

ENGLISH COURSE SYLLABUS

Course Title: English 10 Honors I

Department: English

Primary Course Materials:

Unit One: Loss of Innocence/Coming of Age

Novels (all required):

The Catcher in the Rye, by J.D. Salinger

Ellen Foster, by Kaye Gibbons

A Separate Peace, by John Knowles

One of the following:

The Center of Everything, by Laura Moriarty

A Tree Grows in Brooklyn, by Betty Smith

Recommended Poems:

"On Turning Ten," by Billy Collins

"First Lesson," by Phillip Booth

"Boy at the Window," by Richard Wilbur

"Fifteen," by William Stafford

Recommended Related Sources:

"And Summer is Gone," by Susie Kretschmer

Book of Genesis:

The Garden of Eden (Gen 1:1-1:25)

The Creation of Adam and Eve (Gen 1:26-2:25)

The Fall of Man (Gen 3:1-3:24)

Cain and Abel (Gen 4:1-4:16)

Recommended Films:

Rebel Without a Cause. Dir. Nicholas Ray. Perf. James Dean, Natalie Wood, and Sal Mineo. Warner Bros., 1955.

Smallville (Pilot). Dir. David Nutter. Perf. Tom Welling, Kristin Kreuk, and Michael Rosenbaum. Warner Bros. 2001.

Dead Poets Society. Dir. Peter Weir. Perf. Robin Williams, Robert Sean Leonard and Ethan Hawke. Touchstone Pictures, 1989.

Unit Two: The Flawed Character

Drama (all required):

Oedipus Rex, by Sophocles

Julius Caesar, by William Shakespeare

All My Sons or Death of a Salesman, by Arthur Miller

Recommended Films:

Oedipus Rex. Dir. Don Taylor. Perf. Michael Pennington, Claire Bloom and John Gielgud. BBC, 1984.

Julius Caesar. Dir. Joseph Mankiewicz. Perf. James Mason, John Gielgud, and Marlon Brando. MGM, 1953.

All My Sons. Dir. Jack O'Brien. Perf. James Whitmore, Michael Learned, and Aidan Quinn. TV movie, 1986.

Minority Report. Dir. Stephen Spielberg. Perf. Tom Cruise, Colin Farrell, and Max Von Sydow. 20th Century Fox, 2002.

Unit Three: Poetry

Recommended Text

Perrine's Sound and Sense, edited by Thomas Arp

Recommended Poems:

Tennyson, "The Eagle"
Randall, "Ballad of Birmingham"
Williams, "The Red Wheelbarrow"
Housman, "Terence, this is stupid stuff"
MacLeish, "Ars Poetica"
Hardy, "The Man He Killed"
Plath, "Mirror"
Hughes, "Cross"
Hayden, "Those Winter Sundays"
Cornford, "The Guitarist Tunes Up"
Francis, "The Hound"
Dickinson, "It Sifts from Leadens Sieves"
Marvell, "To His Coy Mistress"
Hughes, "Dream Deferred"
Frost, "The Road Not Taken"
Herrick, "The the Virgins, to Make Much of Time"
Cullen, "Incident"
Brooks, "We Real Cool"
Frost, "Nothing Gold Can Stay"
Ferlinghetti, "Constantly Risking Absurdity"
Pope, "Sound and Sense"
Kinnell, "Blackberry Eating"
Shakespeare, "That Time of Year"
Various, "A Smattering of Limericks"
Berry, "On Reading Poems to a Senior Class at South High"
Hall, "My Son, My Executioner"
Housman, "To An Athlete Dying Young"
Robinson, "Richard Cory"
Shakespeare, "Shall I compare thee to a summer's day?"

Unit Four: Redemption and Resurrection

Silas Marner, by George Eliot

Recommended Films:

A Simple Twist of Fate. Dir. Gillies MacKinnon. Perf. Steve Martin, Gabriel Byrne and Alana Austin. Touchstone Pictures, 1994.

On the Waterfront. Dir. Elia Kazan. Perf. Marlon Brando, Karl Malden, Lee J. Cobb and Rod Steiger. Columbia Pictures, 1954.

Unit Five (ongoing): Vocabulary

Recommended Text:

Shostak, Jerome. Vocabulary Workshop, Level H. New York: Sadlier-Oxford, Inc. 2005.

Course Description:

English 10 Honors is a survey of literature designed for the highly motivated and skilled college-bound student. Students will study, read, and write analytically about three literary genres--tragedy, coming of age novels, and poetry. Under each of these headings, students will focus on the following:

- The history and development of the tragic form and the tragic hero from ancient to modern drama.**
- Elements of the "coming of age" experience as they apply to both the male and female protagonist.**
- The meaning of poetry and poetic devices**
- The theme of redemption and the paradigmatic moral arc**

In addition to the study of these genres, students will develop vocabulary through the use of both a vocabulary text and the literature they read.

Finally, students will receive preparation for the MCAS English exam by reviewing sample test questions.

- Essential Questions:**
1. What experiences are common to the "coming of age" experience for people of different social backgrounds, economic standings and genders?
 2. How have tragedy and the tragic hero evolved from ancient times to the present? How have they remained the same?
 3. What poetic figures and devices contribute to the meaning of poetry?
 4. How does developing an understanding of the patterns present in our language help us to convey meaning and understand texts?
 5. What experiences cause people to lose sight of what's important in life? How do they find their way back?

Course Objectives: Students will be able to...

- identify common elements of the coming of age experience (knowledge)
- explain how the elements of coming of age apply to a variety of characters (comprehension)
- generalize common traits of protagonists in Bildungsromans (application)
- differentiate between the coming of age experiences of two protagonists (analysis)

- predict outcomes for a coming of age protagonist based on their knowledge of character types (synthesis)
- compare and contrast two coming of age protagonists (evaluation)
- identify common elements of tragedy and traits of the tragic hero (knowledge)
- explain how the elements of tragedy apply to a variety of plots (comprehension)
- generalize common traits of protagonists in tragedies (application)
- break down the plot of a tragedy or the character of a tragic hero (analysis)
- predict outcomes for a tragic protagonist based on their knowledge of character types (synthesis)
- compare and contrast the falls of two tragic heroes (evaluation)
- identify poetic figures and sound devices (knowledge)
- explain how poetic figures and devices contribute to meaning (comprehension)
- manipulate sound and figures to create poetry (application)
- analyze poetic figures and sound devices in unfamiliar poetry (analysis)
- classify figures and sound devices in poetry (synthesis)
- interpret an unfamiliar poem (evaluation)

Common Goals:

Thinking and Communicating

- 1) Read information critically to develop understanding of concepts, topics and issues.
- 2) Write clearly, factually, persuasively and creatively in Standard English.
- 3) Speak clearly, factually, persuasively and creatively in Standard English.
- 4) Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) Literature and Language
 - b) Mathematics
 - c) Science and Technology
 - d) Social Studies, History and Geography
 - e) Visual and Performing Arts
 - f) Health and Physical Education

Work and Contribute

- 7) Demonstrate personal responsibility for planning one's future academic and career options.
- 8) Participate in a school or community service activity.
- 9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Learning Standards from the Massachusetts Curriculum Framework:

A chart is attached identifying which of the standards from the Massachusetts Curriculum Frameworks will be assessed in this course.

Additional Learning Skills Beyond the Curriculum Framework:

Twenty First Century Skills

- personalizing instruction
- engaging students in cross disciplinary learning
- engaging students as active and self directed learners
- emphasizing inquiry, problem solving and higher order thinking
- applying knowledge and skills in authentic tasks
- engaging students in self assessment and reflection
- integrating technology

Content Outline:

A. Unit One-- Coming of Age and Loss of Innocence

1. Review of Narrative Elements

a. Character

- i. Protagonist**
- ii. Antagonist**

b. Plot

- i. Exposition**
- ii. Problem and conflict (including types of conflict)**
- iii. Rising action**
- iv. Climax**
- v. Falling action**
- vi. Resolution/denouement**

c. Point of View and Narration

- i. First person (concept of a limited narrator)**
- ii. Third person (concept of omniscient narrator and limited omniscient narrator)**
- iii. Framed narration**
- iv. Narrator characteristics and their effect on tone**

d. Setting

- i. Time (past and present in the framed narrative)**
- ii. Place (including such "places" as the mind for A Separate Peace and The Catcher in the Rye)**

e. Mood and Atmosphere

f. Tone

g. Symbolism as distinguished from metaphor

h. Themes under the "coming of age" umbrella (by John Knowles, author of A Separate Peace)

- i. Disillusionment**
- ii. Idealism to realism**
- iii. Ignorance to knowledge**
- iv. Immature responses to mature responses**
- v. Innocence to experience**

i. Motifs defined as recurring elements that support themes

2. Identifying Commonalities Among Coming of Age Stories, Films and Poems (by John Kamal, CHS)

- a. The protagonist tries to establish membership in a club, group, or gang
- b. The protagonist's domestic life is troubling
- c. The plot is based on a gradually divulged secret
- d. The work represents a metaphorical journey
- e. The protagonist focuses on immediate gratification of his needs without thought of consequences
- f. The protagonist has a philosophy of life
- g. The protagonist enlists the moral support of a confidante
- h. The protagonist is primarily a loner
- i. The protagonist experiences a change in his philosophy
- j. The protagonist rebels against authority figures

3. Identifying archetypes and allusions as keys to the extended meanings of narratives

- a. Paradise and the Garden of Eden
- b. Loss of innocence/ the fall of man
- c. The initiation
- d. The scapegoat/Christ figure

B. Unit Two- The Flawed Character (Tragedy and The Tragic Hero)

1. Review of dramatic conventions

- a. Chorus
- b. Soliloquy
- c. Aside
- d. Dramatic monologue
- e. Staging conventions
- f. Dramatic irony

2. Introduction of Greek drama

- a. Origins as competitions at festivals
- b. Elements of the form
 - i. Prologos
 - ii. Parodos
 - iii. Epsisodes
 - iv. Stasimon
 - v. Strophe
 - vi. Exodos
- c. Aristotlean terminology relevant to structure
 - i. Hamartia
 - ii. Peripeteia
 - iii. Anagnorisis
 - iv. Nemesis
 - v. Catharsis
- d. Characteristics of the tragic hero
 - i. Status
 - ii. Tragic flaw (hubris)
 - iii. Moral purpose
 - iv. Consistency of moral purpose

3. Review of Shakespearean drama

- a. Evolution of the form**
 - i. Elimination of chorus**
 - ii. Acts and scenes replace song and dance movements found in stasimons and strophes**
- b. Dramatic conventions particular to drama of the era**
 - i. Iambic pentameter**
 - ii. The use of soliloquies and asides**
- c. New staging conventions**

4. Introduction of rhetorical terms and their use

- a. Style**
 - i. Alliteration**
 - ii. Allusion**
 - iii. Analogy**
 - iv. Antithesis**
 - v. Parallelism/ anaphora**
 - vi. Apostrophe**
 - vii. Metaphor**
 - viii. Simile**
 - ix. Personification**
 - x. Hyperbole**
 - xi. Rhetorical question**
 - xii. Paradox**
- b. Content**
 - i. Exemplum**
 - ii. Procatalepsis**
 - iii. Observation**
 - iv. Statistics**
 - v. Expert testimony**
 - vi. Facts**
 - vii. Comparison**
 - viii. Analysis**
 - ix. Demonstration**

5. Introduction of modern drama

- a. Evolution of the form**
 - i. Common man replaces kings/highly placed**
 - ii. Common language replaces elevated language**
- b. Staging conventions aimed at verisimilitude**

6. Role of profiteering in war

- a. Define profiteering**
- b. Provide examples and evidence of profiteering in WWII**
- c. Eisenhower's warning against the "military-industrial complex" from 1960 and its relevance to the play**

C. Unit Three- Poetry

1. Review of poetic devices

- a. Rhyme**
 - i. Rhyme scheme**
 - ii. Near rhyme**

- iii. Exact rhyme
- iv. Perfect rhyme
- v. Masculine rhyme
- vi. Feminine rhyme
- b. Rhythm
 - i. types of meter
 - ii. repetition
- c. Figurative language
 - i. Metaphor
 - ii. Simile
 - iii. Personification
 - iv. Hyperbole
 - v. Synecdoche
 - vi. Metonymy
- d. Imagery
- e. Sound devices
 - i. Assonance
 - ii. Alliteration
 - iii. Consonance

2. Introduction to analysis of poetry (questions to answer)

- a. Voice/speaker
 - i. Who is the speaker?
 - ii. What is his/her tone?
 - iii. Is the speaker first or third person?
- b. Elements of sound in the poem
 - i. Is there a regular rhythm in the poem created by repetitive sound?
 - ii. What role do alliteration, assonance or consonance play?
 - iii. What role does rhyme play in the poem?
- c. Figurative language
 - i. What comparisons (metaphor and simile) are made?
 - ii. What exaggerations are made?
 - iii. What human traits are given to non-human objects and ideas?
 - iv. What wholes are represented by parts (synecdoche and metonymy)?
- d. Imagery
 - i. To what senses does the poetry appeal?
 - ii. Are the images literal or figurative?

D. Unit Four- Redemption and Resurrection

1. Defining terms

- a. Redemption-- a quest to atone for sins
- b. Resurrection-- an act of bringing back to life, often metaphorically, in literature

2. Review of Archetypes (concept introduced in grade 9)

- a. Definition-- an inherited pattern of thought or symbolic imagery derived from past collective experience and present in the individual unconscious (Jung)
- b. Resurrection as an archetype-- Jesus, Phoenix, Sun gods

3. Identifying redemption and resurrection in literature

- a. Identifying and explaining why characters fall (disillusionment is a frequent cause)

- b. Analyzing how characters are lost and then redeem themselves (parts of Campbell's "Hero's Journey")
 - i. Disillusionment with the world as he knows it
 - ii. Dwelling in "the darkness"
 - iii. Ordeal or crisis-- faced with a challenge to his new philosophy
 - iv. A call back to "the light"
 - v. Reward--greater knowledge or insight
 - vi. Accepting the road back to the world
 - vii. Resurrection

E. Unit Five- Ongoing Vocabulary

1. Review of "the vocabulary of vocabulary"

- a. Parts of speech
- b. Syllabication and stress
- c. Synonyms
- d. Antonyms
- e. Prefixes, suffixes and roots
- f. Context clues

2. Preview of unit structure

- a. Pronunciation and definition
- b. Sentence completions
- c. Synonyms
- d. Antonyms
- e. Choosing the right word

3. Identifying and defining vocabulary in our literature

- a. Word list sharing from the reading
- b. Finding multiple meanings/ including both synonymms and antonyms

4. Ongoing vocabulary development strategies

- a. Word games for definition reinforcement (crosswords, rebuses, "password", etc.)
- b. Practice sentence writing for contextual understanding

Major Evaluation Strategies:

Name of Assessment	Type of Assessment		Common Goals Assessed	Standards Assessed	Other Objectives Assessed
	Test	Performance Assessment			
Unit 1-- <u>The Catcher in the Rye</u> Imitation of tone and diction-- Students will write about one day in their own lives as if they were Holden Caulfield. OR Students will write a movie review about Dead Poets Society	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 6a, 6d	6, 8, 10, 11, 12, 15, 19, 20, 21, 22, 23, 25	

as if they were Holden Caulfield.					
Unit 1-- <u>The Catcher in the Rye</u> Multiple choice and short essay test about literary elements, especially theme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1, 2, 6a, 6d	8, 9, 10, 11, 12, 15, 19, 20, 22, 23	
Unit 1-- <u>Ellen Foster</u> Essay comparing Holden's idealism with Ellen's realism	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 6a, 6d	8, 10, 11, 12, 19, 20, 21, 22, 23, 25	
Unit 1-- <u>A Tree Grows in Brooklyn</u> Literary discussion journal that focuses on "the American dream" (applicable to immigrants of various backgrounds, largely Irish and German, though) and its impact on Francie's coming of age. (This journal will be supported by a research notes: 19th and early 20th century German and Irish immigration into the United States: the roles of nationality, class, and sex in the American dream) AND Graded discussions about those topics.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 5, 6a, 6d	1, 2, 8, 9, 10, 11, 12, 19, 20, 23, 24	
Unit 1-- <u>A Tree Grows in Brooklyn</u> Photo essay: a Power Point Presentation that includes significant quotes from the text concerning Francie's coming of age and how she achieves "the American Dream"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 4, 6a	3, 8, 10, 11, 12, 27	
Unit 1-- <u>A Separate Peace</u> Multiple choice and short essay test about the structure, characters, plot, setting, theme, and archetypes in the novel.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1, 2, 6a, 6d	8, 9, 10, 11, 12, 15, 16, 19, 20, 22, 23	

<p>Unit 1—<u>The Center of Everything</u></p> <p>Evolution and Coming of Age— Student research projects:</p> <p>a) The controversy in Kansas 1980-present</p> <p>b) The Reagan years and the conservative movement</p> <p>c) Scientific method as a metaphor for looking at the world as an adult</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,4,5, 6a, 6c, 6d	1,2,3,8,9, 10,11,12,	
<p>Unit 2-- <u>Oedipus Rex</u></p> <p>Literary analysis essay about one of the two following topics:</p> <p>How does Oedipus Rex fit the criteria for the tragic hero established by Aristotle in The Poetics?</p> <p>OR</p> <p>How does <u>Oedipus Rex</u> fit the criteria for a tragedy established by Aristotle in The Poetics?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 6a	8, 9, 10, 19, 20, 21, 22, 23, 24, 25	
<p>Unit 2-- <u>Oedipus Rex</u></p> <p>Test on character, plot, aspects of fate and free will, elements of tragedy, and the tragic hero in the play</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1, 2, 6a, 6d	8, 9, 10, 11, 12, 15, 19, 20, 22, 23	
<p>Unit 2-- <u>Julius Caesar</u></p> <p>Performance of a major speech, dramatic monologue or soliloquy from the play</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 6a	8, 9, 18	
<p>Unit 2-- <u>Julius Caesar</u></p> <p>Multiple choice and essay test on plot, character, the evolution of tragedy and the tragic hero, irony, rhetoric, history and its impact on understanding the play, imagery, and translating</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1, 2, 6a, 6d	4, 5, 8, 9, 10, 11, 17, 19, 20, 23	

Shakespeare's English					
Unit 2-- <u>All My Sons</u> Research-based debate: Profiteering/ Realism v. Selflessness/ Idealism-- Is Joe Keller guilty of murder?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 3, 5, 6a, 6d	1, 2, 3, 9, 11, 24	
Unit 2-- <u>All My Sons</u> Multiple choice and essay test on plot, character, the evolution of tragedy and Miller's new definition of the tragic hero, irony, history and its impact on understanding the play.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1, 2, 6a, 6d	4, 5, 8, 9, 10, 11, 17, 19, 20, 23	
Unit 2-- The tragic figure Students will write an analytical essay about how the tragic flaw of one of the protagonists about which they've read contributes to his/her downfall.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 6a	8, 10, 11, 12, 19, 20, 21, 22, 23, 25	
Unit 3-- Poetry Choosing one lyricist and creating an electronic or paper scrapbook of lyrics that define and demonstrate poetic devices covered in unit: imagery, symbolism, figures of speech, meter, rhyme, and sound devices.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 4, 6a, 6e	10, 14, 26, 27	
Unit 3-- Poetry Students will be assigned one poem from the text Sound and Sense and write a multi-paragraph analysis of the poem's meaning using as many poetic elements (including historical context) as needed. OR Multiple choice and short essay test on the meaning of poetry and the application of poetic elements.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 6a, 6d	8, 9, 10, 11, 14, 15, 19, 20, 21, 22, 23, 24, 25	
Unit 4—Redemption and Resurrection Students will keep annotated notes during their reading of the	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1,2,6a	1,2,4,8, 10, 11, 12, 19, 20, 21, 22, 23, 25	

<p>novel. The focus will be on the transformation of the main character (Silas):</p> <ul style="list-style-type: none"> • Disillusionment • Dwelling in Darkness • Ordeal or Crisis • A Call Back • Reward • Acceptance • Resurrection <p>These will be the basis for graded discussion of the novel.</p> <p>Students will write an essay in which they analyze the archetype of resurrection as it is presented in this novel.</p>					
<p>Unit 5 (Ongoing)-- Vocabulary</p> <p>Students will preview and review new vocabulary from both the vocabulary text and the literature we read in class, taking quizzes and cumulative tests on these words. Quiz and test questions may include those on parts of speech and word origins.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6a	4, 5	
<p>During the semester, students will conduct research on one or more of these topics and present this information orally and visually to the class:</p> <p>Ancient Rome (44 B.C.-120 A.D.) and the historical foundations of Shakespeare's Julius Caesar</p> <p>Shakespeare's England and the connection between Queen Elizabeth I and Julius Caesar</p> <p>World War II and the history of profiteering in Miller's All My Sons</p> <p>19th and early 20th century German and Irish immigration into the United States: the roles of nationality, class, and sex in the American dream</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1, 2, 3, 4, 5, 6a, 6d	3, 8, 9, 13, 26, 27	

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Learning Standards from the Massachusetts Curriculum Framework:

Language Strand		
<input checked="" type="checkbox"/>	Standard 1: Discussion	Students will use agreed-upon rules for informal and formal discussions in small and large groups.
<input checked="" type="checkbox"/>	Standard 2: Questioning, Listening, and Contributing	Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.
<input checked="" type="checkbox"/>	Standard 3: Oral Presentation	Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
<input checked="" type="checkbox"/>	Standard 4: Vocabulary and Concept Development	Students will understand and acquire new vocabulary and use it correctly in reading and writing.
<input checked="" type="checkbox"/>	Standard 5: Structure and Origins of Modern English	Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.
<input checked="" type="checkbox"/>	Standard 6: Formal and Informal English	Students will describe, analyze, and use appropriately formal and informal English.
Reading and Literature Strand		
<input type="checkbox"/>	Standard 7: Beginning Reading	Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.
<input checked="" type="checkbox"/>	Standard 8: Understanding a Text	Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
<input checked="" type="checkbox"/>	Standard 9: Making Connections	Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.
<input checked="" type="checkbox"/>	Standard 10: Genre	Students will identify, analyze, and apply knowledge of the characteristics of different genres.
<input checked="" type="checkbox"/>	Standard 11: Theme	Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 12: Fiction	Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 13: Nonfiction	Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 14: Poetry	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 15: Style and Language	Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 16: Myth, Traditional Narrative, and Classical Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Reading and Literature Strand(cont'd)		
<input checked="" type="checkbox"/>	Standard 17: Dramatic Literature	Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.
<input checked="" type="checkbox"/>	Standard 18: Dramatic Reading and Performance	Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.
Composition Strand		
<input checked="" type="checkbox"/>	Standard 19: Writing	Students will write with a clear focus, coherent organization, and sufficient detail.
<input checked="" type="checkbox"/>	Standard 20: Consideration of Audience and Purpose	Students will write for different audiences and purposes.
<input checked="" type="checkbox"/>	Standard 21: Revising	Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.
<input checked="" type="checkbox"/>	Standard 22: Standard English Conventions	Students will use knowledge of standard English conventions in their writing, revising, and editing.
<input checked="" type="checkbox"/>	Standard 23: Organizing Ideas in Writing	Students will organize ideas in writing in a way that makes sense for their purpose.
<input checked="" type="checkbox"/>	Standard 24: Research	Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.
<input checked="" type="checkbox"/>	Standard 25: Evaluating Writing and Presentations	Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.
Media Strand		
<input type="checkbox"/>	Standard 26: Analysis of Media	Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.
<input checked="" type="checkbox"/>	Standard 27: Media Production	Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.