

# 010 English 9 Level I

## Course Description:

Students in English 9 Level I study grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written expression. In order to enhance students' communication skills in reading, writing, and speaking, considerable time is devoted to vocabulary development. Writing may range from single paragraphs to a short research paper. Students respond in writing to what they have seen, heard, or read. The writing "process" is stressed, with particular attention on organization and sentence skills. While the overall English 9 program revolves around an introduction to the study of literature, at Level I there is more focus on the development of specific reading skills.

## Content Expectations:

- Gain self-confidence as a reader and writer
- Respond to literature and other forms of expression (understand, interpret, take critical stance, make connections to prior knowledge/personal experience)
- Respect multiple points of view
- Take responsibility for own learning
- Interact with a variety of genres
- Produce unified, coherent and well-supported pieces of writing
- Apply conventions of standard English in speech and writing
- Locate and communicate information using print & electronic media

## Essential Questions:

- How can prior knowledge be used to understand, interpret, and evaluate material in written, visual, or oral forms?
- How can personal experience be used to understand, interpret, and evaluate material in written, visual, or oral forms?
- How can language arts skills be used to understand, interpret, and evaluate material in written, visual, or oral forms?

## Recommended Teaching Activities:

- Reading level-appropriate literary selections, both modern and classic (adapted), from all genres (short story, novel, drama, poetry)
- Producing various types of writing (response to literature, journals, poetry, stories, letters, etc.)
- Responding in writing to what students have read, seen, or heard in order to develop skills in sentence structure and patterns, paragraph development, and the short essay/composition
- Responding in writing to what students have read, seen, or heard in order to develop skills in organization and support

- Studying grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written communication
- Devoting considerable time to vocabulary development in order to enhance communication skills in reading, writing, and speaking
- Completing a short research project using both print and electronic sources in the media center
- Studying the theme of “prejudice” in various reading selections throughout the course
- Employing varied strategies, including cooperative learning and performance-based learning activities and assessments

### **Authentic Application of Knowledge:**

Opportunities to publish in the school newspaper and/or literary magazine

### **Recommended Assessments:**

Summer Reading Writing Assignment

Participation in class

Various writing assessments (e.g., response to literature)

Weekly vocabulary and spelling quizzes

Periodic grammar quizzes

Short research project

Individual/group presentations (oral/written)

### **Required Assessments:**

Mid-term and Final Exams

Each English 9 Level I student will complete two practice performance assessments to prepare for the Graduation Performance Requirement (PGR) and a Pre-CAPT “Response to Literature” practice assessment.

### **Texts:**

#### **1. Anthologies**

A. Niles, Baldwin, and Wood. *Reflections*. Glenview, Illinois: Scott, Foresman & Company, 1984.

B. *Tapestry: A Multicultural Anthology*

#### **2. Short Stories**

A. *Short Stories* - Scholastic Literature Anthologies

B. Goodman. *The Reader as Detective* (A & B)

C. Seidman. *Stories of Here and Now*

D. Seidman. *Stories to Teach and Delight*

E. *Stories with a Twist*

F. *Stories of Adventure and Survival*

G. *Seven Plays of Mystery and Suspense*

### 3. Novels

- A. *Friedrich* - Hans Peter Richter (Lexile = 650)
- B. *Jane Eyre* (adapted) (Lexile = 890)
- C. *The Odyssey of Homer* (adapted)
- D. *20,000 Leagues Under the Sea* (adapted)
- E. *Acorn People* - Ron Jones (Lexile = 720)
- F. *Island of the Blue Dolphins* - Scott O'Dell (Lexile = 1000)

### 4. Nonfiction

*The Diary of a Young Girl* - Anne Frank (excerpts) (Lexile = 1080)

### 5. Drama

- A. *A Raisin in the Sun* - Lorraine Hansberry (Lexile = NP)
- B. *Romeo and Juliet* (adapted)

### 6. Poetry

- A. Peterson, R. Stanley. *Poetry II*
- B. *Poetry* - Scholastic Literature Anthologies

### 7. Grammar

- A. Warriner, John E. and Shiela Laws Graham. *English Grammar and Composition: Second Course* (Heritage Edition). New York: Harcourt, Brace, Jovanovich, 1977.
- B. *Building English Skills: Skills Practice Book* (Orange Level). New York: McDougal, Littel and Company, 1981. (supplementary)

### 8. Vocabulary

Bromberg, Murray, Julius Liebb and Arthur Traiger. *504 Essential Words*. New York: Barron's Educational Series, 1988.

### Resource Materials:

WHS Library Media Center  
English Department Computer Lab (Room 204)  
Audio & video tapes to accompany literature selections

## 011 English 9 Level II

### Course Description:

Students at Level II will work to develop a recognition and familiarity with the variety and scope of literary genres (novels, nonfiction, short stories, drama, and poetry). Students work to enhance reading skills and to provide an understanding of the elements of plot, characterization, setting, and theme in a work of literature.

Level II students work to develop an interest in independent reading as well as to increase their vocabulary. Students work on CAPT-like activities to prepare for the Pre-CAPT and tenth grade CAPT.

### Content Expectations:

- Gain self-confidence as a reader and writer
- Respond to literature and other forms of expression (understand, interpret, take critical stance, make connections to prior knowledge/personal experience)
- Respect multiple points of view
- Take responsibility for own learning
- Interact with a variety of genres
- Produce unified, coherent and well-supported pieces of writing
- Apply conventions of standard English in speech and writing

### **Essential Questions:**

- The principal guiding question students in English 9 Level II should keep in mind as they work toward improving their language arts skills is this:  
How can I use my prior knowledge, personal experience, and language arts skills to understand, interpret, and evaluate written, visual, and oral texts?
- What is the Holocaust? What has been the impact on modern society?
- What is prejudice? What is racism? What is the impact on modern society?

### **Recommended Teaching Activities:**

- Students read level-appropriate literary selections, both modern and classic (adapted), from all genres (short story, novel, drama, poetry).
- Students produce a variety of writing (response to literature, journals, poetry, stories, letters, etc.).
- Students respond in writing to what they have read, seen, or heard in order to develop skills in sentence structure and patterns, paragraph development, and the short essay/composition.
- Students respond in writing to what they have read, seen, or heard in order to develop skills in organization and support.
- Students study grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written communication.
- Students devote considerable time to vocabulary development in order to enhance communication skills in reading, writing, and speaking.
- Students complete a short research project using both print and electronic sources in the media center.
- Students complete a unit on "prejudice."
- Students will complete a unit on the holocaust.

### **Authentic Application of Knowledge:**

Writing autobiographies

Writing for the *Student Philosopher* and area poetry contests

### **Recommended Assessments:**

Participation in class  
Homework assignments  
Tests and Quizzes  
CAPT Assessments  
Written responses to literature

**Required Assessments:**

Summer Reading Writing Assignment  
Participation in class  
Homework assignments  
Various writing assessments (e.g. response to literature)  
Periodic grammar tests  
Research project  
Individual /group presentations (oral/written)  
Mid-term and Final Exams  
Each English 9 Level II student will complete two practice performance assessments to prepare for the Graduation Performance Requirement (PGR) and a Pre-CAPT “Response to Literature” practice assessment.  
Although the scores will not have bearing for the grade a student receives in the class, each student will take a departmental reading assessment and a Pre-CAPT "Response to Literature."

**Technology:**

Computer Lab English Department  
WHS Library Media Center  
Audios  
Videos

**Texts:**

*Reflections* - Niles, Baldwin, and Wood, Glenview, Illinois: Scott, Foresman & Company, 1984.  
*Short Stories* - Scholastic Literature Anthologies  
*The Reader as Detective* (Levels I and II) Goodman  
*Stories to Teach and Delight* (Level I) Seidman  
*Friedrich* - Hans Peter Richter (Lexile = 650)  
*Hoops* - Walter Dean Myers (Lexile = 740)  
*The Pearl* - John Steinbeck (Lexile = 1010)  
*Acorn People* - Ron Jones (Lexile = 720)  
*Island of the Blue Dolphins* - Scott O’Dell (Lexile = 1000)  
*A Raisin in the Sun* - Lorraine Hansberry (Lexile = NP)  
*Romeo and Juliet* (adapted)  
*The Wave* - Strasser (Lexile =770)

*English Grammar and Composition: Second Course* (Heritage Edition). Warriner, John E. and Sheila Laws Graham, New York: Harcourt, Brace, Jovanovich, 1977.  
*504 Essential Words*. Bromberg, Murray, Julius Liebb and Arthur Traiger, New York: Barron's Educational Series, 1988.  
*Vocabulary for the High School Student* (Books A & B) Levine, New York: Amsco School Publications, Inc., 1989.

### **Resource Materials:**

Materials located in English Department office:

Applied Practice

Perfection Learning Alternative Assessment

The Center for Learning Curriculum Units

Novel Units

WHS Media Center

Miscellaneous videos for literature and film study

Miscellaneous audio tapes to accompany study of drama and poetry

## **012 English 9 Level III**

### **Course Description:**

Students in English 9 Level III study grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written expression. In order to enhance students' communication skills in reading, writing, and speaking, considerable time is devoted to vocabulary development.

Writing may range from single paragraphs to a short research paper. Students respond in writing to what they have seen, heard, or read. The writing "process" is stressed, with particular attention on organization and sentence skills.

Students at Level III receive an introduction to the study of literature. Readings are taken from American and British literature and from classical mythology. The primary aim is to assist students in developing desirable, lifelong reading habits based on understanding and enjoyment.

### **Content Expectations:**

- Gain self-confidence as a reader and writer
- Respond to literature and other forms of expression (understand, interpret, take critical stance, make connections to prior knowledge/personal experience)
- Respect multiple points of view
- Take responsibility for own learning

- Interact with a variety of genres
- Produce unified, coherent and well-supported pieces of writing
- Apply conventions of standard English in speech and writing
- Locate and communicate information using print & electronic media

**Essential Questions:**

- How can prior knowledge be used to understand, interpret, and evaluate material in written, visual, or oral forms?
- How can personal experience be used to understand, interpret, and evaluate material in written, visual, or oral forms?
- How can language arts skills be used to understand, interpret, and evaluate material in written, visual, or oral forms?

**Recommended Teaching Activities:**

- Reading level-appropriate literary selections, both modern and classic (adapted), from all genres (short story, novel, drama, poetry)
- Producing a variety of writing (response to literature, journals, poetry, stories, letters, etc.)
- Responding in writing to what students have read, seen, or heard in order to develop skills in sentence structure and patterns, paragraph development, and the short essay/composition
- Responding in writing to what students have read, seen, or heard in order to develop skills in organization and support
- Studying grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written communication
- Devoting considerable time to vocabulary development in order to enhance communication skills in reading, writing, and speaking
- Completing a short research project using both print and electronic sources in the media center
- Studying the theme of “prejudice” in various reading selections throughout the course
- Employing varied strategies, including cooperative learning and performance-based learning activities and assessments

**Authentic Application of Knowledge:**

Opportunities to publish in the school newspaper and/or literary magazine  
 Opportunities to enter into local and state poetry contests

**Recommended Assessments:**

Summer Reading Writing Assignment  
 Participation in class

Various writing assessments (e.g., response to literature, poetry, analysis)  
Regular vocabulary quizzes  
Periodic grammar quizzes  
Short research project  
Individual/group presentations (oral/written)

### **Required Assessments:**

Mid-term and Final Exams

Each English 9 Level III student will complete two practice performance assessments to prepare for the Graduation Performance Requirement and a Pre-CAPT “Response to Literature” practice assessment.

### **Technology:**

All English 9 Level III students should be provided with instruction in using *Microsoft Word* and should be proficient at the following:

- A. Opening a program or a file
- B. Saving a document
- C. Printing a document
- D. Using spell check and grammar check functions

Students will use computers periodically on writing assignments.

All English 9 Level III students should be provided with instruction in utilizing the electronic research tools in the Library Media Center and in the English Department Lab (Room 204) and should be proficient in the following:

- A. Using the electronic card catalog to locate books and other resources by title, author, subject
- B. Accessing iCONN ([www.iconn.org](http://www.iconn.org)) to search a variety of databases

### **Texts:**

#### **Anthologies**

- A. *Understanding Literature*. New York: Macmillan, 1987.
- B. Niles, Baldwin, and Wood. *Reflections*. Glenview, Illinois: Scott Foresman & Company, 1984.
- C. *Tapestry: A Multicultural Anthology*

## Short Stories

*Characters in Conflict*

## Novels

- A. *Great Expectations* (adapted), Charles Dickens
- B. *To Kill a Mockingbird*, Harper Lee (Lexile = 870)
- C. *Chocolate War*, Robert Cormier (Lexile = 820)
- D. *The Odyssey of Homer* (adapted) (Lexile = 1130)
- E. *Animal Farm*, George Orwell (Lexile = 1170)
- F. *The Pearl*, John Steinbeck (Lexile = 1010)
- G. *The Red Pony*, John Steinbeck (Lexile = 810)
- H. *Gentlehands*, M.E. Kerr (Lexile = 830)
- I. *Hoops*, Walter Dean Myers (Lexile = 740)
- J. *Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson (Lexile = 910)

## Nonfiction

*The Diary of a Young Girl*- Anne Frank (Lexile = 1080)

## Drama

- A. *Raisin in the Sun* - Lorraine Hansberry
- B. *Romeo and Juliet* (modernized)

## Grammar

Warriner, John E. and Sheila Laws Graham. *English Grammar and Composition: Second Course* (Heritage Edition). New York: Harcourt, Brace, Jovanovich, 1977.

## Vocabulary

Richek, Margaret Ann, et al. *Vocabulary for Achievement: Third Course*. Wilmington, MA: Great Source, 1998.

## Resource Materials:

Materials located in the English Department office:

Applied Practice

Perfection Learning Alternative Assessment

The Center for Learning Curriculum Units

Novel Units

WHS Media Center

Miscellaneous videos for literature and film study

Miscellaneous audio tapes to accompany study of drama and poetry

## 013 English 9 Level IV

### Course Description:

A primary aim of the English Department curriculum at all levels is to enhance students' communication skills and to assist students in developing desirable, life-long reading habits based on understanding and enjoyment. The Level IV Course is designed for students planning to pursue a post-secondary education that are performing at or above grade level.

### Content Expectations:

- Gain self-control as a reader and writer
- Respond to literature and other forms of expression (understand, interpret, take a critical stance, make connections to prior knowledge/personal experience)
- Respect multiple points of view
- Interact with a variety of literary genres
- Produce unified, coherent and well-supported pieces of writing
- Apply conventions of standard English in speech and writing

### Essential Questions:

- How can I use my prior knowledge, personal experience and language arts skills to understand, interpret and evaluate written, visual and oral texts?
- How can I use literature to expand my understanding of the world around me?
- How can I make literary selections relevant and meaningful to my own life?

### Recommended Teaching Activities:

- Students read level-appropriate literary selections, both modern and classic (sometimes adapted) from all genres (short story, novel, drama, poetry).
- Students produce a variety of writing (response to literature, journals, poetry, stories, letters, etc.).
- Students respond in writing to what they have read, seen or heard in order to develop skills in organization and support.
- Students study grammar, punctuation, mechanics, spelling and usage as a means of increasing proficiency in oral and written communication.
- Students devote considerable time to vocabulary development and grammatical usage in order to enhance communication skills in reading, writing and speaking.
- Students complete a short research project using both print and electronic sources in the media center.
- Students complete a unit on “prejudice,” and participate in the diversity project “Waves of History” through EASTCONN.

- Students become acquainted with the world of Shakespeare and his theater by reading a play of the time period.
- Students are introduced to the study of mythology.

**Authentic Application of Knowledge:**

Opportunities to publish in the school newspaper and/or literary magazine

**Recommended Assessments:**

Note taking, binder contents and organization  
 Participation in class  
 Performance-Based Learning Assessments (PBLA)  
 Cooperative Learning Activities

**Required Assessments:**

Summer Reading and Writing Assessment  
 Various writing assessments (response to literature, developmental writing techniques, creative writing, etc.)  
 Class and homework assignments  
 Research Project  
 Mid-term and Final Exams  
 Departmental reading assessment and Pre-CAPT "Response to Literature"

**Technology:**

English Department Computer Lab (Room 204)  
 WHS Library Media Center  
 Audio & video tapes to accompany literature selections

**Texts:**

Literature Text: *Glencoe Literature*  
 Research Text: Trimmer, Joseph F. *A Guide to MLA Documentation*. Fifth Edition, 1999.  
 Grammar Texts: Warriner, John E. *English Grammar and Composition: Third Course* (Liberty Edition), 1986.  
 Vocabulary Texts:  
*Vocabulary for Achievement: Fourth Course*, 1994.  
*Vocabulary for the College-Bound Student*, 1993.  
 Greene, Amsel. *Word Clues: The Vocabulary Builder*, 1984.  
 Prejudice Text: *Tapestry: A Multicultural Anthology*, 1993.  
 Mythology Text: *Myths and their Meanings*, 1984.

**Novels:**

Lee, Harper. *To Kill a Mockingbird* (Lexile = 870)

McCullers, Carson. *The Member of the Wedding* (Lexile = 900)  
Cormier, John. *The Chocolate War* (Lexile = 820)  
Dickens, Charles. *Great Expectations* or *David Copperfield* (Lexile = 1230)  
Greene, Bette. *Summer of My German Soldier* (Lexile = 800)  
*The Odyssey of Homer* (adapted) (Lexile = 1130)  
Kerr, M. E. *Gentlehands* (Lexile = 830)  
Richter, Hans Peter. *Friedrich* (Lexile = 650)  
Myers, Walter Dean. *Hoops* (Lexile = 740)  
Bronte, Charlotte. *Jane Eyre* (adapted)  
Steinbeck, John. *The Pearl* (Lexile = 1010)  
Steinbeck, John. *The Red Pony* (Lexile = 810)  
Verne, Jules. *20,000 Leagues Under the Sea* (adapted)  
Jones, Ron. *The Acorn People* (Lexile = 720)  
Stevenson, Robert Louis. *Dr. Jekyll and Mr. Hyde* (Lexile = 910)  
Swarthout, Glendon. *Bless the Beasts and the Children*  
Bradbury, Ray. *Dandelion Wine* (Lexile = 880)  
Bach, Richard. *Jonathan Livingston Seagull*

**Nonfiction:**

Frank, Anne. *The Diary of a Young Girl* (Lexile = 1080)

**Drama:**

Hansberry, Lorraine. *A Raisin in the Sun*  
Shakespeare, William. *Romeo and Juliet*  
Shaw, Bernard. *Pygmalion*  
Shakespeare, William. *The Tempest*  
Sophocles. *Oedipus the King*

**Poetry:**

Peterson, R. Stanley. *Poetry II*  
Scholastic Literature Anthologies. *Poetry*

**Resource Materials:**

WHS Library Media Center  
Miscellaneous video and audio tapes  
Various poets, writers and publishers, through the Living Literature Project

## 014 English 10 Level I

**Course Description:**

Students learn to appreciate literature for insights into life. In composition, the main emphasis is placed upon responding to literature and producing good sentences and paragraphs that reflect coherent thought. To improve the organization and presentation of written and oral communication, syntax, grammar, rhetoric, usage, and punctuation are studied through specific written assignments that require following strategic approaches. Vocabulary is studied through word cells, content, and application.

### **Content Expectations:**

- Students will interpret literary incidents using personal experience.
- Students will interact with others to gain understanding.
- Students will recognize and appreciate conflicting ideas and opinions to gain perspective.
- Students will work on organizational skills.
- Students will identify various literary themes.
- Student will predict character behaviors according to personality.
- Students will be able to identify personality types in various literary presentations.
- Students will connect to and recognize social and political issues.
- Students will learn to write complete sentences with coherent thought.
- Students will understand the difference between figurative and literal language.
- Students will be able to identify some technical elements of literature.
- Students will be asked to identify literary themes and messages.
- Students will connect their learning to realistic settings.
- Students will communicate ideas.
- Students will use contextual strategies.
- Students will ask questions before, during and after reading.
- Students will learn to construct paragraphs.
- Students will construct paragraphs using topic sentences supported by examples.
- Students will reflect on their written and oral communications.

### **Essential Questions:**

- What connections can you make to your life in relation to the characters in literature?
- How will a character behave in various situations as a result of his personality?
- Why did you like or dislike what you read?
- What experiences made a character become what he has become?

### **Recommended Teaching Activities:**

- Students will analyze various lines excerpted from a novel by explaining character options, making predictions, and recognizing various recurring themes.
- Students will understand figurative and literal interpretations by recognizing the symbols in various literary lines.

- Students will deal with subjective and objective writing by expressing themselves through various journals that connect to who they are.
- Students will write on an issue in literature and validate their statements with examples.

### **Authentic Application of Knowledge:**

Students are taught Latin and Greek word cells so that they can analyze new words that they may confront in their ever-growing vocabulary.

All students' essays require students to make connections to real life situations. If a character lied in a specific situation and suffered consequences because of this lie, students would be asked to give examples of lies that led to fewer opportunities that involved trust and promotions.

Students are required to take notes so that they can learn organization skills and develop good study habits in real life settings.

Students are required to analyze characters by using psychological terms in an effort to understand different personalities.

### **Recommended Assessments:**

Assessments of various concepts are pursued via students having to identify conflicts, resolutions, outcomes, reoccurring problems, and messages in a specified essay format. Essays on various literary incidents are assigned with the focus on a profusion of details and examples to backup statements.

Students are asked on a weekly basis to describe in writing various conflicts they have encountered and to expound on how they responded.

Weekly word cell tests are administered.

Vocabulary tests are administered for pronunciation and definition.

Word-recognition skills are emphasized by specific dictionary usage.

### **Required Assessments:**

Summer Reading and Writing Assessment

Class and homework assignments

Mid-term and Final Exams

Practice performance assessment to prepare for the Performance Graduation Requirement (PGR) and the CAPT test

CAPT

### **Technology:**

All work that is submitted via a word processor is awarded extra points.

Graphics via computer to illustrate various creative stories are encouraged.

Supporting evidence from the Internet may be used in connection with library research.

**Texts:**

*Impact* (short stories)

*Plain English I* (grammar)

*Dictionary of Etymology* by Robert K. Barnhart

*Student Philosopher* and *Hero in Town*

*The Outsiders* (Lexile = 750)

*The Pigman* (Lexile = 950)

*My Darling, My Hamburger* (Lexile = 630)

*When a Hero Dies* (Lexile = 550)

*Maitland's Kid* (Lexile = 570)

*Sparrow's Treasure* (Lexile = 660)

**Resource Materials:**

Media Center, Internet, computers, dictionaries, notes from classroom presentations, newspapers, magazines, other teachers and subject disciplines with special insight and experience.

## 015 English 10 Level II

**Course Description:**

A primary aim of the English Department curriculum at all levels is to enhance students' communication skills and to assist students in developing desirable, life-long reading habits based on understanding and enjoyment.

The Level II course is designed for students at a developmental skill level in language arts. Students will read works from the young adult/adolescent literature genre as well as selections from world literature. Themes common to adolescence and multiculturalism are explored.

**Content Expectations:**

- Gain self-confidence as a reader and writer
- Respond to literature and other forms of expression (understand, interpret, take critical stance, make connections to prior knowledge/personal experience)
- Respect multiple points of view
- Take responsibility for own learning

- Interact with a variety of genres
- Produce unified, coherent and well-supported pieces of writing
- Apply conventions of standard English in speech and writing

### **Essential Questions:**

- The principal guiding question students in English 10 Level II should keep in mind as they work toward improving their language arts skills is this:  
How can I use my prior knowledge, personal experience, and language arts skills to understand, interpret, and evaluate written, visual, and oral texts?
- How can I discern theme and characterization through metacognitive reasoning?
- What is my connection to the text?
- How can I improve my writing using examples and explanations?
- How is our society reflected through literature?

### **Recommended Teaching Activities:**

- Students read level-appropriate literary selections, both modern and classic (adapted), from all genres (short story, novel, drama, poetry).
- Students produce a variety of writing (response to literature, journals, poetry, stories, letters, etc.).
- Students respond in writing to what they have read, seen, or heard in order to develop skills in sentence structure and patterns, paragraph development, and the short essay/composition.
- Students respond in writing to what they have read, seen, or heard in order to develop skills in organization and support.
- Students study grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written communication.
- Students devote considerable time to vocabulary development in order to enhance communication skills in reading, writing, and speaking.
- Students complete a short research project using both print and electronic sources in the media center.
- Students focus on literature about high school and the transition between young adulthood and adulthood.

### **Authentic Application of Knowledge:**

Opportunities to publish in the school newspaper and/or literary magazine  
Opportunities to have work presented publicly in theatrical workshop showcase

### **Recommended Assessments:**

Participation in class  
Homework assignments  
Various writing assessments (e.g. response to literature)

Periodic grammar tests  
Individual /group presentations (oral/written)

**Required Assessments:**

Mid-term and Final Exams  
Summer Reading Writing Assignment  
Homework  
Performance Graduation Requirement (PGR) practice assessments  
CAPT

**Technology:**

Computers in the English Department lab  
WHS Library Media Center  
Audio & video tapes

**Texts:**

**Anthologies**

- A. Knapp and Leary. *Ideas and Patterns in Literature*. Harcourt, Brace, and World, 1970.
- B. Niles, Walker and Tuinmam. *Nova*. Scott Foresman & Company, 1981.
- C. Potell and Christ. *Adventures in Living*. Harcourt, Brace & World, 1968.
- D. *Multicultural Perspectives*. McDougal, Littell & Company, 1993.
- E. *Multicultural Voices*. Scott Foresman, 1995.

**Short Stories**

- A. *Impact: Fifty Short Short Stories*. Harcourt, Brace, Jovanovich, 1986. (Also - 2nd Edition, 1996)
- B. Crane (ed.) *Fifty Great Short Stories*. Bantam, 1952.
- C. Agüeros. *Dominoes and Other Stories from the Puerto Rican*. Curbstone, 1993.

**Novels**

- A Patch of Blue* - Kata (Lexile = 500)
- The Pigman* – Zindel (Lexile = 950)
- My Darling, My Hamburger* - Zindel (Lexile = 630)

<i>The Red Pony</i> - Steinbeck	(Lexile = 810)
<i>The Outsiders</i> - Hinton	(Lexile = 750)
<i>Flowers for Algernon</i> - Keyes	(Lexile = 910)
<i>A Separate Peace</i> - Knowles	(Lexile = 1110)

### **Nonfiction**

<i>Black Like Me</i> – Griffin	(Lexile = 990)
--------------------------------	----------------

### **Drama**

*Julius Caesar* - Shakespeare

### **Poetry**

Reid, Ciardi, Perrine. *Poetry: A Closer Look*, Harcourt, Brace, and World, 1963.  
Espada (ed.). *Poetry Like Bread: Poets of the Political Imagination*. Curbstone, 1994.

Teachers are encouraged to have their students complete as many reading selections as possible.

### **Short Stories**

Historical background of the genre  
 Definition of the genre (Poe)  
 Types of short stories (tale, fable, mystery, legend, etc.)  
 Elements of the short story: setting, plot, characterization, style, theme, conflict, point of view  
 Connections between elements of a story and students' own experience  
 Critical stance as to a story's effectiveness or merit as "good literature"  
 Vocabulary (in context) from stories  
 Stories from world literature

### **Novels**

Elements of the novel: setting, plot, characterization, style, theme  
 Connections between elements of the novel and a student's own experience  
 Relevance of author's life or historical background to the content of the novel  
 Author's purpose  
 Narrative point of view: first person, third person objective/omniscient  
 Vocabulary (in context) from novel

### **Nonfiction**

Scope, types, variety of essays  
Relation of style, tone, and organization to author's purpose  
Vocabulary (in context) from essays

### **Drama**

Background of Elizabethan Age and physical aspects of Shakespeare's theater  
Dramatic devices ( dramatic irony, foreshadowing, soliloquy, allusion, aside, figurative language)  
Understanding plot, character, and theme through language and action  
Oral reading and role-playing

### **Poetry**

Elements of poetry: imagery, allusion, figures of speech (simile, metaphor, hyperbole, etc.), personification, onomatopoeia, assonance, alliteration, symbolism  
Types of poetry (narrative, lyric, etc.)  
Composing poems/reciting poetry

### **Resource Materials:**

English Department Computer Lab  
WHS Media Center  
Audio & video tapes to accompany literature selections

## **016 English 10 Level III**

### **Course Description:**

The literature studied at all levels of English 10 is analyzed for insights into life and human nature. Readings in Level III are taken mainly from American and British literature and classical mythology. Themes common to adolescence and multiculturalism are explored. In composition, the main emphasis is placed upon responding to literature and to producing writing that is both coherent and thoughtful. To improve the organization of written and spoken communication, grammar, usage, rhetoric and punctuation are studied. Opportunities for creative writing and publication are also provided. Vocabulary and spelling are stressed in accordance with the needs of the group.

### **Content Expectations:**

- Read with a high level of understanding

- Respond to literature in terms of how one feels, thinks, and relates to characters, plot, and theme
- Use the text as support for one's own ideas
- Respect multiple points of view
- Interact with a variety of genres
- Produce unified, coherent, and well-supported pieces of writing
- Discern between spoken and written language
- Produce a variety of writing (response to literature, journals, poetry, stories, letters, etc.)

### **Essential Questions:**

- How can I use my prior knowledge, personal experience, and language arts skills to interpret, and evaluate written, visual, and oral texts?
- What constitutes a good essay or a good work of literature?

### **Recommended Teaching Activities:**

- Students read level-appropriate literary selections, both modern and classic from all genres (short story, novel, drama, poetry).
- Students produce a variety of writing (response to literature, journals, poetry, stories, letters, etc.).
- Students respond to literature demonstrating understanding, interpretation and critical insight.
- Students respond in writing to what they have read, seen, or heard in order to develop skills in sentence structure and patterns, paragraph development, and the short essay/composition.
- Students respond in writing to what they have read, seen, or heard in order to develop skills in organization and support.
- Students study grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written communication.
- Students devote considerable time to vocabulary development in order to enhance communication skills in reading, writing, and speaking.
- Students complete a short research project using both print and electronic sources in the media center.
- Students complete a unit on "war & justice."

### **Authentic Application of Knowledge:**

Opportunities to publish in the school newspaper and/or literary magazine

### **Recommended Assessments:**

Participation in class

Various writing assessments (e.g., response to literature, connections, summaries, character analysis, quote analysis)

Long-term research project  
Individual/group presentations (oral/written)  
Vocabulary work and tests  
CAPT practice

**Required Assessments:**

Summer Reading Writing Assignment  
Mid-term and Final Exams  
Each English 10 Level III student will complete two practice performance assessments to prepare for the Performance Graduation Requirement (PGR)  
CAPT

**Technology:**

Students will use computers periodically on writing assignments.  
All English 10 Level III students will utilize the electronic research tools in the Library Media Center and in the English Department Lab (204) and should be proficient in the following:

- A. Using the electronic card catalog to locate books and other resources by title, author, subject
- B. Accessing iCONN ([www.iconn.org](http://www.iconn.org)) to search a variety of databases

**Texts:**

**Anthologies**

*Multicultural Perspectives*. McDougal, Littell & Company, 1993.  
*Multicultural Voices*. Scott Foresman, 1995.

**Short Stories**

*Impact: Fifty Short Stories*. Harcourt, Brace, Jovanovich, 1986. (Also - 2<sup>nd</sup> Edition, 1996)  
Crane (ed.) *Fifty Great Short Stories*. Bantam, 1952.  
Gallo (ed.) *No Easy Answers*. Bantam, 1999

**Novels**

*The Scarlet Letter* – Hawthorne (Lexile = 1340)  
*A Tale of Two Cities* - Dickens (unabridged or adapted, depending upon level)  
*Flowers for Algernon* - Keyes (Lexile = 910)  
*Lord of the Flies* – Golding (Lexile = 770)  
*One Flew Over the Cuckoo's Nest* - Ken Kesey (Lexile = 1110)  
*Stop Pretending* - Sonya Sones

**Nonfiction**

*Black Like Me* – Griffin (Lexile = 990)

**Drama**

*Julius Caesar* - Shakespeare

Teachers are encouraged to have their students complete as many reading selections as possible.

**Resource Materials:**

WHS Library Media Center

English Department Computer Lab (Room 204)

Audio and video tapes to accompany literature selections

## 017 English 10 Level IV

**Course Description:**

Students analyze literature and mythology for insights into how literature is meaningful, timeless, relevant, memorable, powerful and universal. In composition, the main emphasis is placed upon responding to literature and producing good sentences and paragraphs that reflect coherent and introspective thoughts that deal with multiple dimensions. To improve the organization and presentation of written and oral sentences, grammar, rhetoric, usage and punctuation are studied through written assignments and specific exercises. Vocabulary is studied for multi-dimensional meaning through word cells and mythological references.

**Content Expectations:**

- Students will interpret written, visual, and oral texts using prior knowledge and personal experience.
- Students will develop an increasingly extensive vocabulary.
- Students will interact with others to gain perspective.
- Students will acknowledge conflicting ideas and opinions.
- Students will organize time according to purpose.
- Students will articulate explicit and implicit themes.
- Students will predict outcomes.
- Students will analyze characters.
- Students will relate to social and political issues.
- Students will recognize forms of poetry and prose.
- Students will interpret figurative language.
- Students will identify and describe elements of literature.
- Students will determine the function of implicit messages as they relate to written, visual and auditory text.

- Students will analyze and synthesize information from different sources.
- Students will communicate ideas effectively.
- Students will use contextual strategies.
- Students will generate questions before, during, and after reading.
- Students will appraise the author's intent.
- Students will construct paragraphs using topic sentences supported by details and examples.
- Students will use transitional words and phrases between paragraphs.
- Students will proofread and edit written and oral communications.

### **Essential Questions:**

- What options do literary characters have in critical situations?
- What connections can one make to various literary incidents?
- As a result of various literary incidents, what predictions can one make in terms of the evolution of the novel and/or the evolution of the character?
- What makes a book great literature?
- What common emotional issues determine a character's evolution as a person?

### **Recommended Teaching Activities:**

- Students analyze various lines excerpted from a novel by going through a cognitive exploration, explaining levels of thinking such as situation, character options, meaning, applications, predictions, insights, and literary techniques.
- Students confront mind-boggling lines that require figurative and literal interpretations by defining the line, analyzing the symbols in the line, and giving an example to validate one's argument.
- Students produce subjective and objective writing by summarizing articles and giving reactions to the printed material.
- Students write on an issue in literature by incorporating vocabulary, quotations, and mythological references. Students make applications and validate their written presentation with facts directly from the literary incident itself.

### **Authentic Application of Knowledge:**

Students are taught Latin and Greek word cells so that they can analyze new words that they may confront in their ever-growing vocabulary. All essays require students to make connections to real-life situations. Each marking period students are required to give an oral presentation so that they learn to feel comfortable in front of an audience. Students are required to analyze characters by using psychological terms in an effort to understand different personalities.

### **Recommended Assessments:**

Assessments of various concepts are pursued by applying different cognitive levels to these concepts: connections to real life, various analyses, predictions, authorial literary techniques, possible character and situational options, inferences, insights. These assessments are explored in essays with statements validated by facts.

### **Required Assessments:**

"Write-about" on a particular concept are administered on a weekly basis where students have to use their newly acquired vocabulary, newly acquired mythological symbols, a connection to real-life situations, quotations and facts from their source to validated their statements.

Weekly tests on word cells are applied to polysyllabic words.

Commentaries are written on various newspaper articles with an objective presentation followed by a personal response.

Writing techniques are applied to each new author studied to depict the author's approach to writing.

Character analyses are performed to authenticate the personality of the literary creation.

Summer Reading Writing Assignment

Mid-term and Final Exams

Each English 10 Level IV student will complete a practice performance assessment to prepare for the Performance Graduation Requirement (PGR)

CAPT

### **Technology:**

All work that is submitted via a word processor is awarded extra points.

Downloading graphics via computer to illustrate various creative stories is encouraged.

Supporting evidence from the Internet may be used in connection with library research.

### **Texts:**

*A Tale of Two Cities* (Lexile = 1130)

*Moby Dick* (Lexile = 1200)

*The Scarlet Letter* (Lexile = 1400)

*The Red Badge of Courage* (Lexile = 900)

*Julius Caesar*

*Antigone* (Lexile = 1090)

*Silas Marner* (Lexile = 1330)

*Siddhartha* (Lexile = 1010)

*Plain English IV*

*Dictionary of Etymology* by Robert K. Barnhart.

### **Resource Materials:**

Media Center, Internet, computers, dictionaries, notes from classroom presentations, newspapers, magazines, other teachers and subject disciplines with special insight and experience.

## **019 English 11 Level I**

### **Course Description:**

Students in English 11 Level I continue to study grammar, punctuation, spelling and usage as a means of increasing proficiency in oral and written expression. A considerable amount of time is spent on vocabulary development. Compositions vary in length from a single paragraph to several pages. Short research projects require students to obtain information from a variety of sources. Students are required to compare and contrast, reflect, make connections and draw conclusions from stories, films and personal experiences. In the study of literature, the emphasis is on a diverse range of short stories and novels for teenagers. English 11 Level I focuses on the themes of families, dreams and goals.

### **Content Expectations:**

- Collaborate with others, dividing tasks as necessary to research and evaluate information from a variety of sources.
- Interpret written and visual texts using prior knowledge and personal experiences to make connections.
- Interact with others to gain clarity on views that are not readily understood or accepted.
- Participate in teacher and self-evaluation processes and apply feedback to revise and improve product.
- Establish and prioritize an orderly method of achievement.
- Assess self-growth by evaluating own efforts with objectivity and insight.
- Articulate theme and supporting details in written and visual texts.
- Interpret text by connecting it to prior literary experiences.
- Critically examine text for characteristics of style.
- Communicate effectively in writing.

### **Essential Questions:**

- What are significant events in the story?
- What were my reactions?
- What is the main idea? How do I know?
- What other stories does this resemble? How?
- What are the main characteristics of the author's artistic style? What are some examples of each characteristic? Are these characteristics of good writing?

### **Recommended Teaching Activities:**

Read a variety of interesting current short stories and write at least five CAPT-type essays in response each marking period. The exam should include a short story about which students should write a complete CAPT-type essay answering the Essential Questions listed above. Show movies that are connected thematically or stylistically to the stories students have read.

### **Authentic Application of Knowledge:**

Students will pass the CAPT test or an equivalent in order to graduate.

### **Recommended Assessments:**

Provide students with a performance assessment list incorporating the four CAPT skills: Understanding and Reaction, Interpretation (main idea or theme), Connections to other stories, and Critical Stance (characteristics of style).

### **Required Assessments:**

Summer Reading Writing Assignment

Mid-term and Final Exams

Each English 11 Level I student will complete a practice performance assessments to prepare for the Performance Graduation Requirement (PGR)

Quizzes

Oral practice in response to movies

In-class essays

In-class CAPT Response to Literature test for the exam

### **Technology:**

Students will use computers periodically on writing assignments.

All English 11 Level I students will utilize the electronic research tools in the Library Media Center and in the English Department Lab (204) and should be proficient in the following:

- Using the electronic card catalog to locate books and other resources by title, author, subject
- Accessing iCONN ([www.iconn.org](http://www.iconn.org)) to search a variety of databases

### **Texts:**

*Galaxy*, Scott Foresman (DRP=48)

### **Resource Materials:**

Videotapes of contemporary movies related to the stories in *Perspectives*. For example, “Bend it Like Beckham” in connection with “Jake the Snake on Ice” or “Chariots of Fire” in connection to “How To Win” by Billie Jean King.

## 020 English 11 Level II

### Course Description:

A primary aim of the English Department curriculum at all levels is to enhance students’ communication skills and to assist students in developing desirable, life-long reading habits based on understanding and enjoyment. The Level II course is geared to students who need to maintain a hold on reading, writing and speaking skills to afford themselves the options of post-high school education as well as job placement. Students will also work on improving their writing skills and their test-taking strategies for the PSAT, SAT and CAPT.

### Content Expectations:

- Gain self-confidence as a reader and writer.
- Assume accountability for understanding diversity and learning in one’s own culture and that of others.
- Become more aware of and more tolerant toward varied responses to and interpretations of issues found in multicultural readings.
- Use previous knowledge and experience to facilitate or enhance the interpretation/understanding of multicultural visual and audio text, such as advertisements, stories, poems, plays, songs, etc.
- Generate questions and a critical stance after experiencing visual and audio texts within our cultures.
- Learn to read and enjoy multicultural literature from various literary periods and genres with their inherent themes.
- Continue developing a more sophisticated vocabulary as a basis for reading, writing, speaking and viewing beyond high school.
- Increase skill in using the conventions of standard English.
- Expand one’s critical capacity in exploring the visual and oral texts of any culture.

### Essential Questions:

- How can reading multicultural texts expand one’s knowledge, thinking and communication skills?
- What is there in one’s own “targeted” literary works that is common to other cultures?
- What elements of a literary work need to be recognized, analyzed and evaluated in order to understand the import of the work?

- How can one's own interpretation of a literary work be justified/supported by detailed references to the text?
- What common elements of humanity are found in the various selected literary works of historical and cultural eras?
- How can one improve self-expression capabilities?
- What must one do to acquire a proficiency in expository and argumentative writing?
- How and why must one become a "word detective" and work toward increased work power for life?

### **Recommended Teaching Activities:**

- Students read both "targeted" and other cultural selections (i.e., short stories, novels, poems, plays, essays).
- Students view films and respond to them in the same way as printed literature.
- Students produce a variety of writing and responses (i.e., free writing, summaries, character sketches, poetry/song lyrics).
- Students focus on explaining their ideas and arguing their points of view in response to their readings.
- Students study the correct uses of conventional grammar, usage and mechanics (punctuation) to improve their communication skills.
- Students work on expanding their vocabularies to facilitate their reading, writing and speaking skills.

### **Authentic Application of Knowledge:**

Opportunities to publish in the school newspaper and/or literary magazine

### **Recommended Assessments:**

Participation in class through reading silently, reading aloud, answering and asking questions, sharing insights, home reading, etc.

Various writing assignments, including response to literature, developmental writing techniques, creative writing

Research projects, especially using the Internet

Individual and group presentations (oral and written)

Periodic quizzes and tests

Note taking and organization

A vocational, career-oriented research report using the Library Media Center's print and electronic resource materials to produce an essay or oral presentation

### **Required Assessments:**

Summer Reading Writing Assessment

Class assignments and activities on vocabulary, literature and grammar

Mid-term and Final Exams

Performance-Based Learning Assessments  
Performance Graduation Requirement assessment (PGR)

**Technology:**

Computer Lab English Department  
WHS Library Media Center  
Audio & video tapes to accompany literature selections

**Texts:**

Literature Text: *Album USA*, 1983.  
Vocabulary Text: Main emphasis on strengthening word power through literary selections, as well as *Vocabulary for the High School Student*, Level B.

**Short Stories:**

*75 Short Story Masterpieces from World Literature*  
*50 Great Short Stories*  
*Impressions in Asphalt: Images of Urban America in Literature*

**Novels:**

Braithwaite, Edward Ricardo. *To Sir, with Love* (Lexile = 1080)  
Clark, Walter Van Tilburg. *The Ox-Bow Incident* (Lexile = 890)  
Craven, Margaret. *I Heard the Owl Call My Name* (Lexile = 1080)  
Greene, Shep. *The Boy Who Drank Too Much* (Lexile = 450)  
Hemingway, Ernest. *The Old Man and the Sea* (Lexile = 940)  
Marshall, James Vance. *Walkabout* (Lexile = 800)  
Staples, Suzanne Fisher. *Shabanu: Daughter of the Wind* (Lexile = 970)  
Steinbeck, John. *Of Mice and Men* (Lexile = 630)  
Taylor, Mildred D. *Roll of Thunder, Hear My Cry* (Lexile = 920)

**Nonfiction:**

Hersey, John. *Hiroshima* (Lexile = 1190)  
Lund, Doris. *Eric* (Lexile = 810)  
*Native Voices*

**Drama:**

Kozelka, Paul, Ed. *Fifteen One-Act Plays*  
Miller, Arthur. *The Crucible* (Lexile = 1320)  
Miller, Arthur. *Death of a Salesman* (Lexile = 1320)  
Shakespeare, William. *Macbeth*

**Resource Materials:**

WHS Library Media Center  
English Department Computer Lab (Room 204)  
Audio and video tapes to accompany literature selections

## **021 English 11 Level III**

### **Course Description:**

The study of grammar, punctuation, usage, and spelling, as well as the development of a richer vocabulary, is continued as a means of increasing the students' proficiency in both oral and written expression. Compositions vary in length from a single paragraph to several pages. In the study of literature, the emphasis is on the diverse voices of major American writers.

### **Content Expectations:**

- Integrate reading, writing, listening, speaking and viewing into both teacher-directed and independent learning activities.
- Collaborate with other (dividing) tasks as necessary to research and evaluate information from a variety of sources.
- Interpret written and visual texts using prior knowledge and personal experiences to make connections.
- Develop an increasingly extensive vocabulary through content experience.
- Interact with others to gain clarity on views that are not readily understood or accepted.
- Participate in teacher and self-evaluation processes and apply feedback to revise and improve product.
- Establish and prioritize an orderly method of achievement.
- Assess self-growth by evaluating own efforts with objectivity and insight.
- Articulate theme and supporting details in written, and visual texts.
- Interpret text by connecting it to prior literary experiences.
- Critically examine text for characteristics of style.
- Identify and interpret symbolic/figurative language and explain its significance to a selection.
- Communicate effectively in writing.
- Use contextual strategies to increase vocabulary.
- Determine an author's purpose and style.

### **Essential Questions:**

- What are significant events in the story? What were my reactions?
- What is the main idea? How do I know?
- What other stories does this resemble? How?
- What are the main characteristics of the author's artistic style? What are some examples of each characteristic? Are these characteristics of good writing?

**Recommended Teaching Activities:**

- Read a variety of interesting current fiction and write at least three CAPT-type essays in response each marking period.
- The exam should include a short story about which they should write a complete CAPT-type essay answering the Essential Questions listed above.
- Essays should be made part of a computer portfolio of student work and published as examples for future students.

**Authentic Application of Knowledge:**

Students will pass the CAPT test or an equivalent in order to graduate.

**Recommended Assessments:**

Provide students with a performance assessment list incorporating the four CAPT skills: Understanding and Reaction, Interpretation (main idea or theme), Connections to other stories, and Critical Stance (characteristics of style).

Provide Grammar tests based on chapters in Warriner's *English Grammar and Composition* (Third Course).

Provide periodic practice administrations of the Test of Standard Written English as developed by the College Board.

**Required Assessments:**

All of the above

Summer Reading Writing Assessment

Mid-term and Final Exams

Performance Graduation Requirement assessment (PGR)

**Technology:**

Students will use computers periodically on writing assignments.

All English 11 Level III students will utilize the electronic research tools in the Library Media Center and in the English Department Lab (204) and should be proficient in the following:

- Using the electronic card catalog to locate books and other resources by title, author, subject
- Accessing iCONN ([www.iconn.org](http://www.iconn.org)) to search a variety of databases

**Texts:**

<i>The United States in Literature</i>	(DRP = 65)	(Lexile = 1050)
<i>Huckleberry Finn</i>	(DRP=62)	(Lexile = 1025)
<i>Macbeth</i>	(DRP=70)	(Lexile = 1150)
<i>Modern Short Stories</i>	(DRP=60)	(Lexile = 980)
<i>English Grammar and Composition: Third Course</i>	(DRP=62)	(Lexile = 1025)

### **Resource Materials:**

Videos of *The Last of the Mohicans*, *The Glass Menagerie*, *Macbeth*, *Huckleberry Finn*

Videos of assorted classic American short stories:

“Bartleby the Scrivener,” “Dr. Heidegger’s Experiment,” “I’m a Fool,” “The Jilting of Granny Weatherall,” “Bernice Bobs Her Hair” and “To Build a Fire.”

## **022 English 11 Level IV**

### **Course description:**

Through the chronological study of American Literature, students will be able to observe that literature is both a reflection of the times in which it was written and a transmitter of enduring human values. The literature will also enhance the understanding of the corresponding period in American history.

To increase a student’s competence in speaking and writing, a complete review of good usage is combined with work on sentence skills, paragraph development, and the writing of various types of short essays, literary critiques and library papers. Students also will work on the improvement of their vocabularies, their note-taking skills, and their test taking strategies for the PSAT and the SAT. Students will present orally and work collaboratively.

### **Content Expectations:**

- Gain self-confidence as a reader and writer
- Take responsibility for own learning
- Respect a variety of responses and perspectives and seek to understand diverse viewpoints
- Research and evaluate information from a variety of sources
- Use prior knowledge and personal experience to interpret written, visual, and oral texts
- Generate questions before, during, and after reading, viewing, listening
- Learn to read and enjoy literature of various genres, periods, cultures, and themes
- Critically analyze elements of a text and evaluate for quality, clarity, relevance
- Effectively utilize the processes of pre-writing, drafting, revising, and editing in various types of writing
- Develop an increasingly extensive vocabulary

- Understand and apply the conventions of standard English (i.e., grammar, usage, spelling, mechanics)

### **Essential Questions:**

- What is the American Dream? How is the dream defined, revealed and explored in the texts we read? How is the American Dream in literature relevant to the dream of today?
- What has been the influence of our Puritan heritage upon our literature?
- How have the various ethnic and national groups that comprise the framework of our society influenced our literature and our language?
- How has the literature of our nation changed over the years as a reflection of the time period in which it was written?
- How can reading expand one's knowledge base, thinking skills, and communication skills?
- What are the elements of a work of literature that need to be understood, analyzed, and evaluated in order to derive meaning from the text?
- How is an interpretation justified through reference to specific details found in a text?
- How can prior knowledge and personal experience be used to interpret, analyze, and evaluate written, visual, and oral texts?
- How can the principles applied to comprehending, analyzing, and evaluating literature be applied to films?
- What are the elements of a good essay and what is the process that results in the composition of a good piece of writing?
- How can mastering the conventions of standard English (written and spoken) enhance one's prospects for success in the world?

### **Recommended Teaching Activities:**

- Students read level-appropriate American literary selections, generally in chronological sequence, both contemporary and classic, from all genres (journals, historical accounts, short stories, novels, drama, poetry).
- Students produce a variety of writing (response to literature, journals, poetry, stories, letters, film reviews, etc.).
- Students respond in writing to what they have read, seen, or heard in order to develop skills in sentence structure and patterns, paragraph development, and essay writing.
- Students study grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written communication.
- Students devote considerable time to vocabulary development in order to enhance communication skills in reading, writing, and speaking.
- Students complete a research project using both print and electronic sources in the media center and produce a paper of 5-8 pages with sources cited in correct MLA format.

### **Authentic Application of Knowledge:**

Writing college application essays  
Writing for poetry contests  
Opportunities to publish in the school newspaper and/or literary magazine

### **Recommended Assessments:**

Participation in class (e.g., responding to questions, reading aloud, sharing writing)  
Weekly or bi-weekly vocabulary quizzes  
Periodic quizzes on grammar and usage

### **Required Assessments:**

Summer Reading Writing Assessment  
Various writing assessments (e.g. response to literature/film, journals, formal essays, research papers, creative writing)  
Library /Research project (with sources cited in current MLA format)  
Individual/group presentation  
Mid-term and Final Exams  
Performance Graduation Requirement assessment (PGR) as needed

### **Texts:**

Primary text is *Adventures in American Literature*, Harcourt, Brace, and Jovanovich, 1980.  
Grammar text is *Grammar and Composition*-Level 5, Prentice-Hall, inc., 1985  
Vocabulary text is *Vocabulary for Achievement* (Fifth Course) Houghton-Mifflin Company, 1988.

### **Other Texts:**

<i>Ethan Frome</i>	Edith Wharton	(Lexile = 1200)
<i>The Crucible</i>	Arthur Miller	(Lexile = 1320)
<i>Macbeth</i>	William Shakespeare	(Lexile = 1350/NP)
<i>Huckleberry Finn</i>	Mark Twain	(Lexile = 1025)
<i>My Antonia</i>	Willa Cather	(Lexile = 1010)
<i>The Great Gatsby</i>	F. Scott Fitzgerald	(Lexile = 1070)
<i>Walden</i>	Henry David Thoreau	(Lexile = 1340/1420)
<i>Death of a Salesman</i>	Arthur Miller	(Lexile = 1320)

<i>The Old Man and the Sea</i>	Ernest Hemingway	(Lexile = 940)
<i>A Streetcar Named Desire</i>	Tennessee Williams	(Lexile = 1420)
<i>The Glass Menagerie</i>	Tennessee Williams	(Lexile = 1350)
<i>Of Mice and Men</i>	John Steinbeck	(Lexile = 630)

**Resource Materials:**

Materials in English Department office:

Applied Practice

Perfection Learning Alternative Assessment

The Center for Learning Curriculum Units

Novel Units

WHS Media Center

Miscellaneous videos for literature and film study

Miscellaneous audio tapes to accompany study of drama and poetry

## 024 English 12 Level I

**Course Description:**

A primary aim of the English Department curriculum at all levels is to enhance students' communication skills and to assist students in developing desirable, life-long reading habits based on understanding and enjoyment. The Level I course is geared for students who need to maintain a hold on reading, writing and speaking skills to afford themselves the options of post-high school education as well as job placement. A complete review of writing skills is combined with literary readings that focus on increasing cultural literacy. Writing activities review word usage, grammar, mechanics, paragraph development and vocabulary improvement.

**Content Expectations:**

- Gain self-confidence as a reader and writer
- Take responsibility for one's own learning
- Assume accountability for understanding diverse cultures and multi-cultural issues
- Become more aware of and more tolerant toward varied responses and interpretations of issues found in multi-cultural readings
- Use previous knowledge and experience to facilitate or enhance the understanding/interpretation of multicultural visual and audio text such as advertisements, stories, poems, plays, songs, etc.

- Learn to generate questions before, during and after reading, viewing and listening
- Continue developing more sophisticated vocabulary as a basis for reading, writing and speaking beyond high school
- Provide opportunities for students to become familiar and comfortable with computers and Internet use

### **Essential Questions:**

- How can reading multicultural texts and cultural literacy readings expand one's knowledge, thinking and communication skills?
- What is there in one's own "targeted" literary works that is common to other cultures?
- What elements of a literary work need to be recognized, analyzed and evaluated to understand the import of the work?
- What are the elements of good literature?
- What common elements of humanity are found in the various selected literary works of historical and cultural eras?
- How can one work toward increasing self-expression capabilities?
- What must one do to acquire a proficiency in expository and argumentative writing?

### **Recommended Teaching Activities:**

- Students read both "targeted" and other cultural selections (i.e., short stories, novels, poems, plays, essays).
- Students view films and respond to them in the same way as printed literature.
- Students produce a variety of writing and responses (i.e., free writing, summaries, character sketches, poetry/song lyrics/radio skits).
- Students focus on explaining their ideas and arguing their points of view in response to their reading/viewing.
- Students study the correct uses of conventional grammar, usage, mechanics and punctuation to improve their communication skills.
- Students work on expanding their vocabulary to facilitate reading, writing and speaking skills.
- Students explore vocational, career-oriented opportunities and complete a related research report using the Library Media Center's print and electronic resource materials, then produce a work for oral presentation.

### **Authentic Application of Knowledge:**

Students will pass the CAPT test or an equivalent assessment in order to graduate.

### **Recommended Assessments:**

Participation through reading silently, reading aloud, answering and asking questions, sharing insights, home reading, etc.

Various writing assignments, including response to literature, developmental writing techniques, creative writing

Research projects, especially using the Internet

Individual and group presentations (oral and written)

Periodic quizzes and tests

Note taking and organization

Vocational, career-oriented research using the Library Media Center's print and electronic materials to produce an essay or oral presentation

### **Required Assessments:**

Summer Reading Writing Assessment

Mid-term and final exams

Performance-based learning assessments

Performance Graduation Requirement assessment (PGR) as needed

### **Technology:**

English Department Computer Lab

WHS Library Media Center

### **Texts:**

*Cultural Literacy. Topics Across the Curriculum.* Educational Design, Inc., 1997.

*Using English: Grammar and Writing Skills.* (Sixth Course.) Harcourt, Brace, Jovanovich, 1979.

*Vocabulary for High School* (Book B)

### **Novels:**

Beckman, Gunnel. *Admission to the Feast*

Crichton, Michael. *Andromeda Strain* (Lexile = 840)

*The Terminal Man* (Lexile = 690)

Duncan, Lois. *I Know What You Did Last Summer* (Lexile = 760)

*Ransom* (Lexile = 750)

Fox, Paula. *The Slave Dancer* (Lexile = 970)

Frank, Pat. *Alas, Babylon* (Lexile = 870)

Gallo, Donald R. (ed.). *Sixteen: Short Stories by Outstanding Writers for Young Adults* (Lexile = 760)

Hassler, John. *Four Miles to Pinecone*

Hinton, S. E. *Tex* (Lexile = 710)

Kellogg, Marjorie. *Tell Me That You Love Me, Junie Moon*

Mazer, Harry. *The Last Mission* (Lexile = 620)

Rowling, J. K. *Harry Potter and the Sorcerer's Stone* (Lexile = 880)

Samuels, Gertrude. *Run, Shelley, Run*

Santiago, Esmeralda. *When I Was Puerto Rican* (Lexile = 1020)  
Trumbo, Dalton. *Johnny Got His Gun* (Lexile = 970)  
White, Robb. *Deathwatch* (Lexile = 990)

**Nonfiction:**

Current events in newspapers and magazines

**Films:**

“The Great Santini”  
“The Memphis Belle”  
“The Terminal Man”  
“Harry Potter and the Sorcerer’s Stone”

**Resource Materials:**

WHS Media Center print and electronic materials  
Video and audiotapes of literary works  
Various poets and writers through the Living Literature Program

## 025 English 12 Level II

**Course Description:**

Students read plays, novels and short stories and write essays, which demonstrate the four skills required for satisfying the CAPT requirements for the Response to Literature test. In addition they study sentence structure and the rules of Standard Written English necessary for the Editing section for the CAPT and the Test of Standard Written English for the SAT.

**Content Expectation:**

Students should know the authors, titles, main ideas and characteristics of the stories they have read well enough to make connections to them when they read a new story.

**Essential Questions:**

- What are significant events in the story? What were my reactions?
- What is the main idea? How do I know?
- What other stories does this resemble? How?
- What are the main characteristics of the author’s artistic style? What are some examples of each characteristic? Are these characteristics of good writing?

**Recommended Teaching Activities:**

- Read a variety of interesting current fiction and write at least three CAPT-type essays in response each marking period.
- The exam should include a short story about which they should write a complete CAPT-type essay answering the Essential Questions listed above.
- Essays should be made part of a computer portfolio of student work and published as examples for future students.

**Authentic Application of Knowledge:**

Students will pass the CAPT test or an equivalent in order to graduate.

**Recommended Assessments:**

Provide students with a performance assessment list incorporating the four CAPT skills: Understanding and Reaction, Interpretation (main idea or theme), Connections to other stories, and Critical Stance (characteristics of style).

Provide grammar tests based on chapters in Warriner’s *English Grammar and Composition: Fourth Course*

Provide periodic practice administrations of the Test of Standard Written English as developed by the College Board

**Required Assessments:**

Summer Reading Writing Assessment

Mid-term and final exams

Performance-based learning assessments

Performance Graduation Requirement assessment (PGR) as needed

**Technology:**

Students will use computers periodically on writing assignments.

All English 12 Level II students will utilize the electronic research tools in the Library Media Center and in the English Department Lab (204) and should be proficient in the following:

- Using the electronic card catalog to locate books and other resources by title, author, subject
- Accessing iCONN ([www.iconn.org](http://www.iconn.org)) to search a variety of databases

**Texts:**

<i>Ransom</i> by Lois Duncan	(Lexile = 750)
<i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor	(Lexile = 920)
<i>The Parrot in the Oven</i> by Victor Martinez	(Lexile = 780)
<i>Tex</i> by S. E. Hinton	(Lexile = 710)
<i>Hamlet</i> by William Shakespeare	(Lexile = 1390/NP)

<i>The House on Mango Street</i> by Sandra Cisneros	(Lexile = 650)
<i>When I Was Puerto Rican</i> by Esmeralda Santiago	(Lexile = 1020)
<i>The Slave Dancer</i> by Paula Fox	(Lexile = 970)
<i>Song of the Buffalo Boy</i> by Sherry Garland	(Lexile = 900)
Warriner's <i>English Grammar and Composition: Fourth Course</i>	

**Resource Materials:**

Videotapes of *Tex*, *Roll of Thunder*, *Hear My Cry*, and *Hamlet*  
 Additional videotape on *The Great Santini* by Pat Conroy

## 026 English 12 Level III

**Course Description:**

The purpose of the course is to endorse Windham High School's philosophy and goals in the following ways: to help students in reading and understanding works from the tradition of British literature; to help students with writing essays for tests and papers, as well as general expository writing in clear, error-free prose; to help students be aware of the world around them; to help students with vocabulary from SAT material and literary texts; to bring the humanities into the classroom through film, class exhibits, class discussions (in groups or class in general); to increase students' ability to write clearly, coherently, and effectively; to enhance maturity of expression; and to reinforce essential skills in grammar, sentence structure, punctuation, mechanics, diction, and spelling.

**Content Expectations:**

- Gain self-confidence as a reader and writer
- Respond to literature and other forms of expression (understand, interpret, take critical stance, make connections to prior knowledge/personal experience)
- Respect multiple points of view
- Take responsibility for own learning
- Interact with a variety of genres
- Produce unified, coherent and well-supported pieces of writing
- Apply conventions of standard English in speech and writing
- Locate and communicate information using print & electronic media

**Essential Questions:**

- 
- How can prior knowledge, personal experience, and language arts skills be used to understand, interpret, and evaluate material in written, visual, or oral forms?
- How has the British literary tradition influenced our contemporary experience of language and narrative?

**Recommended Teaching Activities:**

- Reading level-appropriate literary selections, both modern and classic, from all genres (short story, novel, drama, poetry)
- Producing a variety of writing (response to literature, journals, poetry, stories, letters, etc.)
- Responding in writing to what students have read, seen, or heard in order to develop skills in sentence structure and patterns, paragraph development, and the short essay/composition
- Responding in writing to what students have read, seen, or heard in order to develop skills in organization and support
- Devoting considerable time to vocabulary development in order to enhance communication skills in reading, writing, and speaking
- Employing varied strategies, including cooperative learning and performance-based learning activities and assessments
- Use both print and electronic resources in the media center
- Organizing and writing college essays

**Authentic Application of Knowledge:**

Students will pass the CAPT test or an equivalent in order to graduate.  
Students will submit college essays during the application process.

**Recommended Assessments:**

Provide students with a performance assessment list incorporating the four CAPT skills: Understanding and Reaction, Interpretation (main idea or theme), Connections to other stories, and Critical Stance (characteristics of style).

**Required Assessments:**

Summer Reading Writing Assignment  
Participation in class  
Various writing assessments (e.g., response to literature)  
Regular vocabulary quizzes  
Individual/group presentations (oral/written)  
Performance Graduation Requirement assessment (PGR) as needed

**Technology:**

All English 12 Level III students should be provided with instruction in utilizing the electronic research tools in the Library Media Center and in the English Department Lab (Room 204). Students should be proficient in the following:

- A. Using the electronic card catalog to locate books and other resources by title, author, subject
- B. Accessing iCONN ([www.iconn.org](http://www.iconn.org)) to search a variety of databases

**Texts:**

McDonnell, Helen, John Pfordresher, and Gladys V. Veidemanis.  
*England in Literature*. Glenview, Illinois, Scott Foresman and Company, 1985.  
Orwell, George. *1984* (Lexile = 1090)  
Trumbo, Dalton. *Johnny Got His Gun* (Lexile = 970)  
Shakespeare. *Hamlet* (Lexile = 1390/NP)

**Resource Materials:**

English Department Computer Lab  
WHS Library Media Center

## 027 English 12 Level IV

**Course Description:**

The purpose of the course is to endorse Windham High School's philosophy and goals in the following ways: to help students in reading and understanding the works from the tradition of British literature; to help students with writing essays for tests and papers, as well as general expository writing in clear, error-free prose; to help students be aware of the world around them; to help students with vocabulary from S.A.T. material and reading texts; to bring the humanities into the classroom through film, class exhibits, class discussions (in groups or class in general); to increase students' ability to write clearly, coherently, and effectively; to enhance maturity of expression; to provide experience in writing long, sustained work in which some research is involved; and to reinforce essential skills in grammar, sentence structure, punctuation, mechanics, diction, and spelling.

**Content Expectations:**

- Gain self-confidence as a reader and writer
- Respond to literature and other forms of expression (understand, interpret, take critical stance, make connections to prior knowledge/personal experience)
- Respect multiple points of view
- Take responsibility for own learning
- Interact with a variety of genres
- Produce unified, coherent and well-supported pieces of writing
- Apply conventions of standard English in speech and writing
- Locate and communicate information using print & electronic media

**Essential Questions:**

- How can prior knowledge, personal experience, and language arts skills be used to understand, interpret, and evaluate material in written, visual, or oral forms?
- How has the British literary tradition influenced our contemporary experience of language and narrative?

### **Recommended Teaching Activities:**

- Reading level-appropriate literary selections, both modern and classic, from all genres (short story, novel, drama, poetry).
- Producing a variety of writing (response to literature, journals, poetry, stories, letters, etc.)
- Responding in writing to what students have read, seen, or heard in order to develop skills in sentence structure and patterns, paragraph development, and the short essay/composition.
- Responding in writing to what students have read, seen, or heard in order to develop skills in organization and support.
- Studying grammar, punctuation, mechanics, spelling, and usage as a means of increasing proficiency in oral and written communication.
- Devoting considerable time to vocabulary development in order to enhance communication skills in reading, writing, and speaking.
- Completing a short research project using both print and electronic sources in the media center.
- Employing varied strategies, including cooperative learning and performance-based learning activities and assessments.

### **Authentic Application of Knowledge:**

Students will pass the CAPT test or an equivalent in order to graduate.

### **Recommended Assessments:**

Provide students with a performance assessment list incorporating the four CAPT skills: Understanding and Reaction, Interpretation (main idea or theme), Connections to other stories, and Critical Stance (characteristics of style).

### **Required Assessments:**

An extended analytical essay (critique) examining a work of fiction. After reading the work, the student formulates a thesis regarding characterization, theme, or style. The student then proceeds to develop an essay in support of the thesis using evidence from the work itself and/or from literary criticism.

Summer Reading Writing Assignment

Participation in class

Various writing assessments (e.g., response to literature)

Regular vocabulary quizzes  
Periodic grammar quizzes  
Short research project  
Individual/group presentations (oral/written)  
Performance Graduation Requirement assessment (PGR) as needed

**Technology:**

All English 12 Level IV students should be provided with instruction in utilizing the electronic research tools in the Library Media Center and in the English Department Lab (Room 204) and should be proficient in the following:

- A. Using the electronic card catalog to locate books and other resources by title, author, subject
- B. Accessing iCONN ([www.iconn.org](http://www.iconn.org)) to search a variety of databases

**Texts:**

McDonnell, Helen, John Pfordresher, and Gladys V. Veidemanis. *England in Literature*. Glenview, Illinois: Scott Foresman and Company, 1985.  
Greene, Graham. *The Quiet American*. (Penguin) (Lexile = 800)  
Shakespeare, William. *Hamlet* (Lexile = 1390/NP)

**Resource Materials:**

English Department Computer Lab  
WHS Library Media Center

## 028 English AP

**Course Description:**

Advanced Placement is a college-level course for highly motivated seniors who are capable of superior work in writing and literary analysis and who wish to obtain college credit through the Advanced Placement Examination. This course will consist of close reading and analysis (both oral and written) of works from various genres and periods representing both the American and British traditions. Students enrolled in the course will be encouraged to take the Advanced Placement Literature and Composition exam in May. Students who qualify for the University of Connecticut Early College Experience Program may also receive credit for English 111: Seminar Writing through Literature.

**Content Expectations:**

- Respond critically and perceptively to literature and other forms of expression, i.e., interpret a work by perceiving in it an idea that can be proven or supported through compelling evidence from the text
- Become aware of literature as both a reflection of the times in which it was written and as a transmitter of enduring, universal human values
- Learn to read and enjoy literature of various genres, periods, cultures, and themes
- Effectively utilize the processes of pre-writing, drafting, revising, and editing in various types of writing, but especially in responding critically to readings of different types.
- Recognize and use the four kinds of literary evidence: direct quotations, paraphrases, summarized actions and events, and insights and opinions of competent critics
- Incorporate secondary sources, properly documented, into expository essays
- Gain self-confidence as a reader and writer
- Develop an ability to work both independently and in a group
- Gain a close acquaintance with major authors and works
- Sharpen skills in conventional grammatical usage, punctuation, and sentence structure
- Recognize and use effective techniques in writing college application essays
- Gain familiarity with and confidence for taking the Advanced Placement Exam

### **Essential Questions:**

- How can meaning be discovered from reading through attention to language, image, character, action, argument, and the various techniques and strategies employed by writers to evoke intellectual and emotional responses from readers?
- How is an interpretation justified through reference to detail and patterns found in a text?
- How does knowledge of the time in which a work was written (literary history) help a reader understand a work in its original context as well as in the context of human experience today?
- What are the elements of a good essay, particularly an analytical essay about literature?

### **Recommended Teaching Activities:**

- Chronological overview of English literature
- Exploration of the history and development of the English language
- Intensive study of major British works and authors (e.g., *Beowulf*, *Chaucer's The Canterbury Tales*, Shakespeare's *Hamlet*)
- Additional independent reading, including non-British texts, to supplement detailed in-class study
- Examination of critical commentary on authors and works and the incorporation of such commentary into the analysis of a work of literature

- Review of essay structure, central idea, thesis statement, transitions, and criteria for evaluating essays
- Review of conventional grammatical usage, punctuation, and sentence structure
- Distinguishing between “objective” and “subjective” in literary analysis and learning how to “question the text” in order to succeed on the multiple-choice portion of the AP exam
- Examination of sample free-response questions and student responses from actual AP exams

### **Authentic Application of Knowledge:**

Opportunities to publish in the school newspaper and/or literary magazine  
 Opportunities to compete in various writing competitions, mainly poetry or essay, to earn prizes, recognition, or scholarship awards

### **Recommended Assessments:**

Participation in class discussion  
 Tests upon completion of major units (e.g. Middle Ages, Sixteenth Century, etc.)  
 Quizzes on reading  
 Oral presentations - individual and group  
 Responses to open-ended question from previous AP exams based on independent reading of a novel or play each marking period

### **Required Assessments:**

Essays of various types, both short and long, both in and out of class  
 Extended analysis of a novel or play using critical source material, properly documented according to *MLA Handbook for Writers of Research Papers*, (second semester)  
 Semester exams

### **Technology:**

Utilize electronic card catalog in Library Media Center to locate books and other resources.  
 Utilize the Internet to obtain critical source material for literary research.

### **Texts:**

Main text is *The Norton Anthology of English Literature*, Seventh Edition, The Major Authors, Copyright 2001.  
 Shakespeare, William. *Hamlet*  
 Supplementary text for grammar, sentence structure, punctuation, mechanics and diction is *Correct Writing*, Sixth Edition, D.C. Heath and Company, Copyright 1995.  
 Supplementary text for essays incorporating secondary sources is the *MLA Handbook for Writers of Research Papers*, (most current edition).  
 Supplementary text for usage is *The Elements of Style*, Third Edition, Copyright 1979.

Various teacher-assigned or student-selected texts (essays, novels, short stories, plays, poetry)

Supplementary (optional) literary selections:

Bronte, Emily. *Wuthering Heights*

Greene, Graham. *The Quiet American*

### **Resource Materials:**

Audio tapes of poetry, including some poets reading their own work

Video tapes, including films, documentaries of historical relevance, biographies of authors, and film versions of literary works, particularly the works of Shakespeare

Sample AP test items from College Board publications

Research materials in the Windham High School Media Center and in local public and university libraries

## **034 Journalism Level III**

### **Course Description:**

Journalism students learn how to ask relevant questions about school issues and how to find factual answers. They will work extensively with word processors, desktop publishing software, and newspaper graphics. Each student will write about 1,000 words of news each week, and the class will publish at least three issues of the school newspaper.

### **Content Expectations:**

- Students will be able to identify, understand, and respect the concepts of meeting deadlines and recognizing the importance of printing the truth.
- Students will learn to appreciate and properly utilize the power of the printed media.

### **Essential Questions:**

- What are the responsibilities of a newspaper to its readership?
- What are the expectations of a news writer regarding objective, truthful, grammatically correct, yet creative, timely writing?

### **Recommended Teaching Activities:**

- Internal discussion and debate
- Suggestion as to direction and focus
- Team concept employed to foster an interdependent and supportive learning environment
- Encouragement of originality while respecting authenticity

**Authentic Application of Knowledge:**

Students engage in the actual research and development of current, local and area news. While so employed, the student staff learns to respect and appreciate the responsibilities inherent in publishing a newspaper.

**Recommended Assessments:**

Proofing of each article a minimum of three times: first by peers, second by selected student editors, and finally by the instructor. Since all students in the program contribute to the publication's layout and composition, this area should also receive significant attention. A minimum of two articles of significant scope and length is a reasonable and accepted baseline with the majority of student staff members contributing significantly more.

**Required Assessments:**

All recommended assessments are employed with a focus on stories and articles of interest and impact generated in correct English grammar and composition.

**Technology:**

Through the sponsorship of *The Chronicle*, Willimantic's local daily paper, the journalism program offers real world technology in its publication efforts by utilizing Quark Express, the industry standard for publishing software. Students in the program have passwords unique to our own Quark Server in a 24 station networked lab allowing simultaneous admission to all folders and documents related to this course as well as direct internet access. Further, the news staff has its own 3.2 megapix camera for direct importing of timely photography. Once completed, the master of each edition is downloaded onto a memory stick and adaptor and shipped to *The Chronicle's* facility first for proofing, then for final publication of 1200-1500 copies per each of four editions.

**Texts:**

While there are no assigned textbooks, students are introduced to this program of studies with a review of the basics of English grammar and composition as based on the Warriner's series of reference texts.

**Resource Materials:**

The students are initiated into this program by a foundational study of a selection of news publications. These newspapers range from the local to the national and are analyzed for content, layout, composition, feature selection, effectiveness of graphics used and style. In addition, the publisher and layout editor of the local paper (the same source

responsible for the actual publication of our final product) are regular visitors to our “newsroom,” contributing invaluable hands-on expertise to the student newspaper staff.

## **043 Reading/Writing Workshop**

### **Content Description:**

Reading/Writing Workshop is an individualized program designed so that students will be reading and writing at their independent levels, and with guidance, at their instructional levels. A variety of materials and strategies are used to foster success and an interest in literacy. Lessons are designed to integrate reading, writing and speaking. Technology is used to support these areas, as well as audiotapes, videos, magazines and newspapers.

### **Content Expectations:**

The expectation is that each student will exhibit personal growth in the areas of reading and writing, gain confidence and develop an interest in literacy.

Students will be instructed, guided and encouraged in reading

- to read with understanding, incorporating appropriate reading strategies.
- to read with critical insight, analyzing and evaluating text to extend understanding.
- to make associations and connections that assist with interpreting text.
- to apply strategies to facilitate and extend vocabulary development.
- to explore and respond to a multitude of diverse genres of literature.

Students will be instructed, guided and encouraged in writing

- to organize information and ideas clearly and coherently.
- to utilize a variety of writing genres to publish and present their writing to an audience.
- to use literature as a springboard to explore and respond to political and social issues through writing.
- to apply a variety of research skills to produce expository text.
- to employ standard English grammar and usage to convey ideas.

### **Essential Questions:**

- What are authentic purposes for effective Language Arts skills?
- What strategies need to be applied to become an effective reader, writer and speaker?

### **Recommended Teaching Activities:**

- Reading level appropriate literary selections

- Responding to literature using predicting, connections, and questioning techniques
- Producing a wide variety of writing through journaling, responding to literature, poetry, and memoir to develop and improve writing skills
- Respond in writing to various nonfiction pieces in order to develop skills in organizing and supporting stance
- Creating power point presentations as a means to incorporate and utilize technology in the area of reading
- Studying the theme of “racism” in a variety of reading selections that compliment the social science department
- Employing varied strategies, including cooperative learning and performance-based learning activities and assessments

### **Recommended Assessments:**

Standardized testing results (CMT and CAPT)

Qualitative Reading Inventory 3

Performance-based portfolio assessment, including writing samples, response to literature, spelling assessments

Rubrics

### **Required Assessments:**

Individualized improvement in reading, writing and speaking

Class participation/completion of tasks

On-task behavior

## **044 Supplemental Reading**

### **Content Description:**

This course is designed to provide students with an instructional framework for integrating content literacy with the teaching of reading strategies. The curriculum will focus on initiating, constructing and utilizing information to support comprehension, vocabulary and fluency. Students will learn specific strategies to utilize prior knowledge to assist in constructing meaning, while using a variety of critical-thinking skills.

### **Content Expectations:**

The expectation is that each student will exhibit growth in reading and writing, supporting content literacy.

Students will be instructed, guided and encouraged in reading

- to build upon prior knowledge.
- to determine purposes.
- to connect with prior knowledge, raising questions and issues.
- to read with understanding, incorporating appropriate reading strategies.
- to read with critical insight, analyzing and evaluating text to extend understanding.
- to make associations and connections that assist with interpreting text.
- to apply strategies that facilitate and extend vocabulary development.
- to explore and respond to a multitude of diverse genres of literature.

Students will be instructed, guided and encouraged in writing

- to organize information and ideas clearly and coherently.
- to use literature as a springboard to explore and respond to political and social issues through writing.
- to apply a variety of research skills to produce expository text.
- to employ standard English grammar and usage to convey ideas.

### **Essential Questions:**

- What are authentic purposes for effective Content Literacy?
- What strategies need to be applied to become an effective reader, writer and speaker?

### **Recommended Teaching Activities:**

- Reading level-appropriate literary selections, complimenting the content areas to respond to literature using predicting, connections, and questioning techniques
- Producing a wide variety of writing through journaling to develop and improve writing skills
- Responding in writing to various nonfiction pieces in order to develop skills in organizing and supporting stance
- Creating power point presentations as a means to incorporate and utilize technology in the area of reading
- Studying the themes in a variety of reading selections that complement the content area classes
- Employing varied strategies, including cooperative learning and performance-based learning activities and assessments

### **Authentic Applications of Knowledge:**

Opportunities to publish in the school newspaper and/or literary magazine

Opportunities to publish on the school web page

### **Recommended Assessments:**

Standardized testing results (CMT and CAPT)  
Qualitative Reading Inventory 3  
Performance-based portfolio assessment, including writing samples, response to literature, spelling assessments  
Rubrics

**Required Assessments:**

Individualized improvement in reading, writing and speaking  
Class participation/completion of tasks  
On-task behavior

**Textbooks:**

A wide variety of genres and levels are utilized to support reading in the content area.

**Technology:**

Computers are available in the reading room, English Lab and Media Center.

**Resource Materials:**

WHS Library Media Center  
English Department Computer Lab  
Audio & video tapes to accompany literature selections

## **045 READING/WRITING ABOUT FILM**

**Course Description:**

The literary critic Robert Scholes has emphasized the importance of film in modern day American culture, especially its importance for young people, and unlike many other educators, he doesn't see this as a necessarily negative thing. For one, he acknowledges the considerable degree of "film literacy" already acquired by most film viewers. Understanding movies isn't a natural thing, yet most of us become quite capable of figuring out the pretty sophisticated series of pictures and sounds that make up a film narrative. But Scholes also notes that, in many ways, young film viewers need to be taught to "read" film more carefully, to be more attuned to the special "language" of film, in order to better grasp the meaning of films made across the history of this important art form.

Grasping the meaning of movies is of serious relevance: today, film is the most popular

medium for the culturally vital activity of story telling. More than any other social experience today, film conveys shared cultural ideas and values. This course is primarily concerned with enhancing students understanding of the way films are conceptualized, filmed, and edited so that the ideas expressed through them are more readily understood and analyzed.

### **Content Expectations:**

- Students will be introduced to the vocabulary of film making, the technical and critical language used to describe the ways in which a film can be thought up, filmed, and assembled.
- Students will be introduced to the technology and economics of the film industry to understand the process behind the creation of film. This will also provide an opportunity for interdisciplinary study.
- Students will recognize film genres, the types of film with a common set of traits that set expectations for viewers. Film genres will be related to literary genres as a way to gain further understanding of the potential meanings of a work
- Students will explore dominant themes of the film tradition
- Students will use film viewing as a way of understanding cultural similarities and differences
- Students will be introduced to major contributors to film history.
- Students will explore major theories of film criticism
- Students will practice the interpretation of film narrative by writing critical essays.
- Students will research various topics related to film history and produce effectively written essays based on that research.

### **Essential Questions:**

- What terms can we use to talk about the way a film looks, sounds, and “moves”? How do we figure out what’s happening on screen (the same way we figure out what’s happening in a book)?
- How have films recreated human reality on film? Should we always expect to see the “truth” in movies, and if not, what have movies done to shape our thinking about our world?
- What kinds of movies do people make and watch? How does the “type” of movie we are watching change or shape our expectations for what we see?
- How can I write about film in way that conveys my understanding and assessment of it to others?

### **Recommended Teaching Activities:**

The course will be broken down into four basic units, each dealing with an important

dimension and reflecting the essential questions listed above:

*Language-* What terms can we use to talk about the way a film looks, sounds, and “moves”? How do we figure out what’s happening on screen (the same way we figure out what’s happening in a book)?

*History-* What technological, social, business and artistic developments created and changed the kind of movies that are made and how we watch them.

*Genres-* *What kinds of movies do people make and watch? How does the “type” of movie we are watching change shape our expectations for what we see?*

*Representations-* *How have films recreated human reality on film? Should we always expect to see the “truth” in movies, and if not, what have movies done to shape our thinking about our world?*

### **Authentic Application of Knowledge:**

Students will read actual film reviews and respond in discussion and writing.  
Students will write their own reviews of films they would recommend or pan.  
Students will compose creative documents similar to those used at various stages of actual film production.

### **Recommended Assessments:**

#### **Required Assessments:**

“Key concepts” exercises and activities  
Viewings and responses  
Presentations/ discussions  
A final exam  
Weekly responses/ critiques  
A formal paper

#### **Technology:**

DVD/ VCR technology  
Computer tools, including power point

#### **Texts / Films:**

Possible Viewing List

1. D.W. Griffith	Birth of a Nation; Intolerance
2. Fritz Lang	Metropolis
3. Sergei Eisenstein	Battleship Potempkin
4. Frank Capra	Lost Horizon
5. Orson Welles	Citizen Kane
6. John Ford	The Grapes of Wrath
7. Howard Hawks	Bringing Up Baby; Scarface: Shame of a Nation
8. Preston Sturges	Sullivan's Travels; The Lady Eve
9. John Huston	The Maltese Falcon
10. Akira Kurosawa	Rashoman; The Seven Samurai; Throne of Blood; Yojimbo
11. Satyajit Ray	Pather Panchali
12. Alfred Hitchcock	North By Northwest; Rear Window
13. Walt Disney	Snow White
14. Inoshiro Honda	Godzilla
15. Billy Wilder	Double Indemnity
16. Mikhail Kalazatov	I Am Cuba
17. Francis Coppola	The Godfather
18. Martin Scorsese	Raging Bull
19. Steven Spielberg	Raiders of the Lost Ark
20. John Sayles	Eight Men Out; Secret of Roan Inish; Men With Guns
21. Spike Lee	Do the Right Thing
22. Kenneth Branagh	Henry the V
23. Christopher Guest	Best in Show
24. Terrence Malick	Badlands; The Thin Red Line
25. George Lucas	Star Wars: Episodes I & IV
26. Jim Jarmusch	Dead Man
27. Oliver Stone	JKF
28. Coen Brothers	Raising Arizona; O Brother, Where Art Thou?
29. Ang Lee	Crouching Dragon, Hidden Tiger
30. Gurinder Chadha	Bend it Like Beckham
31. Hiayao Miyazaki	Princess Monoke

### **Resource Materials:**

Various teacher produced handouts as well as online or print reviews

# **046 Introduction to Speech Communication**

## **Level III**

### **Course Description:**

Students will study oral communication in person-to-person, small group, and public situations in order to understand the role of effective communication in their lives. Students will be given the opportunity, through exercises and activities, to prepare oral presentations and to improve their skills as senders and receivers of information. If enrolled in the Tech Prep Program, a student may receive college credit by successfully completing the course with a grade of C or better.

### **Content Expectations:**

- To introduce and develop effective oral transmission of ideas, perspectives, positions, and conclusions
- To develop an understanding for the interaction needs of diverse audiences
- To develop and expand use of the English language to facilitate content delivery
- To increase vocabulary utilization for greater message variety and meaning

### **Essential Questions:**

- How does the effective use of fundamental verbal skills function as the primary vehicle of oral communication?
- How do identified non-verbal interaction skills enhance the effectiveness of verbal communication?

### **Recommended Teaching Activities:**

- Individual, filmed oral presentations on a variety of assigned and open-ended topics of both an original and borrowed variety
- Background informational study sessions and lecture sequences
- Modeling of diverse presentation styles
- Improvisational exercises to develop self-confidence
- Open class discussions and informal debates on discussed topics and issues touching on effective oral message transmission
- Group projects with identified theme and focus as well as specific task assignments within each group.
- Film study of known speakers to study individual styles and effectiveness.
- Critique and discussion of above speaker studies

### **Authentic Application of Knowledge:**

Students will compose and orally present speeches and dialogues and participate in verbal feedback sessions and focused, written critiques.

Students will study the styles and effectiveness of noted speakers and performers.

Students will compose creative presentations similar to those used in real world situations.

Students will identify the needs and demands of different audience classifications.

Students will understand and implement situation appropriate verbal and nonverbal communication skills for group and one-on-one settings.

Students will understand the emotional elements essential to effective relational interaction.

Students will understand and be able to identify the appropriate use of assertive oral interaction and its effectiveness.

Students will develop an understanding of the negative aspects of aggressive oral interaction.

Students will recognize the value of and gain fluency in the utilization of nonverbal communication skills as necessary message enhancers for the verbal aspect of effective communication.

### **Required Assessments:**

Key concepts and expectations activities and discussions

Self and peer rubric evaluation forms

Teacher rubric evaluation form

Project monitoring

Presentations/discussions

Quarterly and final exams

Informal critiques and responses

### **Technology:**

Computer Resource Lab, Room 204

WHS Tech Ed. Department, Television Production I & II

### **Texts:**

Primary:

Berko, Roy M.; Andrew D. Wolvin and Darlyn R. Wolvin. *Communicating: A Social and Career Focus*, ninth edition. Boston: Houghton Mifflin Company, 2004.

Secondary:

Albright, Hardie. *Acting: The Creative Process*, second edition, Belmont, California: Wadsworth Publishing Company, 1974.

Elson, E.F. and Alberta Peck. *The Art of Speaking*, Third Revised Edition. Lexington, Massachusetts: Ginn and Company, 1970.

Frost, Merrill F. *Speech: Principles and Practice*. Glenview, Illinois: Scott, Foresman and Company, 1982.

## 047 MODERN FICTION

### **Course Description:**

Modern fiction is a survey of selected novels and short stories from around the world written over the past 100 years. The emphasis is on strengthening students' reading and writing skills based on intensive rather than extensive study of this literature. Themes and issues related to modern life will be discussed and explored in writing.

### **Content Expectations:**

- Students will respond to modern fiction with the goal of understanding, interpreting, taking a critical stance, and connecting the works to their own lives.
- Students will learn to appreciate multiple points of view.
- Students will produce thoughtful and coherent pieces of writing.
- Students will apply conventions of standard English in writing and speech.

### **Essential Questions:**

- How are the problems of modern life reflected in modern fiction?
- How does reading fiction shape the values of contemporary society and individuals?
- How does the reading of modern fiction expand our understanding of the modern world and our ability to effect change in it?
- How can reading and writing about modern fiction enhance students' academic writing skills?

### **Recommended Teaching Activities:**

- Students will read level-appropriate modern fiction.
- Students will be introduced to the defining features of various types of modern fiction.
- Students will be introduced to a variety of writing purposes and will practice utilizing writing forms appropriate to each.
- Students will broaden their vocabularies by studying the definitions of unfamiliar words, but more importantly, by using these words in the proper contexts.

**Authentic Application of Knowledge:**

Students will write book reviews.

**Recommended Assessments:**

Various formal and informal writing assignments, including research papers  
Reading level-appropriate literary selections, both modern and classic, from all genres (short story, novel, drama, poetry)  
Producing a variety of writing (response to literature, journals, poetry, stories, letters, persuasive essays, etc.)  
Respond in writing to what students have read, seen, or heard in order to develop skills in organization and support  
Use a variety of formats to present projects which include informative and creative elements  
Employing varied strategies, including cooperative learning and performance-based learning activities and assessments  
Formal tests

**Required Assessments:**

Final exam.

**Technology:**

Use of computer resources to research topics related to modern fiction  
Use of computer and video resources in the creation and presentation of projects

**Texts:**

Individual editions of select novels and short stories, possibly including:

*The Things They Carried*

*Catcher in the Rye*

*Sula*

*Things Fall Apart*

*The Other Side of Heaven*

*Slaughterhouse-five*

**Resource Materials:**

Students will use computers periodically on writing assignments.

All students should be provided with opportunity to utilize the electronic research tools in the Library Media Center and in the English Department Lab (Room 204) with access to:

- the electronic card catalog to locate books and other resources by title, author, subject
- iCONN ([www.iconn.org](http://www.iconn.org)) to search a variety of databases

## 048 Creative Writing Level III/IV

**Course Description:**

Students will create a writing portfolio consisting of poetry, short stories, screenplays, and short plays. Coursework will also include journal observations and reflections, concrete descriptions, and character profiles. Students will be expected to read aloud from their work, exchange comments with classmates, and actively participate in discussions and critiques. Students wishing to obtain Level IV credit will be required to complete additional writing from at least two of the four areas of focus. A 250-500 word writing sample must be submitted for review at the time of registration.

**Content Expectation:**

Students will develop sophistication in their ability to correctly and effectively employ the accepted conventions of English grammar and composition while identifying and refining their own unique writing styles.

**Essential Questions:**

- When is breaking certain rules of composition acceptable and even preferred?
- How does one respect established written language conventions without compromising creativity?
- How is creativity most effectively employed in the execution of focused assignments?

**Recommended Teaching Activities:**

- Modeling of established authors and styles
- Group projects to develop team consciousness and sharing of original ideas

- Group discussion and debate on assignment development and execution
- Weekly writing assignments emphasizing originality and respect for written language

**Authentic Application of Knowledge:**

Students will study and employ diverse writing style and conventions with the primary focus being an understanding and appreciation of the influence inherent in imaginative, yet conceptually fundamental writing.

**Recommended Assessments:**

Self-editing followed by peer editing of each and all generated assignments  
 Instructor evaluation of work based on content, form and timely execution  
 Assessment based on correct and effective completion of all work  
 Significant and identifiable growth and development of effective, imaginative writing

**Required Assessments:**

All recommended assessments are employed with a focus on assignments and projects of interest and originality based on effective, but acceptable use of English grammar and composition.

**Technology:**

Students will utilize existing technology to generate, edit and revise all assigned work. Daily utilization of adjacent lab facilities is encouraged and monitored. In addition, scanning and digital imaging components have been incorporated into the program to maximize individual creativity. Lastly, projects and selected assignments will be published on a student-created web site with links to established resource sites.

**Texts:**

Write Source series of handbook and skill books is presently employed as a baseline text and reference.

**Resource Materials:**

The students are initiated into this program by a foundational study of a selection of established authors and their respective styles. These writers are studied and analyzed for the effectiveness of their writing including their breaks with established writing conventions. Works of art, known and unknown, are examined and employed as singular writing prompts aimed at developing interpretive skills. Music is utilized as a vehicle in creating a photo/picture essay illustrating the words and message of the song(s). Animated and comic art are studied for an understanding of how graphics and text work

together to deliver a storyline and frequently a lesson or moral message. In addition, published authors visit the class to provide a living presence to established creative expression. Students are also encouraged and assigned to research various topics in the school's media center as well as online.

