

Name of School:

Name of Course: **Guided Literature Projects**

### Instructor Information

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

### Course Description

*Guided Literature Projects* is a course open to students who desire to extend their reading in special interest areas. Students complete at least three reading projects consisting of several books, such as the exploration of several books by one author, the exploration of a meaningful idea or theme, or the exploration of an interest area. Students should expect to plan with the teacher a meaningful sequence of books to be read. Students select reading from teacher-prepared lists or other titles with teacher approval. Evaluation of students includes book conferences, written and oral, or other creative projects.

### District Standards and Power Benchmarks

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

**Grade Level Benchmarks:**

- Students will be able to use text structure such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to aid comprehension of a variety of text formats and genres.
- Students will be able to determine meaning in literature by identifying and analyzing commonly used literary devices and elements.
- Students will be able to know the characteristics and structure of a variety of literary genres.
- **Expert:** Students will be able to understand the specific literary style of author and the effectiveness of techniques used to convey author's purpose and viewpoint.

### Course Information

*Guided Literature Projects* is one term (9 weeks) in length with .5 credit awarded upon completion. *Guided Literature Projects* satisfies the 11th and 12th grade General Literature requirement. There are no prerequisites.

## Course Outline/Calendar

- Introduction to Requirements and Procedures
- **Required Academic Vocabulary instruction:** assonance, blank verse, catharsis, consonance, ellipsis, epigram, expository, free verse, jargon, meter, style, understatement, verse
- **ACT Skills: English**
- Planning of Reading Projects
- Introduction of **Literary Terms** (plot, subplot, plotline, conflict, three types of conflict, tone, theme, character, methods of characterization, round character, flat character dynamic character, major and minor characters, point of view, figurative language, symbol, simile, metaphor, personification, imagery, setting, narrator, omniscient, limited omniscient narrator, first person narrator) and Reading Strategies
- In-Class and Out-of-Class Reading
- Completion of Reading Projects
- Final Exam

## Text/Other Required Materials/Resources

- Spiral Notebook/ Folder
- Loose-leaf paper
- Blue or black ink pens
- Money for printing papers in the LMC (10 cents per page)
- Novel for individual reading time each day
- Daily Reading Record
- High school planner

## Additional Texts/Materials/Resources

## Instructional Procedures & Support

- Students will receive verbal and written instructions for major assignments.
- District Literacy Initiative strategies will be used.
- **ACT Skills: English**
- Teacher and individual instruction and conferences will be used in class.
- Students will be expected to work on reading projects both during and outside class.
- Students may come in for additional assistance before or after school with time arranged in advance with the instructor.
- Students will be given the opportunity to rewrite all papers.

## Classroom Management Procedures

## Assessment Plan

Grades are figured from class participation, quizzes, and papers. Papers are worth more points than other activities, so completing the papers is essential. Students must complete 5 projects for an A, 4 for a B, 3 for a C, and 2 for a D. Grades are determined on a cumulative point system, which is then converted to a percentage. The student is responsible for maintaining a Benchmark Checklist to keep track of progress on projects.

## 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	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
<b>B</b>	83 - 86	
<b>B<sup>-</sup></b>	80 - 82	
<b>C<sup>+</sup></b>	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
<b>C</b>	73 - 76	
<b>C<sup>-</sup></b>	70 - 72	
<b>I</b>		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.

<b>D<sup>+</sup></b>	67 - 69	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