

Revised May 2010

SVHS English Department Literature Standards Sequence, Pacing Plans, and Benchmarks for English I
Revised on 5/28/10 by Don Zimmer



This document represents the sequence of standards from the grade level literature (Holt texts & novels), the pacing plan, and the benchmark standards. **NOTE: The Benchmark Tests were created on OARS using 10th grade standards because 9th grade standards were not available.**

Holt Pacing Plan: Text Standards Third Course for English I and English I CP	Core Instructional Selections from Pacing Plan	Benchmark Standards
<p>1st Quarter Unit 1: Narratives Chapter 1 Plot Reading: 1.1 Word meanings and derivations 2.4 Synthesize content from several sources 3.2 Genre shapes theme or topic 3.6 Author's development of time and sequence</p> <p>Chapter 2 Character Reading: 1.1 Word meanings and derivations 2.5 Extend ideas in primary or secondary sources 3.3 Main and subordinate character interaction 3.4 Character traits 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work 3.11 Evaluate the aesthetic qualities of style 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period</p> <p>Chapter 3 Narrator and Voice Reading: 1.1 Word meanings and derivations 1.2 Distinguish between the denotative and connotative meanings of words 2.4 Synthesize content from several sources 3.2 Genre shapes theme or topic 3.7 Recognize and understand the significance of various literary devices 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text</p> <p>Chapter 4 Symbolism and Irony Reading: 1.1 Word meanings and derivations 2.4 Synthesize content from several sources 3.2 Genre shapes theme or topic 3.7 Recognize and understand the significance of various literary devices 3.8 Interpret and evaluate the impact of ambiguities,</p>	<p>1 The Most Dangerous Game Liberty The Great Escape/Did Animals Sense Tsunami Was Coming?</p> <p>2 Thank You, M'am American History Papa Who Wakes Up Tired in the Dark/Mother to Son/Those Winter Sundays An Interview with Dave Eggers</p> <p>3 The Interlopers The Cask of Amontillado Poe's Final Days/Poe's Death Is Rewritten as Case of Rabies, Not Telltale Alcohol/If Only Poe Had Succeeded When He Said Nevermore to Drink/Rabies Death Theory</p> <p>4 The Scarlet Ibis The Gift of the Magi Weapons of the Spirit/Letter to President Roosevelt/On the Abolition of the Threat of War/The Arms Race</p>	<p>1st Quarter Reading: 1.1 Word meanings and derivations 1.2 Distinguish between the denotative and connotative meanings of words 2.1 Analyze the structure and format of functional workplace documents 2.2 Prepare a bibliography of reference materials for a report 2.3 Generate relevant questions about readings on issues that can be researched 2.4 Synthesize content from several sources 2.5 Extend ideas in primary or secondary sources 2.6 Demonstrate use of sophisticated learning tools by following technical directions 2.7 Critique the logic of functional documents by examining the sequence of information 2.8 Evaluate the credibility of an author's argument or defense of a claim 3.2 Genre shapes theme or topic 3.3 Main and subordinate character interaction 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work 3.6 Analyze and trace an author's development of time and sequence 3.7 Significance of various literary devices 3.8 Ambiguities, subtleties, contradiction, ironies, and incongruities 3.9 Voice, persona, and narrator affect characterization, tone, plot, and credibility 3.11 Evaluate the aesthetic qualities of style</p> <p>Writing: 1.1 Demonstrate an understanding of the elements of discourse 1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes 1.4 Enhance meaning by employing rhetorical devices 1.9 Revise text to highlight the individual voice, improve sentence variety and style</p> <p>Written and Oral English Language Conventions: 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.</p>

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subtleties, contradictions, ironies, and incongruities in a text

Writing:

2.1 Write biographical narratives

2nd Quarter

Unit 2: Reading for Life

Chapter 5 Reading for Life

Reading:

1.1 Word meanings and derivations

2.1 Analyze the structure and format of functional workplace documents

2.2 Prepare a bibliography of reference materials for a report

2.3 Generate relevant questions about readings on issues that can be researched

2.6 Demonstrate use of sophisticated learning tools by following technical directions

2.7 Critique the logic of functional documents by examining the sequence of information

Chapter 6 Argument

Reading:

1.1 Word meanings and derivations

2.4 Synthesize content from several sources

2.8 Evaluate the credibility of an author's argument or defense of a claim

Writing:

2.4 Write persuasive compositions

5

Following Technical Directions

Citing Internet Sources

Analyzing Functional Workplace Documents

Evaluating the Logic of Functional Documents

Reading Documents from Real Life

6

Cinderella's Stepsisters

Kaavya Viswanathan: Unconscious Copycat or

Plagiarist?/Kaavya Syndrome

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization

1.3 Reflect appropriate manuscript requirements in writing

2nd Quarter

Reading:

1.1 Word meanings and derivations

1.2 Distinguish between the denotative and connotative meanings of words

1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words

2.1 Analyze the structure and format of functional workplace documents

2.2 Prepare a bibliography of reference materials for a report

2.3 Generate relevant questions about readings on issues that can be researched

2.4 Synthesize content from several sources

2.5 Extend ideas in primary or secondary sources

2.6 Demonstrate use of sophisticated learning tools by following technical directions

2.7 Critique the logic of functional documents by examining the sequence of information

2.8 Evaluate the credibility of an author's argument or defense of a claim

3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature

3.2 Genre shapes theme or topic

3.3 Main and subordinate character interaction

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy

3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work

3.6 Analyze and trace an author's development of time and sequence

3.7 Significance of various literary devices

3.8 Ambiguities, subtleties, contradiction, ironies, and incongruities

Writing:

1.1 Demonstrate an understanding of the elements of discourse

1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples

1.4 Enhance meaning by employing rhetorical devices

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium

Written and Oral English Language Conventions:

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English

<p>3rd Quarter Unit 3: Poetry Chapter 7 Poetry Reading: 3.2 Genre shapes theme or topic 3.7 Recognize and understand the significance of various literary devices 3.11 Evaluate the aesthetic qualities of style 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period Writing: 2.2 Write responses to literature</p> <p>Unit 4: Drama Chapter 8 Elements of Drama Reading: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development 1.1 Word meanings and derivations 2.5 Extend ideas in primary or secondary sources 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature 3.2 Genre shapes theme or topic 3.3 Main and subordinate character interaction 3.9 Voice, persona, and narrator affect characterization, tone, plot, and credibility 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature Writing: 2.3 Write expository compositions</p> <p>4th Quarter Unit 5: Epic Chapter 9 Myth and Epic Reading: 1.1 Word meanings and derivations 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words 2.3 Generate relevant questions about readings on issues that can be researched 3.2 Genre shapes theme or topic 3.3 Main and subordinate character interaction 3.4 Character traits 3.7 Recognize and understand the significance of various</p>	<p>7 A Blessing Women I Wandered Lonely as a Cloud Legal Alien/Extranjera Legal The History Behind the Ballad/Ballad of Birmingham/4 Little Girls</p> <p>8 The Tragedy of Romeo and Juliet, Acts 1 and II “Dear Juliet”: Seeking Succor from a Veteran of Love/<i>from</i> the Juliet Club</p> <p>9 <i>from</i> the Odyssey, Part I <i>from</i> Shipwreck at the Bottom of the World/Tending Sir Ernest’s Legacy: An Interview with Alexandra Shackleton</p>	<p>usage. 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization 1.3 Reflect appropriate manuscript requirements in writing</p> <p>3rd Quarter Reading: 1.1 Word meanings and derivations 1.2 Distinguish between the denotative and connotative meanings of words 2.1 Analyze the structure and format of functional workplace documents 2.2 Prepare a bibliography of reference materials for a report 2.3 Generate relevant questions about readings on issues that can be researched 2.4 Synthesize content from several sources 2.5 Extend ideas in primary or secondary sources 2.6 Demonstrate use of sophisticated learning tools by following technical directions 2.7 Critique the logic of functional documents by examining the sequence of information 2.8 Evaluate the credibility of an author’s argument or defense of a claim 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature 3.2 Genre shapes theme or topic 3.3 Main and subordinate character interaction 3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work 3.6 Analyze and trace an author’s development of time and sequence 3.7 Significance of various literary devices 3.8 Ambiguities, subtleties, contradiction, ironies, and incongruities Writing: 1.1 Demonstrate an understanding of the elements of discourse 1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples 1.4 Enhance meaning by employing rhetorical devices 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium Written and Oral English Language Conventions: 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage</p>
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<p>literary devices 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period Writing: 1.3 Use clear research questions and suitable research methods 1.6 Integrate quotations and citations into a written text 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals 2.3 Write expository compositions</p> <p>Unit 6: Literary Criticism Chapter 10 <i>Literary Criticism</i> Reading: 1.1 Word meanings and derivations 1.2 Distinguish between the denotative and connotative meanings of words 2.7 Critique the logic of functional documents by examining the sequence of information 3.11 Evaluate the aesthetic qualities of style 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period Writing: 2.5 Write business letters 2.6 Write technical documents</p>	<p>10 Club Pilot on the Mississippi The Godfather About StoryCorps/Do-It-Yourself Interviews</p>	<p>1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization 1.3 Reflect appropriate manuscript requirements in writing</p> <p>No 4th Quarter Benchmark Testing</p>
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