I. Goals

The student will:

A. Develop the ability to independently read core works of literature

1. Demonstrate increased reading fluency *(Reading Standard 1.0)*

2. Demonstrate the ability to analyze informational materials *(Reading Standard 2.0)*

3. Demonstrate the ability to analyze literary concepts *(Reading Standard 3.0)*

4. Demonstrate an awareness of literary works and themes *(Reading Standard 3.0)*

5. Demonstrate knowledge of vocabulary commonly used in standard aptitude testing *(Reading Standard 1.0)*

6. Demonstrate awareness for the cultural significance of literature *(Reading Standard 3.0)*

B. Develop the ability to write and speak with a command of standard English conventions

1. Demonstrate the ability to identify and correctly use clauses, phrases, and mechanics of punctuation *(English Language Conventions Standard 1.0)*
2. Demonstrate the ability to understand sentence construction (*ELC Standard 1.0*)

3. Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction and syntax (*ELC Standard 1.0*)

4. Demonstrate the ability to produce legible work (*ELC Standard 1.0*)

C. Develop writing skills to compose coherent and focused essays that convey a well-defined perspective and tightly reasoned argument

1. Demonstrate the ability to write structured essays (*Writing Standard 1.0*)

2. Demonstrate the ability to conduct library research, using electronic media research, advanced publishing software and graphic programs (*Writing Standard 1.0*)

3. Demonstrate the ability to apply rhetorical strategies of narrative exposition, persuasion and descriptions to produce texts in a variety of genres (*Writing Standard 2.0*)

D. Deliver focused and coherent presentations conveying clear and distinct perspectives and solid reasoning

1. Demonstrate preplanning and organizational skills (*Listening and Speaking Standard 1.0*)

2. Demonstrate use of visual aids (*L & S Standard 1.0*)

3. Demonstrate appropriate poise and delivery (*L & S Standard 1.0*)

4. Demonstrate polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion and description (*L & S Standard 2.0*)

E. Develop the ability to listen

1. Demonstrate audience-decorum (*L & S Standard 1.0*)

2. Demonstrate ability to follow complex verbal directions (*L & S Standard 1.0*)

These goals are aligned with the California State English Framework.
# II. Outline of Content for Major Areas of Study

<table>
<thead>
<tr>
<th>Month/Theme</th>
<th>Reading (Literature &amp; Literary Terms)</th>
<th>Writing (Strategies &amp; Applications)</th>
<th>Writing (Language Conventions)</th>
<th>Reading (Vocabulary)</th>
<th>Listening/ Speaking</th>
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| **August**  | ♦ Analyzing the short story “The Gift of the Magi,” “The Lady or the Tiger,” and/or “The Most Dangerous Game” (3.0)  
♦ Active reading strategies (3.0) | ♦ Initial writing assessment: Personal expository essay (2.3) | ♦ DOL (1.1,1.2) | ♦ Vocabulary from text (1.3) | ♦ Large/small group discussions (1.3,2.3) |
| **The Short Story** | | | | | |
| **September-October** | ♦ Analyzing short story, poetry, informational materials, and essay selections from nit One, Theme One in textbook (2.0, 3.0)  
♦ Literary terms (plot, character, foreshadowing, imagery, & | ♦ Terms and structure of the response to literature essay (1.0,2.2)  
♦ Writing literary analysis paragraph (pps. 41-43) (1.0,2.2) | ♦ DOL (1.1,1.2) | ♦ Vocabulary from text (1.3) | ♦ Large/small group discussions (1.3,2.3) |
<p>| <strong>Matters of Life and Death</strong> | | | | | |</p>
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<tr>
<th>October-December</th>
<th><strong>Power of Love</strong></th>
<th><strong>symbolism)</strong>(3.0)</th>
<th><strong>Core literature analysis: Romeo and Juliet (3.0)</strong></th>
<th><strong>Writing the multi-paragraph response to literature essay based on Romeo and Juliet (1.1, 2.2)</strong></th>
<th><strong>DOL (1.1,1.2)</strong></th>
<th><strong>Vocabulary from text (1.3)</strong></th>
<th><strong>Word origins/roots/stems (1.1, 1.2)</strong></th>
<th><strong>Vivid verb use (1.1, 1.2)</strong></th>
<th><strong>Large/small group discussions (1.3,2.3)</strong></th>
<th><strong>Formal multimedia presentation (1.4,1.8,1.10, 2.1, 2.4)</strong></th>
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<td>◆ Analyzing short story, poetry, informational materials, and essay selections from Unit Five, Theme Eleven in textbook (2.0, 3.0)</td>
<td>◆ Introduction to research writing (optional ps. 894-897) (1.3-8)</td>
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<td>January - March</td>
<td>♦ Core literature analysis: <em>To Kill a Mockingbird</em> (3.0) ♦ Analyzing short story, poetry, informational materials, and essay selections from Theme Four in textbook (2.0, 3.0) ♦ Review literary terms (plot, character, foreshadowing, imagery, &amp; symbolism)(3.0)</td>
<td>♦ Terms and structure of the literary analysis essay (1.0,2.2) ♦ Writing the multi-paragraph essay of literary analysis based on <em>To Kill a Mockingbird</em> (1.1, 2.2) (1.0,2.2)</td>
<td>♦ DOL (1.1,1.2)</td>
<td>♦ Vocabulary from text (1.3) ♦ Word origins/roots/stems (1.1, 1.2) ♦ Vivid verb use (1.1, 1.2)</td>
<td>♦ Large/small group discussions (1.3,2.3)</td>
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| April-June Journeys | ♦ Core literature analysis: *Odyssey* (3.0)  
Analyzing short story, poetry, informational materials, and essay selections from Unit Five, Theme Eleven in textbook (2.0, 3.0)  
Literary terms (epic poem, mythological allusions, imagery)(3.0) | ♦ Writing the multi-paragraph essay of literary analysis based on *Odyssey*1.1, 2.2  
Research writing (1.3-8) | ♦ DOL (1.1,1.2) | ♦ Vocabulary from text (1.3)  
Word origins/roots/stems (1.1, 1.2)  
Vivid verb use (1.1, 1.2) | ♦ Large/small group discussions (1.3,2.3)  
Formal multimedia presentation (1.4,1.8,1.10, 2.1, 2.4) |
III. Accountability Determinants

A. Teacher-generated tests

B. English competency tests

C. State mandated tests

D. Daily work assessments

E. Teacher and District writing assessments

F. Projects and presentations

IV. Required Texts


V. Supplementary Literature

- *The Odyssey*
- *Romeo and Juliet*
- *To Kill a Mockingbird*
- *Bless the Beasts and Children*
- *Hiroshima*
- *The Hobbit*
- *Johnny Got His Gun*
- *Night*
- *One Day in the Life of Ivan Denisovich*
- *Summer of My German Soldier*