

Name of School:

Name of Course: **Sophomore Honors Literature**

### Instructor Information

**Name:**  
**E-mail address:**  
**School phone number:**  
**Web page address:**  
**Best times to be reached:**

### Course Description

*Sophomore Honors Literature* is a one-term honors course, which incorporates the study of culture as it relates to literature. It is designed to provide advanced literary studies for highly motivated students. Reading of full-length novels, short stories, poetry, nonfiction, and drama will be required. In addition, students will participate in independent exploration, thoughtful discussions/presentations, and produce polished writing related to their studies.

### District Standards and Power Benchmarks

**Standard:** Students will apply reading, writing, and speaking skills to communicate effectively.

**Power Benchmarks:**

- Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.
- Students will be able to use a wide range of strategies to comprehend literary and informational texts.
- Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.
- Students will be able to use the writing process and Standard English to write for a variety of purposes.

### Course Information

*Sophomore Honors Literature* is a one-term .5 credit course that fulfills the elective Language Arts graduation requirement. Students must meet certain district criteria to be enrolled in this course.

## Course Outline/Calendar

### **ACT Skills: English**

**Unit 1:** Medieval Study

**Unit 2:** Julius Caesar

**Unit 3:** Short Stories

**Unit 4:** Novel Study

- Literature Exploration Project

## Text/Other Required Materials/Resources

*The Language of Literature* (McDougal Littell)

Selected Novels: *The Bell Jar*, *Brave New World*, *The Good Earth*, *Kaffir Boy*, *Siddhartha*, and *The Things They Carried*

## Instructional Procedures & Support

- A variety of teaching methods and strategies will be used, e.g., direct instruction, cooperative groups, graphic organizers, note-taking, Pathways, QARs, and Read Alouds.
- District Literacy Initiative strategies will be used.
- **ACT Skills: English**
- Students will receive verbal and written instructions for major assignments.
- Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance.
- Compositions must include prewriting, rough drafts with evidence of editing, and final drafts stapled together. Compositions must be typed in Times New Roman font. 12-

## Classroom Management Procedures

## Assessment Plan

Methods of assessment include: quizzes, tests, writing assignments, projects, and class participation. The following dates indicate when midterm and end-of-term reports will be available.

## Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

<b>A</b>	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
<b>A<sup>-</sup></b>	90 - 92	
<b>B<sup>+</sup></b>	87 - 89	
<b>B</b>	83 - 86	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
<b>B<sup>-</sup></b>	80 - 82	
<b>C<sup>+</sup></b>	77 - 79	
<b>C</b>	73 - 76	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
<b>C<sup>-</sup></b>	70 - 72	
<b>I</b>		
<b>D<sup>+</sup></b>	67 - 69	The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility. Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
<b>D</b>	63 - 66	
<b>D<sup>-</sup></b>	60 - 62	
<b>F</b>	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning