

## Advanced English 9/10

<p><b>Standard #1</b> <b>Reading</b></p> <p>Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.</p>	<p><b><u>Description</u></b></p> <p>Challenging and accelerated, Advanced English 9/10 is an integrated study of grammar, composition, vocabulary, and literature. Advanced English 9/10 students typically work at a faster pace than do regular English 9 students, and, as a result, read more literature and write more essays, including literary analysis and incorporation of citation/documentation of outside sources. Since most Advanced English 9/10 students bypass English 10 and move directly to English 11 or College Prep English 1, they study the novel and play that are part of the English 10 curriculum. The vocabulary is also more challenging, incorporating college-entrance exam vocabulary lists. Students present problem/cause/solution speech while incorporating research/documentation skills as they continue to hone the act of listening.</p>	
<p><b>Standard #2</b> <b>Writing</b></p> <p>Each student will have demonstrated writing proficiency necessary for effective communication.</p>	<p><b><u>Time Allocation</u></b></p> <p>90 minutes class period daily, for one smear May become 62 minutes daily all year</p>	<p><b><u>Assessments</u></b></p> <p>CSAP reading and writing Reading comprehension tests Teacher constructed tests Accelerated Reader Acuity tests (beginning and end of each smear) Oral assessments with scoring rubric Writing assessments with scoring rubrics</p>
<p><b>Standard #3</b> <b>Oral Communication</b></p> <p>Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.</p>	<p><b><u>Texts/References</u></b></p> <p><i>ACT/SAT Prep Manual</i> <i>Speed Grammar</i> <i>Improving Reading Skills</i> <i>Steps to Writing Well</i> <i>Improving Vocabulary Skills</i> <i>Advancing Vocabulary Skills</i> <i>Warriner's English Grammar &amp; Composition</i> <i>Language of Literature: 9/10</i> <i>Writers Inc</i></p>	<p><b><u>Grades and Achievement Levels</u></b></p> <p>Grades are based upon participation, completion of assignments, and quality of work. Each student also receives a rating that shows the student's achievement level on each standard. The rating is based upon assessments of the student's attainment of grade level expectations and ratings received from the Colorado Student Assessment Program (CSAP).</p>
	<p><b><u>Literature/Reading Materials</u></b></p> <p><i>The Adventures of Huckleberry Finn</i> <i>Julius Caesar / Hamlet</i> <i>Mythology</i> <i>Romeo and Juliet</i> <i>Selected pieces of Language of Literature: 9/10</i> <i>To Kill a Mockingbird</i></p> <p>Accelerated Reader Titles will be utilized for independent reading. Teachers will assist students in setting appropriate reading goals. Parents may preview a list of Accelerated Reader titles in the media center.</p>	

Essential Learning Advanced English 9/10

**Standard #1 Reading**

Each student will have demonstrated reading proficiency and will have read, understood and evaluated a wide range of information sources and literature.

**Materials:** Read a variety of fiction, non-fiction, poetry.

**Comprehensions:** Use skills to identify main components and literary language of reading selections.

**Vocabulary:** Determine meanings of appropriate level words.

**Fluency:** Read at various speeds for a variety of purposes

**Critical thinking skills** Create connections between readings and students' world.

**Standard #2 Writing**

Each student will have demonstrated writing proficiency necessary for effective communication.

Write for a variety of purposes and audience employing proper conventions and using 6 trait writing model.

Write description, expository, narration and persuasion, and literary analysis.

Become familiar with and apply the research and documentation process.

**Standard #3 Oral Communication**

Each student will have demonstrated proficiency in listening and oral expression skills necessary for effective communication.

Listen in order to evaluate the reliability, accuracy, relevance and underlying concepts of a spoken piece (i.e. comprehend spoken word).

Present a work acceptable in delivery content and organization.

Present a problem/cause/solution speech or informative speech. Defend opinion or position.

Summarize or paraphrase material.

## Expectations Advanced English 9/10

### Advanced English 9/10 Reading Expectations

- A. Used a full range of strategies to comprehend at the literal and interpretive levels, a variety of text (technical writing, newspapers, magazines, poetry, short stories, plays, and novels)
- B. Paraphrased, summarized, synthesized, and evaluated information from a variety of texts and genres
- C. Compared and contrasted text with different themes or ideas
- D. Sequenced events, procedures, and ideas
- E. Identified main idea, supporting details, and sequence in literary, expository, and technical text
- F. Inferred and predicted using information in a variety of texts and genres
- G. Monitored own comprehension and made modifications when understanding breaks down by re-reading a portion, using reference aids, and using contextual information
- H. Confirmed meaning of figurative, idiomatic, and technological language using context clues
- I. Used background knowledge of subject and text structure to make complex predictions of content and purpose of text
- J. Used text structure, such as cause and effect, to locate and recall information

### Advanced English 9/10 Writing Expectations

- A. Wrote in a variety of genres including expository, technical, persuasive, narrative, and descriptive writing for specific purposes (e.g., to synthesize, analyze, evaluate, explain, persuade, inform, and entertain)
- B. Planned, drafted, revised, and edited for a final copy
- C. Used format, (e.g., letters, lab reports, business communications, summaries, and essays) voice, and style appropriate for audience and purpose
- D. Developed main ideas and content fully focused on a prompt with relevant, thorough, and effective support
- E. Organized writing using text structures (e.g. compare/contrast, problem/solution)
- F. Organized writing so that it had an engaging introduction, logical and effective development of ideas, and a satisfying conclusion
- G. Incorporated material from a variety of appropriate sources when needed
- H. Used transitional devices (e.g. adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate
- I. Varied sentence structures and lengths to enhance flow, rhythm, meaning, and clarity
- J. Used vivid and precise words (e.g. active verbs, concrete nouns), imagery, and figurative language as appropriate to audience and purpose

### Advanced English 9/10 Oral Communication Expectations

- A. Presented orally using the format, voice and style appropriate for the audience
- B. Presented information orally incorporating material from a variety of appropriate sources
- C. Used vivid and precise words, imagery, and figurative language as appropriate for the audience and purpose
- D. Spoke in complete sentences
- E. Recognized a speaker's point of view and purpose, separating fact from opinion
- F. Used listening and speaking to solve problems and answer questions

## Expectations Advanced English 9/10 Continued

<p><b>Advanced English 9/10 Reading Expectations</b></p> <p>K. Established and adjusted purposes for reading, such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>L. Applied knowledge of letter to sound correspondence, language structures, and context to recognize words</p> <p>M. Located meanings, pronunciations and derivations of unfamiliar words using dictionaries, glossaries, and other sources</p> <p>N. Read a given text, identified the theme, and provided supporting information from the text</p> <p>O. Developed a thesis statement about a particular text and provided supporting information the text</p> <p>P. Analyzed a text's main idea and used relevant details to support the analysis</p> <p>Q. Recognized an author's point of view and purpose, separating fact from opinion</p> <p>R. Used reading skills to solve problems and answer questions</p> <p>S. Made predictions, drew conclusions, and analyzed what was read</p> <p>T. Determined literary quality based on elements such as the author's use of vocabulary, character development, plot development, description of setting, realism or dialogue, rising action, style, and mood</p>	<p><b>Advanced English 9/10 Writing Expectations</b></p> <p>K. Identified the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections</p> <p>L. Edited for correct grammatical convention</p> <p>M. Used standard English in writing, including agreement of subject and verb, agreement of pronoun and its antecedent, parallel structure, consistent verb tense, and correct modifiers</p> <p>N. Wrote in complete sentences</p> <p>O. Punctuated correctly, including apostrophes, commas, semi-colons, colons, dashes, and ellipses</p> <p>P. Capitalized, paragraphed, and spelled correctly</p> <p>Q. Wrote paragraphs that included one major, focused idea</p> <p>R. Used writing to solve problems and answer questions</p>	
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## Expectations Advanced English 9/10 Continued

### **Advanced English 9/10 Reading Expectations**

U. Read and responded to a variety of literature (e.g. novels, poetry, short stories, non-fiction, and plays)

V. Used organizational features of printed text such as prefaces, afterwards, appendices, annotations, citations, and bibliographic references to locate relevant information

W. Used organizational features of electronic text such as database keyword searches, Internet search engines, and e-mail addresses to locate relevant information

X. Evaluated information for specific needs, validity, credibility, and bias

Y. Paraphrased, summarized, organized and synthesized information from a variety of sources using a variety of ways (e.g. graphic organizers, Venn diagrams, outlines, and timelines)

Z. Gave credit for others' ideas, images, or information in an appropriate form (e.g. bibliography, works cited page, endnotes, or footnotes)