

CBL 100 A/B

Course Readings and Standards

<p>Unit I Responsibility Required Reading: Zindel, Paul, <i>The Pigman</i> Hinton, S.E. <i>The Outsiders</i> Stafford, William, "Fifteen"</p>	<p>Unit II Change Requires Effort Required Reading: McCormick, Patricia, <i>Cut</i> Soto, Gary, <i>Buried Onions</i> Rodriguez Luis J., <i>Always Running</i></p>
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<p>Unit III Justice Requires Restraint Required Reading Pelzer, Dave, <i>A Child Called It</i> Wiesel, Elie, <i>Night</i> Ouk, Vibol, <i>Goodnight Cambodia</i> "New York Times" On-line</p>	<p>Unit IV Courage Requires Self-control Required Reading: Marsden, John, <i>Tomorrow When the War Began</i> Twain, Mark, "Cub Pilot On The Mississippi" Clarke, Arthur C., "The Secret" Petry, Anne, "Harriet Tubman: Guide To Freedom" London, Jack, "Up The Slide" Hughes, Langston, "Thank You, Ma'am"</p>	<p>Unit V: Integrity Required Reading: Myers, Walter Dean, <i>Fallen Angels</i></p>
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Standards Met:

Reading Grades Nine and Ten)

- 1.0 Word analysis, Fluency and Systematic Vocabulary Development (Grades Nine and Ten)
Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 2.0 Reading Comprehension (Focus on Informational Materials) (Grades Nine and Ten) Students read and understand grade-level-appropriate material.
They analyze the organizational patterns, arguments, and positions advanced.

- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace and public documents.
- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 3.0 Literary Response and Analysis (Grades Nine and Ten)
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the topic.
- 3.4 Determine character's 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.
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.9 Explain how voice, persona and the choice of narrator affect characterization and the tone, plot and credibility of a text.
- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism.
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Writing (Grades Nine and Ten)

- 1.0 Students write coherent essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates student's awareness of the audience and purpose. Students progress through stages of the writing process as needed.
- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in news sources, in-depth field, speeches, journals, technical documents).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals.
- 1.8 Design and publish documents by using advanced publishing software and graphics programs.
- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the text.
- 2.1 Write biographical or autobiographical narratives or short stories.
- 2.2 Write responses to literature.
- 2.3 Write expository compositions, including analytical essays and research reports.
- 2.4 Write persuasive compositions
- 2.5 Write business letters

2.6 Write technical documents.

Written and Oral English Language Conventions (Grades Nine and Ten)

- 1.0 Students write and speak with a command of standard English Conventions.
- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participle), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tense).
- 1.3 Demonstrate an understanding of proper English Usage and control of grammar, paragraph and sentence structure, diction and syntax.
- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including title page, presentation, pagination, spacing, margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking (Grades Nine and Ten)

- 1.0 Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

Organization and Delivery (Grades Nine and Ten)

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion or debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use Props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
- 2.1 Deliver narrative presentations
- 2.2 Deliver Expository presentations
- 2.5 Deliver Persuasive Arguments