

SOPHOMORE ENGLISH GRAMMAR, COMPOSITION, & LITERATURE
HONORS LEVEL (LA10H)
½ CREDIT – SOPHOMORE ENGLISH REQUIRED

10th GRADE HONORS SOPHOMORE ENGLISH

TEXTS

- A. Kinsella, Kate, et al. Prentice Hall Literature: Timeless Voices,
Timeless Themes: Platinum Level. Glenview, Illinois:
Pearson Education, Inc., 2002.
- B. Dimarco, Angie, et al. English Workshop: Fourth Course.
Chicago, Illinois: Holt Rinehart and Winston, 1995.

PREREQUISITES

Students must have passed both semesters of freshman LA 9 English.

COURSE DESCRIPTION

The HONORS LEVEL of SOPHOMORE ENGLISH GRAMMAR, COMPOSITION, & LITERATURE is a study of short stories, poetry, essays, biographies, and drama. Some general goals of the course are to help the student understand the writer's purpose, analyze basic literary elements, and evaluate the effectiveness of various literary techniques. Individual research on areas of literature will be used to supplement class discussion.

An important part of the course is the study of grammar and composition moving in a sequential order from what was taught the freshman year. Grammar study includes verbals, dependent clauses, punctuation, agreement, case of pronouns, and sentence combining. Students then organize and write two-phrase themes and five-part themes.

Book reports are required as prescribed by the teacher, which includes approximately four a semester.

VI. COURSE CONTENT
A. LITERATURE—SHORT STORIES

1. Plot

- a. Henry – “Hearts and Hands” (p. 290)
Compound Predicates
- b. Stephenson – “Leiningen Versus the Ants” (p. 550)
Subject & Verb Agreement

2. Character

- a. Kelley – “A Visit to Grandmother” (p. 182)
Verb Tenses
- b. Cervantes – from Don Quixote (p. 1006)

3. Setting

- a. Sir Edmond Hilary – “View from the Summit”
- b. Krakauer – “*from Into Thin Air*” (p. 37)
Types and uses of the Noun
- c. Norgay & Ullman– “The Dream Comes True *from The Tiger of the Snows*” (p. 39)
Uses of the Noun

4. Point of View

- a. Brown – from My Left Foot (p. 168)

5. Irony

- a. Poe – “Masque of the Red Death” (p. 82)
Irony and Symbolism
- b. Pushkin – “The Bridegroom” (p. 59)
Irony and Symbolism

6. Satire

- a. Kurt Vonnegut – “Harrison Bergeron”

7. Symbolism

- a. Lessing – “Through the Tunnel” (p. 242)
Complete Subjects

8. Theme (“Universal Truth” discussed in all stories)
 - a. North American Blackfeet – “The Orphan Boy and the Elk Dogs” (p. 484)
 - b. Greek myth– “Damon and Pythias” (p. 109)
9. Drama
 - a. Shakespeare – Julius Caesar (p. 816)
 - (1) Act 1 – Exposition in Drama
Mood
 - (2) Act 2 – Blank Verse
Who/Whom/Whose
 - (3) Act 3 – Dramatic Speeches
Reflexive Pronouns
 - (4) Act 4 – Conflict in Drama
Pronoun Antecedent Agreement
 - (5) Act 5 – Dramatic form of Tragedy
Words of Direct Address
 - (6) Tragic Hero
10. Novel
 - a. Steinbeck – The Pearl (optional)
 - b. Steinbeck – Of Mice and Men (optional)
 - c. Steinbeck – Another novel and project

VII. COURSE FORMAT

The following instructional strategies may be used in the teaching of this course: lecture, mini-lecture, small-group collaboration, discussion, workshop, problem-based research, project-based learning, and technology-based learning.

VIII. COURSE EXPECTATIONS

Students will be expected to complete all reading, writing, grammar, and speaking assignments and fulfill all tasks for daily homework. All will be expected to contribute to discussions and in-class activities as well as individual and group presentations. In honors classes the discussions, compositions, and assessments will include higher level thinking such as: analysis, application, comparison and contrast, classification, synthesis, justification, and evaluation. Approximately eight book reports are required. Some cooperative learning experiences, individual projects, vocabulary study, and research work will also be expected.

IX. GRADES

Final course grades may include the following forms of assessment: daily work, class participation, quizzes, exams, projects, essays/compositions, oral presentations, technology-based presentations, portfolios, semester final exams, and alternative assessments as determined by individual instructors.

X. COURSE OBJECTIVES

A. Grammar

- 1. The student will be able to differentiate between a correctly constructed sentence and an incorrectly constructed sentence. (I.E. fragment, run-on)**
- 2. The student will be able to analyze sentence types – simple, compound, complex, and compound-complex.**
 - a. The student will be able to differentiate among the different sentence types.**
 - b. The student will be able to write all sentence types.**
- 3. The student will be able to analyze dependent clauses.**
 - a. The student will be able to differentiate among noun, adjective, and adverb dependent clauses.**
 - b. The student will be able to write sentences using noun, adjective, and adverb clauses.**
- 4. The student will be able to analyze sentences containing verbal phrases.**
 - a. The student will be able to differentiate among infinitive, gerund, and participial phrases.**
 - b. The student will be able to write sentences containing gerund, infinitive, and participial phrases.**
- 5. The student will be able to recognize agreement errors in any sentences given as a learning tool by the teacher.**
 - a. The student will be able to recognize subject-verb agreement errors.**
 - (1) The student will be able to recognize errors in sentences with compound subjects joined by and and or.**

- (2) The student will be able to recognize errors in sentences with subjects followed by prepositional phrases.
 - (3) The student will be able to recognize errors in sentences in which the subject complement is in a different form from the subject.
 - (4) The student will be able to recognize errors in sentences beginning with expletives.
- b. The student will be able to recognize pronoun and antecedent agreement errors.
- (1) The student will be able to identify and correct number errors.
 - (2) The student will be able to identify and correct person errors.
- c. The student will be able to recognize agreement errors resulting from the use of words that are plural in form but singular in meaning.
- d. The student will be able to recognize agreement errors resulting from the use of pronouns that are singular in meaning but are often thought to be plural.
6. The student will be able to apply the rules of capitalization correctly.
7. The student will be able to apply the rules for using the apostrophe correctly.
8. The student will be able to apply the rules for using quotation marks correctly.
9. The student will be able to use commas correctly.
- a. The student will be able to punctuate items in a series correctly.
 - b. The student will be able to punctuate interrupters correctly.
- (1) The student will be able to punctuate appositives correctly.
 - (2) The student will be able to punctuate nouns of direct address correctly.
 - (3) The student will be able to punctuate parenthetical expressions correctly.
 - (4) The student will be able to punctuate dates and addresses correctly.

- (5) The student will be able to punctuate nonessential adjective clauses correctly.
 - c. The student will be able to punctuate introductory elements correctly.
 - (1) The student will be able to punctuate adverb clauses correctly.
 - (2) The student will be able to punctuate prepositional phrases correctly.
 - (3) The student will be able to punctuate participial phrases correctly.
 - d. The student will be able to punctuate compound sentences correctly.
10. The student will be able to identify the case of pronouns.
11. The student will be able to use case of pronouns correctly.
12. The student will be able to recognize possessive, reflexive, and demonstrative pronouns.
13. The student will be able to use possessive, reflexive, and demonstrative pronouns correctly.
14. The student will be able to choose the right modifier.
 - a. The student will be able to use adverbs as modifiers with action verbs.
 - b. The student will be able to use adjectives as modifiers with linking verbs.
 - c. The student will be able to use “good” and “well” correctly.
 - d. The student will be able to recognize double negative errors.
 - e. The student will be able to place single word modifiers correctly.
 - f. The student will be able to place phrase and clause modifiers correctly.
15. The student will be able to combine sentences.
 - a. The student will be able to combine two sentences by subordinating one to a dependent clause.
 - b. The student will be able to combine two sentences by reducing one to a verbal phrase.
 - c. The student will be able to combine two sentences by prepositional phrase.

- d. The student will be able to combine two sentences by reducing one to an appositive.
 - e. The student will be able to combine two sentences by reducing one to an adjective.
 - f. The student will be able to combine two sentences by reducing one to an adverb.
16. The student will be able to explain and define words from vocabulary lists/text.
17. The student will be able to explain the importance of correct spelling in all written work.

B. Composition

- 1. The student will be able to narrow a topic.
- 2. The student will be able to write a precise, restricted thesis statement.
- 3. The student will be able to write an introduction including an attention-getter, background, and a thesis statement.
- 4. The student will be able to write a five-part expository theme consisting of a formal introduction, three paragraphs of development, and a conclusion.
- 5. The student will be able to write a five-part persuasive theme.
- 6. The student will be able to write a theme of comparison/contrast.
- 7. The student will be able to write a narrative with exposition, development, and resolution.
- 8. The student will be able to use variety in sentence construction, through the use of dependent clauses and verbal phrases.
- 9. The student will be able to write using effective transitional devices within and between paragraphs.

C. Literature

- 1. The student will be able to analyze the plot structure of a short story/drama, not previously discussed in class.
 - a. The student will be able to identify the exposition.
 - b. The student will be able to identify the inciting incident.
 - c. The student will be able to identify the rising action.
 - d. The student will be able to identify the technical and dramatic climax.
 - e. The student will be able to identify the falling action.

- f. **The student will be able to identify the resolution.**
- 2. **The student will be able to evaluate the plot believability of a story not previously discussed in class.**
 - a. **The student will be able to determine whether or not the plot proceeds logically.**
 - b. **The student will be able to determine whether or not the characters actions are consistent with their natures.**
 - c. **The student will be able to determine whether or not all incidents included are necessary to the author's intent.**
- 3. **The student will be able to determine the basic conflict of a given story.**
- 4. **The student will be able to evaluate the character believability of a character not previously discussed in class.**
 - a. **The student will be able to determine whether or not a character is both good and bad.**
 - b. **The student will be able to determine whether or not characters remain consistent.**
 - c. **The student will be able to determine whether or not characters are motivated.**
- 5. **The student will be able to express the theme of a short story in a complete sentence.**
- 6. **The student will be able to determine and write the theme of a short story.**
 - a. **The student will be able to express the theme of a short story in a complete sentence.**
 - b. **The student will be able to state the theme so that it applies to life in general.**
 - c. **The student will be able to state the theme so that it is true to a specific story.**
 - d. **The student will be able to write statements of theme so that they can be logically supported.**
- 7. **The student will be able to analyze the use of the different types of irony in a story not previously discussed in class.**
 - a. **The student will be able to recognize and explain verbal irony.**

- b. The student will be able to recognize and explain dramatic irony.
 - c. The student will be able to recognize and explain situational irony.
8. The student will be able to assess how symbolism enriches the meaning of a story.
 9. The student will be able to assess how symbolism can be used to carry the weight of a story's meaning.
 10. The student will be able to compare the internal conflict of Kino in The Pearl with the internal conflict of a character of his won choosing from a short story discussed in class.
 11. The student will be able to recognize the use of the typical dramatic elements of a Shakespearean tragedy in the play Julius Caesar.
 - a. The student will be able to recognize a tragic hero with a tragic flaw.
 - b. The student will be able to recognize an example of internal conflict.
 - c. The student will be able to recognize the external conflict.
 - d. The student will be able to recognize the use of humorous relief.
 - e. The student will be able to recognize an example of a chance happening.
 - f. The student will be able to recognize an example of a supernatural incident.
 - g. The student will be able to recognize the character with revenge motive.
 12. The student will be able to explain Shakespeare's character foil techniques, used for developing major characters.
 13. The student will be able to analyze the persuasive strategies and emotional appeals used by characters in the play.
 14. The student will be able to compare and contrast Plutarch's account of the life of Julius Caesar with Shakespeare's.
 15. The student will be able to define and recognize dramatic terms.
 - a. The student will be able to define and recognize an anachronism.
 - b. The student will be able to define and recognize blank verse.

- c. The student will be able to define and recognize catharsis.
 - d. The student will be able to explain the characteristics of tragedy.
 - e. The student will be able to define and recognize foreshadowing.
16. The student will be able to identify and explain famous quotes from Julius Caesar as given by the teacher.
17. The student will be able to review the important aspects of Shakespeare's life.
18. The student will be able to relate themes in Julius Caesar to modern day life.
19. The student will be able to analyze the use of figurative language.
- a. The student will be able to recognize and analyze the use of simile.
 - b. The student will be able to recognize and analyze the use of metaphor.
 - c. The student will be able to recognize and analyze the use of personification.
 - d. The student will be able to recognize and analyze the apostrophe.
 - e. The student will be able to recognize and analyze of onomatopoeia.
 - f. The student will be able to recognize and analyze of literary allusions.
20. The student will be able to determine the theme of a poem.
21. The student will be able to determine the tone of a poem.
22. The student will be able to determine the mood of a poem.