

# Escuela Las Morochas

ciudad Ojeda, Venezuela

Developing lifelong learners and global citizens

<b>School Division:</b> Upper School	<b>Title of Course:</b> English 1 <b>Length of Course:</b> 1 year	<b>Program Syllabus prepared by:</b> David Wilkinson
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<b>Essential Questions:</b>  How does literature help us understand ourselves and others?  How does literature express universal themes?  How is literature connected to life and the world around us?  How can I apply comprehension strategies to my reading?  How does grammar help us to convey our thoughts and ideas to others?	<b>Activities:</b>  Read, discuss, and critically analyze imaginative literature including an adaptation of the classic novel <u>Dracula</u> by Bram Stoker.  Students will use compare/contrast techniques to find similarities and universal themes throughout the year and the novels that we will read.  Students will use discussion and written activities to help make connections between the universal themes of novels and their own lives  Reading comprehension Warm-Ups  Daily grammar based warm-ups, writing, peer and self editing activities
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Standard: <b>Standard 1.</b> Uses the general skills and strategies of the writing process.		
Benchmark	Description	Evidence of Mastery
1.12	Writes in response to literature (e.g., suggests an interpretation; recognizes possible ambiguities, nuances, and complexities in a text; interprets passages of a novel in terms of their significance to the novel as a whole; focuses on the theme of a literary work; explains concepts found in literary works; examines literature from several critical perspectives; understands author's stylistic devices and effects created; analyzes use of imagery and language).	Writing assignments based on readings from <u>Dracula</u>
Standard: <b>Standard 2.</b> Uses the stylistic and rhetorical aspects of writing		
Benchmark	Description	Evidence of Mastery
2.1	Uses precise and descriptive language that clarifies and enhances ideas and supports different purposes (e.g., to stimulate the imagination of the reader, to translate concepts into simpler or more easily understood terms, to achieve a specific tone, to explain concepts in literature).	Descriptive narratives with details chosen to engage the reader in writing assignments based on readings from <u>Dracula</u> .
2.2	Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and among paragraphs).	Writing assignments based on readings from <u>Dracula</u> .
2.7	Conveys individual voice, tone, and point of view in writing.	Writing assignments based on readings from <u>Dracula</u>

2010-2011

The Year of the Horse

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Standard: <b>Standard 3.</b> Uses grammatical and mechanical conventions in written compositions.		
Benchmark	Description	Evidence of Mastery
3.1	Uses pronouns in written compositions (e.g., uses relative demonstrative, personal [i.e., possessive, subject, object] pronouns; uses pronouns that agree with their antecedent.	Writing assignments based on readings from <u>Dracula</u> , and daily grammar warm-ups.
3.3	Uses verbs in written compositions (e.g., uses linking and auxiliary verbs, verb phrases, and correct forms of regular and irregular verbs.	Writing assignments based on readings from <u>Dracula</u> .
Standard: <b>Standard 5.</b> Uses the general skills and strategies of the reading process		
Benchmark	Description	Evidence of Mastery
5.1	Uses context to understand figurative, idiomatic, and technical meanings of terms.	Through class discussion of new vocabulary, students will demonstrate their ability to use context to comprehend unknown words.
5.6	Reflects on what had been learned after reading and formulates ideas, opinions and personal responses to the texts	Through class discussion and selected writings about <u>Dracula</u> and reading comprehension activities
Standard: <b>Standard 6.</b> Uses reading skills and strategies to understand and interpret a variety of literary texts		
Benchmark	Description	Evidence of Mastery
6.1	Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fiction, nonfiction, myths, poems, fantasies, biographies, autobiographies, science fiction, drama)	Through classroom discussions and reading comprehension activities students will demonstrate their understanding of the passages and novels that we read
6.3	Understands complex elements of plot development (e.g., cause-and-effect relationships; use of subplots, parallel episodes, and climax; development of conflict and resolution)	Through discussion and guided writings students will be able to identify and understand plot development in a written narrative.

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Standard: <b>Standard 8.</b> Uses listening and speaking strategies for different purposes		
Benchmark	Description	Evidence of Mastery
8.2	Asks questions as a way to broaden and enrich classroom discussions.	Frequent and thoughtful participation in classroom discussions.

### Grading:

Student Grades will be determined as follows

Homework (15%), Class work (15%), Participation (10%), Tests and Quizzes (30%) and Writing (30%).

### Resources

Literature resources: Bram Stoker's Dracula retold by Margaret Turner

Other Resources :

Clark, S, Daily Warm-Ups : Reading (2006) Teacher Created Resources Inc, Westminster, CA

Papenfuss, J & Vail, N Daily Oral Language(2000) Great Source Education Group, Wilmington, MA

### Additional Teacher Comments:

The theme in English 1 this year is "Man vs. Monster." This year we will be reading adaptations of classic horror novels. And we will discover that perhaps Man is biggest monster of all.