

English III

Time on Task: 4.16 hours per week

Course Philosophy

Language Arts enables human beings to communicate with God and others. It reflects the orderly, creative, and highly relational nature of God from the realities of grammar and spelling to the insights of literature, reading, and writing. Good literature promotes critical thinking while pointing students to God, His creation, and Christian principles. In Language Arts the student will learn the importance of good communication through the skills of phonics, grammar, writing, spelling, and literature. The ultimate goal of language arts instruction is to develop students with a deep relationship to their Savior who are deep thinkers, eager readers, and articulate communicators.

Course Description

English Language Arts and Reading are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

<p>Goals and Objectives Texas Essential Knowledge and Skills (TEKS)</p> <p>§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.</p> <p>(a) Introduction.</p> <p>(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their</p>	<p>Scope and Sequence Regular and Honors Classes <u>Prentice Hall Literature:</u> <u>The American Experience – Texas</u> *Reading Phonics, Decoding, and Word Recognition</p> <ul style="list-style-type: none">• Phonics• Word Structure• Decoding Strategies• Fluency <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none">• Word Learning Strategies	<p>Spiritual Goals God’s intended purpose for language arts:</p> <ol style="list-style-type: none">1. To teach the child to read the Scripture for himself.2. To enable the student to relate story content to Biblical truths.3. To recognize the character traits that lead to a godly, Christian life.4. To develop a deep respect for God and His Word.5. To teach the child to analyze the words of Scripture for himself.6. To teach the child that just as there is a logic and order in phonics/spelling, there is a logic and order in God’s
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<p>own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative—students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.</p> <p>(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.</p> <p>(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.</p> <p>(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.</p> <p>(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many</p>	<ul style="list-style-type: none"> • Extend Concepts and Word Knowledge <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Comprehension Strategies • Comprehension Skills • Higher Order Thinking Skills <p>Literary Analysis, Response, and Appreciation</p> <ul style="list-style-type: none"> • Genre and Its Characteristics • Expository Critique • Literary Elements and Story Structure (Character Plot and Plot Structure, Setting, Theme) • Literary Devices • Author's and Illustrator's Craft • Literary Response • Literary Criticism • Literary Appreciation/Motivation • Cultural Awareness <p>*Language Arts Writing</p> <ul style="list-style-type: none"> • Concepts of Print for Writing • Traits of Writing Focus/Ideas • Organization/Paragraphs • Voice • Word choice • Sentences • Conventions • The Writing Process (Prewrite, Develop first 	<p>plan</p> <ol style="list-style-type: none"> 7. To teach memorization skills of sounds and letters to train them in the memorization of Scripture. 8. To recognize the ability to communicate with one another and with God is part of His plan for our lives. 9. To acknowledge that God is concerned that communication be clear and easily understood. 10. To acknowledge that God recognizes writing as a powerful tool to influence people. God commanded others to write. 11. To recognize and understand that written doctrine and standards make consistency possible from person to person and from generation to generation. 12. To acknowledge the use of written materials in teaching make it possible for learners to review what has been presented in other ways and to study it more deeply. 13. To learn how to communicate with others and with God in a way that glorifies Him. 14. To learn to communicate in such a way as to draw men to Christ. 15. To learn the structure of our language so that the student is equipped to understand the things he reads and writes. 16. To learn accuracy and clarity of meaning so as not to cause misunderstanding in communication. 17. To learn truth through the positive
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<p>monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.</p> <p>(3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.</p> <p>(4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.</p>	<p>Drafts, Revise, Edit and proofread, Publish)</p> <ul style="list-style-type: none"> • Writing Genres/Types of Writing • Writing Habits and Practices <p>Penmanship</p> <p>Written and Oral English</p> <p>Language Conventions</p> <ul style="list-style-type: none"> • Grammar and Usage in Speaking and Writing Sentences • Usage • Mechanics in Writing <p>Spelling</p> <p>Listening and Speaking</p> <ul style="list-style-type: none"> • Listening Skills and Strategies • Listen for a purpose • Speaking Skills and Strategies • Speak for a purpose <p>Viewing/Media</p> <p>*Research and Study Skills</p> <p>Understand and Use Graphic Sources</p> <p>Understand and Use Reference Sources</p> <p>Study Skills and Strategies</p> <p>Test-Taking Skills and Strategies</p> <p>Technology/New Literacies</p> <ul style="list-style-type: none"> • Non-Computer Electronic Media • Computer Programs and Services: Basic Operations and Concepts • Responsible Use of 	<p>examples of literature and to expose, when appropriate, the error of man's thinking through negative examples of literature.</p> <p>18. To equip the student to evaluate biblically ideas and attitudes in literature.</p> <p>19. To learn to appreciate the gift of creativity in written and oral form.</p> <p>20. To understand the thinking of men as represented in literature of different time periods.</p> <p>Biblical Integration Truth Statements</p> <p>1. <i>What is prime reality, the really real?</i></p> <p>God exists and is the ultimate reality. (Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> God designed, created, and sustains His creation. (Genesis 1:1-31) God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3) <p>2. <i>What is the nature of external</i></p>
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	<p>Technology Systems and Software</p> <ul style="list-style-type: none"> • Information and Communication Technologies: Information Acquisition • Communication • Problem Solving <p>The Research Process</p> <p><u>Writer's Stylus</u></p> <ul style="list-style-type: none"> • Audience Based Organization (Honors) • Strong Transitional Devices (Honors) • Idea Redundancy • "Telling" Details • Narrative Thread • Ladder of Abstraction • Authenticity • Related Questions • Patterns and Breaks • Authenticity • Continuity • Complexity and Simplicity <p>Genre Focus: Acquaintance & Analysis (A&A), Purpose</p> <ul style="list-style-type: none"> • Story: Autobiographical Article • Expository: Informative Report • Expository: Persuasive • Communicative: Formal Letter • Expository: Literary Analysis • Story: Script 	<p><i>reality, that is, the world around us?</i></p> <ol style="list-style-type: none"> God is the source of everything and created the universe out of nothing. (Genesis 1:1) The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15) The universe reflects His glory. (Psalm 8:1, Psalm 19:1) <p>3. <i>What is a human being?</i></p> <ol style="list-style-type: none"> God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3) Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10) Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12) All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23) Sin is rebellion against God's wishes and ways and this destroys our relationship with God. (Romans 8:7-8) God provides a way back to Himself through the death of His son Jesus (the second person of
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<p>(b) Knowledge and skills. (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. <i>Students are expected to:</i></p>	<ul style="list-style-type: none"> • Poetry (Honors) <p>Correlation with TEKS Regular and Honors Classes <u>Prentice Hall Literature: The American Experience – Texas</u> Pearson Education Student ISBN 978-0-13-368445-2 Teacher ISBN Vol. One 978-0-13-368453-7 Vol. Two 978-0-13-368454-4</p> <p>Regular and Honors Classes <u>Writer’s Stylus</u> Make Way for Books Clerestory Learning</p> <p>Regular Class Only <u>Easy Grammar</u> Easy Grammar Systems ISBN 978-0-93698165-9</p> <p>Honors Class Only <u>The Riverside Reader, 3rd ed.</u> Houghton Mifflin Company ISBN 0-395-36948-7</p>	<p>the Trinity), on the cross. (John 3:16, Romans 6:23)</p> <p>g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10)</p> <p>4. <i>What happens to a person at death?</i></p> <p>a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52)</p> <p>b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12)</p> <p>c. Everyone chooses to honor and love Him by accepting Jesus as our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. <i>Why is it possible to know anything at all?</i></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active</p>
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<p>(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;</p> <p>(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;</p> <p>(C) infer word meaning through the identification and analysis of analogies and other word relationships;</p> <p>(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and</p> <p>(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.</p> <p>(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to:</i></p> <p>(A) analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;</p> <p>(B) relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and</p> <p>(C) relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.</p> <p>(3) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. <i>Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.</i></p> <p>(4) Reading/Comprehension of Literary Text/Drama. Students</p>	<p>On-going selection specific vocabulary</p> <p>Unit 4, Part Two Unit 5, Part Two, Part Three</p> <p>Unit 4, Part One Regular – Easy Grammar Unit 2, Part Three Unit 6, Part One Honors – SAT Prep. Vocabulary On-going selection specific vocabulary</p> <p>Unit 2, Part One</p> <p>Unit 1, Part One Unit 2, Part Two Unit 5, Part One Unit 6, Part Two Unit 5, Part Three</p> <p>Unit 3, Part One Unit 6, Part Three Unit 1, Part Two Unit 2, Part One, Part Four Unit 3, Part Two Unit 4, Part One, Part Three Unit 5, Part Two Unit 6, Part Two Unit 5, Part Three</p>	<p>role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31, Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world <p>e. Special revelation is God revealing Himself through supernatural ways. Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can.</p>
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<p>understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. <i>Students are expected to</i> analyze the themes and characteristics in different periods of modern American drama.</p> <p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. <i>Students are expected to:</i></p> <p>(A) evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;</p> <p>(B) analyze the internal and external development of characters through a range of literary devices;</p> <p>(C) analyze the impact of narration when the narrator's point of view shifts from one character to another; and</p> <p>(D) demonstrate familiarity with works by authors in American fiction from each major literary period.</p> <p>(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. <i>Students are expected to</i> analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.</p> <p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. <i>Students are expected to</i> analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.</p> <p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and</p>	<p>Regular – Novels, <u>To Kill a Mocking Bird</u> and <u>Peace Like a River</u></p> <p>Unit 3, Part Two Unit 6, Part One</p> <p>Unit 3, Part Two</p> <p>Unit 4, Part Two</p> <p>Unit 2, Part Two Unit 6, Part One Unit 1, Part Two, Part Three Unit 2, Part Three Unit 4, Part Two Unit 4, Part Three Unit 5, Part Three Unit 6, Part Three Honors – M. L. King Honors – Steven Crane</p> <p>Unit 1, Part Two, Part Three Regular – Addressed in all Readings Honors – Rhetorical Analysis Lessons</p> <p>Unit 1, Part One, Part Three Unit 3, Part Two Regular – Addressed in all</p>	<p>Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p> <p>6. How do we know what is right and wrong?</p> <p>a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4)</p> <p>b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3)</p> <p>c. As a result of sin, morally, we have become less able to discern good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God's moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. What is the meaning of human history?</p> <p>a. History is a meaningful sequence</p>
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<p>contemporary contexts and provide evidence from the text to support their understanding. <i>Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.</i></p> <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. <i>Students are expected to:</i></p> <p>(A) summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;</p> <p>(B) distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;</p> <p>(C) make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.</p> <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. <i>Students are expected to:</i></p> <p>(A) evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and</p> <p>(B) analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.</p> <p>(11) Reading/Comprehension of Informational Text/Procedural</p>	<p>Readings Honors – Study of Literacy Movements, i.e. Romanticism, Transcendentalism</p> <p>Unit 6, Part Three</p> <p>Unit 2, Part One</p> <p>Unit 1, Part One Unit 3, Part Two Unit 4, Part One Unit 6, Part Three Unit 2, Part Three Unit 3, Part One, Part Two</p> <p>Unit 5, Part One Regular – Poster, Editorial Cartoon Unit 6, Part Three</p> <p>Unit 3, Part One</p>	<p>of events leading to the fulfillment of God's purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p> <p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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<p>Texts. Students understand how to glean and use information in procedural texts and documents. <i>Students are expected to:</i></p> <p>(A) evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and</p> <p>(B) translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p> <p>(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. <i>Students are expected to:</i></p> <p>(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;</p> <p>(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;</p> <p>(C) evaluate the objectivity of coverage of the same event in various types of media; and</p> <p>(D) evaluate changes in formality and tone across various media for different audiences and purposes.</p> <p>(13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. <i>Students are expected to:</i></p> <p>(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p>Unit 5, Part Three</p> <p>Unit 4, Part Three</p> <p>Unit 5, Part Three Regular – Comparison of film/play, <u>The Crucible</u> Unit 5, Part Three</p> <p>Unit 5, Part Three</p> <p>Unit 5, Part Three</p> <p>Regular – <u>Writer’s Stylus</u>, Unit 2 Essay Writing over “The Devil and Tom Walker” and autobiography Essay Writing over <u>To Kill a Mocking Bird</u> Honors – On-going subject specific writing assignment See Above</p>	
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<p>(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;</p> <p>(C) revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p> <p>(D) edit drafts for grammar, mechanics, and spelling; and</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p>(14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. <i>Students are expected to:</i></p> <p>(A) write an engaging story with a well-developed conflict and resolution, complex and non- stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;</p> <p>(B) write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and</p> <p>(C) write a script with an explicit or implicit theme, using a variety of literary techniques.</p> <p>(15) Writing/Expository and Procedural Texts. Students write expository and procedural or work- related texts to communicate ideas and information to specific audiences for specific purposes. <i>Students are expected to:</i></p> <p>(A) write an analytical essay of sufficient length that includes:</p>	<p>See Above Honors – Book on Sentence Structure</p> <p>See Above</p> <p>See Above See Above</p> <p>Honors – Literary Analysis, Argumentation, Comparison/ Contrast, Cause /Effect, Research Paper</p> <p>Regular – Original Poem with <u>To Kill a Mocking Bird</u> Honors – On-going subject specific writing assignment Honors – On-going subject specific writing assignment</p> <p>Regular – Research Paper</p>	
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<p>sound that appeals to a specific audience and synthesizes information from multiple points of view.</p> <p>(16) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. <i>Students are expected to</i> write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</p> <p>(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;</p> <p>(B) accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);</p> <p>(C) an organizing structure appropriate to the purpose, audience, and context;</p> <p>(D) information on the complete range of relevant perspectives;</p> <p>(E) demonstrated consideration of the validity and reliability of all primary and secondary sources used; and</p> <p>(F) language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).</p> <p>(17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <p>(A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and</p> <p>(B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).</p> <p>(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate</p>	<p>Regular – Research Paper/Timed Writing Assignment Honors – On-going subject specific writing assignment See Above</p> <p>See Above</p> <p>See Above Honors – Concession to the Opposition See Above</p> <p>See Above Honors – Write under Timed Conditions</p> <p>Regular – <u>Easy Grammar</u> with Textbook; Sentence Variations Worksheet</p> <p>Honors – PSAT and SAT Prep</p> <p>Honors – Essay Corrections</p> <p>Regular – <u>Easy Grammar</u> with Textbook; Sentence</p>	
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<p>capitalization and punctuation conventions in their compositions. <i>Students are expected to correctly and consistently use conventions of punctuation and capitalization.</i></p> <p>(19) Oral and Written Conventions/Spelling. Students spell correctly. <i>Students are expected to spell correctly, including using various resources to determine and check correct spellings.</i></p> <p>(20) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. <i>Students are expected to:</i></p> <p>(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and</p> <p>(B) formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. <i>Students are expected to:</i></p> <p>(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p> <p>(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. <i>Students are expected to:</i></p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(B) differentiate between theories and the evidence that</p>	<p>Variations Worksheet Honors – On-going subject specific writing assignment Regular – <u>Easy Grammar</u> Honors – On-going subject specific writing assignment</p> <p>Honors – On-going subject specific writing assignment</p> <p>Honors – On-going subject specific writing assignment</p> <p>Regular and Honors – Librarian Guest Speaker</p> <p>Regular – Research Paper Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Regular – Research Paper Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Regular – Research Papers Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Honors – Choose a novel and</p>	
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<p>supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified.</p> <p>(23) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. <i>Students are expected to synthesize the research into an extended written or oral presentation that:</i></p> <p>(A) provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;</p> <p>(B) uses a variety of formats and rhetorical strategies to argue for the thesis;</p> <p>(C) develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;</p> <p>(D) uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and</p> <p>(E) is of sufficient length and complexity to address the topic.</p> <p>(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. <i>Students are expected to:</i></p> <p>(A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and</p> <p>(B) evaluate the clarity and coherence of a speaker's message</p>	<p>justify its place in the Literary Canon</p> <p>Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Regular – Research Papers Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Regular – Research Papers Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Regular – Research Papers Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Regular – Research Papers Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Regular – Research Papers Honors – Choose a novel and justify its place in the Literary Canon</p> <p>Regular – Research Papers Honors – Choose a novel and justify its place in the Literary Canon</p>	
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<p>and critique the impact of a speaker's diction and syntax on an audience.</p> <p>(25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. <i>Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</i></p> <p>(26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. <i>Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</i></p>	<p>Honors – Choose a novel and justify its place in the Literary Canon Regular – Oral Presentation with PowerPoint Autobiography Honors – On-going</p> <p>Regular – Oral Presentation with PowerPoint Autobiography Honors – On-going</p> <p>Student Activities Practice Assignments Books Games Projects Role Playing Songs</p> <p>Teaching Strategies Cooperative Learning Interactive Classroom Writing to Learn Lecture Concept Mapping Oral Instruction Games</p>	
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	<p>Demonstration Read Alouds Visual Aids Great Art of the Masters (Honors)</p> <p>Evaluation Procedures Class Participation Written Tests Homework Assignments Oral Tests Individual and Group Projects Reports Demonstrations Specs Log Timed Writings</p> <p>Other Resources and Bibliography Supplementary Novels</p> <p>Resources</p> <ul style="list-style-type: none">• Literary Terms Handbook• Writing Handbook• Grammar and Mechanics Handbook• Internet Research Handbook• Writing Criticism and Citing Sources	
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