

Teacher Name _____ School _____ Class title/Period _____ Room # _____

	Curriculum Standards and Objectives CHUNK 1 (Weeks 1-11)	Recommended Resources and Strategies	Date(s) I = Introduced T = Taught	Date(s) Benchmarked	Date(s) Mastered
READING/LITERATURE	<p style="text-align: center;"><u>ACOS 1</u></p> <p>Analyze authors' use of literary elements, including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present.</p> <ul style="list-style-type: none"> Identifying major historical developments of language and literature in America from 1900 to the present <p style="padding-left: 20px;">Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution, chronology, genre, style</p> <ul style="list-style-type: none"> Evaluating author technique <p style="text-align: center;"><u>ACOS 2</u></p> <p>Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages.</p> <ul style="list-style-type: none"> Explaining use of allusions Analyzing use of analogies for meaning Interpreting irony Analyzing poetry for rhythm and rhyme schemes <p style="text-align: center;"><u>ACOS 6</u></p> <p>Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues</p> <p style="padding-left: 20px;">Examples: prefixes, suffixes, root words</p> <p><u>BCS Enhanced ACOS</u></p> <p>Use prior knowledge and context clues to comprehend and elaborate the meanings of texts</p> <p>Broaden knowledge and application of synonyms, antonyms, analogies, idioms, and roots and affixes from other languages</p> <p>Develop and employ wide-ranging denotative and connotative vocabularies</p> <p>Employ close reading text analysis</p> <p>Annotate text</p> <p>Refer to the tone of literary pieces using a range of specific terms</p>	<p><u>Holt Elements of Literature - Fifth Course</u></p> <p>Collection 4 – “The Rise of Realism: The Civil War to 1914” (time line; political and social milestones; introduction to the literary period); Comparing Points of View: Slavery”(nonfiction – main readings); from Narrative of the Life of Frederick Douglass” (autobiography); from Incidents in the Life of a Slave Girl” (autobiography); “Go Down Moses” (spiritual); “ Follow the Drinking Gourd” (spiritual); “Swing Low Sweet Chariot” (spiritual); “The Most Remarkable Woman of This Age” (newspaper article); “An Occurrence at Owl Creek Bridge” (short story); “Letter to His Son” (letter); “The Gettysburg Address” (speech); “I Will Fight No More Forever” (speech); “ The Lowest Animal” (essay); “To Build a Fire” (short story); “A Pair of Silk Stockings” (short story); “Richard Cory” (poem); “Miniver Chevy” (poem); The Rise of Realism (informational nonfiction); “The Story of an Hour” (short story); “We Wear the Mask” (poem); from The Red Badge of Courage” (novel excerpt)</p> <p>Media (Audio CD Library) Discs 9-13; Visual Connections: Video Program on DVD – Segments 1 and 2; Fine Art Transparencies, 1, 7, and 9</p> <p><u>Textbook Resources</u> - The Holt Reader; pp.162-197; The Holt Adapted Reader, pp. 112-145; Holt Reading Solutions, pp.127-143; Resources for Teaching Advanced Students, pp.126-134; Vocabulary Development, pp.25-30</p> <p><u>Skills</u> - evaluate the philosophical, political, religious, ethical, and social influences of a historical period; analyze metaphor, internal and external conflict, point of view, verbal and situational irony, comic devices, satire, naturalism, motivation, setting, connotations; analyze points of view on a topic; compare points of view across texts; analyze a writer’s purpose, author’s style, and historical context; analyze cause and effect; use context clues; identify synonyms and antonyms, and Greek and Latin roots; understand noun-forming suffixes; analyze analogies; develop, write, and revise a historical research report; present and evaluate an oral research report</p> <p><u>Assessment</u> – One-Stop Planner with Exam View; Holt Assessment: Literature, Reading, and Vocabulary, pp. 174-198</p>			

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READING/LITERATURE	<p>Literary terms:</p> <ul style="list-style-type: none"> • American Indian Oratory • Apophasis • Archetype • Cadence • Catalog Poem • Deism • Epic Conventions • Epigram • Epiphany <p><u>AHSGE</u> RII-1 Identify main idea RII-2 Draw conclusions RII-3 Determine cause and effect RII-5 Recognize statements that adequately summarize a passage RIII-2 Analyze literary elements RIII-3 Demonstrate understanding of figurative language and analogy RIV-1 Determine word meaning through the use of context clues RIV-2 Demonstrate the ability to preview and predict</p> <p><u>CollegeBoard®</u> Respond to texts and put texts in context</p> <ul style="list-style-type: none"> • Strand: Connecting the text to personal experience • Strand: Connecting the text to subject matter knowledge • Strand: Connecting the text to world knowledge • Strand: Analyzing responses to texts <p>Reflect on and direct processes for constructing meaning</p> <ul style="list-style-type: none"> • Strand: Reflect on text features that affect understanding • Strand: Reflect on self as a reader constructing meaning from texts • Strand: Reflect on the requirements of the reading task and strategies for completing the reading task <p><u>A+ College Ready/Laying the Foundation</u></p> <p>To be added</p>	<p><u>Strategies</u></p> <ul style="list-style-type: none"> • Close Reading • Jigsaw • K-W-L • Interactive Reading Guide • Anticipation Guide • Guided Reading • Word maps and vocabulary files • Skimming and Scanning • SOAPStone • Marking the text • Chunking the text • Fishbowl • Think-Pair-Share • Listening actively • TP-CASTT • T-Chart for Character Analysis • Literary 3X3 (three sentence plot summary) • Somebody-Wanted-But –So • Literature /Socratic/Inner-Outer Circles • Literature Logs • Graphic Organizers 			

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WRITING AND LANGUAGE	<p style="text-align: center;"><u>ACOS 9</u></p> <p>Analyze writing for parallelism in literary selections and student writing</p> <p style="text-align: center;"><u>ACOS 10</u></p> <p>Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases, collective nouns as subjects, indefinite pronouns as subjects when the verb form depends on the rest of the sentence, and subjects in sentences with correlative conjunctions or in inverted order.</p> <ul style="list-style-type: none"> • Editing writings for mechanics, usage, grammar, and style • Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes <p><u>BCS Enhanced ACOS</u></p> <p>Use an abbreviated writing process to write an essay in timed and un-timed situations</p> <p>Use a variety of patterns to organize information in multi-paragraph writings</p> <p>Demonstrate effective voice suitable for audience and purpose</p> <p>Use a variety of sentence patterns</p> <p>Proofread and correct errors in sentence structure, content, and organization</p> <p>Use self-monitoring and peer/teacher feedback to assess progress in written expression</p> <p>Understand and employ structural elements of texts</p> <p>Apply principles of grammar, mechanics, and usage in writing, speaking and presenting.</p> <p>Construct description, narration, exposition, persuasion, and argument effectively</p> <p>Edit formal and informal language appropriately</p> <p>Correct errors in sentence structure, content, and organization</p> <p>Write explicit supporting details</p> <p>Write explicit explanations and causes</p> <p>Edit and arrange the parts of a sentence appropriately</p>	<p><u>Holt Elements of Literature - Fifth Course</u></p> <p>Collection 4 – Writing Workshop: Reporting Historical Research, pp. 602-621</p> <p>Collection 5 – Writing Mini-Workshop: Writing a Descriptive Essay, pp. 679-683; Writing Mini-Workshop: Analyzing Literature, pp. 739-742 ; Writing Mini-Workshop: Writing a Biographical Narrative, pp. 813-815 ; Writing Mini-Workshop: Analyzing a Novel, pp. 870-877 ; Holt Assessment:: Writing, Listening, and Speaking, pp. 52, 19-21, 56</p> <p><u>Glencoe Writer's Choice - Level 11</u></p> <p>T.E. Weekly Planner Section</p> <p>Week 1, Personal Writing and Parts of Speech, pp. 4-19 (Personal Writing); pp. 435-455 (Parts of Speech)</p> <p>Week 2, Personal Writing and Parts of Speech, pp. 20-31 (Personal Writing); pp. 456-479 (Parts of Speech)</p> <p>Week 3, Personal Writing and Parts of Speech Review, pp. 32-45 (Personal Writing); pp. 480-487 (Parts of Speech)</p> <p>Week 4, History and Development of English, pp. 759-773</p> <p>Week 5, The Writing Process and Parts of the Sentence, pp. 48-59 (The Writing Process); pp. 489-494 (Parts of the Sentence)</p> <p>Week 6, The Writing Process and Parts of the Sentence, pp. 60-67 (The Writing Process); pp. 495-511 (Parts of the Sentence)</p> <p>Week 10, Using Dictionaries, Vocabulary, and Spelling, pp. 784-787 (Using Dictionaries); pp. 789-796 (Vocabulary); pp. 798-803 (Spelling)</p> <p>Week 11, <i>TIME</i>: Facing the Blank Page, Descriptive Writing, and Clauses and Sentence Structure, pp. 111-121 (Facing the Blank Page); pp. 124-135 (Descriptive Writing); pp. 535-539 (Clauses and Sentence Structure)</p> <p>Week 12, Descriptive Writing, and Clauses and Sentence Structure, pp. 136-147 (Descriptive Writing); pp. 540-563 (Clauses and Sentence Structure)</p> <p>Week 14, Narrative Writing and Verb Tenses, Voice, and Mood, pp. 168-177 (Narrative Writing); pp. 575-584 (Tenses, Voice, and Mood)</p> <p>Week 15, Narrative Writing and Verb Tenses, Voice, and Mood, pp. 182-193 (Narrative Writing); pp. 585-593 (Tenses, Voice, and Mood)</p>			

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WRITING AND LANGUAGE</p> <p><u>BCS Enhanced ACOS</u> Edit verbs/verb forms</p> <p>Edit punctuation and capitalization</p> <p>Edit parallelism errors in phrases and clauses</p> <p>Edit verb tense shifts within paragraphs</p> <p>Apply subject-verb agreement with indefinite pronouns</p> <p>Use parallel structure with verbals</p> <p>Use and appropriately edit the parts of sentences including compound subjects, compound predicates, subject-verb agreement, verb forms, collective nouns</p> <p>Use the writing process where composing various forms of written expression</p> <ul style="list-style-type: none"> • Prewriting (choosing topic, developing word/topic banks) • Drafting (focusing on purpose) • Revising (clarifying the meaning after a teacher conference) • Editing (Making needed corrections) • Publishing (sharing orally, making room displays) 	<p><u>Glencoe Writer's Choice - Level 11</u></p> <p>T.E. Weekly Planner Section Week 16, Narrative Writing and Verb Tenses, Voice, and Mood Review, pp. 194-207 (Narrative Writing); pp. 594-599 (Tenses, Voice, and Mood) Week 22, Persuasive Writing and Using Pronouns Correctly, pp. 266-287 (Persuasive Writing); pp. 623-629 (Using Pronouns Correctly) Week 23, Persuasive Writing and Using Pronouns Correctly, pp. 288-301 (Persuasive Writing); pp. 630-641 (Using Pronouns Correctly) Week 24, Persuasive Writing and Using Pronouns Correctly Review, pp. 302-321 (Persuasive Writing); pp. 642-647 (Using Pronouns Correctly)</p> <p style="text-align: center;"><u>Strategies</u></p> <ul style="list-style-type: none"> • RAFT • Previewing • Visualizing • Semantic mapping • Dialectical Journal • Assertion Journal • Think Aloud • Comparative genre essay • Research paper 			

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WRITING AND LANGUAGE	<p><u>BCS Pre-AP®</u></p> <p>Write literary analyses that explain how writers use stylistic techniques to convey meaning or theme</p> <p>Write literary explication essays using a passage of literature to examine the methods used by the author to deliver his message to the reader</p> <ul style="list-style-type: none"> • Focus explicitly on the original text itself without adding text or author background comments • Include: Paragraph 1 – Introduction/Thesis Paragraph; Paragraph 2 – Analysis of 1st literary device; Paragraph 3 – Analysis of 2nd literary device; Paragraph 4 – Analysis of 3rd literary device; and Paragraph 5 – Conclusion <p><u>AHSGE</u></p> <p>LI-1 Identify correct noun forms (plural and singular) LI-2 Identify correct verb forms LI-3 recognize subject-verb agreement LI-4 Recognize pronoun-antecedent agreement in number and gender LI-5 Identify correct pronoun case LII-1 Use words that create clarity, precision, and vivid description LII-2 Use formal and informal language appropriately</p> <p><u>CollegeBoard®</u></p> <p>Engage ideas and audiences through text</p> <ul style="list-style-type: none"> • Strand: Writing to discover and learn • Strand: Developing expository texts • Strand: Developing literary texts • Strand: Situating texts <p>Present technically sound texts</p> <ul style="list-style-type: none"> • Strand: Conventions, grammar, and usage • Strand: Stylistic conventions 	<p>See previous section</p>			

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RESEARCH AND INQUIRY	<p>ACOS 12 Use the research process to manage, document, organize, and present information to support a thesis on a literary topic Examples: documented essay, research paper</p> <ul style="list-style-type: none"> Using paraphrasing and documentation of sources to avoid plagiarism <p>BCS Enhanced ACOS Conduct individual research using all aspects of the research process.</p> <ul style="list-style-type: none"> Managing information (Examples: locating, selecting, retrieving, evaluating) Documenting information (Example: correct use of copyrighted materials) Organizing information (Examples: presentation method, following a style sheet) Presenting information (Examples: the I-Search paper, a career-search paper) <p>Use available technology to work collaboratively in courses and on projects with peers in other English language arts classrooms within and outside of the school district.</p> <p>Use the research process to organize data to support a thesis</p> <p>Use paraphrasing and documentation of sources to avoid plagiarism</p> <p>Use effective reading and research strategies to develop skills such as note taking, paraphrasing, text summarization, quoting, and documentation for research</p> <p>Demonstrate ethical use of research</p> <p>CollegeBoard® Research</p> <ul style="list-style-type: none"> Strand: Research design Strand: Evaluating Sources Strand: Citing Sources 	<p><u>Holt Elements of Literature - Fifth Course</u></p> <p>Collection 4 - N/A Collection 5 – N/A</p> <p><u>Glencoe Writer's Choice - Level 11</u></p> <p>T.E. Weekly Planner Section Week 10, Using Dictionaries, Vocabulary, and Spelling, pp. 784-787 (Using Dictionaries); pp. 789-796 (Vocabulary); pp. 798-803 (Spelling) Week 17, Library Resources and Electronic Resources, pp. 775-782 (Library Resources); pp. 789-796 (Vocabulary); pp. 870-889 (Electronic Resources) Week 27, Research Paper Writing and Using Modifiers Correctly, pp. 330-337 (Research Paper Writing); pp. 657-659 (Using Modifiers Correctly) Week 28, Research Paper Writing and Using Modifiers Correctly, pp. 338-347 (Research Paper Writing); pp. 660-665 (Using Modifiers Correctly) Week 29, Research Paper Writing and Using Modifiers Correctly Review, pp. 348-357 (Research Paper Writing); pp. 666-671 (Using Modifiers Correctly)</p>			
ORAL AND VISUAL COMMUNICATION	<p>ACOS 13 Compare the use of oral presentation skills of self and others</p> <p>CollegeBoard® Interpret and analyze the communication context</p> <ul style="list-style-type: none"> Strand: Purpose, audience, and context <p>Present technically sound texts</p> <ul style="list-style-type: none"> Strand: Conventions, grammar, and usage Strand: Stylistic conventions 	<p><u>Holt Elements of Literature- Fifth Course</u></p> <p>Collection 4– Listening and Speaking Workshop: "Presenting Historical Research", p. 622; Holt Assessment: Writing Listening, and Speaking, p. 49 Collection 5 – Listening and Speaking Workshop: "Presenting a Literary Analysis", p. 878; Workshop Resources ; Writing, Listening, and Speaking, pp. 56</p>			

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READING/LITERATURE	<p style="text-align: center;"><u>ACOS 3</u></p> <p>Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage. Examples: informational materials—employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts functional materials—posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutrition pamphlets</p> <ul style="list-style-type: none"> • Recognizing fallacies in logic • Drawing conclusions to determine author intent • Applying advanced knowledge of context clues and structural analysis to determine word meaning • Evaluating quality of writing <p style="text-align: center;"><u>ACOS 4</u></p> <p>Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda. Examples: narratives, editorials</p> <p style="text-align: center;"><u>ACOS 5</u></p> <p>Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and standard English versus dialect.</p> <p style="text-align: center;"><u>ACOS 7</u></p> <p>Compare writing styles of two or more American authors or public figures. Examples: Martin Luther King, Jr., Zora Neale Hurston, Ernest Hemingway</p> <p><u>BCS Enhanced ACOS</u> Interpret, analyze, and critique author's use of literary and rhetorical devices, language and style (i.e. language, imagery, syntax, diction, rhetorical question, repetition, parallelism, and analogy)</p> <p>Interpret and analyze informational and functional reading materials to connect text ideas and themes to other texts, to self, and to the world.</p> <p>Evaluate the strength of an argument through analysis of propaganda</p> <p>Analyze differences in rhetorical devices, language usage, and style elements of various pre-twentieth century American authors</p>	<p><u>Holt Elements of Literature - Fifth Course</u></p> <p>Collection 6 – "Contemporary Literature: 1939 to Present"(time line; political and social milestones; introduction to the literary period); Comparing Points of View: World War II (informational: main readings, nonfiction) ; "The Death of the Ball Turret Gunner" (poem); "The Ball Turret" (primary source comment); "from Night" (memoir); "A Noiseless Flash from Hiroshima" (reportage); "Unforgettable Fire" (primary source comment); "The Arrogance and Cruelty of Power' from Speech at the Nuremberg Trials" (speech); "from The Diary of a Young Girl" (diary); " The Biggest Battle of All History" from The Greatest Generation Speaks"" (letter); " from April in Germany" (memoir); "Everything Stuck to Him" (short story); "A Still, Small Voice" (newspaper article); " The Handsomest Drowned Man in the World" (short story); "Rules of the Game from The Joy Luck Club" (short story); "When Mr. Pirzada Came to Dine" (short story); "The Ravaged People of East Pakistan" (newspaper article); " The Book of the Dead" (short story); Mini-Workshop: Writing an Autobiographical Narrative (informational nonfiction); " from Black Boy" (autobiography); "Autobiographical Notes" (autobiography); "from On James Baldwin" (eulogy); "Straw into Gold" (essay); "The Bells" (poem); "The Bean Eaters" (poem); "Ars Poetica" (poem); "Medusa" (poem); "Man Listening to Disc" (poem); "Arthur Miller" (biography); "Why I Wrote the Crucible" (essay); "The Crucible" (drama); Media Workshop: Analyzing and Using Media (informational nonfiction) Media (Audio CD Library) Discs 20-27A; Visual Connections: Video Program on DVD, Segments 8 and 10; Fine Art Transparencies, 16 and 17 Textbook Resources - The Holt Reader, pp.286-349; The Holt Adapted Reader, pp. 178-189; Holt Reading Solutions, pp. 186-219; Resources for Teaching Advanced Students, pp.179-189; Vocabulary Development, pp.45-61; Holt Assessment: Literature, Reading, and Vocabulary, pp.291-398 Skills - evaluate traditions in American literature; analyze implied metaphor, subjective and objective reporting, persuasion, satire, magic realism, dialogue in nonfiction, personal essay, allusion, poetic devices, figurative language, and archetypes; analyze and compare points of view on a topic; compare and contrast works from different literary periods; analyze an author's credibility, a writer's message, historical context; make inferences about characters; identify main ideas and supporting details; evaluate an author's argument; understand connotations of synonyms and etymologies of words used in political science and history; use context clues; recognize synonyms; analyze word analogies; develop, write, and revise a multimedia presentation; present and evaluate an oral recitation of literature</p>			

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READING/LITERATURE	<p><u>BCS Enhanced ACOS</u> Categorize characteristics of genre</p> <p>Make inferences about characters and their motives</p> <p>Analyze and use analogies</p> <p>Organize steps of a process and other sequences</p> <p>Determine and provide supporting evidence of explicit and implicit causes for effects, actions, events, and behaviors</p> <p><u>BCS Pre-AP®</u> Manipulate the rhetorical relationship among speakers, audiences, subjects, and contexts through the traditional appeals of logos, ethos, and pathos</p> <p>Analyze and support the communication intention or aim of rhetoric</p> <p>Connect visual rhetoric such as symbols, graphics, film, art, etc. to printed rhetoric</p> <p>Analyze the significance of the voice of the speaker/narrator to the audience, purpose, and context of the text</p> <p>Analyze the effects of personal and cultural influences on the works of writers</p> <p>Apply close reading strategies to prose</p> <p>Distinguish between direct address and indirect address through analysis of the audience</p> <p>Determine the speaker's voice</p> <p>Identify, understand, and interpret the rhetoric of drama</p> <p>Write timed responses to short works in stylistically and grammatically correct sentences</p> <p>Analyze figurative language, diction, symbolism, syntax, irony, connotation, denotation, imagery, shift and tone in various texts</p>	<p><u>Holt Elements of Literature - Fifth Course</u></p> <p><u>Assessment</u> – One-Stop Planner with Exam View; Holt Assessment: Literature, Reading, and Vocabulary, pp. 291-398</p> <p><u>Strategies</u></p> <ul style="list-style-type: none"> • Close Reading • Jigsaw • K-W-L • Interactive Reading Guide • Anticipation Guide • Guided Reading • Word maps and vocabulary files • Skimming and Scanning • SOAPStone • Marking the text • Chunking the text • Fishbowl • Think-Pair-Share • Listening actively • TP-CASTT • T-Chart for Character Analysis • Literary 3X3 (three sentence plot summary) • Somebody-Wanted-But –So • Literature /Socratic/Inner-Outer Circles • Literature Logs • Rhetorical Triangle • Jolliffe's Rhetorical Framework • Graphic Organizers • AP® English Retired Questions 			

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">READING/LITERATURE</p> <p>Literary terms:</p> <ul style="list-style-type: none"> • Gothic Tale • Humanism • Interior Monologue • Naturalism • Transcendentalism • Vernacular • Villanelle <p><u>AHSGE</u> RII-4 Detect propaganda; distinguish fact from opinion a passage RIII-1 Recognize fallacies of logic and judge strength of argument RIV-3 Discern organizational patterns RIV-4 Demonstrate the ability to locate information in reference material</p> <p><u>CollegeBoard®</u> Respond to texts and put texts in context</p> <ul style="list-style-type: none"> • Strand: Connecting the text to personal experience • Strand: Connecting the text to subject matter knowledge • Strand: Connecting the text to world knowledge • Strand: Analyzing responses to texts <p>Interpret and analyze the communication context</p> <ul style="list-style-type: none"> • Strand: Purpose, audience, and context <p>Interpret and analyze text elements and structures</p> <ul style="list-style-type: none"> • Strand: Elements and connections in expository texts • Strand: Elements and connections in literary texts <p><u>A+ College Ready/Laying the Foundation</u></p> <p>To be added</p>	<p>See previous section</p>			

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	Curriculum Standards and Objectives CHUNK 2 (Weeks 12-16)	Resources and Strategies	Date(s) I = Introduced T = Taught	Date(s) Benchmarked	Date(s) Mastered
WRITING AND LANGUAGE	<p style="text-align: center;"><u>ACOS 8</u></p> <p>Write the text for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone.</p> <ul style="list-style-type: none"> • Using a variety of sentence patterns • Developing an effective voice suitable for audience and purpose <p style="text-align: center;"><u>ACOS 11</u></p> <p>Differentiate between the use of active and passive voice.</p> <p><u>BCS Enhanced ACOS</u></p> <p>Use a variety of patterns to organize information in multi-paragraph writings</p> <p>Develop an effective voice suitable for audience and purpose</p> <p>Use a variety of sentence patterns</p> <p>Write effectively in the four modes of writing</p> <p>Proofread and edit language for sentence structure, content, organization, and spelling</p> <p>Write analyses of cross-content/cross-culture fiction and non-fiction</p> <p>Determine topic relevance for specific audiences and purposes</p> <p>Understand and appropriately edit formal and informal language</p> <p>Edit for sentence clarity, expression (precise language) and effectiveness</p> <p>Use self-monitoring and peer/teacher feedback to assess progress in written expression</p>	<p><u>Holt Elements of Literature - Fifth Course</u></p> <p>Collection 6 - Writing Mini-Workshop: Writing an Autobiographical Narrative; Writing Mini-Workshop: Analyzing Nonfiction; Holt Assessment: Writing, Listening, and Speaking, pp. 57, 58</p> <p><u>Glencoe Writer's Choice - Level 11</u></p> <p>T.E. Weekly Planner Section</p> <p>Week 18, Expository Writing and Subject-Verb Agreement, pp. 210-235 (Expository Writing); pp. 601-607 (Subject-Verb Agreement)</p> <p>Week 19, Expository Writing and Subject-Verb Agreement, pp. 236-247 (Expository Writing); pp. 608-615 (Subject-Verb Agreement)</p> <p>Week 20, Expository Writing and Subject-Verb Agreement Review, pp. 248-263 (Expository Writing); pp. 616-621 (Subject-Verb Agreement)</p> <p>Week 31, Sentence Combining and Usage Glossary, pp. 360-371 (Sentence Combining); pp. 673-691 (Usage Glossary)</p> <p>Week 33, Troubleshooter, pp. 384-407)</p> <p>Week 34, Business and Technical Writing and Punctuation, Abbreviations, and Numbers, pp. 409-426 (Business and Technical Writing); pp. 713-755 (Punctuation, Abbreviations, and Numbers)</p> <p>Week 35, Business and Technical Writing and Punctuation, Abbreviations, and Numbers, pp. 427-433 (Technical Writing); pp. 732-755 (Punctuation, Abbreviations, and Numbers)</p>			

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Curriculum Standards and Objectives CHUNK 2 (Weeks 12-16)	Resources and Strategies	Date(s) I = Introduced T = Taught	Date(s) Benchmarked	Date(s) Mastered
<p>WRITING AND LANGUAGE</p> <p><u>AHSGE</u> LI-6 identify correct pronoun use LI-7 Identify effective use of voice L1-8 determine correct placement of modifiers LI-5 Identify correct pronoun case LIII-1 Correct run-on sentences, sentence fragments, and comma splices. LIII-2 Correct sentences that lack internal parallelism LIV-1 Demonstrate correct use of capitalization LIV-2 Demonstrate correct use of commas LIV-3 Demonstrate correct use of a semicolon and a colon LIV-4 Demonstrate correct use of quotation marks and underlining LIV-5 Demonstrate correct use of the apostrophe LV-1 Demonstrate logical progression and completeness of paragraphs</p> <p><u>CollegeBoard®</u> Interpret and analyze the communication context • Strand: Purpose, audience, and context Interpret and analyze text elements and structures • Strand: Elements and connections in expository texts • Strand: Elements and connections in literary texts</p> <p>Engage ideas and audiences through text • Strand: Writing to discover and learn • Strand: Developing expository texts • Strand: Developing literary texts • Strand: Situating texts</p> <p>Evaluate and revise texts • Strand: Revising for coherence, development, insight, and effect</p> <p>Present technically sound texts • Strand: Conventions, grammar, and usage • Strand: Stylistic conventions</p>	<p><u>Strategies</u></p> <ul style="list-style-type: none"> • RAFT • Semantic mapping • Dialectical Journal • Assertion Journal • Comparative genre essay • Research paper • Predicting • Summarizing • Underlining • Note taking • Outlining • Classifying 			

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Curriculum Standards and Objectives CHUNK 2 (Weeks 12-16)		Resources and Strategies	Date(s) I = Introduced T = Taught	Date(s) Benchmarked	Date(s) Mastered
RESEARCH AND INQUIRY	<p><u>ACOS 12</u> Use the research process to manage, document, organize, and present information to support a thesis on a literary topic Examples: documented essay, research paper</p> <ul style="list-style-type: none"> Using paraphrasing and documentation of sources to avoid plagiarism <p><u>BCS Enhanced ACOS</u> Use paraphrasing and documentation of sources to avoid plagiarism Demonstrate ethical usage of research</p> <p><u>CollegeBoard®</u> Conduct research and gather information</p> <ul style="list-style-type: none"> Strand: Research Design Plan and organize research Formulate questions; identify sources Understand plagiarism Understand the ethics of writing Develop point of view 	<p><u>Holt Elements of Literature - Fifth Course</u></p> <p>N/A</p> <p><u>Glencoe Writer's Choice - Level 11</u></p> <p>T.E. Weekly Planner Section Week 30, Study Skills and Taking Tests, pp. 805-810 (Study Skills); pp. 812-847 (Taking Tests)</p>			
ORAL AND VISUAL COMMUNICATION	<p><u>ACOS 14</u> Identify propaganda in nonprint media</p> <p><u>CollegeBoard®</u> Interpret and analyze the communication context</p> <ul style="list-style-type: none"> Strand: Purpose, audience, and context <p>Present technically sound texts</p> <ul style="list-style-type: none"> Strand: Conventions, grammar, and usage Strand: Stylistic conventions 	<p><u>Holt Elements of Literature- Fifth Course</u></p> <p>Collection 6 – Media Workshop: Analyzing and Using Media, pp1314-1231; listening and Speaking Workshop: Reciting Literature, p. 1322; Holt Assessment:: Writing, Listening, and Speaking, pp. 5, 22-24, 61</p> <p><u>Glencoe Writer's Choice - Level 11</u></p> <p>T.E. Weekly Planner Section Week 21, Listening and Speaking, pp. 849-857 Week 25, Viewing and Representing, pp. 859-868</p>			

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High School English Language Arts Suggested Pacing Chart – Grade 11
Dr. Sandra C. Harrell, Director

Teacher Name _____ School _____ Class title/Period _____ Room # _____

	Curriculum Standards and Objectives CHUNK 3 (Weeks 17-18)	Recommended Resources and Strategies	Date(s) I = Introduced T = Taught	Date(s) Benchmarked	Date(s) Mastered
READING/LITERATURE	END OF COURSE ASSESSMENTS	Review CHUNKS 1 and 2			

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	Curriculum Standards and Objectives CHUNK 3 (Weeks 17-18)	Resources and Strategies	Date(s) I = Introduced T = Taught	Date(s) Benchmarked	Date(s) Mastered
WRITING AND LANGUAGE	END OF COURSE ASSESSMENTS	Review CHUNKS 1 and 2			

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Teacher Name _____ School _____ Class title/Period _____ Room # _____

Curriculum Standards and Objectives CHUNK 3 (Weeks 17-18)		Resources and Strategies	Date(s) I = Introduced T = Taught	Date(s) Benchmarked	Date(s) Mastered
RESEARCH AND INQUIRY	END OF COURSE ASSESSMENTS	Review CHUNKS 1 and 2			
ORAL AND VISUAL COMMUNICATION	END OF COURSE ASSESSMENTS	Review CHUNKS 1 and 2			