Clarify words, Prefixes (<i>circum-</i>) (R 1.2)
<i>An Irish Airman Foresees His Death/ The Soldier/Dreamers</i> , pp. 1218-1225	Tone (R 3.3)	Add emphasis (W 1.4, LC 1.1)	
<i>Shooting an Elephant</i> , pp. 1226-1237	Reflective essay (R 3.8) Irony	Analyze visuals	Acquisition, context clues, historical terms (R 1.1)
<i>Words and Behavior</i> essay, pp. 1240-1255	Analyze deductive Reasoning (R2.2); rhetorical devices; Analyze an argument	Levels of language (W1.9) Analyze visuals	Context clues; specialized vocabulary; acquisition
*Themes Across Cultures: from <i>Night</i> pp. 1256-1263	Memoir, tone (R 3.3)	Analyze visuals	
*from: <i>The Speeches, May 19, 1940</i> by Winston Churchill, pp. 1266-1270	Speech (R 2.1) loaded language, emotional appeal, repetition	Analyze visuals	Acquisition; CLOZE practice; idioms
Media Study: Wartime Propaganda pp. 1274-1277		Analyze design and persuasion in propaganda (LS 1.1, 2.2, 1.3, 1.4)	
* <i>Digging/The Horses</i> , pp.1280-1282/ pp. 1283-1284	Free Verse (R 3.3, 3.7) Kinesthetic imagery (R 3.4); parallelism	Analyze visuals	
<i>The Frog Prince/Not Waving But Drowning</i> , pp. 1288-1289/1290-1291	Voice (R 3.3)	Analyze visuals	
* <i>The Distant Past</i> , pp. 1296-1304	Setting (R 3.7)	Analyze visuals	Acquisition; context clues Greek roots (<i>chron</i>) (R 1.2)
* <i>Telephone Conversation</i> , pp.1310-1312	Tone in Satire (R 3.1, 3.3)		
* <i>Six Feet of the Country</i> , pp. 1318-1328	Cultural conflict (R 3.7)	Analyze visuals Point of view in writing (W 1.9, LC 1.1)	Acquisition; context clues; Latin roots (<i>terr</i>) (R 1.2)
From <i>No More Strangers Now: Young Voices from a New South Africa</i> , pp. 1333-1336			
<i>A Devoted Son</i> , pp. 1340-1349	Irony (R 3.3)	Analyze visuals	
Media Study: <i>Perceptions Shaped By the News</i> , pp. 1352-1355			Academic vocabulary (news reporting)

Wrap Ups

Modernism, p. 1165, The Irish, p. 1215
War, p. 1273, Postwar Writers, p. 1307
Legacy, pp. 1351

Write to Analyze (**R 3.3, W 2.2**), Write to Compare (**R 3.7, W 2.2**)
Write to Compare (**R 3.7, W 2.2**), Write to Persuade (**W 1.1, W 2.2, LS 1.11, LS 1.14**)
Write to Evaluate (**R 3.7, W 2.2**), Write to Reflect (**R 3.8, W 2.2**)
Critique and Present Speeches (**LS 2.3**)

Report on Research (**W 1.6, LS 2.2**)

R= Reading LC= Language Conventions W= Writing

Suggested Novels

1984 *Things Fall Apart* *Pygmalion*

Required Writing

Literary Analysis—Six Key Traits

Ideas:

Presents a thesis statement that clearly identifies the key points of the analysis

Uses evidence from the work to support each key point

Organization:

Has an introduction that intrigues the reader and identifies the work being analyzed

Uses an organizational pattern that is consistent and that includes transitions to connect ideas

Presents a conclusion that summarizes the ideas and makes broader analysis of the work

Voice:

Maintains an appropriate tone for the audience and purpose

Word Choice:

Uses precise literary terms to examine and explain the work

Sentence Fluency:

Varies sentence structures and lengths

Conventions:

Employs correct grammar and usage

Additional Writing Objectives in Unit: