

**Power Standards: Language Arts Objectives and Student Expectations**

Language: Analyze and evaluate aesthetic language in literature and in spoken language

Reading: Analyze/interpret characteristic of text: grammar, usage and stylistic or literary devices.

Writing: Organize ideas in writing to ensure coherence, logical progression, and support for ideas.

Vocabulary: Describe how meanings are communicated through elements of language

**COURSE FOCUS:**

“In English class, critical thinking centers on the text, not on an individual teacher’s interpretation or guess, nor on a student’s individual intuition or unsupported assertion.”

“The facts are the bedrock of critical thinking.”

“Students who practice specific skills by analyzing complex texts – who learn grammar in combination with reading and writing – who learn actively and express themselves freely – who routinely think critically will most likely become highly competent adults whose high level of expertise in language will open many doors.” Advanced Placement, Inc.

**COURSE OBJECTIVES:**

1. To strengthen the student’s critical thinking skills which were exercised in the first year of high school English pre-AP classes.
2. To expose the student to a variety of literary forms and examples.
3. To continue the preparation for the student to perform at an outstanding level in the strenuous curriculum of the Advanced Placement upper level courses by introducing and drilling on the Laying the Foundation lessons and diagnostics.
4. To prepare the student for exemplary performance on the state required TAKS test, the LTF End of Course exam, and college placement exams, such as the PSAT and SAT.
5. To strengthen writing skills using the Jane Schaeffer writing program in use at Westside while encouraging the creation of original works of fiction, non-fiction, poetry and analysis writing.

**INSTRUCTIONAL METHODS:**

Course objectives will be achieved through the extensive use Laying the Foundation basic and mastery lessons applied to specific passages from a variety of literary works and works of non-fiction which offer examples of literary and syntactical devices.

Through exercising close reading skills, students will acquire a deeper understanding of the works and how the author uses specific devices to affect his tone and the mood created by the piece. Students will also analyze passages to determine theme, characterization, author’s purpose, as well as mastering inference. The introduction of new literary terms and review of materials previously covered will occur as the terms occur – in context. Identifying the terms and devices as they are encountered offers constant reinforcement of the material. Repetition is the key to mastering these concepts.

## **COURSE CONTENT:**

The 10<sup>th</sup> grade curriculum team for pre-AP is closely aligned. Course content is consist with all teachers at our level and as previously stated utilizes prescribed Advanced Placement materials.

Each six weeks of the course will include analysis of a variety of selections, TAKS practice exercises, writing exercises, vocabulary in context, independent reading of at least one work of fiction or non-fiction assigned across the grade level.

Major works and topics of study by six weeks include:

1<sup>st</sup> six weeks – *Farewell to Manzanar*, *When the Legends Die*

2<sup>nd</sup> six weeks – Short Stories, Poetry

3<sup>rd</sup> six weeks -- *Their Eyes Were Watching God*

4<sup>th</sup> six weeks –*Antigone*, TAKS preparation

5<sup>th</sup> six weeks –*Julius Caesar*, research paper

6<sup>th</sup> Six weeks – *1984*

### **Week 1 Aug 27- 31**

Intro to class

Short answer response writing

Revising and editing

### **Week 2 Sep 3-7**

Diagnostic test

Summer reading assignment

Dialectical journal: characterization

### **Week 3 Sep 10-14**

Sentence structure

Phrases as a part of speech

Intro to style analysis

### **Week 4 Sep 17-21**

Intro to genre

Propaganda/Political cartoon

Repetition devices

Analyze identity speech (structure)

### **Week 5 Sep 24-28**

Theme - search for identity

Characterization

Analyze identity speech (devices)

TPCASST identity poem

Six weeks test

### **Week 6 Oct 1-5**

Intro to poetry

Short story elements

## **ASSESSMENTS:**

The curriculum team strives to provide a common assessment for every six weeks exam, mid-term and final exams, and exit tests over fiction pieces.

## **COURSE POLICIES:**

The Westside English Department has established common policies as follows:

1. Students who do not run in an assignment will receive 50% of its worth. Students must attend English detention within one week of the assignment for full credit to be potentially returned. English detention will begin after the first six weeks progress report.
  2. Academic dishonesty will not be tolerated. Zeroes will be given to all participants for copied work or acts of plagiarism.
  3. The total point grading system will be used.
  4. All class work and homework should be completed in blue or black ink. Pencil work is acceptable for rough drafts and Scantron test entries. Work should be done on one side of the paper unless otherwise specified.
  5. Tests will be given on days allocated to the English Department for this purpose. Daily grades or small quizzes of less than 25 questions may be given on any day.
  6. Homework or practice assignments are integral to mastery. Homework assignments will be made with discretion.
  7. Common assessments by curriculum level will be given each six weeks, at the mid-term and year end and will be skills based. Additionally, common assessments will be given on literary works.
- \*Excused absences will be allowed make-up days appropriate to the time missed by the student.

## **Grading Policy**

Tests, projects 100

Essays/Analysis 50

Daily/Homework/Quiz 20

Vocabulary: Students are expected to learn at least 10 vocabulary words per week from the Vocabulary Workshop workbook. Expect weekly quizzes.

## **COURSE SUPPLIES:**

1. college ruled notebook paper and binder (at least a 2" size) which will be used exclusively for English class,
2. blue or black pens, #2 pencils, and adequate erasers,
3. college ruled spiral notebook – the notebook must be a “5 section” notebook with pocketed dividers – each section will be designated for a specific purpose