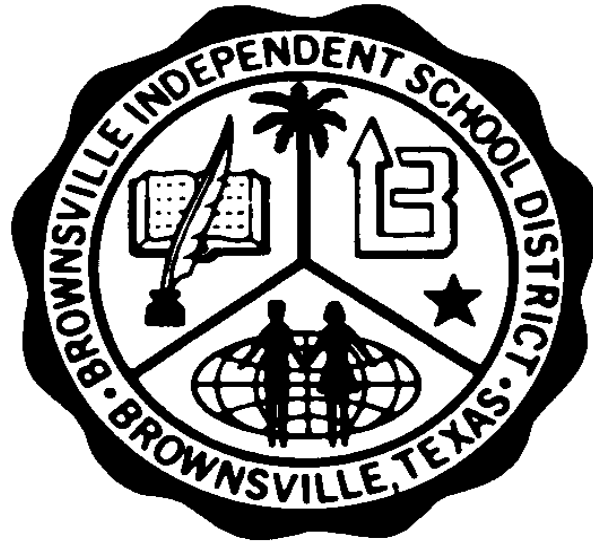


# **Brownsville Independent School District**



## **Humanities and Literary Genres Curriculum Framework (Correlated to English III & IV as Companion Courses)**

**2003-2004**

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**Language Arts English I – IV**

- (1) WRITING/PURPOSES. The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to:**

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
<p>(A) write in various forms with particular emphasis on business forms such as a report, memo, narrative or procedure, summary/abstract, and résumé;</p>	<p>(A) write in a variety of forms with an emphasis on literary forms such as fiction, poetry, drama, and media scripts;</p>	<p>Introduction – Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer’s craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being read. For high school students whose first language is not English, the students’ native language serves as a foundation for English Language acquisition and language learning.</p>	<p>Introduction - Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalties that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media. For high school students whose first language is not English, the students’ native language serves as a foundation for English Language acquisition and language learning.</p>
<p>(B) write in a voice and style appropriate to audience and purpose; and</p>	<p>(B) draw upon the distinguishing characteristics of written forms, such as essays, scientific reports, speeches, and memoranda to write effectively in each form;</p>	<p>(5) The student understands and interprets visual representations. The student is expected to (A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design, (B) identify conditions that encourage creativity, (C) explore the relationship between form and expression.</p>	<p>1 The student reads widely to recognize writing as an art form            2 The student expresses and supports responses to various types of texts and compositions            3 The student uses writing as a tool for learning and research.</p>

## WRITING/PURPOSES (continued)

The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.

The student is expected to:

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	(C) write in a voice and style appropriate to audience and purpose;	2(J) identify and analyze text structures 2(N) tell how points of view affect tone, characterization, and credibility 3(A) analyze the characteristics of well-constructed texts 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences 5 The student communicates with writers inside and outside the classroom, including those representing different cultures.	1(A) read widely to understand authors' craft and to discover models to use in his/her own writing 3(B) describe how personal creativity is expressed within the requirements of an art form 4(B)iii analyze art forms orally such as discuss elements of literary creativity 5(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design
	(D) employ literary devices to enhance style and voice;	2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	4(A)iii participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as discuss the relationship between form and expression 4(B)iii analyze art forms orally such as discuss elements of literary creativity
	(E) employ precise language to communicate ideas clearly and concisely, and	1 The student builds an extensive vocabulary through reading and systematic word study 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric 2(M) identify how authors create suspense 2(N) tell how points of view affect tone, characterization, and credibility 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences 5 The student communicates with writers inside and outside the classroom, including those representing different cultures 6(B) recognize how writers represent and reveal their cultures and traditions in texts	1(F) develop and apply criteria for evaluating literary works and other art forms 2(D) evaluate his/her own responses to text and other art forms for evidence of growth 5(C) explore the relationship between form and expression
	(F) organize ideas in writing to ensure coherence, logical progression, and support for ideas.	3 The student reads critically to evaluate texts and the authority of sources 5 The student communicates with writers inside and outside the classroom, including those representing different cultures.	1(D) read literary responses to political, social, and philosophical movements 2(B) use elements of text and other art forms to defend his/her own responses and interpretations 4(B)iv analyze art forms orally such as discuss criteria for evaluative literary works and other art forms

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**Language Arts English I - IV**

**WRITING**

**(2) WRITING PROCESSES.** The student uses recursive writing processes when appropriate. The student is expected to:

<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>	
(A) use prewriting strategies to generate ideas, develop voice, and plan;	(A) use prewriting strategies to generate ideas, develop voice, and plan;	Introduction – Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer’s craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being read. For high school students whose first language is not English, the students’ native language serves as a foundation for English Language acquisition and language learning. 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	1(B) recognize the major historical and cultural movements as reflected in various art forms 1(E) identify elements of literary creativity 1(G) read widely to see connections (commonalities) that literature shares with fine arts 2(B) use elements of text and other art forms to defend his/her own responses and interpretations	
(B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose	(B) develop drafts both independently and collaboratively, by organizing content such as paragraphing and outlining and by refining style to suit occasion, audience, and purpose		2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments	
(C) proofread writing for appropriateness of organization, content, style and conventions	(C) use vocabulary, organization, and rhetorical devices appropriate to audience and purpose		1 The student builds an extensive vocabulary through reading and systematic work study.	2(B) use elements of text and other art forms to defend his/her own responses and interpretations 3(C) describe the relationship between form and expression
(D) frequently refine selected pieces to publish for general and specific audiences; and	(D) use varied sentence structure to express meanings and achieve desired effect		2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric 2(J) identify and analyze text structures 2(M) identify how authors create suspense 2(N) tell how points of view affect tone, characterization and credibility	4 The student speaks clearly and effectively to audiences for a variety of purposes

**WRITING (continued)**

**WRITING PROCESSES. The student uses recursive writing processes when appropriate. The student is expected to:**

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(E) use technology for aspects of creating, revising, editing, and publishing	(E) revise drafts by rethinking content organization and style to better accomplish the task	2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 5The student uses writing as a tool for learning and research	4 The student speaks clearly and effectively to audiences for a variety of purposes
	(F) use effective sequences and transitions to achieve coherence and meaning	1 The student builds an extensive vocabulary through reading and systematic work study. 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric 5The student uses writing as a tool for learning and research	2 The student expresses and supports responses to various types of texts and compositions
	(G) use technology for aspects of creating, revising, editing, and publishing texts	5 The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	5 The student understands and interprets visual representations
	(H) refine selected pieces to publish for general and specific audiences	5 The student uses writing as a tool for learning and research 3 the student reads critically to evaluate texts and the authority of sources	2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.

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**Language Arts English III - IV Literary Genres and Humanities**

**WRITING**

**(3) GRAMMAR/USAGE/CONVENTIONS/SPELLING.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to:

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses.	(A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses.	5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	Introduction - Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalties that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media. For high school students whose first language is not English, the students' native language serves as a foundation for English Language acquisition and language learning. 4 The student speaks clearly and effectively to audiences for a variety of purposes
(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.	(B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.	5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	
(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions	(C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions	1 The student builds an extensive vocabulary through reading and systematic work study. 5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	
(D) produce error-free writing in the final draft; and	(D) produce error-free writing in the final draft; and	1 The student builds an extensive vocabulary through reading and systematic work study. 5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	
(E) use a manual of style such as MLA, APA, and the CMS	(E) use a manual of style such as MLA, APA, and the CMS*	1 The student builds an extensive vocabulary through reading and systematic work study. 5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	

\* Modern Language Association, American Psychological Association, and the Chicago Manual of Style.

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**WRITING**

**(4) INQUIRY/RESEARCH. The student uses writing as a tool for learning. The student is expected to:**

<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) use writing to formulate questions, refine topics, and clarify ideas	(A) use writing to formulate questions, refine topics, and clarify ideas	5The student uses writing as a tool for learning and research 6(A) examines strategies that writers in different fields use to compose	2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.
(B) use writing to discover, organize, and support what is known and what needs to be learned about a topic	(B) use writing to discover, record, review, and learn	5The student uses writing as a tool for learning and research 6(A) examines strategies that writers in different fields use to compose	2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.
(C) compile information from primary and secondary sources in systematic ways using available technology	(C) use writing to discover, organize, and support what is known and what needs to be learned about a topic	3 the student reads critically to evaluate texts and the authority of sources 4 the student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures 5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	Intro “students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media” 2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.

**WRITING (continued)**

**INQUIRY/RESEARCH. The student uses writing as a tool for learning. The student is expected to:**

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs	(D) compile information from primary and secondary sources in systematic ways using available technology	3 the student reads critically to evaluate texts and the authority of sources 4 the student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures 5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.
(E) use writing as a study tool to clarify and remember information	(E) organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs	5The student uses writing as a tool for learning and research	2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.
(F) compile written ideas and representations into reports, summaries or other formats and draw conclusions	(F) link related information and ideas from a variety of sources	5The student uses writing as a tool for learning and research	2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.
(G) analyze strategies that writers in different fields use to compose	(G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions	5The student uses writing as a tool for learning and research	Intro “Understanding is demonstrated through a variety of media”
	(H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth	3 the student reads critically to evaluate texts and the authority of sources 4 the student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures 5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	1 the student reads widely to recognize writing as an art form 2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.

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**WRITING**

**(5) EVALUATION. The student evaluates his/her own writing and the writings of others. The student is expected to:**

<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) evaluate writing for both mechanics and content	(A) evaluate how well writing achieves its purpose and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others.	Intro - “appreciate the writer’s craft. High school students will discover how well written literary text can serve as models for their own writing” 1 The student builds an extensive vocabulary through reading and systematic work study. 2(J) identify and analyze text structures 3 The student reads critically to evaluate texts and the authority of sources. The student is expected to: 3(A) analyze the characteristics of well-constructed texts 3(B) describe how a writer’s motivation, stance, or position may affect text credibility, structure or tone 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	1 The student reads widely to recognize writing as an art form 2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.
(B).respond productively to peer review of his/her own work	(B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing	Intro - “appreciate the writer’s craft. High school students will discover how well written literary text can serve as models for their own writing” 3 The student reads critically to evaluate texts and the authority of sources 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	1 The student reads widely to recognize writing as an art form 2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.
	(C) accumulate and review his/her own written work to determine its strengths and weaknesses and to suit his/her own goals as a writer.	Intro – “High school students will discover how well written literary text can serve as models for their own writing” 3 The student reads critically to evaluate texts and the authority of sources 5The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	1 The student reads widely to recognize writing as an art form 2 The student expresses and supports responses to various types of texts and compositions 3 The student uses writing as a tool for learning and research.

**WRITING  
ANALYSIS**

**The student evaluates his/her own writing and the writings of others. The student is expected to:**

12 <sup>th</sup> GRADE	Literary Genres	Humanities
(A) analyze strategies that writers in different fields use to compose	Intro - “appreciate the writer’s craft”	Intro – “Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts.” 1 The student reads widely to recognize writing as an art form
(B) correspond with other writers electronically and in conventional ways	6 The student communicates with writers inside and outside the classroom, including those representing different cultures	4 The student speaks clearly and effectively to audiences for a variety of purposes
(C) collaborate with other writers	3 The student reads critically to evaluate texts and the authority of sources. The student is expected to: 3(A) analyze the characteristics of well-constructed texts 4 the student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures 4(A) compare text events with his/her own and other readers’ experience 5The student uses writing as a tool for learning and research 5(A) use writing to discover, record, review, and learn 6(A) examine strategies that writers in different fields use to compose	2 The student expresses and supports responses to various types of texts and compositions 4 The student speaks clearly and effectively to audiences for a variety of purposes
(D) recognize how writers represent and reveal their cultures and traditions in texts	6 (B) recognize how writers represent and reveal their cultures and traditions in texts	Intro – “Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts.”  1 The student reads widely to recognize writing as an art form 2 The student expresses and supports responses to various types of texts and compositions

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**Language Arts English III - IV Literary Genres and Humanities**

**READING**

**(6) WORD IDENTIFICATION/VOCABULARY DEVELOPMENT.** The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:

<b>11<sup>TH</sup> GRADE</b>	<b>12<sup>TH</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) expand vocabulary through wide reading, listening, and discussing	(A) expand vocabulary through wide reading, listening, and discussing	1(A)expand vocabulary through wide reading, listening, and discussion 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments
(B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, idioms, and technical vocabulary	(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary	1(B) investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	3(B) describe how personal creativity is expressed within the requirements of an art form 4(B)iii discuss elements of literary creativity 5(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design 5(C) explore the relationship between form and expression
(C) apply meanings of prefixes, roots, and suffixes in order to comprehend	(C) apply meanings of prefixes, roots, and suffixes in order to comprehend	1(A)expand vocabulary through wide reading, listening, and discussion 1(B) investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language 1(C) discriminate between connotative and denotative meanings and interpret the connotative power of words	5(C) explore the relationship between form and expression

**READING (continued)**

**WORD IDENTIFICATION/VOCABULARY DEVELOPMENT. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:**

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(D) Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	(D) Research word origins as an aid to understanding meanings, derivations, and spellings as well as influences on the English language	1(B) investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language	5(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design 5(B) identify conditions that encourage reativity 5(C) explore the relationship between form and expression
(E) Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	(E) Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage	1(B) investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language	3 The student uses writing as a tool for learning and research
(F) discriminate between connotative and denotative meanings and interpret the connotative power of words	(F) discriminate between connotative and denotative meanings and interpret the connotative power of words	1(C) discriminate between connotative and denotative meanings and interpret the connotative power of words 2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	3 The student uses writing as a tool for learning and research
(G) read and understand analogies	(G) read and understand analogies	2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric	1(E) identify elements of literary creativity 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**Language Arts English III - IV Literary Genres and Humanities**

**READING**

**(7) COMPREHENSION. The student comprehends selections using a variety of strategies. The student is expected to:**

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(A) establish and adjust for reading such as to find out, to understand, to interpret, enjoy, and to solve problems	(A) establish and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy and to solve problems	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: 2(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions 2(B) propose and provide examples of themes that cross texts 2(C) connect literature to historical context, current events, and his/her own experiences 5The student uses writing as a tool for learning and research. The student is expected to: 5(A) use writing to discover, record, review, and learn 5(B) link related information and ideas from a variety of sources	1 The student reads widely to recognize writing as an art form. The student is expected to: 1(B) recognize the major historical and cultural movements as reflected in various art forms 1(C) identify the elements common to literature and other fine arts 1(D) read literary responses to political, social, and philosophical movements 1(G) read widely to see connections (commonalities) that literature shares with fine arts 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements
(B) draw upon his/her own background to provide connection to texts	(B) draw upon his/her own background to provide connection to texts	2(C) connect literature to historical context, current events, and his/her own experiences 6(B) recognize how writers represent and reveal their cultures and traditions in texts 4 the student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures 4(A) compare text events with his/her own and other readers' experience 4(B) recognize distinctive and shared characteristics of cultures through wide reading 4(C) recognize and discuss themes and connections that cross cultures	2(B) use elements of text and other art forms to defend his/her own responses and interpretations 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements

**READING (continued)****COMPREHENSION. The student comprehends selections using a variety of strategies. The student is expected to:**

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(C) monitor his/her reading strategies and make modifications when understanding breaks down such as by rereading, using resources, and questioning	(C) modify his/her reading strategies and modify when necessary	3 The student reads critically to evaluate texts and the authority of sources	1 The student reads widely to recognize writing as an art form
(D) construct images such as graphic organizers based on text descriptions and text structures	(D) construct images such as graphic organizers based on text descriptions and text structures	5The student uses writing as a tool for learning and research	1(F) develop and apply criteria for evaluating literary works and other art forms 2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations and enactments
(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding	(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering for how they influence understanding	2(J)identify and analyze text structures 2(M) identify how authors create suspense 3 The student reads critically to evaluate texts and the authority of sources. The student is expected to: 3(A) analyze the characteristics of well-constructed texts 3(B) describe how a writer’s motivation, stance, or position may affect text credibility, structure, or tone 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	1(B) Recognize the major historical and cultural movements as reflected in various art forms 2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations and enactments
(F) produce summaries of texts by identifying main ideas and their supporting details	(F) produce summaries of texts by identifying main ideas and their supporting details	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts	2(B) use elements of text and other art forms to defend his/her own responses and interpretations 2(C) compare views of literature, film performance, and other art forms with his/her own responses 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements 3 The student uses writing as a tool for learning and research 3(A)show an in-depth understanding of creative achievements in literature 3(C) describe the relationship between form and expression 3(D) analyze art forms
(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience	(G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence and experience	3 The student reads critically to evaluate texts and the authority of sources	3(C) describe the relationship between form and expression

**READING (continued)**

**COMPREHENSION. The student comprehends selections using a variety of strategies. The student is expected to:**

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts	(H) use study strategies such as note taking, outlining, and using study-guide questions to better understand texts	5The student uses writing as a tool for learning and research	Intro -Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalties that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media 4(B)iv -discuss criteria for evaluating literary works and other art forms
(I) read silently with comprehension for a sustained period of time	(I) read silently with comprehension for a sustained period of time	Intro “Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer’s craft”	Intro – “Students read widely to understand how various authors craft compositions for various aesthetic purposes. . . Students read widely to understand the commonalties that literature shares with the fine arts” 1 The student reads widely to recognize writing as an art form

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**READING**

**(8) VARIETY OF TEXTS.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to:

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(A) read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing	(A) read to be entertained, to appreciate a writer’s craft, to be informed, to take action, and to discover models to use in his/her own writing	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 2(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions 2(B) propose and provide examples of themes that cross texts 2(C) connect literature to historical context, current events, and his/her own experiences	1 The student reads widely to recognize writing as an art form 1(A) read widely to understand authors’ craft and to discover models to use in his/her own writing 1(B) Recognize the major historical and cultural movements as reflected in various art forms 1(C) identify the elements common to literature and other fine arts 1(D) read literary responses to political, social, and philosophical movements 1(E) identify elements of literary creativity 1(F) develop and apply criteria for evaluating literary works and other art forms 1(G) read widely to see connections (commonalities) that literature shares with fine arts
(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media	(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media	2(D) analyze the relevance of setting and time frame to text’s meaning 2(E) identify basic conflicts 2(F) describe the development of plot and how conflicts are addressed and resolved 2(G) analyze characters’ traits, motivations, changes, and stereotypical features 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text	
(C) read American and other world literature, including classic and contemporary works,	(C) read British and other world literature, including classic and contemporary works,	2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric 2(J) identify and analyze text structures	
(D) interpret the possible influences of the historical context on a literary work	(D) interpret the possible influences of the historical context on a literary work	2(K) recognize archetypes, motifs, and symbols across texts, including heroes and benevolence of nature such as <i>Dawn</i> 2(L) analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature or poetry 2(M) identify how authors create suspense 2(N) tell how points of view affect tone, characterization, and credibility 5 The student uses writing as a tool for learning and research	

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**READING**

**(9) CULTURE. The student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures. The student is expected to:**

11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	Literary Genres	Humanities
(A) Recognize distinctive and shared characteristics of cultures through reading	(A) Recognize distinctive and shared characteristics of cultures through reading	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 2(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions 2(B) propose and provide examples of themes that cross texts 2(C) connect literature to historical context, current events, and his/her own experiences	4 The student speaks clearly and effectively to audiences for a variety of purposes 4(A) – participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as 4(A) iv discuss the major historical and cultural movements as reflected in various art forms
(B) Compare text events with his/her own and other readers' experiences	(B) Compare text events with his/her own and other readers' experiences	2(D) analyze the relevance of setting and time frame to text's meaning 2(E) identify basic conflicts 2(F) describe the development of plot and how conflicts are addressed and resolved 2(G) analyze characters' traits, motivations, changes, and stereotypical features 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric 2(J) identify and analyze text structures 2(K) recognize archetypes, motifs, and symbols across texts, including heroes and benevolence of nature such as <i>Dawn</i>	4 The student speaks clearly and effectively to audiences for a variety of purposes 4(A) – participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as 4(A)ii – discuss conditions that encourage creativity 5(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design 5(B) identify conditions that encourage creativity
	(C) recognize and discuss themes and connections that cross cultures	2(L) analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature or poetry 2(M) identify how authors create suspense 2(N) tell how points of view affect tone, characterization, and credibility 5 The student uses writing as a tool for learning and research 4 the student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures 4(A) compare text events with his/her own and other readers' experience 4(B) recognize distinctive and shared characteristics of cultures through wide reading 4(C) recognize and discuss themes and connections that cross cultures	1(B) Recognize the major historical and cultural movements as reflected in various art forms 1(G) read widely to see connections (commonalities) that literature shares with fine arts 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements 5(B) identify conditions that encourage creativity

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**READING**

**(10) LITERARY RESPONSE.** The student reads, expresses, and supports responses to various types of texts. The student is expected to:

11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE	Literary Genres	Humanities
(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, enactments and graphic displays	(A) respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, enactments and graphic displays	Intro – “Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer’s craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being read.” 2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric 2(J) identify and analyze text structures 2(K) recognize archetypes, motifs, and symbols across texts, including heroes and benevolence of nature such as <i>Dawn</i> 2(L) analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature or poetry 2(M) identify how authors create suspense 2(N) tell how points of view affect tone, characterization, and credibility 3 The student reads critically to evaluate texts and the authority of sources 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences 5 The student uses writing as a tool for learning and research	2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations and enactments
(B) use elements of text to defend, clarify, and negotiate responses and interpretations	(B) use elements of text to defend, clarify, and negotiate responses and interpretations		2(B) use elements of text and other art forms to defend his/her own responses and interpretations
(C) analyze written reviews of literature, film, and performance with his/her own responses	(C) analyze written reviews of literature, film, and performance with his/her own responses; and		2(C) compare views of literature, film performance, and other art forms with his/her own responses
	(D) evaluate text through critical analysis.		2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements

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**READING**

**(11) LITERARY CONCEPTS.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to:

<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) compare and contrast aspects of texts such as themes, conflict, and allusions both within and across texts	(A) compare and contrast elements of texts such as themes, conflicts, and allusions both within and across time	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 2(D) analyze the relevance of setting and time frame to text's meaning 4 The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures	1(F) develop and apply criteria for evaluating literary works and other art forms 1(G)read widely to see connections (commonalities) that literature shares with fine arts 2(C) compare views of literature, film performance, and other art forms with his/her own responses 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements
(B) analyze relevance of setting and time frame to text's meaning	(B) propose and provide examples of themes that cross texts	2(B) propose and provide examples of themes that cross texts	1(C) identify the elements common to literature and other fine arts 4(A) – participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements
(C) describe the development of plot and identify conflicts and how they are addressed and resolved	(C) analyze relevance of setting and time frame to text's meaning	2(D) analyze the relevance of setting and time frame to text's meaning	3(C) describe the relationship between form and expression 3(D) analyze art forms
(D) analyze the melodies of literary language, including its use of evocative words and rhythm	(D) describe the development of plot and identify conflicts and how they are addressed and resolved	2(F) describe the development of plot and how conflicts are addressed and resolved	3(C) describe the relationship between form and expression 3(D) analyze art forms

**READING (continued)**

**LITERARY CONCEPTS. The student analyzes literary elements for their contributions to meaning in literary texts.**

**The student is expected to:**

11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE	Literary Genres	Humanities
(E) Connect literature to historical contexts, current events and his/her own experiences	(E) analyze the melodies of literary language, including its use of evocative words and rhythm	2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 2(I) determine and explain purposes and effects of figurative language,	3(B) describe how personal creativity is expressed within the requirements of an art form
(F) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	(F) connect literature to historical contexts, current events, and his/her own experiences	2(C) connect literature to historical context, current events, and his/her own experiences	1(B) Recognize the major historical and cultural movements as reflected in various art forms 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements 4(A) iv discuss the major historical and cultural movements as reflected in various art forms 5(B) identify conditions that encourage creativity
	(G) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	5The student uses writing as a tool for learning and research 2(K) recognize archetypes, motifs, and symbols across texts, including heroes and beneficence of nature such as <i>Dawn</i>	3© describe the relationship between form and expression 3(D) analyze art forms

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**READING**

**(12) ANALYSIS/EVALUATION. The student reads critically to evaluate texts. The student is expected to:**

11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE	Literary Genres	Humanities
(A) analyze characteristics of clearly written texts, including the patterns of organization, syntax, and word choice	(A) analyze characteristics of clear text such as conciseness, correctness, and completeness	3 The student reads critically to evaluate texts and the authority of sources 3(A) analyze the characteristics of well-constructed texts 3(B) describe how a writer’s motivation, stance, or position may affect text	1(E) identify elements of literary creativity 1(F) develop and apply criteria for evaluating literary works and other art forms
(B) evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility	(B) evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility	credibility, structure, or tone 3© analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations and enactments 2(B) use elements of text and other art forms to defend his/her own responses and interpretations 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements 3(B) describe how personal creativity is expressed within the requirements of an art form 3© describe the relationship between form and expression 3(D) analyze art forms
© recognize logical, deceptive, and/or faulty modes of persuasion in texts	© recognize logical, deceptive, and/or faulty modes of persuasion in texts		3(B) describe how personal creativity is expressed within the requirements of an art form
	(D) apply modes of reasoning such as induction and deduction to think critically		3© describe the relationship between form and expression 3(D) analyze art forms

**READING (continued)**

**ANALYSIS/EVALUATION. The student reads critically to evaluate texts. The student is expected to:**

11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE	Literary Genres	Humanities
	(E) describe how a writer’s motivation, stance, or position may affect text credibility, structure, and tone	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 2(N) tell how points of view affect tone, characterization, and credibility 6 The student communicates with writers inside and outside the classroom, including those representing different cultures 6(A) examine strategies that writers in different fields use to compose 6(B) recognize how writers represent and reveal their cultures and traditions in texts	4(A) iv discuss the major historical and cultural movements as reflected in various art forms 4(B)v – evaluate (orally) literary works and other art forms 5(B) identify conditions that encourage creativity
	(F) analyze aspects of texts such as patterns of organization and choice of language for their effect on audience.	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	5 The student understands and interprets visual interpretations. The student is expected to: 5(C) explore the relationship between form and expression

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**READING**

**(13) INQUIRY/RESEARCH. The student reads in order to research self-selected and assigned topics. The student is expected to:**

<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) generate relevant, interesting, and researchable questions	(A) generate relevant, interesting, and researchable questions	5The student uses writing as a tool for learning and research 5(A) use writing to discover, record, review, and learn 5(B) link related information and ideas from a variety of sources 5(C)explore the relationship between form and expression	5 The student understands and interprets visual interpretations. The student is expected to: 5(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design 5(B) identify conditions that encourage creativity 5(C) explore the relationship between form and expression
(B) locate appropriate print and non-print information using texts and technical resources, including databases and the internet	(B) locate appropriate print and non-print information using texts and technical resources, including databases and the internet		
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information	(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information		
(D) produce reports and research projects in varying forms for audiences	(D) evaluate the credibility of information sources and their appropriateness for varied needs	3 The student reads critically to evaluate texts and the authority of sources 3(A) analyze the characteristics of well-constructed texts 3(B) describe how a writer’s motivation, stance, or position may affect text credibility, structure, or tone 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	3 The student uses writing as a tool for learning and research 3(A)show an in-depth understanding of creative achievements in literature 3(B) describe how personal creativity is expressed within the requirements of an art form 3(C) describe the relationship between form and expression 3(D) analyze art forms
(E) draw conclusions from information gathered	(E) organize and record new information in systematic ways such as notes, charts, and graphic organizers	5The student uses writing as a tool for learning and research 5(A) use writing to discover, record, review, and learn 5(B) link related information and ideas from a variety of sources 5(C)explore the relationship between form and expression	5 The student understands and interprets visual interpretations. The student is expected to: 5(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design 5(B) identify conditions that encourage creativity 5(C) explore the relationship between form and expression
	(F) produce research projects and reports in varying forms for audiences		
	(G) draw relevant questions for further study from the research findings or conclusions		

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**LISTENING/SPEAKING**

**(14) . CRITICAL LISTENING. The student listens attentively for a variety of purposes. The student is expected to:**

<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding	(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding	1(A)expand vocabulary through wide reading, listening, and discussion 1(C) discriminate between connotative and denotative meanings and interpret the connotative power of words	Intro - “Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. . .All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.”  5 The student understands and interprets visual representations
(B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies	(B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies	1(A)expand vocabulary through wide reading, listening, and discussion 1(C) discriminate between connotative and denotative meanings and interpret the connotative power of words	
(C) demonstrate proficiency in critical, empathic, appreciative and reflective listening	(C) demonstrate proficiency in critical, empathic, appreciative and reflective listening	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 3 The student reads critically to evaluate texts and the authority of sources 6 the student communicates with writers inside and outside the classroom, including those representing different cultures	
(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention	(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention	5 The student uses writing as a tool for learning and research	
(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations	(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 6 the student communicates with writers inside and outside the classroom, including those representing different cultures	

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**LISTENING/SPEAKING**

**(15) EVALUATION.** The student listens to analyze, appreciate, and evaluate oral performances and presentations. The student is expected to:

<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages	(A) apply valid criteria to analyze, evaluate, and critique informative and persuasive messages	1 The student builds an extensive vocabulary through reading and systematic work study.  3 The student reads critically to evaluate texts and the authority of sources	3 The student uses writing as a tool for learning and research 3(A) show an in-depth understanding of creative achievements in literature 3(B) describe how personal creativity is expressed within the requirements of an art form 3(C) describe the relationship between form and expression 3(D) analyze art forms
(B) apply valid criteria to analyze, evaluate, and critique literary performances	(B) apply valid criteria to analyze, evaluate, and critique literary performances	3 The student reads critically to evaluate texts and the authority of sources 5 The student uses writing as a tool for learning and research	3 The student uses writing as a tool for learning and research 3(A) show an in-depth understanding of creative achievements in literature 3(B) describe how personal creativity is expressed within the requirements of an art form 3(C) describe the relationship between form and expression 3(D) analyze art forms 4 The student speaks clearly and effectively to audiences for a variety of purposes
(C) use praise and suggestions of others to improve his/her own communication	(C) use praise and suggestions of others to improve his/her own communication	Intro – “Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer’s craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being read.”	5(B) identify conditions that encourage creativity
(D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language	(D) identify and analyze the effect of aesthetic elements within literary texts such as character development, rhyme, imagery, and language	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 6 The student communicates with writers inside and outside the classroom, including those representing different cultures 6(A) examine strategies that writers in different fields use to compose 6(B) recognize how writers represent and reveal their cultures and traditions in texts	4(B)v – evaluate (orally) literary works and other art forms 3(B) describe how personal creativity is expressed within the requirements of an art form 3(C) describe the relationship between form and expression 3(D) analyze art forms

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**LISTENING/SPEAKING**

**(16) PURPOSES** The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE	Literary Genres	Humanities
(A) use the conventions of oral language effectively	(A) use the conventions of oral language effectively, including word choice, grammar, and diction	1 The student builds an extensive vocabulary through reading and systematic work study. 2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 2(I) determine and explain purposes and effects of figurative language 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	4 The student speaks clearly and effectively to audiences for a variety of purposes 4(B) analyze art forms orally such as: 4(B)i-discuss structural elements common to literature and the other fine arts 4(B)ii-discuss literary responses to political, social, and philosophical movements 4(B)iii-discuss elements of literary creativity 4(B)iv-discuss criteria for evaluating literary works and other art forms 4(B)v-evaluate (orally) literary works and other art forms
(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task	(B) use informal, standard, and technical English effectively to meet the demands of, occasion, audience, and task	1 The student builds an extensive vocabulary through reading and systematic work study. 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	
(C) communicate effectively in conversations and group discussions while problem solving, and planning	(C) respond appropriately to the opinions and views of others	1 The student builds an extensive vocabulary through reading and systematic work study. 2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 3 The student reads critically to evaluate texts and the authority of sources 4 the student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures 5 The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	
(D) use effective verbal and nonverbal strategies in presenting oral messages	(D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion		
(E) ask clear questions for a variety of purposes and respond appropriate to the questions of others	(E) ask clear questions for a variety of purposes and respond appropriate to the questions of others	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 3 The student reads critically to evaluate texts and the authority of sources 5 The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	

**LISTENING/SPEAKING (continued)**

**PURPOSES** The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE	Literary Genres	Humanities
(F) make relevant contributions in conversations and discussions	(F) make relevant contributions in conversations and discussions	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 3 The student reads critically to evaluate texts and the authority of sources 5 The student uses writing as a tool for learning and research 6 The student communicates with writers inside and outside the classroom, including those representing different cultures	4 The student speaks clearly and effectively to audiences for a variety of purposes 4(B) analyze art forms orally such as: 4(B)i-discuss structural elements common to literature and the other fine arts 4(B)ii-discuss literary responses to political, social, and philosophical movements 4(B)iii-discuss elements of literary creativity 4(B)iv-discuss criteria for evaluating literary works and other art forms
	(G) express and defend a point of view using precise language and appropriate detail	3 The student reads critically to evaluate texts and the authority of sources	4(B)v-evaluate (orally) literary works and other art forms
	(H) speak responsibly to present accurate, truthful, and ethical messages	3 The student reads critically to evaluate texts and the authority of sources	3(C) describe the relationship between form and expression 3(D) analyze art forms 4 The student speaks clearly and effectively to audiences for a variety of purposes 4(B) analyze art forms orally such as: 4(B)i-discuss structural elements common to literature and the other fine arts 4(B)ii-discuss literary responses to political, social, and philosophical movements 4(B)iii-discuss elements of literary creativity 4(B)iv-discuss criteria for evaluating literary works and other art forms 4(B)v-evaluate (orally) literary works and other art forms

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**LISTENING/SPEAKING**

**(17) PRESENTATIONS.** The student prepares, organizes, and presents informative and persuasive oral messages. The student is expected to:

<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) present and advances a clear thesis and logical points, claims, or arguments to support messages	(A) present clear thesis and claims	3 The student reads critically to evaluate texts and the authority of sources 5 The student uses writing as a tool for learning and research	Intro – “Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations.”
(B) choose valid proofs from reliable sources to support claims	(B) support major thesis with logical points or arguments	3 The student reads critically to evaluate texts and the authority of sources 5 The student uses writing as a tool for learning and research	5 The student understands and interprets visual interpretations. The student is expected to: 5(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design
(C) use appropriate appeals to support claims and arguments	(C) choose valid evidence or proofs to support claims	3 The student reads critically to evaluate texts and the authority of sources 5 The student uses writing as a tool for learning and research	3 The student uses writing as a tool for learning and research 3(A) show an in-depth understanding of creative achievements in literature
(D) use language and rhetorical strategies skillfully in informative and persuasive messages	(D) use effective appeals to support points, claims, or arguments	3 The student reads critically to evaluate texts and the authority of sources 5 The student uses writing as a tool for learning and research	3(B) describe how personal creativity is expressed within the requirements of an art form 3(C) describe the relationship between form and expression 3(D) analyze art forms
(E) use effective nonverbal strategies such as pitch and tone of voice, posture, and eye contact	(E) use language and rhetorical strategies skillfully in informative and persuasive messages	1 The student builds an extensive vocabulary through reading and systematic work study. 3 The student reads critically to evaluate texts and the authority of sources 5 The student uses writing as a tool for learning and research	4 The student speaks clearly and effectively to audiences for a variety of purposes

**LISTENING/SPEAKING (continued)**

**PRESENTATIONS. The student prepares, organizes, and presents informative and persuasive oral messages.**

**The student is expected to:**

11 <sup>th</sup> GRADE	12 <sup>th</sup> GRADE	Literary Genres	Humanities
(F) make informed, accurate, truthful, and ethical presentations	(F) analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances	2(N) tell how points of view affect tone, characterization, and credibility 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	4 The student speaks clearly and effectively to audiences for a variety of purposes
	(G) interpret literary texts such as telling stories, and interpreting scenes from narrative or dramatic texts or poems	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts	3(B) describe how personal creativity is expressed within the requirements of an art form
	(H) use feedback to judge effectiveness in communicating and setting goals for future presentations	Introduction – Students enrolled in Literary Genres will spend time analyzing the fictional and poetic elements of literary texts and read to appreciate the writer’s craft. High school students will discover how well written literary text can serve as models for their own writing. High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being read. For high school students whose first language is not English, the students’ native language serves as a foundation for English Language acquisition and language learning.	Intro – “All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.” 4 The student speaks clearly and effectively to audiences for a variety of purposes

<b>Sample Lesson: Communication Process</b>  Teacher _____  Length of lesson _____	Learn specific facts, ideas vocabulary and reiterate in similar form	Communicate knowledge and interpret previous learning	Use learned knowledge and interpret previous situations	Break down an idea into its parts and perceive the interrelationship	Use elements in new patterns and relationships	Makes decisions or judgment based on chosen criteria or standards
Bloom's Taxonomy	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>TEKS SPEECH</b> (1) The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning  <b>COMMUNICATIONS APPLICATIONS</b> (1)The student demonstrates knowledge of various communication processes in professional and social contexts	<b>Step 1:</b> List methods of communicating  <b>Step 2:</b> Separate methods of communication by professional and social	<b>Step 3:</b> Apply selected criteria to list in step 2 to explain how communication can be an art form	<b>Step 4:</b> Compare daily rhetoric to that of Plato or Socrates	<b>Step 5:</b> Make a chart of the parts of an argument and the outline of a discourse to determine the interrelationships	<b>Step 6:</b> Using the outline for a an argument, use logic, emotion or a personal appeal to create a rhetorical argument	<b>Step 7:</b> Use inductive or deductive reasoning to justify this argument.
<b>ORAL INTERPRETATION</b> (1) The student recognizes oral interpretation as a communication art.	<b>Step 1:</b> List the ways communication is used as an art form in various media.		<b>Step 2:</b> Design an argument that would be appropriate for a caveman as well as an astronaut (a timeless argument)	<b>Step 3:</b> Compare one argument from 3 different perspectives: from the patrician, the middle class and the plebian.	<b>Step 4:</b> Explain the consequences each argument creates (e.g. urban housing vs. condo development)	<b>Step 5:</b> Match each perspective to emotional, logical or personal arguments and explain the syllogism for each.
<b>PUBLIC SPEAKING</b> (1) Rhetoric. The student traces the development of the rhetorical perspective  <b>DEBATE</b> (1) Role in Society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes  <b>HUMANITIES</b> (1) the student reads widely to recognize writing as an art form	<b>Step 1:</b> Identify the historical and contemporary use of debate in social, political, and religious arenas	<b>Step 2:</b> Recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints	<b>Step 3:</b> Recognize the major historical and cultural movements as reflected in various art forms	<b>Step 4:</b> Develop and use a workable theory of interpretation as a basis for performance choices.	<b>Step 5:</b> Identify the major historical and cultural elements common to literature and other fine arts.	<b>Step 6:</b> Apply standards for making appropriate communication choices for self, listener, occasion, and task

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT**  
**Language Arts English III - IV Literary Genres and Humanities**

**LISTENING/SPEAKING**

**(18) LITERARY INTERPRETATIONS. The student prepares, organizes, and presents literary interpretations. The student is expected to:**

<b>11<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) make valid interpretations of a variety of literary texts	2 The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts 2(A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions 2(B) propose and provide examples of themes that cross texts 2(C) connect literature to historical context, current events, and his/her own experiences 2(D) analyze the relevance of setting and time frame to text’s meaning 2(E) identify basic conflicts 2(F) describe the development of plot and how conflicts are addressed and resolved 2(G) analyze characters’ traits, motivations, changes, and stereotypical features 2(H) describe how irony, tone, mood, style, and sound of language contribute to the effect of the text 2(I) determine and explain purposes and effects of figurative language, particularly symbolic and metaphoric 2(J) identify and analyze text structures 2(K) recognize archetypes, motifs, and symbols across texts, including heroes and benevolence of nature such as <i>Dawn</i> 2(L) analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature or poetry 2(M) identify how authors create suspense 2(N) tell how points of view affect tone, characterization, and credibility	2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments
(B) justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text	4(A) compare text events with his/her own and other readers’ experience 4(B) recognize distinctive and shared characteristics of cultures through wide reading 4(C) recognize and discuss themes and connections that cross cultures	2(B) use elements of text and other art forms to defend his/her own responses and interpretations
(C) present interpretations by telling stories, performing original works, and interpreting poems and stories for a variety of audiences	Intro- “High school students respond to texts through such varied avenues as talk, print, and electronic formats to connect their knowledge of the world with the text being read.”	2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT  
Language Arts English III - IV Literary Genres and Humanities**

**VIEWING/REPRESENTING**

**(19) INTERPRETATION. The student understands and interprets visual representations. The student is expected to:**

<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture	(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture	3(A) analyze the characteristics of well-constructed text 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences 6(A) examine strategies that writers in different fields use to compose	4(A)iii-discuss the relationship between form and expression
(B) analyze relationships, ideas, and cultures as represented in various media	(B) analyze relationships, ideas, and cultures as represented in various media	6(B) recognize how writers represent and reveal their cultures and traditions in texts	4(A)iv-discuss the major historical and cultural movements as reflected in various art forms
(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements	(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements	2(J) identify and analyze text structures 2(L) analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature, or poetry	4(B) analyze art forms orally such as: 4(B)ii-discuss literary responses to political, social, and philosophical activity 4(B)iii-discuss elements of literary creativity 5(B)identify conditions that encourage creativity 5(C) explore the relationship between form and expression

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT  
Language Arts English III - IV Literary Genres and Humanities**

**VIEWING/REPRESENTING**

**(20) ANALYSIS. The student analyzes and critiques the significance of visual representations. The student is expected to:**

<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) investigate the source of a media presentation or production such as who make it and why it was made	(A) investigate the source of a media presentation or production such as who make it and why it was made	3(B) describe how a writer’s motivation, stance, or position may affect text credibility, structure, or tone	4(A) participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements
(B) deconstruct media to get the main idea of the message’s content	(B) deconstruct media to get the main idea of the message’s content	4(C) recognize and discuss themes and connections that cross cultures	1-The student reads widely to recognize writing as an art form 1(E) identify elements of literary creativity 1(G) read widely to see connections (commonalities) that literature shares with fine arts.
(C) evaluate and critique the persuasive techniques of media passages such as glittering generalities, logical fallacies, and symbols	(C) evaluate and critique the persuasive techniques of media passages such as glittering generalities, logical fallacies, and symbols	3 the student reads critically to evaluate texts and the authority of sources 3(A) analyze the characteristics of well-constructed texts	2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations and enactments 2(B) use elements of text and other art forms to defend his/her own responses and interpretations 2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements
(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music	(D) recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music	2(M) identify how authors create suspense 2(N) tell how points of view affect tone, characterization, and credibility	4(B) analyze art forms orally such as: 4(B)ii-discuss literary responses to political, social, and philosophical activity 4(B)iii-discuss elements of literary creativity 4(A)iv-discuss the major historical and cultural movements as reflected in various art forms 4(B)v-evaluate (orally) literary works and other art forms
(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each	(E) recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each	3(A) analyze the characteristics of well-constructed text 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences 6(A) examine strategies that writers in different fields use to compose	1-The student reads widely to recognize writing as an art form 1(E) identify elements of literary creativity
(F) compare, contrast and critique various media coverage of the same event such as in newspapers, television, and on the internet	(F) compare, contrast and critique various media coverage of the same event such as in newspapers, television, and on the internet	3(A) analyze the characteristics of well-constructed text 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	2(C) compare reviews of literature, film performance, and other art forms with his/her own experiences

**BROWNSVILLE INDEPENDENT SCHOOL DISTRICT  
Language Arts English III - IV Literary Genres and Humanities**

**VIEWING/REPRESENTING**

**(21) PRODUCTION. The student produces visual representations that communicate with others. The student is expected to:**

<b>11<sup>th</sup> GRADE</b>	<b>12<sup>th</sup> GRADE</b>	<b>Literary Genres</b>	<b>Humanities</b>
(A) examine the effect of media on constructing his/her own perception of reality	(A) examine the effect of media on constructing his/her own perception of reality	3(A) analyze the characteristics of well-constructed text 3(C) analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences	2(C) compare reviews of literature, film performance, and other art forms with his/her own experiences
(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages	(B) use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages	5(B) link related information and ideas from a variety of sources	2(B) use elements of text and other art forms to defend his/her own responses and interpretations
(C) use a range of techniques to plan and create a media text and reflect critically on the work produced	(C) use a range of techniques to plan and create a media text and reflect critically on the work produced	5 the student uses writing as a tool for learning research. The student is expected to: 5(A) use writing to discover, record, review, and learn	2(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations and enactments 2(B) use elements of text and other art forms to defend his/her own responses and interpretations
(D) create media products to include a seven-to-ten minute documentary, ad campaigns, political campaigns, or video adaptations of literary texts to engage specific audiences	(D) create media products to include a ten-to-fifteen minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences	2(N) tell how points of view affect tone, characterization, and credibility 5 the student uses writing as a tool for learning research. The student is expected to: 5(A) use writing to discover, record, review, and learn	2(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements
(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms	(E) create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms	5 the student uses writing as a tool for learning research. The student is expected to: 5(A) use writing to discover, record, review, and learn	3(D) analyze art forms

**Pre-AP & AP English  
Scope and Sequence**  
Grades 6-12  
(I=Introduce, D=Develop, M=Master, R=Reinforce)

TEKS Knowledge and Skill Statements			
Middle School Writing TEKS	Pre/APEXTENSION	High School Writing TEKS	AP EXTENSION
(15) PURPOSES. The student writes for a variety of audiences and purposes and in a variety of forms.	Student writes a coherent Pre/AP specific essay under timed conditions.	(1) PURPOSES. The student writes in a variety of forms, including business, personal, literary and persuasive texts, for various audiences and purposes.	Student writes a concise AP specific essay under timed conditions.
(16) PENMANSHIP/CAPITALIZATION/PUNCTUATION/SPELLING The student composes original text, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.			
(17) GRAMMAR/USAGE The student applies standard grammar and usage to communicate clearly and effectively in writing.	Develops increasingly sophisticated sentence structure.	(3) GRAMMAR, USAGE, CONVENTIONS, SPELLING. The student relies increasingly on the conventions and mechanics of written English, including the usage and grammar, to write clearly and effectively.	Demonstrates increasingly sophisticated sentence structure.
(18) WRITING PROCESS. The student selects and uses writing processes for self-initiated and assigned writing.	Student practices condensing the writing process.	(2) WRITING PROCESSES. The student uses recursive writing processes when appropriate.	Student condenses the writing process to produce AP specific essay under timed conditions.
(20) INQUIRY/RESEARCH. The student uses writing as a tool for learning and research.		(4) INQUIRY, RESEARCH. The student uses writing as a tool for learning.	
(21) CONNECTIONS. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.			
(19) EVALUATION. The student evaluates his/her own writing and the writings of others.	Student evaluates own writing or writing of others using modified AP rubrics.	(5) EVALUATION. The student evaluates his/her own writing and the writing of others.	Student evaluates own writing or writing of others using AP rubrics.
	Students develop techniques of style analysis prose, novels, plays, and poetry	12 <sup>th</sup> grade (6) ANALYSIS	Students demonstrate techniques of style analysis of prose and poetry.

<u>MS</u>	<u>HS</u>	<u>TA</u> <u>KS</u>	<u>PreAP/AP Strategy or Skill:</u>	<u>Grade</u>								
TEKS 6-8	TEKS 9-12	Obj.	<i>COMPOSITION</i>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>		
<b>Student Expectations:</b>	<b>Student Expectations:</b>											
<p><b>W15(A)</b> write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8)  (B) write to influence such as to persuade, argue, and request (4-8)  (C) write to inform such as to explain, describe, report, and narrate (4-8)  (D) write to entertain such as to compose humorous poems or short stories (4-8)  (E) select and use voice and style appropriate to audience and purpose (6-8)  (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6)  (G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8)  (H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8)</p> <p><b>W16(A)</b> write legibly by selecting cursive or manuscript as appropriate (4-8)  (B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8)  (C) write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i>, and syllable boundary patterns (3-6)  (D) write with accurate spelling of roots such as <i>drink, speak, read, or happy</i>, inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i>, and prefixes such as <i>re-</i> or <i>un-</i> (4-6)  (E) use resources to find correct spellings (4-8)  (F) spell accurately in final drafts (4-8)  (G) understand the influence of other languages and cultures on the spelling of English words (6-8)</p>	<p><b>W2(A)</b> use prewriting strategies to generate ideas, develop voice, and plan; (9-12)  (B) develop drafts, alone and collaboratively, by organizing and reorganizing content and by refining style to suit occasion, audience and purpose (9-12)  (C) proofread writing for appropriateness of organization, content, style and conventions (9-11)  (C)use vocabulary, organization, and rhetorical devices appropriate to audience and purpose(12)  (D)use varied sentence structure to express meanings and achieve desired effect.(12)  (D) refine selected pieces frequently to publish for general and specific audiences; and(9-12)  (E)revise drafts by rethinking content organization and style to better accomplish the task(12)  (E) use technology for aspects of creating, revising, editing, and publishing(9-12)  (F)use effective sequences and transitions to achieve coherence and meaning(12)</p> <p><b>W3(A)</b> produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization such as italics and ellipses.  (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.  (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions  (D) produce error-free writing in the final draft; and  (E) use a manual of style such as MLA, APA, and the CMS*(12)</p> <p><b>W4(A)</b> use writing to formulate questions, refine topics, and clarify ideas(9-12)  (B) use writing to discover,, organize, and support what is known and what needs to be learned about a topic (9-11)  (B) use writing to discover, record, review, and learn(12)  (C) use writing to discover, organize, and support what is known and what needs to be learned about a topic(12)  (D) compile information from primary and secondary sources in systematic ways using available technology (9-12)  (E) represent information (9-11)organize notes from multiple sources in useful and informing ways such as graphics, conceptual maps, and learning logs(12)  (F) link related information and ideas from a variety of sources(12)  (G) compile written ideas and representations into reports, summaries, or other formats and draw conclusions(12)  (G)analyze strategies that writers in different fields use to compose(9-11)  (H) use writing as a tool for reflection, exploration, learning, problem solving, and personal growth(12)</p>		<input type="checkbox"/> Write to satisfy a given purpose --description	D	D	M	R	R	R	R		
					--narration	D	D	M	R	R	R	R
					--exposition	D	D	D	M	R	R	R
					--persuasion	D	D	D	M	R	R	R
					--argumentation		I	D	D	M	R	R
					<input type="checkbox"/> Identify and utilize --narration	D	D	M	R	R	R	R
					--comparison/contrast	I	D	M	R	R	R	R
					--description	D	D	M	R	R	R	R
					--logic		I	D	D	D	M	R
					<input type="checkbox"/> Follow an efficient writing process, including pre-writing, drafting, revision, and proofing	D	M	R	R	R	R	R
					<input type="checkbox"/> Identify and utilize effective structure/organization, --thesis statement	I	D	D	D	M	R	R
					--topic sentence	D	D	M	R	R	R	R
					--concrete detail/commentary	I	D	D	D	M	R	R
					--concluding sentence --transition		I	D	D	M	R	R
					<input type="checkbox"/> Develop writer's voice	I	D	D	D	D	D	D
			<input type="checkbox"/> Evaluate own writing with rubric	I	D	D	D	M	R	R		

MS TEKS 6 <sup>th</sup> -8 <sup>th</sup> Student Expectations:	HS TEKS 9 <sup>th</sup> -12 <sup>th</sup> Student Expectations:	TAKS Obj.	PreAP/AP Strategy or Skill:  Composition Techniques	Grade						
				6	7	8	9	10	11	12
<p><b>W17</b>(A) use regular and irregular plurals correctly (4-6) (B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6) (C) use conjunctions to connect ideas meaningfully (4-8) (D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8) (E) use prepositional phrases to elaborate written ideas (4-8) (F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech(4-8) (G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8) (H) write with increasing accuracy when using apostrophes in contractions such as <i>doesn't</i> and possessives such as <i>Maria's</i> (4-8) (I) write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8)</p> <p><b>W18</b>(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8) (B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text. (4-8) (C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-6) (D) revise drafts for coherence, progression, and logical support of ideas (4-8) (E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8) (F) use available technology to support aspects of creating, revising, editing, and publishing texts(4-8) (G) refine selected pieces frequently to "publish" for general and specific audiences (4-8) (H) proofread his/her own writing and that of others (4-8) (I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8)</p>	<p><b>W5</b> (A) evaluate writing for both mechanics and content (9-11) (A) evaluate how well writing achieves its purpose and engage in conversations with peers and the teacher about aspects of his/her own writing and the writings of others(12). (B).respond productively to peer review of his/her own work (9-11) (B) analyze and discuss published pieces as writing models and apply criteria developed by self and others to evaluate writing(12) (C) accumulate and review his/her own written work to determine its strengths and weaknesses and to suit his/her own goals as a writer(12).</p>		<input type="checkbox"/> Write and revise compositions in response to interpretive exercises to explicate given literary selections				I	D	D	M
			<input type="checkbox"/> Support main ideas with quotes and paraphrases from a piece of writing	I	D	D	D	D	M	R
			<input type="checkbox"/> Use documentation of information when appropriate	I	D	D	D	D	M	R
			<input type="checkbox"/> Use appropriate literary criticism resources for research				I	D	D	M
			<input type="checkbox"/> Write literary criticisms using both primary and secondary sources				I	D	D	M
			<input type="checkbox"/> Create ideas for writing that go beyond the obvious		I	D	D	D	M	R
			<input type="checkbox"/> Increase clarity through sentence combining, selection of strong verbs, and elimination of unnecessary words	D	D	D	D	M	R	R
			<input type="checkbox"/> Increase coherence and unity	D	D	D	D	D	M	R
			<input type="checkbox"/> Increase sentence variety using schemes --parallelism			I	D	D	M	R
			<input type="checkbox"/> --periodic/loose sentence				I	D	M	R
			<input type="checkbox"/> --apposition		I	D	D	D	M	R
			<input type="checkbox"/> --asyndeton/polysyndeton					I	D	M
			<input type="checkbox"/> --anastrophe						I	D
			<input type="checkbox"/> --antithesis						I	D
			<input type="checkbox"/> --antimetabole						I	D
			<input type="checkbox"/> --ellipsis					I	D	M
			<input type="checkbox"/> --alliteration		I	D	M	R	R	R
<input type="checkbox"/> --anaphora						I	D			
<input type="checkbox"/> --parenthesis				I	D	M	R			
<input type="checkbox"/> --chiasmus						I	D			

<b>REVISION (content)</b>										
<p><b>W19(A)</b> apply criteria to evaluate writing (4-8)  <b>(B)</b> respond in constructive ways to others' writings (4-8)  <b>(C)</b> evaluate how well his/her own writing achieves its purposes (4-8)  <b>(D)</b> analyze published examples as models for writing (4-8)  <b>(E)</b> review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8)</p> <p><b>W20(A)</b> frame questions to direct research (4-8)  <b>(B)</b> organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-6)  <b>(C)</b> take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-6)  <b>(D)</b> summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8)  <b>(E)</b> present information in various forms using available technology (4-8)  <b>(F)</b> evaluate his/her own research and raise new questions for further investigation (4-8)  <b>(G)</b> follow accepted formats for writing research, including documenting sources (6-8)</p> <p><b>W21(A)</b> collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8)  <b>(B)</b> correspond with peers or others via e-mail, or conventional mail (4-8)</p>	<p><b>W5(A)</b> evaluate writing for both mechanics and content  <b>(B)</b> respond productively to peer review of his/her own work.</p>	(10) Analyze the quality of support given for each idea in own and others' work	D	D	D	D	D	M	R	
		<input type="checkbox"/> Analyze quality of the writer's own voice		I	D	D	D	M	R	
		<input type="checkbox"/> Analyze own writing in terms of organization, structure, tone, syntax, and diction	I	D	D	D	D	D	D	
		<input type="checkbox"/> Use creative writing assignments to enhance word choice and overall writing skills	I	D	M	R	R	R	R	
		<input type="checkbox"/> Evaluate others' writing with PreAP/AP rubric		I	D	D	M	R	R	
		<input type="checkbox"/> Identify the purpose of a writing (description, narration, exposition, persuasion)	D	M	R	R	R	R	R	
		<input type="checkbox"/> Analyze others' writing in terms of organization, structure, tone, diction, syntax		I	D	D	D	M	R	
		<input type="checkbox"/> Evaluate a writing for its effectiveness	D	D	D	D	D	M	R	
		<input type="checkbox"/> Describe the effect of word choice in a work (diction)		I	D	D	D	M	R	
		<input type="checkbox"/> Compare and contrast two given works on their use of style		I	D	D	D	M	R*	
		<input type="checkbox"/> Write an analysis of an author's style		I	D	D	D	M	R	
		<input type="checkbox"/> Identify and explain the effect of parts of speech, sentence parts, and sentence types on syntax and meaning	D	D	D	D	M	R	R	

<u>MS</u>	<u>HS</u>	<u>TAKS</u>	<u>PreAP/AP Strategy or Skill:</u>	<u>Grade</u>							
<b>Student Expectations:</b>	<b>Student Expectations:</b>	<b>Obj.</b>		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	
<p><b>R10</b>(A) use his/her own knowledge and experience to comprehend (4-8)            (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8)            (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)            (D) describe mental images that text descriptions evoke (4-8)            (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)            (F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8)            (G) paraphrase and summarize text to recall, inform, or organize ideas (4-8)            (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)            (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8)            (J) distinguish fact and opinion in various texts (4-8)            (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple-choice, true-false, and short answer (4-8)            (L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)            (M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8)</p>	<p><b>W4</b> (A) use writing to formulate questions, refine topics, and clarify ideas            (B) use writing to discover, organize, and support what is known and what needs to be learned about a topic            (C) compile information from primary and secondary sources in systematic ways using available technology            (D) represent information in a variety of ways such as graphics, conceptual maps, and learning logs            (E) use writing as a study tool to clarify and remember information            (F) compile written ideas and representations into reports, summaries or other formats and draw conclusions            (G) analyze strategies that writers in different fields use to compose</p>		<input type="checkbox"/> Understand the rules of usage and mechanics and their importance to meaning	I	D	D	M	R	R	R	
			<input type="checkbox"/> Interpret and evaluate fiction and non-fiction writings according to their use of literary genre and conventions --epic				I	D	D	M	R
			--social criticism	I	D	D	D	M	R	R	
			--satire			I	D	D	M	R	
			--drama	I	D	D	D	M	R	R	
			--essay	I	D	D	D	D	M	R	
			--novel	I	D	D	D	D	M	R	
			--Gothic (horror)		I	D	D	D	M	R	
			--science fiction	I	D	D	D	D	M	R	
			--dystopia				I	D	M	R	
			--heroic (romantic, tragic, comic, epic)				I	D	D	M	R
			--rite of passage (bildungsroman)				I	D	D	M	R
			--picaresque				I	D	M	R	
			--narration, description, drama	D	D	M	R	R	R	R	
	<input type="checkbox"/> Identify and define literary elements and purpose including point of view, setting, character, theme, conflict	D	D	M	R	R	R	R			
	<input type="checkbox"/> Identify and analyze diction, syntax, imagery, organization, and rhetorical shifts	I	D	D	D	D	M	R			

MS TEKS 6-8	HS TEKS 9-12	TAK S Obj.	PreAP/AP Strategy or Skill:	Grade							
				6	7	8	9	10	11	12	
Student Expectations:	Student Expectations:										
<p><b>10(A)</b> use his/her own knowledge and experience to comprehend (4-8)</p> <p>(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8)</p> <p>(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8)</p> <p>(D) describe mental images that text descriptions evoke (4-8)</p> <p>(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8)</p> <p>(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8)</p> <p>(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8)</p> <p>(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8)</p> <p>(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8)</p> <p>(J) distinguish fact and opinion in various texts (4-8)</p> <p>(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple-choice, true-false, and short answer (4-8)</p> <p>(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8)</p> <p>(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8)</p>			<input type="checkbox"/> Identify the characteristics of realism, romanticism, naturalism, transcendentalism, existentialism, absurdism, metaphysical, neoclassicism				I	D	M	R	
			<input type="checkbox"/> Identify archetypes or motifs		I	D	D	M	R	R	
			<input type="checkbox"/> Evaluate a piece of writing according to use of character, plot, setting, symbol, motif, or archetype as these advance the theme		I	D	D	M	R	R	
			<input type="checkbox"/> Identify and analyze sophisticated literary terms including motif*, foil*, pathos*, epiphany*, stream of consciousness**, flashback**, catharsis*		I*	I**	D	D	M	R	
			<input type="checkbox"/> Analyze prose and poetry to determine author's use of literary techniques, historical or sociological implications as they combine to produce an effect on the reader		I	D	D	D	M	R	
			<input type="checkbox"/> Recognize symbols and images in prose and poetry; interpret; relate to the meaning of the work		I	D	D	D	M	R	
			<input type="checkbox"/> Interpret and analyze literature orally, using textual evidence for the point asserted		I	D	D	D	M	R	
			<input type="checkbox"/> Interpret and analyze literature in essay form, applying textual evidence to the point asserted		I	D	D	D	M	R	
			Trace the development of a theme, symbol, character or archetype in a literary work		I	D	D	D	M	R	



**PreAP/AP Strategy or Skill:**

**POINT OF VIEW/TONE**

	11	<input type="checkbox"/> Identify points of view and discuss purpose	I	D	D	D	D	M	R
		<input type="checkbox"/> Identify shifts in point of view and purpose		I	D	D	D	M	R
		<input type="checkbox"/> Write on a piece of literature discussing point of view	I	D	D	D	D	M	R
		<input type="checkbox"/> Write own piece demonstrating point of view	I	D	D	D	D	M	R
		<input type="checkbox"/> Identify tone in oral speech, prose, poetry	I	D	D	D	D	M	R
		<input type="checkbox"/> Identify shifts in tone and cause		I	D	D	D	M	R
		<input type="checkbox"/> Manipulate tone of a piece of writing by changing diction and syntax			I	D	D	M	R
		<input type="checkbox"/> Write on a piece of literature discussing tone		I	D	D	D	M	R
		<input type="checkbox"/> Write own piece demonstrating tone		I	D	D	D	M	R

PreAP/AP Strategy or Skill:

**READING/ARGUMENTATION/VOCABULARY**, continued

		<input type="checkbox"/> Analyze reading comprehension questions to determine the best methods of solving them	I	D	D	D	D	M	R
		<input type="checkbox"/> Determine and practice answering types of objective reading passage questions including tone (attitude), meaning (theme), literary device, meaning in context, reference, and other types of objective questions	I	D	D	D	D	M	R
		<input type="checkbox"/> Identify types of evidence in an argument including personal experience, facts, anecdotes, examples, statistics		I	D	D	M	R	R
		<input type="checkbox"/> Analyze how writers appeal to specific audiences in non-fiction: logical appeals, emotional appeals, rhetorical schemes		I	D	D	M	R	R
		<input type="checkbox"/> Identify and explain fallacies		I	D	D	M	R	R
		<input type="checkbox"/> Analyze prose and poetry passages and make inferences regarding characters, actions, setting and point of view	I	D	D	D	D	M	R
		<input type="checkbox"/> Determine the meaning of key words in context in both prose and poetry	I	D	D	D	D	M	R
		<input type="checkbox"/> Use vocabulary in context from literary readings.	I	D	D	D	D	M	R
		<input type="checkbox"/> Solve analogies	I	D	D	D	D	M	R
		<input type="checkbox"/> Study and master the usage of similar words and word forms (lie/lay, etc.)	I	D	D	D	D	M	R

PreAP/AP Strategy or Skill:

**TIMED WRITINGS**

		<input type="checkbox"/> Utilize a time management strategy for writing	I	D	D	D	D	M	R
		<input type="checkbox"/> Analyze essay prompts to determine parameters and strategy for response		I	D	D	D	M	R
		<input type="checkbox"/> Provide evidence to support assertions about writing passages	I	D	D	D	D	M	R
		<input type="checkbox"/> Write timed essays on poetry, non-fiction, short stories, drama, and novels	I	D	D	D	D	M	R

<b>Middle School TEKS</b>	<b>PreAP Extension</b>	<b>High School TEKS</b>	<b>AP Extension</b>
(6)The student uses a variety of word recognition strategies.	<b>Recognize the effect of vocabulary on meaning</b>	(6) The student uses a variety of strategies to read unfamiliar words and to build vocabulary.	The student recognizes the effects of language in culturally diverse written texts.
(7)The student reads with fluency and understanding in texts at appropriate difficulty levels.	Read aloud.		
(8)Student reads widely for different purposes in varied sources.	Summer reading list.		Summer reading list.
(10)Student comprehends selections using a variety of strategies.	Multiple AP strategies.	(7) Student comprehends selections using a variety of strategies.	Multiple AP strategies.
(11)Student expresses and supports responses to various types of texts.	Evaluate/write critical analysis of text.	(10)Student reads, expresses, and supports responses to various types of texts.	Apply various AP strategies to read, write and support appropriate AP texts.
(14)Student reads to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.		(9) Student reads widely, including world literature, to increase knowledge of his/her own culture, the culture of others, and the common elements across cultures.	
(13)Student inquires and conducts research using a variety of sources.	Using a variety of relevant literary sources.	(13)Student reads in order to research self-selected and assigned topics.	Using a variety of relevant literary sources.
(12)Student analyzes the characteristics of various types of texts (genres)		(11)Student analyses literary elements for their contributions to meaning in literary texts.	

<b>TEKS Viewing and Representing Middle School</b>	<b>PreAP Extension</b>	<b>TEKS Viewing and Representing High School</b>	<b>AP Extension</b>
Media Literacy in Texas Level One		Media Literacy in Texas Level Two	

<b>TEKS Listening and Speaking</b>	<b>PreAP Extension</b>	<b>TEKS Listening and Speaking</b>	<b>AP Extension</b>

## Reading List for Language Arts/Literature 6<sup>th</sup> – 12<sup>th</sup> Grade

	Regular	Pre-AP/AP/G/T	Dual Enrollment (Literary Genres)	Dual Enrollment (Humanities)
<b>6<sup>th</sup> Grade</b>	*Cisneros, <i>The House on Mango Street</i> Lewis, <i>The Lion, the Witch, and the Wardrobe</i> Juster, <i>The Phantom Tollbooth</i> Allusion: <ul style="list-style-type: none"> <li>• *Genesis/Old Testament, <i>The Bible</i></li> <li>• Hamilton, <i>Mythology</i></li> </ul>	Allusion: <ul style="list-style-type: none"> <li>• *Genesis/Old Testament, <i>The Bible</i></li> <li>• Hamilton, <i>Mythology</i></li> </ul> Gibson, <i>The Miracle Worker</i> Hinton, <i>Shane</i>		
<b>7<sup>th</sup> Grade</b>	Gibson, <i>The Miracle Worker</i> Hinton, <i>Shane</i> Allusion: <ul style="list-style-type: none"> <li>• Aesop's Fables</li> <li>• Grimm's Fairy Tales</li> <li>• *New Testament parables, <i>The Bible</i></li> </ul>	Allusion: <ul style="list-style-type: none"> <li>• Aesop's Fables</li> <li>• Grimm's Fairy Tales</li> <li>• *New Testament parables, <i>The Bible</i></li> </ul> Orwell, <i>Animal Farm</i> Steinbeck, <i>The Pearl</i> Christie, <i>Ten Little Indians</i> <b>Diary of Anne Frank</b> *Homer, <i>The Iliad &amp; The Odyssey</i> Anaya, <i>Bless Me, Ultima</i> Lee, <i>To Kill a Mockingbird</i> Golding, <i>Lord of the Flies</i> Knowles, <i>A Separate Peace</i> *Orwell, <i>1984</i> Shakespearean tragedy		
<b>8<sup>th</sup> Grade</b>	Orwell, <i>Animal Farm</i> Steinbeck, <i>The Pearl</i> Christie, <i>Ten Little Indians</i> <b>Diary of Anne Frank</b> *Homer, <i>The Iliad &amp; The Odyssey</i> Anaya, <i>Bless Me, Ultima</i> Lee, <i>To Kill a Mockingbird</i> Golding, <i>Lord of the Flies</i> Knowles, <i>A Separate Peace</i> Orwell, <i>1984</i> Shakespearean drama Dickens novel Twain, <i>Tom Sawyer &amp; Huckleberry Finn</i>	Dickens novel Twain, <i>Tom Sawyer &amp; Huckleberry Finn</i> Wright, <i>Native Son</i> or <i>Black Boy</i> Buck, <i>The Good Earth</i> Shakespearean comedy *Salinger, <i>The Catcher in the Rye</i> *Sir Gawain and the Green Knight Stoker, <i>Dracula</i> *Marquez, <i>One Hundred Years of Solitude</i> Dumas, <i>The Count of Monte Cristo</i> Shakespearean comedy		
<b>9<sup>th</sup> Grade</b>	Anaya, <i>Bless Me, Ultima</i> Lee, <i>To Kill a Mockingbird</i> Golding, <i>Lord of the Flies</i> Knowles, <i>A Separate Peace</i> Orwell, <i>1984</i> Shakespearean drama Dickens novel Twain, <i>Tom Sawyer &amp; Huckleberry Finn</i>	Dickens novel Twain, <i>Tom Sawyer &amp; Huckleberry Finn</i> Wright, <i>Native Son</i> or <i>Black Boy</i> Buck, <i>The Good Earth</i> Shakespearean drama		
<b>10<sup>th</sup> Grade</b>	Wright, <i>Native Son</i> or <i>Black Boy</i> Buck, <i>The Good Earth</i> Shakespearean drama	Shakespearean drama		

11<sup>th</sup> Grade

**Hemingway, *Farewell to Arms* or *The Sun Also Rises***

Hawthorne, *The Scarlet Letter*

\*Faulkner, *As I Lay Dying*

Salinger, *The Catcher in the Rye*

\*Conrad, *The Heart of Darkness*

Fitzgerald, *The Great Gatsby*

Miller, *The Crucible*

\*Morrison, *Beloved*

Stoppard, *Rosencrantz and Guildenstern are Dead*

Wharton, *Ethan Fromme*

Melville, *Moby Dick* or *Billy Budd*

Ibsen, *A Doll's House*

Atwood, *The Handmaid's Tale*

Dickens, *Great Expectations*

Ellison, *Invisible Man*

Shaw, *Pygmalion*

\*Tan, *The Joy Luck Club*

\*Woolf, *To the Lighthouse*

\*Beckett, *Waiting for Godot*

\*Sophocles, *Oedipus the King* and *Antigone*

\*Nabokov, *Lolita*

\*Dante, *Inferno*

\*Dostoevsky, *Notes from the Underground* and *Crime and Punishment*

\***The Bible**

\*Milton, *Paradise Lost*

Spencer, *The Faerie Queene*

12<sup>th</sup> Grade

**Beowulf**

Gardner, *Grendel*

\*Shelley, *Frankenstein*

\*Brontë, *Wuthering Heights*

Shakespearean drama

\*Chaucer, *The Canterbury Tales*

\*Cervantes, *Don Quixote*

\*Plato, *Dialogues*

\*Aristotle, *The Poetics*

Shakespearean comedy

\*Literary works taught at the University of Texas at Austin