

## TABLE OF CONTENTS

|  |    |
|--|----|
| Philosophy .....                               | 1  |
| Research Findings and Teaching Practices ..... | 1  |
| Competencies .....                             | 8  |
| Assessment .....                               | 9  |
| Essential Content and Skills .....             | 13 |
| Course Level Distinctions .....                | 14 |
| Grade 9 .....                                  | 15 |
| Grade 10 .....                                 | 20 |
| Grade 11 .....                                 | 24 |
| Grade 12 .....                                 | 27 |
| Rubrics .....                                  | 30 |

## Philosophy

We believe that the study of English encompasses knowledge of the language, development of its use as a means of communication, and appreciation of its artistry as expressed in literature. Teachers of English analyze the origins of language, study its development, and recognize that the continued evolution of society will keep language and literature alive, flexible, and adaptable to the highest expression of which the human being is capable.

English skills in reading, writing, speaking, listening, and observing are emphasized on all levels. District initiatives, including higher level study and an emphasis on interdisciplinary cooperation, are embodied in Vertical Teaming, a strong International Baccalaureate program, and the implementation of a themes/skills based Freshman Experience.

## Research Findings and Teaching Practices

The research component of the English curriculum provides teachers with an understanding of the latest scholarly work on best practices in the teaching of English. It will be used to inform our curriculum choices and shape our pedagogical approaches.

### A. The Skills of Inquiry

#### Reading

Students will read, understand, and use the ideas and arguments presented in a variety of challenging materials written at grade level.

#### **Research Findings:**

As Carole Jago states in *Beyond Standards: Excellence in the High School English Classroom*, “Simply knowing how to read isn’t enough. Kids need to acquire the reading habit.” Since most high school English teachers are and always have been avid readers, few teachers assumed that they would have to teach reading as well as literature in their classroom. Research shows that much teacher frustration stems from this point.

In teaching reading skills to secondary students, researchers examined the behaviors of good readers when faced with a difficult text. Research shows that excellent readers are actually strategic readers. Some of those strategies are to overview before reading, to reconsider and/or revise hypotheses about the meaning of text, to use strategies, such as underlining, repetition, making notes, visualizing, summarizing, paraphrasing, and self-questioning, to remember text, and to anticipate or plan for the use of knowledge gained from the reading.

As evidenced by the last strategy, research supports the point that students must see a use for what they read. Some researchers even suggest that ninth-grade English class should be a reading course, while other research suggests two language art classes at once – one for literature and composition and the other for reading. Such a reading course should focus on meta-cognition and use an inquiry approach to explore key questions about reading.

#### **In the Classroom:**

Students should be encouraged to explore their own reading process and thus gain a greater awareness of their reading and of the strategies that they use when they read. The course should be designed to increase students’ motivation to read by helping them find personal enjoyment in reading and by convincing them of the power of literacy to shape their lives.

Instructional strategies could include sustained silent reading, reciprocal teaching, and explicit instruction in self-monitoring and cognitive techniques that facilitate reading a variety of texts. Depending on the level, students should be required to read two hundred to three hundred pages each month, maintain a reflective reading log, and report and make a presentation on what was read. Reciprocal teaching is employed to improve students' comprehension. Groups of students read a common text and practice using the comprehension strategies of questioning, summarizing, predicting, and clarifying in the manner of competent readers. Specific instruction is offered in note taking; paraphrasing; using graphic organizers and mapping; identifying root words, prefixes, and suffixes; and developing semantic networks.

A variety of assessments document the course. The students may keep a log of the books they read in and out of class, a reading portfolio, an individual reading plan, and a personal reading profile. The portfolio includes reflections, self-assessments, and an evaluation of their reading process. It also includes a record of the texts they read and evidence of their use of a variety of reading comprehension strategies.

### **References:**

Cziko, Christine. "Reading Happens in Your Mind, Not in Your Mouth: Teaching and Learning 'Academic Literacy' in an Urban High School." *California English*, Summer 1998: 6-7.

Jago, Carole. *Beyond Standards: Excellence in the High School English Classroom*. Portsmouth, NH: Heinemann, 2001.

Pressley, M. and P. Afflerbach. *Verbal Protocols of Reading: The Nature of Constructively Responsive Reading*. Hillsdale, NJ: Erlbaum, 1995.

Schoenback, Ruth, Cynthia Greenleaf, Christine Cziko & Lori Hurwitz. *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass, 1999.

Schwartz, Lynne Sharon. *Ruined by Reading*. Boston: Beacon Press, 1996.

### **Literary Interpretation**

Literature is the verbal expression of the human imagination and one of the primary means by which a culture transmits itself. The reading and study of literature add a special dimension to students' lives by broadening their insights, allowing them to experience vicariously places, people, and events otherwise unavailable to them, and adding delight and wonder to their daily lives.

### **Research Findings:**

Current research shows that a concern with basic skills and essential content has given way to a concern for the development of "thoughtfulness" and independent thinking abilities. Within the teaching of English, proposals for reform have focused on the provision of more open-ended teaching activities, on student-centered instruction, and on the development of process skills rather than on memorization of specific content.

Arthur Applebee in *Curriculum as Conversation: Transforming Traditions of Teaching and Learning* argues that curriculum provides culturally significant domains for conversation and such domains are reflected in the major disciplines of which literature is one. A curriculum that is viewed as a conversational domain is interactional. It includes the content knowledge emphasized in previous years of study, but insists that such content is of interest for the conversation – oral and written – that it evokes. In learning the ways of knowing and doing that characterize the larger conversation both in literature and across disciplines, students learn what counts as effective argument and evidence.

Research also shows that close reading skills are improved by a curriculum that emphasizes depth and breadth where appropriate. Literature should be chosen for the challenge it poses, not for the fulfillment of some required reading. Through an integrated curriculum, students will engage in discussions of social/political issues, questions of historical continuity, genre study, and issues of relationships between meaning and form in text. In addition, they will employ the powerful tools of interpretation, such as plot, character and the use of literary terminology.

### **In the Classroom:**

Teachers should treat literary texts, both contemporary and classical, as contributions to the conversational domain, echoing and sometimes responding directly to one another as they explore the complexities of life and experience. Similarly, teachers should treat the activities that structure students' encounters with these texts as prescribing certain ways of engaging in such conversations and proscribing others, whether those activities are as constrained as seat work based on worksheets tracing the literal action of a story or as open-ended as small group discussions that go beyond plot.

The activity should set up a series of expectations about the nature of students' participation, expectations that become part of what a student is learning about the conversation itself. In an integrated curriculum, class discussion should reach across works and genres to compare, contrast, or rethink and revisit previous ideas. In structuring a classroom committed to the conversation domain, the course should include expectations about the content of English instruction: the kinds of questions to be asked about literary texts, the concepts to be explored, the vocabulary through which these concepts are expressed, the relevance of personal knowledge and experience, and the nature of acceptable argument and evidence.

Also, thoughtful reading of literature requires discipline as well as structure, which is where the teaching of literary terminology comes in. Terms should help students to better understand what they have read. However, rather than teaching terms for the sake of identification, a shift should be made to teach literary concepts as tools for thoughtful reading.

### **References:**

- Applebee, A.N. *Curriculum as Conversation: Transforming Traditions of Teaching and Learning*. Chicago: University of Chicago Press, 1996.
- Applebee, A.N., Robert Burroughs and Anita Stevens. "Creating Continuity and Coherence in High School Literature Curricula." *Research in the Teaching of English*, 2000: 261-290.
- Beck, Isabel L., Margaret G. McKeown, Rebecca L. Hamilton and Linda Kuchan. "Getting at the Meaning: How to Help Students Unpack Difficult Text." *American Educator*, Spring/Summer 1998: 66-85.
- Hillocks, G., Jr. *Ways of Thinking, Ways of Teaching*. New York: Teachers College Press, 1999.
- Jago, Carole. *With Rigor for All: Teaching the Classics to Contemporary Students*. Portland, ME: Calendar Islands, 2000.
- Marshall, J.D., P. Smagorinsky and M.W. Smith. *The Language of Interpretation: Patterns of Discourse in Discussions of Literature*. Urbana, IL: National Council Of Teachers of English, 1995.
- Moon, Brian. *Literary Terms: A Practical Glossary*. Urbana, IL: National Council of Teachers of English, 1999.
- National Council of Teachers of English & International Reading Association. *Standards for the English Language Arts*. Urbana, IL: National Council of Teachers of English, 1996.
- Nystrand, M., A. Gamoran, R. Kachur and C. Pendergrast. *Opening Dialogue: Understanding the Dynamics of Language and Learning in the English Classroom*. New York: Teachers College Press, 1997.

## Listening

Students will identify the central ideas in oral presentations and explain how these ideas were developed by the speaker. They will take effective notes and employ them in their work.

### **Research Findings:**

Current research focusing on communication skills acknowledges the importance of listening in being able to analyze information that comes from it. In particular, students should be taught the following: to listen with understanding, to determine a speaker's purpose, to attend to detail and relate it to the overall purpose of the communication, and to evaluate the effects of mass communication. The development of such a skill is a life-long process. The extent to which it can be developed can influence an individual's ability to become self-sufficient and lead a productive life.

### **In the Classroom:**

Students should be encouraged to take notes not only on what the teacher is saying but also on what their peers are saying. Pair work can be designed in which one student speaks for a certain amount of time and then the other may speak for a designated amount of time. Such activities force students to listen in order to complete the task given.

Reciprocal teaching strategies also improve listening skills as well as reading comprehension. When students are responsible for each other's learning, it makes them more attentive.

### **References:**

Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Urbana, IL: NCTE, 2003.  
NCTE. *Trends and Issues in Secondary English*. Urbana, IL: NCTE, 2000.

## Research

Students will collect, organize, process, and utilize information, using a variety of resources (i.e., libraries, computers, community members, books, video, CD-ROM, periodicals) as a regular part of the learning process.

### **Research Findings:**

The redesign of research assignments in order to take advantage of the wealth of information available to student researchers on the Internet is strongly recommended in current research. It also stresses the encouragement of excellence by allowing students multiple options for presenting their findings.

Students should be expected to use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources. Students should also synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.

In order to reach such a rigorous standard, research shows that students must write multiple research papers that reach across the curriculum. For example, each year should be designated for a different discipline, preferably science, history, English and an elective. In what ever way schools organize the task, research supports the idea that research is an essential skill that all children must acquire.

### **In the Classroom:**

Research must be understood to be a process. It must also be "doable," reflecting the facility for reading and writing representative of that grade and level. The research project should involve a

detailed schedule of checkpoints and a rubric for evaluation. Options for an alternative project should be available, but they should be accompanied by appropriate checkpoints and rubric.

**References:**

Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum and the Profession*. Urbana, IL: NCTE, 2003.

**Thinking Skills**

Because thinking and language are closely linked, teachers of English have always held that one of their main duties is to teach students how to think. Thinking skills involved in the study of all disciplines are inherent in the reading, writing, speaking, listening, and observing, involved in the study of English. The ability to analyze, classify, compare, formulate hypotheses, make inferences, and draw conclusions is essential to the reasoning processes of all adults. The capacity to solve problems, both rationally and intuitively, is a way to help students cope successfully with the experience of learning within the school setting and beyond. These skills may be grouped in three major categories: creative thinking, logical thinking, and critical thinking.

**Research Findings:**

Most current research on thinking skills in the teaching of English focuses on critical thinking skills, especially as it relates to reading and writing. The research suggests that students need to learn to ask questions in order to discover meaning and to differentiate between subjective and objective viewpoints as well as to discriminate between opinion and fact. Students also should be able to evaluate the intentions and messages of speakers and writers, especially attempts to manipulate the language in order to deceive, and to make judgments based on criteria that can be supported and explained.

Two other areas of thinking that have gained importance in the study of English based on the research are creative thinking and logical thinking. Research shows that creative thinking skills are necessary in order for students to develop the inventiveness involved in seeing new relationships. Also, research supports the premise that creative thinking derives from students' ability not only to look, but to see; not only to hear, but to listen; not only to imitate, but to innovate; not only to observe, but to experience the excitement of fresh perception.

Logical thinking, current research supports, is not just connected to math and science. It is inherent in recognizing that "how to think" is different from "what to think" and greatly affects such things as the interpretation of literature. In both reading and writing students need to be able to do the following: to create hypotheses and predict outcomes, to test the validity of an assertion by examining the evidence, to understand logical relationships, to construct logical sequences and understand the conclusions to which they lead, and to detect fallacies in reasoning.

**In the Classroom:**

There are many excellent sources that provide methods for employing thinking skills in all aspects of English study. Such skills are typically embedded in other areas of study such as reading, writing, literary interpretation, and speaking.

**References:**

Flynn, Thomas and Mary King. *Dynamics of the Writing Conference: Social and Cognitive Interactions*. Urbana, IL: NCTE, 1993.

Pugh, Sharon L., Jean Wolph Hicks, and Marcia Davis. *Metaphorical Ways of Knowing: The Imaginative Nature of Thought and Expression*. Urbana, IL: NCTE, 1997.

## **B. The Skills Of Expression**

### **Writing**

Students will express themselves clearly, through well-organized paragraphs and papers, using appropriately sophisticated vocabulary, employing proper conventions, and varying style for different readers and purposes.

#### **Research Findings:**

If high school students are going to meet the high standards being set for writing in various assessments and standardized tests and exams on the state, national, and international levels, research shows that just writing in English classes alone will not be enough. In order for writers to develop, they must write at least a two-to-three page essay every week. Therefore, writing across the curriculum should be encouraged.

Also, students need timely feedback on what they produce. Peer response can sometimes be helpful on rough drafts, but students need a teacher's comments and constructive criticism in order to be proficient. In addition, students need to be given revision strategies that involve a rethinking of content and a reshaping of sentences, not just a cleaning up of the paper through spell and grammar check.

Research shows that no teacher of writing who is responsible for 120 students can do the job well. The National Council of Teachers of English continues to recommend that English teachers should meet no more than eighty students a day. This number would allow teachers to assign the amount of writing students need to be doing and still get papers back to students in a reasonable amount of time.

#### **In the Classroom:**

Students need to write frequently in order to write well. Teachers need to design a variety of writing assignments, including creative work; students should complete at least one written assignment per week. In reading student papers, teachers must try to balance criticism and encouragement. Rubrics designed for each specific assignment will help to achieve such a balance between the objective and subjective. Also, strategies for revision must be taught. Research suggests, however, that peer editing should be kept to a minimum. Rather, students should be encouraged to experiment with a variety of self-editing strategies.

#### **References:**

- Root, Robert L. Jr., and Michael Steinberg. *Those Who Do, Can: Teachers Writing, Writers Teaching: A Sourcebook*. Urbana, IL: NCTE, 1996.
- Thompson, Thomas C. *Teaching Writing in High School and College: Conversations and Collaborations*. Urbana, IL: NCTE, 2002.
- Underwood, Terry. *The Portfolio Project: A Study of Assessment, Instruction, and Middle School Reform*. Urbana, IL: NCTE, 1999.
- Weinstein, Larry. *Writing at the Threshold: Featuring 56 Ways to Prepare High School And College Students to Think and Write at the College Level*. Urbana, IL: NCTE, 2001.
- Yancey, Kathleen Blake. *Portfolios in the Writing Classroom*. Urbana, IL: NCTE, 1992.

## Speaking

Students will express themselves clearly, with or without notes, using language the audience can understand, and a tone and style appropriate to the audience and situation.

### **Research Findings:**

The ability to engage in fluent and responsible communication is imperative not only in the study of English, but also in the larger global world. Research supports the teaching of speaking skills as part of the English curriculum with practice of those skills occurring within and outside that discipline.

Students should be able to speak clearly and expressively about their ideas and concerns and present arguments in orderly and convincing ways. They should be able to adapt words and strategies to varying situations and audiences, from one-to-one conversations to formal, large-group settings. Such speaking skills allow students to participate productively and harmoniously in both small and large groups. They should also be able to interpret and assess various kinds of communication, including intonation, pause, gesture, and body language that accompany speaking.

### **In the Classroom:**

In today's student-centered classroom, many opportunities to improve speaking skills are available. Activities can range from formal presentations on a specific topic to the entire class to oral commentaries between student and teacher. Structured small group discussions, whole class Socratic dialogue, and position presentations on an aspect of the work being studied are techniques to develop speaking as well as other skills.

### **References:**

Burke, Jim. *The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession*. Urbana, IL: NCTE, 2003.

## Technology

Students will understand and employ technology for a variety of purposes, including communications, information gathering, and the creation of documents and presentations.

### **Research Findings:**

Research in technology and media literacy is still in the infancy phase. However, teachers of English must realize that new modes of communication demand a new kind of literacy as is shown by the research. Students must become aware of the impact of technology on communication and recognize that electronic modes, such as recording, film, television, videotape, and computers, require special skills to understand their way of presenting information and experience. If students are not taught techniques and strategies, electronic resources can be misused and abused.

### **In the Classroom:**

Students must be able to transfer the skills of English to comparable media. Showing a film should be an opportunity not just to enhance a work, but also to analyze and evaluate the film itself. Students should be able to explain why they chose to use a PowerPoint presentation as a mode to communicate and how it achieves its purpose.

While students should be encouraged not to rely solely upon electronic resources, they are a reality. Therefore, students need to be taught to examine websites for clues to their reliability. They should be

encouraged to use several search engines, rather than relying on one. They should also be taught how to use the subscription databases available on their school or home computers.

### **References:**

Moeller, David. *Computers in the Writing Classroom*. Urbana, IL: NCTE. 2002.

NCTE. *Trends and Issues in Secondary English*. Urbana, IL: NCTE, 2000.

Pirie, Bruce. *Reshaping the English Classroom*. Urbana, IL: NCTE. 1997.

## **Competencies**

Students will exhibit a number of varied and fundamental competencies to develop skills in a variety of language arts areas.

### **Reading**

Students will be able to:

- Read to make connections to multiple important ideas within and across subject matters.
- Focus on concepts, beyond memorizing facts and rehearsing routine skills.
- Address multiple dimensions: knowledge, methods of inquiry and reasoning, purposes for learning, and forms of expression.

### **Literary Interpretation**

Students will be able to:

- Approach texts through a variety of perspectives, curriculum materials, and technologies.
- Address multiple dimensions: knowledge, methods of inquiry and reasoning, purposes for learning, and forms of expression.
- Analyze how coherently interpretive strategies within a single work relate to long-term interpretive/thematic understandings of overarching goals.

### **Writing**

Students will be able to:

- Use writing as a coherent vehicle for active learning and creative thinking to build understanding.
- Use thesis, concrete detail, and commentary in paragraphs and multi-paragraph essays.
- See writing as a two-phase process: 1) brainstorming/drafting for ideas and 2) rewriting/refining over and over again for publication among peers or wider audiences.

### **Speaking**

Students will be able to:

- Build understanding through a sequence of oral engagements ranging from introductory brainstorming in informal discussion, to guided inquiry, to culminating performances.
- Engage in public speaking affording a rich variety of entry points and multiple intelligences.

### **Listening**

Students will be able to:

- Listen actively to answer questions raised relating to meaning in their lives while remaining sensitive to the needs of others similarly engaged.
- Understand the transformative power of the public speaking moment both for the speaker and for the attentive, engaged listener.

## **Observing**

Students will be able to

- Identify and use patterns of language to trace and create meaning in their own experience and in the world at large.
- Engage in observation dialogue and reflection based on shared goals and a common language.

## **Thinking Skills**

Students will be able to:

- Embark on a quest for meaning and purpose in relation to their own lives, make connections to thematic threads of texts related to their lives, and thereby build transformative understanding of their relationship to their local community as well as to the world at large.
- Use texts, personal experiences, and reflection to immerse themselves in a quest for meaning and purpose.
- Empower their thought in a community of learning where shared pursuit of knowledge of themselves and their relationship to the world inspires reflection concerning the cherishing of diversity, growth, renewal, and self-discovery.
- Experience joy in the process of thinking wherein outcome emerges as less important than the explorative journey involved.

## **Assessment**

### **Philosophy Statement**

The district recognizes the need for varied assessments that reflect multiple intelligences and different learning modalities. In developing assessments throughout the year, the teacher should consider the higher levels of thinking in Bloom's Taxonomy (knowledge, comprehension, application, analysis, and synthesis) in order to assess the full range in student thinking. Assessment should also be mindful of the demands and pedagogy suggested by the International Baccalaureate and Advanced Placement programs, HSPA and ERB tests, and new SAT.

### **Assessment Options**

Assessments should be on-going, reflective, and varied. They can be informal and do not necessarily have to be assigned a grade but rather can be used for diagnostic purposes. Using a variety of assessments, including but not limited to essays, exams, visuals, presentations, skits, and creative narratives, teachers will be able to more effectively determine what students know. Assessment should directly coincide with what has been taught. Teachers should avoid process creep, which occurs when enjoyable activities become more important than educational outcomes and take away from the learning process. Alternative assessments that address multiple intelligences should be used to add to students' learning and give them a varied means to demonstrate what they know.

### **Standardized Tests**

To ensure students' success in the variety of standardized tests they are exposed to, teachers must be aware of the necessary skills and demands of each of the following: International Baccalaureate, Advanced Placement, HSPA, ERB, and SAT. These skills should be taught and assessed in a sequential manner, with each grade level building toward the skills that are valuable not only in succeeding on these standardized tests, but also in developing important skills in reading, writing, and communication.

## Possible Varied Approaches In Student Assessments

- **verbal-linguistic:** essays, skits, oral presentations, debates, poems, monologues, vocabulary, quizzes, poetry writings, formal speeches, debates, learning logs.
- **interpersonal:** cooperative projects, presentations, “jigsaws,” “Round Robin” quizzes, mock trials, interviews, skits, peer evaluations, student-led lessons (cooperatively), joint story creations.
- **intrapersonal:** journals, self-assessment, goal setting, diaries, logs, autobiographical reflections, self-related vocabulary pieces.
- **musical-rhythmic:** songs, poems, written responses, musical score for literature with rationalization, written response explaining how music of time period reflects literary work, student generated version of “Grammar Rock.”
- **visual-spatial:** vocabulary visuals, character collages, graphic organizers, storyboards, newspapers reflecting issues and context of literature, illustrations, flowcharts, graphs, physical models (stage setting), interviews, webs, videos, photographs, scrap books.
- **logical-mathematical:** sequencing, story boards, cause and effect essays, self-evaluations, meta-cognition, Venn diagrams, outlining, syllogisms, flow charts, acrostics, acronyms, computer games, mind maps, graphic organizers.
- **bodily-kinesthetic:** skits, games, student generated games, role-playing, mimes, charades, color-coded note taking, dramatization of a sequel.
- **naturalist:** drawing maps, describing settings, creating metaphors with references to nature, writing poetry related to experiences in nature, explaining how the physical setting contributes to a piece of literature, producing a research paper on a conservation issue, debating conservation issue, discussing symbols of nature, explaining how an author and his work is influenced by his own natural setting, substituting various animals for characters in literature.

## Assessments That Address Standardized Tests

The following assessments provide options for addressing the skills required for success on different standardized tests. These skills can and should be addressed at all grade levels and all skill levels, with the appropriate level of complexity.

### HSPA

**Picture Prompt:** (this device provides a student with a picture that a student is asked to comment upon) narrative pieces, picture prompts, responses to artwork, visuals to go with literature, character sketches, story maps, storyboards, alternative endings, missing chapters, character autobiographies, and character portrayal.

**Persuasive Writing:** responses to newspaper editorials, debates, essays, persuasive letters to literary characters, to elected officials, to local or national officials, timed essays, timed impromptu speeches, persuasive research papers, newspapers reflecting issues and context of the literature.

**Revising & Editing:** editing warm ups (students fix errors in teacher generated pieces), peer editing, peer revisions, revisions with rubrics, finding and correcting errors in print and oral media, assessments of student writing models, self-assessments.

**Open-Ended Response:** open-ended questions in response to literature (provide rubric), graphic organizers, web pages with links, student-generated open-ended questions, debates on an open-ended question based on the text.

**Reading Comprehension (making inferences, finding main ideas, using context clues, understanding literary devices, sequencing, and recalling facts):** multiple choice tests, story maps, storyboards, book trailers, book jackets, movie casting with rationalization, advertisements, Power Point story summaries, games based on the text, musical scores for text, paper bag presentations (abstract symbols to represent characters), use of figurative language to describe characters and setting, visualizations for figurative language, poetry and creative stories using figurative language and literary techniques, collection of print and visual media which include examples of figurative language, character journals, character interviews with questions and responses, role-playing, hierarchical mind maps, creation of new titles, identification of topic sentences in text and student work.

**Evaluating:** project an author's viewpoint or stance on related issues, role-play author conferences, match editorial pieces to authors or characters.

**Understanding Text Structure:** compare and contrast essays, short creative pieces, imitation of an author's style, reorganization of a disassembled story board, comparison of story endings and beginnings in open-ended responses.

## SAT

**Persuasive Writing (see above)**

**Revising & Editing (see above)**

**Reading Comprehension (see above)**

**Vocabulary Building:** vocabulary visuals, crossword puzzles, structural analyses, student created fill-in the blanks, creative pieces, character sketches, mind maps, skits, writing activities with different forms.

**Double Quotation Prompt:** essays taking a stand on a two-pronged issue, discussions on well-written and poorly written essays, student searches for quotes to support their own opinions, student elaboration on quotations in writing or in presentations.

## IB/AP

***Persuasive Writing (see above)***

**Literary Analysis**

**Literary Devices**

**Literary Techniques**

**Author's Intent**

Parodies, commentaries, oral presentations with teacher questioning, imitation of an author's style, oral critiques on peer commentaries, responses to literary criticism, literary research papers, student generated thesis statements about text or outside sources, assessments of student commentaries.

## Standardized Tests Administered to Students in WMRHSD

| 9  | 10  | 11  | 12  |
|--|---|---|---|
| <p style="text-align: center;"><b>ERB</b></p> <ul style="list-style-type: none"> <li>Freshmen take ERB's in September</li> <li>English teachers receive individualized skill-specific results</li> </ul> | <p style="text-align: center;"><b>PSAT</b></p> <ul style="list-style-type: none"> <li>All students encouraged to take the PSAT in the fall of their sophomore year</li> </ul> | <p style="text-align: center;"><b>PSAT</b></p> <ul style="list-style-type: none"> <li>Juniors sign up through guidance to take the PSAT in October</li> </ul>   |   |
| <p style="text-align: center;"><b>TerraNova</b></p> <ul style="list-style-type: none"> <li>Administered to select students based on their performance on GEPA</li> </ul>                                 |   | <p style="text-align: center;"><b>HSPA</b></p> <ul style="list-style-type: none"> <li>Administered in March or April to all juniors</li> <li>Students must pass the HSPA in order to graduate</li> </ul>  | <p style="text-align: center;"><b>HSPA</b></p> <ul style="list-style-type: none"> <li>Students who did not pass the April HSPA retake the HSPA in October</li> </ul>  |
|  |   | <p style="text-align: center;"><b>SAT/SAT II</b></p> <ul style="list-style-type: none"> <li>First major administration is in May</li> </ul>   | <p style="text-align: center;"><b>SAT/SAT II</b></p> <ul style="list-style-type: none"> <li>Most students take or retake the SAT/SAT II during their senior year</li> </ul>   |
|  | <p>*It is possible for some students to be enrolled in an AP course.</p>  | <p style="text-align: center;"><b>IB &amp; AP</b></p> <ul style="list-style-type: none"> <li>Students who take various IB/AP courses take the corresponding test in May</li> <li>Students who may not be enrolled in IB/AP English may be enrolled in IB/AP courses in other subject areas</li> </ul> | <p style="text-align: center;"><b>IB &amp; AP</b></p> <ul style="list-style-type: none"> <li>Students who take various IB/AP courses take the corresponding test in May</li> <li>Students who may not be enrolled in IB/AP English may be enrolled in IB/AP courses in other subject areas</li> </ul> |

### Chart Of Essential Content And Skills

| Grammar  | Reading  | Vocabulary   | Writing   | Oral  |
|--|--|--|---|---|
| <p>1. Parts of Speech</p> <p>a. Verb</p> <ol style="list-style-type: none"> <li>1. action and linking</li> <li>2. subject-verb agreement</li> <li>3. verb phrases</li> <li>4. tenses</li> </ol> <p>b. Noun</p> <ol style="list-style-type: none"> <li>1. subject</li> <li>2. direct/indirect object</li> <li>3. object of the preposition</li> <li>4. predicate nominative</li> </ol> <p>c. Pronoun</p> <ol style="list-style-type: none"> <li>1. pronoun antecedent agreement</li> <li>2. types of pronouns</li> <li>3. case of pronouns</li> </ol> <p>d. Adjective</p> <ol style="list-style-type: none"> <li>1. correct and effective usage in sentences</li> </ol> <p>e. Adverb</p> <ol style="list-style-type: none"> <li>1. correct and effective usage in sentences</li> </ol> <p>f. Preposition</p> <ol style="list-style-type: none"> <li>1. identification of prepositional phrases</li> </ol> <p>g. Conjunction</p> <ol style="list-style-type: none"> <li>2. correct usage in sentences</li> </ol> <p>h. Interjection</p> <ol style="list-style-type: none"> <li>1. correct and effective usage in sentences</li> </ol> <p>2. Usage</p> <ol style="list-style-type: none"> <li>a. misplaced modifier</li> <li>b. parallel structure</li> <li>c. common errors</li> </ol> <p>3. Punctuation</p> <ol style="list-style-type: none"> <li>a. period</li> <li>b. comma</li> <li>c. semi-colon</li> <li>d. colon</li> <li>e. exclamation point</li> <li>f. question mark</li> <li>g. apostrophe</li> </ol> | <p>1. Literary Terms</p> <ol style="list-style-type: none"> <li>a. Genre</li> <li>b. Plot</li> <li>c. Protagonist</li> <li>d. Antagonist</li> <li>e. Conflict</li> <li>f. Climax</li> <li>g. Character</li> <li>h. Characterization</li> <li>i. Setting</li> <li>j. Theme</li> <li>k. Symbol</li> <li>l. Foreshadowing</li> <li>m. Flashback</li> <li>n. Point of View</li> <li>o. Irony</li> <li>p. Narrator</li> <li>q. Imagery</li> <li>r. Allusion</li> <li>s. Hyperbole</li> <li>t. Simile</li> <li>u. Metaphor</li> <li>v. Personification</li> <li>w. Poetry Terms</li> <li>x. Tragedy Terms</li> <li>y. Shakespearean Terms</li> <li>z. Honors/IB Commentary Terms</li> </ol> <p>2. Comprehension/ Vocabulary and Sentence Structure/ Syntax</p> <p>3. Identification of Key Ideas and Themes</p> <p>4. Critical Thinking Skills/Inferences</p> <p>5. Analysis of Persuasive Techniques</p> <p>6. Quote Identification</p> <p>7. Historical/Cultural Context</p> <p>8. Appreciation of Writer's Craft/Passage Analysis</p> | <p>1. Skills taught:</p> <ol style="list-style-type: none"> <li>a. Definitions</li> <li>b. Usage in sentences</li> <li>c. Visual Cues</li> <li>d. Understanding words in context</li> <li>e. Prefixes and Suffixes</li> <li>f. Connotative/ Denotative Meaning</li> <li>g. Synonyms/ Antonyms/ Homonyms</li> </ol> | <ol style="list-style-type: none"> <li>1. Sentence Construction/ Formal Diction</li> <li>2. Identifying and correcting fragments and run-on sentences</li> <li>3. Sentence Variety</li> <li>4. Cohesiveness/Clarity/ Coherence in writing</li> <li>5. Paragraph Construction               <ol style="list-style-type: none"> <li>a. topic sentence</li> <li>b. supporting detail</li> <li>c. concluding statement</li> <li>d. transition</li> <li>e. organization</li> </ol> </li> <li>6. The Writing Process               <ol style="list-style-type: none"> <li>a. brainstorm</li> <li>b. outline</li> <li>c. rough draft</li> <li>d. proofreading</li> <li>e. revising</li> </ol> </li> <li>7. 5 Paragraph Essay               <ol style="list-style-type: none"> <li>a. Introduction                   <ol style="list-style-type: none"> <li>1. hook</li> <li>2. thesis</li> <li>3. source/author (if applicable)</li> </ol> </li> <li>b. Body Paragraph                   <ol style="list-style-type: none"> <li>1. topic sentence (relevant to thesis statement)</li> <li>2. transition</li> <li>3. quotations (introduce and explain)</li> <li>4. logical/relevant evidence</li> <li>5. transition/concluding statement</li> </ol> </li> <li>c. Conclusion                   <ol style="list-style-type: none"> <li>1. Re-state Thesis</li> <li>2. Final thought</li> </ol> </li> </ol> </li> <li>8. Research and Library               <ol style="list-style-type: none"> <li>a. print sources</li> <li>b. electronic sources</li> <li>c. audio-visual media</li> <li>d. reliability of sources</li> </ol> </li> <li>9. Note taking</li> <li>10. Creative Writing               <ol style="list-style-type: none"> <li>a. dialogue</li> <li>b. descriptive</li> <li>c. narrative style</li> </ol> </li> <li>11. Commentary Writing</li> <li>12. MLA Format and Citation</li> </ol> | <ol style="list-style-type: none"> <li>1. Individual               <ol style="list-style-type: none"> <li>a. voice projection</li> <li>b. modulation</li> <li>c. clarity</li> <li>d. eye contact</li> <li>e. using visuals effectively</li> <li>f. oral commentary</li> </ol> </li> <li>2. Group               <ol style="list-style-type: none"> <li>a. Cooperative Learning</li> <li>b. Application of Individual Skills</li> </ol> </li> </ol> |

## Course-Level Distinctions

Each of the four years of English language instruction is tiered according to ability level and therefore structured appropriately. These levels consist of Studies, Academic, Advanced, and Honors (AP/IB). To the maximum extent possible, the same content is covered with emphasis on specific skills varying according to level. All levels address the areas of grammar and mechanics, writing, literary analysis, vocabulary, and oral expression. Special emphasis is placed on integrating standardized test preparation (ERB, HSPA, PSAT, SAT), AP testing, and IB pedagogy into day-to-day lesson planning. An explanation of level distinctions follows.

### **Studies**

Fundamental grammar concepts are reintroduced, including verb tense and parts of speech. The mechanics of writing are established as a year-long focus and process, including sentence composition, structure, and paragraph development, resulting in coherent essays. Recognition and application of these concepts are reinforced through varied readings of short stories, plays, poetry, and novels, and evaluated through alternative assessment techniques. Basic literary elements (plot, characterization, theme, and symbolism) are explored through reading, oral presentations, and group discussion. Vocabulary is utilized in units emphasizing prefixes, roots, and suffixes. At the freshman level there is a special focus on adaptation of study skills. Strong attention is given to HSPA and PSAT/SAT preparation.

### **Academic**

Grammar is reinforced, emphasizing parts of speech, tense, usage, and syntax. The mechanics of writing are strengthened throughout the year through formal essay assignments. The essential literary elements are highlighted and expanded upon with special attention given to recognition and analysis within novels, plays, and poetry. Vocabulary is used as a yearlong tool to enrich the use of language and quality of writing. The study skills initiative is continued and refined so that the transfer of learning is evident in all areas, including HSPA and PSAT/SAT preparation.

### **Advanced**

At the advanced level, heavy emphasis is placed on the writing of the formal essay (narrative, persuasive, creative, and analytical). Quality of writing, grammar, usage, and punctuation are elements evaluated within all student work. Classical and world literature are used to emphasize sophisticated elements of written expression, and consideration is given to the historical context in which works were written. Vocabulary remains a standard element at this level with specific attention given to authors' use of diction and choices made by the teacher appropriate for success in speaking, writing, and standardized testing. The study skills initiative is seamlessly integrated into all elements of instruction at this level for HSPA and SAT preparation.

### **Honors (AP/IB)**

At the honors level, the goals are for students to continue to develop superior skills as readers and to master the conventions of formal writing. Students are exposed to the highest quality of literary work. Of equal importance, the program charges students with subjecting these works to a "formalist" literary analysis that demonstrates logical precision, independent thought, and the ability to fashion a cogent argument, using a register appropriate for sophisticated textual commentary. Particular emphasis is placed on an appreciation of the author's use of structure, technique, and style, and their effects on the reader. All these requirements are designed to prepare students for success on the new SAT, IB, AP, and HSPA.

## Grade 9

### A. Course Description

Freshman English encompasses instruction in grammar and mechanics, writing, literary analysis, vocabulary, and oral expression. Grammatical study reviews and reinforces fundamentals including parts of speech, verb tenses, formal usage, and punctuation. Writing instruction emphasizes the refinement of the paragraph including topic sentences, supporting details, and transitions, all of which lead to the development of a thesis in a multi-paragraph essay. In addition, language deficiencies identified through ERB testing are addressed during the course of the year. Literary study introduces the concept of tragedy and such basic literary elements as plot, characterization, theme, irony, and symbolism. Various genres are studied using world literary classics ranging from mythology to modern selections. Vocabulary is studied with a concentration on context and usage. Students are required to share information orally through questioning, group projects, and speeches. Targeted activities reflect the HSPA and PSAT assessments.

### B. Course Objectives

The student will be able to:

1. Analyze, interpret, draw conclusions, and question literary elements.
2. Review literature in order to make and support a clear and concise thesis statement.
3. Read and analyze various forms of literature.
4. Write creatively and analytically.
  - a. Utilize writing strategies including pre-writing, organizing, writing, and revising to create a final draft.
  - b. Write various genres.
  - c. Alter the topic, language, and organization for a specific audience.
  - d. Write a five-paragraph essay in preparation for ERB and/or HSPA.
  - e. Use correct mechanics, word choice, formatting, and usage.
5. Organize, prepare, and present a spoken presentation clearly and expressively.
  - a. Use vocal quality, body language, notes, and visual aids to speak in front of a group.
6. Discern important information through both listening and reading.
7. Increase vocabulary.
8. Expand and practice research skills.
9. Recognize and utilize the structure of language according to the rules of grammar.
10. Create a comprehensive and organized notebook.

### C. Course Content

1. Grammar and Mechanics
  - a. Language Expression: The Sentence
    - (1) Parts of Speech - The student will be able to identify and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections.
    - (2) Parts of a Sentence - The student will be able to identify and correctly use subjects, direct objects, indirect objects, predicate nominatives, predicate adjectives, and objects of the preposition.
    - (3) Phrases and Clauses - The student will be able to identify, use correctly, and punctuate different types of phrases and clauses in order to add variety to sentence structure.
    - (4) Pronouns - The student will be able to identify and correctly use different pronouns (and their specific case forms in the Advanced and Honors levels)
    - (5) Usage - The student will be able to identify and edit for the correct use of troublesome words (such as lie/lay, affect/effect, less/fewer, etc.)
    - (6) Capitalization - The student will be able to edit sentences for correct use of capitalization.
    - (7) Agreement - The student will be able to write and edit sentences with the correct singular or plural form of the given verb.

- (8) Verb Tense - The student will be able to indicate the correct verb tense (including past, present, plural, and future forms) for a given sentence and remain consistent in usage.
  - (9) Sentence Editing - The student will be able to edit sentences for errors such as double negatives, lack of subject-verb agreement, redundancies, run-ons, fragments, wordiness, and lack of clarity.
  - (10) Parallel Construction - At the Honors level, The student will be able to edit and complete sentences with appropriate parallel construction.
- b. Language Expression - The Paragraph
- (1) Topic sentence - The student will be able to create a strong topic sentence for a given paragraph.
  - (2) Supporting sentence - The student will be able to identify given sentences that best develop a given topic sentence.
  - (3) Concluding sentence - The student will be able to summarize the major idea of a given paragraph in a clear and concise manner.
  - (4) Transitions - The student will understand effective use of transitions.
  - (5) Paragraph Coherence - The student will be able to edit a paragraph for cohesiveness, theme, and sequence of ideas.
2. Writing Process
- a. Expository/Persuasive/Personal/Picture Prompt Essays - The student will be able to write an essay which includes a clear thesis statement, an effective introduction, supporting details and examples, and a strong conclusion which ties the ideas and concepts presented in the essay together.
  - b. Prewriting Strategies - The student will be able to utilize pre-writing strategies (drawing, webbing, brainstorming, outlining, discussing, free-writing) to begin the writing process.
  - c. Drafting - The student will be able to understand the drafting stage of the writing process and how to write drafts using ideas generated in the prewriting stage.
  - d. Editing - The student will be able to proofread for the correct use of punctuation.
  - e. Rewriting - The student will be able to understand the rewriting stage of the writing process as an opportunity to apply peer and teacher input, to add to the content, to improve the style, and even to begin a new draft.
  - f. Publishing - The student will be able to prepare and present written works to be shared with others.
3. Literature
- a. The student will be able to identify, discuss, and compare both concrete and abstract elements of selections including the following:
    - (1) Characterization
    - (2) Plot
    - (3) Setting
    - (4) Theme
    - (5) Point of View
    - (6) Imagery
    - (7) Symbolism
    - (8) Figurative Language
    - (9) Foreshadowing
    - (10) Historical Context
  - b. The student will be able to analyze a work of literature critically with the aforementioned elements as a basis for written and verbal discussion.
  - c. The student will be able to compare and contrast various literary genres.

4. Vocabulary
  - a. Definition and Usage - The student will be able to research definitions of vocabulary words and understand correct usage.
  - b. Context - The student will be able to select the word that best satisfies the context of a given sentence.
  - c. Language Structure - The student will be able to determine the meaning of unfamiliar words by analyzing language expressions and conventions (including roots, synonyms, antonyms, explanations, examples, etc.).
  
5. Research - Information literacy lessons will be taught by the librarian:
  - a. How to search, select, retrieve and evaluate information using keywords and Booleans, databases, and the Athena online catalog system.
  - b. Website Evaluation.
  - c. Avoiding Plagiarism
  - d. Citation Format.
  - e. Booktalks.
  
6. Verbal Expression
  - a. Skills:
    - (1) Voice Projection
    - (2) Modulation
    - (3) Clarity
    - (4) Eye Contact
  - b. Assessments:
    - (1) Impromptu Discussions
    - (2) Debates
    - (3) Prepared Presentations
    - (4) Cooperative Learning
    - (5) Oral Reading
    - (6) Dramatic Re-enactment

#### **D. Study Skills**

This unit develops organization and research skills needed to find resources as relevant to a given topic, to categorize and synthesize information, to take reading and class notes, and to study for tests and exams.

#### **E. Instructional Resources**

1. Textbooks – Selections from:
  - Adventures in Reading*
  - Edith Hamilton's Mythology*
  - Elements of Style, Strunk and White*
  - Literature, Timeless Voices, Timeless Themes*
  - Myths and Folklore*
  - Patterns in Literature*
  - Vocabulary Workshop*
  - Warriner's Grammar and Composition*
  - Word Wealth*
  - World Literature*
  - Writer's Choice*

2. Literature - Selections from
  - Antigone* Sophocles
  - Black Boy* Richard Wright
  - Bless Me, Ultima* Rudolfo A. Anaya
  - Bread Givers* Anzia Yeziarska
  - The Chocolate War* Robert Cormier
  - A Day No Pigs Would Die* Robert Newton Peck
  - Death Watch* Elizabeth Forrest
  - Dracula* Bram Stoker
  - Far from the Madding Crowd* Thomas Hardy
  - Farewell to Manzanar* Jeannne Wakatsuki Houston
  - Go Tell It on the Mountain* James Baldwin
  - Great Expectations* Charles Dickens
  - I Know Why the Caged Bird Sings* Maya Angelou
  - I Am Fifteen: And I Don't Want to Die* Christine Arnothy
  - Jane Eyre* Charlotte Bronte
  - The Joy Luck Club* Amy Tan
  - The Merchant of Venice* William Shakespeare
  - The Metamorphosis and other Stories* Franz Kafka
  - A Midsummer Night's Dream* William Shakespeare
  - The Miracle Worker* William Gibson
  - Night* Elie Weisel
  - The Odyssey* Homer
  - Oedipus Rex* Sophocles
  - Of Mice and Men* John Steinbeck
  - A Patch of Blue* Elizabeth Kata
  - A Raisin in the Sun* Lorraine Hansberry
  - Romeo and Juliet* William Shakespeare
  - Siddhartha* Hermann Hesse
  - A Tale of Two Cities* Charles Dickens
  - Things Fall Apart* Chinua Achebe
  - To Kill a Mockingbird* Harper Lee
  - A Tree Grows in Brooklyn* Betty Smith
  - Twelfth Night* William Shakespeare
  - Twelve Angry Men* Reginald Rose

Readings will be supplemented with pertinent short stories, poetry, and non-fiction

#### **F. Suggested Teaching Strategies and/or Activities**

1. Class discussions and student participation based on assigned readings
2. Role playing and simulation activities
3. Teacher lectures
4. Problem solving and decision making
5. Individual student presentations
6. Teacher-assigned questions and essays
7. Reading assignments
8. Small-group activities
9. Audio-visual materials
10. Library research ( print and computer-based activities)
11. Case study analysis and evaluation
12. Skill-building activities

13. Inquiry-oriented lessons
14. Guest speakers
15. Debates
16. Analyses of various points of view
17. Field trips

## **G. Methods of Evaluating and Testing**

1. Tests
  - a. Teacher-designed unit test to assess the student's knowledge of the subject matter, concept comprehension, ability to apply skills, and cognition of higher levels of thinking.
    - (1) objective questions
    - (2) short written answers to questions
    - (3) essay questions
  - b. Quizzes designed to both assess the elements of learning and to determine the extent to which the students have completed assigned readings.
  - c. Final examination consists of objective questions, short answer questions and an essay section.
2. Writing Activities
  - a. Writing activities are used to evaluate the student's knowledge and understanding of concepts and content. In addition, the written assignments are also evaluated on the basis of how well the student writes with regard to clarity, organization, adequacy of supporting information, textual documentation, writing mechanics, etc.
    - (1) position/reaction papers
    - (2) interpretive papers
    - (3) research papers
    - (4) expository papers
    - (5) commentaries
3. Class Participation
4. Homework Assignments
5. Notebook
6. Projects
7. Oral Presentations
8. Group Participation
9. Journals
10. Rubrics (See sample rubrics for the English Department)

\*Student work may be assessed using rubrics. See sample rubrics for the English department.

## Grade 10

### A. Course Description

Sophomore English continues to develop and reinforce the skills in grammar and mechanics, writing, literary analysis, vocabulary, and oral expression that were introduced in the freshman year. Grammar instruction focuses on more sophisticated concepts, such as parallel structure, pronoun usage, and syntactical variety. Writing instruction emphasizes unity and coherence as requisites in the development of more sophisticated expository essays. Literary study introduces the concepts of satire and allegory, as well as more complex literary elements such as tone and point of view. The literature includes a variety of world and modern selections from varying genres. Vocabulary study continues to focus on context and usage, with an additional emphasis on etymology and PSAT and SAT preparation. Students are required to deliver oral presentations and oral commentaries. Targeted activities reflect the PSAT, HSPA, and SAT assessments.

### B. Course Objectives

The student will be able to:

1. Analyze, interpret and draw conclusions.
2. Use technological and media resources to gather and organize research to support an expository essay or research project.
  - a. Locate material on a specific topic from at least three different types of sources.
  - b. Evaluate and organize material for relevance, bias, and timeliness.
  - c. Write an expository essay using MLA documentation of resources.
3. Read various forms of literature.
  - a. Relate (write or speak about) an experience which parallels a class reading.
  - b. Identify universal values in characters and cultures different from the reader.
4. Write an essay with an introduction, thesis, body with two to four major points supported by examples, transitions, and a conclusion.
5. Use clear, concise, standard English with correct usage, spelling, capitalization, and punctuation.
6. Utilize writing strategies including pre-writing, organizing, writing, and revising to create a final draft.
  - a. Use various types of pre-writing strategies which may include brainstorming, mapping, clustering and outlining.
  - b. Utilize strategies that include peer revising, reading aloud, and using computer programs.
  - c. Focus on transitions and organization of material
7. Employ persuasive techniques in order to present arguments regarding literature in a logical and convincing manner.
8. Utilize critical listening skills.
9. Strengthen vocabulary skills.

### C. Course Content

1. Language Expressions and Mechanics:

The student will be able to comprehend and apply the rules that govern language expression and usage.

- (1) The Sentence: structure, sequence and editing for fragments and run-ons
- (2) Agreement: subject/verb, pronoun/antecedent
- (3) Pronoun Case
- (4) Parallel Structure
- (5) Spelling Strategies
- (6) Punctuation

2. Reading Comprehension:

The student will be able to make critical connections to the literature read.

- (1) Analyzing story elements including characters, setting, theme, plot, mood, tone, climax, and resolution.

- (2) Connecting ideas found in literature to contemporary issues.
- (3) Comparing and contrasting concrete and abstract ideas found in the literature.
- (4) Inferring meaning from figurative language.
- (5) Experiencing various literary genres.
- (6) Predicting outcomes.

3. Vocabulary:

The student will be able to improve vocabulary skills using the following strategies.

- (1) Sentence completions
- (2) Words in context
- (3) More sophisticated applications, including nuance and connotation
- (4) Etymology

4. Writing:

The student will explore a variety of formats and purposes for writing.

- (1) Expository
- (2) Persuasive
- (3) Commentary
- (4) Response to Writing Prompts
- (5) Problem/Solution
- (6) Cause/Effect
- (7) Research Paper

5. Oral Presentations:

The student will practice techniques and methods of presenting topics to specific audiences.

- (1) Preparation of critical material
- (2) Organization of critical material
- (3) Presentation of critical material

**D. Study Skills**

The student will refine techniques for organizing and retaining critical information.

- 1. Note Taking
- 2. Graphic Organizers
- 3. Maintaining and Utilizing a Notebook

**E. Suggested Instructional Resources and Texts**

1. Textbooks

*Adventures in Appreciation*

*Journey's Delta*

*Literature Timeless Voices Timeless Themes*

*The Lively Art of Writing*

*Reading Literature*

*Stories*

*Themes and Interactions*

*Themes in World Literature*

*Traditions in Literature*

*Vocabulary Workshop*

*Warriner's Grammar and Composition*

*Word Wealth*

*Writer's Choice*

## 2. Literature

*1984* George Orwell

*Annie John* Jamaica Kincaid

*A Separate Peace* John Knowles

*The Awakening* Kate Chopin

*Billy Budd and Other Stories* Herman Melville

*The Bluest Eye* Toni Morrison

*Brave New World* Aldous Huxley

*Bridge of San Luis Rey* Thornton Wilder

*The Crucible* Arthur Miller

*Cyrano de Bergerac* Edmond Rostand

*Fahrenheit 451* Ray Bradbury

*The Good Earth* Pearl S. Buck

*Having Our Say: The Delany Sisters' First 100 Years* A. Elizabeth Delany, Sarah Delany, Amy Hill Hearth

*Hawthorne, Poe Short Stories*

*House on Mango Street* Sandra Cisneros

*House of Sand and Fog* Andre Dubus III

*Julius Caesar* William Shakespeare

*Lord of the Flies* William Golding

*Macbeth* William Shakespeare

*"Master Harold" ... and the Boys* Athol Fugard

*The Metamorphosis and other Stories* Franz Kafka

*Much Ado About Nothing* William Shakespeare

*Narrative of the Life of Frederick Douglass* Frederick Douglass

*Notes of A Native Son* James Baldwin

*Othello* William Shakespeare

*Pride and Prejudice* Jane Austen

*Rebecca* Daphne du Maurier

*The Red Pony* John Steinbeck

*The Secret Life of Bees* Susan Monk Kidd

*Silas Marner* George Eliot

*Speak* Laurie Halsie Anderson

*The Stranger* Albert Camus

*The Taming of the Shrew* William Shakespeare

*Their Eyes Were Watching God* Zora Neale Hurston

*Titus Andronicus* William Shakespeare

*Woman Warrior* Maxine Hong Kingston

Readings will be supplemented with pertinent short stories, poetry, and non-fiction

## F. Suggested Teaching Strategies/Activities

1. Class discussion and student participation based on assigned readings
2. Role-playing and simulation activities
3. Lectures
4. Problem-solving and decision-making
5. Individual student presentations
6. Essays and questions
7. Reading Assignments
8. Small-group activities
9. Audio-visual materials

10. Library research
11. Case-study analysis and evaluation
12. Skill-building activities
13. Inquiry-oriented lessons
14. Guest Speakers
15. Debates
16. Analysis of various points of view
17. Field trips
18. Creative projects

**G. Methods of Evaluating and Testing**

1. Unit tests include objective questions, short responses, and essay questions
2. Quizzes
3. Final examinations which consist of common sections that all students must take and a section created by the individual teacher that reflects those areas emphasized within a particular class
4. Writing activities that include commentaries, position/reaction papers, interpretative papers, research papers, expository essays, and book reviews
5. Journals
6. Class Participation
7. Homework Assignments
8. Notebook
9. Creative Projects
10. Oral Presentations
11. Group Participation
12. Rubrics

\*Student work may be assessed using rubrics. See sample rubrics for the English department.

## Grade 11

### A. Course Description

Junior English assumes mastery of the fundamentals of grammar and mechanics, and continues emphasis on writing (editing and revision), literary analysis, vocabulary, and oral expression. Students practice techniques required for comparative, persuasive, and literary commentary essays. In the examination of literature, students analyze style and study literary theory. The literature includes American classics with selected world pieces. Vocabulary study increases in sophistication with continued focus on context, usage, etymology, and preparation for such standardized assessments as the SAT. Presentations include structured speeches and commentaries, with increasing emphasis on college-level research and the use of technology. Targeted activities reflect the SAT, HSPA, AP and IB assessments.

### B. Course Objectives

The student will be able to:

1. Analyze, interpret, and draw conclusions.
2. Read and critique American and international literary works.
3. Experience and relate to different genres.
4. Use clear, concise, standard English.
5. Strengthen vocabulary skills.
6. Write an essay with a focused introduction, thesis, body with three or more major points supported by textual examples, and a conclusion.
7. Strengthen critical-listening skills.
8. Use technological and media resources to gather and organize research.
9. Strengthen critical-thinking skills.
10. Broaden knowledge of literary techniques and style.
11. Identify literary techniques.

### C. Course Content

#### 1. Reading Comprehension

The student will be able to make critical connections to the literature with a concentration on:

- a) Analysis of story elements
- b) Connection to literary period and historical reference
- c) Inferences

#### 2. Vocabulary

The student will be able to improve vocabulary skills using a variety of strategies including:

- a) Context Clues
- b) Semantic Feature Analysis

#### 3. Writing

The student will explore a variety of writing formats, styles, and purposes for writing including:

- a) Expository
- b) Persuasive
- c) Reading Responses
- d) Commentary
- e) Research

#### 4. Oral Presentations

The student will practice techniques and methods of presenting course-related topics to specific audiences. Students will concentrate on:

- a) Organization of material
- b) Presentation of material
- c) Confidence in public speaking

## D. Suggested Instructional Resources and Texts

### 1. Textbooks

*Adventures in American Literature*  
*A Chronological Approach to American Literature*  
*Major Writers of America*  
*Vocabulary Workshop*

### 2. Literature

*Adventures of Huckleberry Finn* Mark Twain  
*All the King's Men* Robert Penn Warren  
*The American* Henry James  
*The Bell Jar* Sylvia Plath  
*Billy Budd* Herman Melville  
*Bodega Dreams* Ernesto Quinones  
*The Bonfire of the Vanities* Tom Wolfe  
*Catcher In the Rye* J.D. Salinger  
*Civil Disobedience* Henry David Thoreau  
*The Color Purple* Alice Walker  
*Daisy Miller* Henry James  
*Death of a Salesman* Arthur Miller  
*Ethan Frome* Edith Wharton  
*Fences* August Wilson  
*The Grapes of Wrath* John Steinbeck  
*The Great Gatsby* F. Scott Fitzgerald  
*The Handmaid's Tale* Susan Atwood  
*The House of Spirits* Isabel Allende  
*Inherit the Wind* Jerome Lawrence and Robert Lee  
*Invisible Man* Ralph Ellison  
*The Joy Luck Club* Amy Tan  
*King Lear* William Shakespeare  
*A Lesson Before Dying* Ernest J. Gaines  
*Madame Bovary* Gustave Flaubert  
*Maggie: A Girl of the Streets* Stephen Crane  
*Mao II* Don DeLillo  
*Moby Dick* Herman Melville  
*My Antonia* Willa Cather  
*Native Son* Richard Wright  
*Nine Stories* J.D. Salinger  
*No Exit* Jean Paul Sartre  
*Notes of a Native Son* James Baldwin  
*Of Mice and Men* John Steinbeck  
*Our Town* Thornton Wilder  
*Pilgrim at Tinker Creek* Annie Dillard  
*Portnoy's Complaint* Philip Roth  
*The Professor's House* Willa Cather  
*A Prayer for Owen Meany* John Irving  
*Reading in the Dark* Seamus Duane  
*The Red Badge of Courage* Stephen Crane  
*Richard III* William Shakespeare  
*The Scarlet Letter* Nathaniel Hawthorne  
*Song of Solomon* Toni Morrison  
*The Sun Also Rises* Ernest Hemingway

*Their Eyes Were Watching God* Zora Neale Hurston

*The Tempest* William Shakespeare

*The Things They Carried* Tim O'Brien

*This Boy's Life* Tobias Wolff

*Timbuktu* Paul Auster

*A View from the Bridge* Arthur Miller

*Walden* Henry David Thoreau

*Washington Square* Henry James

Readings will be supplemented with pertinent short stories, poetry, and non-fiction

#### **E. Suggested Teaching Strategies/Activities**

1. Class discussion based on reading
2. Lectures
3. Critical Analysis
4. Research
5. Individual/Group Presentations
6. Creative projects
7. Essays on Independent and Teacher Assigned Topics
8. Audio-Visual Materials
9. Guest Speakers
10. Field Trips
11. Dramatic Performances
12. Panel Discussions/Debates

#### **F. Methods of Evaluating and Testing**

1. Quizzes
2. Unit tests including objective questions, responses, and essays
3. Final Examination
4. Writing Assignments
5. Homework
6. Oral Presentations
7. Notebook
8. Research Paper
9. Journals
10. Cooperative Learning

\*Student work may be assessed using rubrics. See sample rubrics for the English department.

## Grade 12

### A. Course Description

Senior English continues instruction in editing and revision, writing, literary analysis, vocabulary, and oral expression. Students edit and revise more complex work. Writing experiences include the college application essay, extended research projects, and literary criticism based on literary theory. Literary selections include a variety of world classics with a concentration on British literature. Vocabulary study emphasizes context and usage at a level of sophistication commensurate with college-level oral and written expression. Students are required to produce well-researched oral presentations. Targeted activities reflect the SAT II, AP, and IB assessments.

### B. Course Objectives

The student will be able to:

1. Read, comprehend, and analyze assigned literature in varied forms.
2. Articulate and discuss intelligently what is read.
3. Write in a manner that communicates effectively a particular point of view.
4. Investigate and use both print and non-print material in the support of a particular position.
5. Employ clear, concise language that reflects the rules of standard written English.
6. Create formal and informal oral presentations in response to what is read and analyzed.

### C. Course Content

1. Analysis of literature: The student will be able to:
  - a) Identify and integrate concepts such as mood, irony, tone, figurative language, poetic devices, and structure.
  - b) Extrapolate meaning from text.
  - c) Explicate the text.
  - d) Illustrate nuance.
  - e) Recognize and understand the tools of analysis such as character, plot, setting, point of view, and genre.
  - f) Analyze the text as a whole.
2. Writing activities that demonstrate literary analysis and criticism:
  - a) Comparative and analytical writing in the form of commentary - two key passages, one passage, a chapter.
  - b) Thematic essays and position papers.
  - c) Research writing - use print and non-print material, incorporate the research process, distinguish appropriate material, support with primary and secondary material, document internally, create appropriate works cited pages as well as annotated bibliography.
3. Oral presentations that reflect literary analysis.

### D. Suggested Instructional Resources and Texts

#### 1. Textbooks

Adventures in English Literature  
British and World Literature text  
Literature: The British Tradition  
Vocabulary Workshop

#### 2. Literature

*About a Boy* Nick Hornby  
*All Quiet on the Western Front* Erich Maria Remarque  
*Angela's Ashes* Frank McCourt

*Animal Farm* George Orwell  
*As I Lay Dying* William Faulkner  
*Bad Haircut and Other Stories* Tom Perrotta  
*Beowulf*  
*Candide* Voltaire  
*The Canterbury Tales* Geoffrey Chaucer  
*A Christmas Carol* Charles Dickens  
*Crime and Punishment* Fyodor Dostoevsky  
*The Curious Incident of the Dog in the Night-Time* Mark Hadden  
*Death in Venice* Thomas Mann  
*Demian* Hermann Hesse  
*Desire Under the Elms* Eugene O'Neill  
*A Doll's House* Henrik Ibsen  
*Fathers and Sons* Ivan Turgenev  
*Frankenstein* Mary Shelley  
*The God of Small Things* Arundhati Roy  
*Grendel* John Gardner  
*Gulliver's Travels* Jonathan Swift  
*Hamlet* William Shakespeare  
*Heart of Darkness* Joseph Conrad  
*Henry IV, Part 1* William Shakespeare  
*Henry IV, Part 2* William Shakespeare  
*An Ideal Husband* Oscar Wilde  
*The Importance of Being Earnest* Oscar Wilde  
*Joe College* Tom Perrotta  
*King Lear* William Shakespeare  
*Life of Pi* Yann Martel  
*Loneliness of the Long-Distance Runner* Alan Sillitoe  
*Lord of the Flies* William Golding  
*The Lord of the Rings* J. R. R. Tolkien  
*Macbeth* William Shakespeare  
*Madame Bovary* Gustave Flaubert  
*A Man For All Seasons* Robert Bolt  
*Morte d'Arthur* Thomas Mallory  
*Mrs. Dalloway* Virginia Woolf  
*Murder in the Cathedral* T.S. Eliot  
*One Day in the Life of Ivan Denisovich* Alexander Solzhenitsyn  
*One Hundred Years of Solitude* Gabriel Garcia Marquez  
*Paddy Clarke, Ha Ha Ha* Roddy Doyle  
*The Picture of Dorian Gray* Oscar Wilde  
*The Plague* Albert Camus  
*A Portrait of the Artist as a Young Man* James Joyce  
*The Remains of the Day* Kazuo Ishiguro  
*Rosencrantz and Guildenstern are Dead* Tom Stoppard  
*Saint Joan* George Bernard Shaw  
*Sir Gawain and the Green Knight*  
*The Strange Case of Dr. Jekyll and Mr. Hyde* Robert Louis Stevenson  
*A Streetcar Named Desire* Tennessee Williams  
*A Tale of Two Cities* Charles Dickens  
*To the Lighthouse* Virginia Woolf  
*Wuthering Heights* Emily Bronte  
**Readings will be supplemented with pertinent short stories, poetry, and non-fiction**

**E. Suggested Teaching Strategies/Activities**

1. Class discussion based on reading
2. Lectures
3. Critical Analysis
4. Research
5. Individual/Group Presentations
6. Creative Projects
7. Essays on Independent and Teacher Assigned Topics
8. Audio-Visual Materials
9. Guest Speakers
10. Field Trips
11. Dramatic Performances
12. Panel Discussions/Debates

**F. Methods of Evaluating and Testing**

1. Written commentary
2. Oral commentary
3. Essays - comparative, analytic, thematic, character analysis, creative
4. Model assignments for standardized tests (AP, IB, SAT II).
5. Research papers
6. Tests and quizzes for comprehension including objective questions, short responses and essays
7. Short analytical essays on literature and personal experience
8. College application writing
9. Creative responses and projects

\*Student work may be assessed using rubrics. See sample rubrics for the English department.

## **Rubrics**

The West Morris Regional High School District encourages the use of rubrics as both instructional and evaluative instruments. Rubrics help students better understand the characteristics that constitute effective written and oral communication, as well as make them aware of the specific criteria by which they will be assessed. Students are familiarized with the rubrics, by which they will be evaluated on the HSPA, SAT, AP and IB examinations. However, students need to demonstrate skill proficiencies through a wide variety of assessments, and teachers should employ a corresponding wide variety of rubrics both to teach and evaluate those proficiencies. Included are the more traditional state, national, and international measures of student proficiencies. Also compiled are individualized rubrics, which were provided by teachers at both West Morris Central and West Morris Mendham, for assessments ranging from PowerPoint presentations to creative writing projects. Although some of the terminology and emphasis may vary among these rubrics, reflecting the particular assessment to which each corresponds, all of the rubrics possess the same recognized general characteristics of effective verbal communication.

This compilation is far from exhaustive, but should be helpful, not only in its present form, but also as a foundation upon which individual teachers will create additional rubrics. Since rubrics are most effective when they reflect particular pedagogical goals, teachers should continue to construct individualized rubrics with the same professional expertise and creative passion with which they fashion new lesson plans and assessments. Rubrics will only be effective as evaluative tools, if they can be converted to the existing grading system. Thus, each rubric includes a conversion table, which allows teachers to convert the rubric evaluation to a corresponding numerical and letter grade.