

English

Course Title:	English
Level:	Grade 6
Prerequisite:	None
Text:	A teacher/student generated reference binder (sections: Reading, Writing, Vocabulary, Poetry, & Grammar); collection of novels, plays, short stories, and poems.

Course Description and Overview: We will assist our students in making a successful transition from elementary to middle school as they practice and develop the skills of reading and thinking in a critical manner. Students will learn:

- to read for details, information, and analyze a variety of texts;
- to write for a variety of purposes and to a variety of audiences;
- to prepare & deliver oral presentations for a variety of purposes;
- to improve their skills of listening for information;
- to expand their discussion and speaking skills; and
- to advance their long term planning skills and study strategies.

Reading genres include fiction, short stories, poetry, and plays. Writing genres include literary analysis, descriptive, journal, personal letter, fiction, memoir, and poetry.

Course Objectives: Sixth grade students will continue to develop and refine their reading comprehension skills, as well as their written and verbal expression skills.

Students will:

- analyze fictional texts for the following literary elements: setting, character, plot, theme, as well as an author's use of flashback, foreshadowing, mood, and point of view;
- practice a variety of note taking skills: taxonomy, t-chart, dictation, and defining format;
- continue to develop listening and discussion skills;
- enhance their knowledge of vocabulary, utilizing context clues;
- produce and give a variety of oral presentations for others;
- practice creative written expression; and
- continue to polish their editing skills.

Writing Requirements: Throughout the year, a focus will be placed upon writing to create, describe, inform, or analyze. Students will engage in writing a variety of essays (one and two paragraph) as well original stories and poems. The thematic essay format will be introduced to students. Grammar and editing are integrated into all lessons and assignments.

Evaluation/Grading Policy: Quarterly grade categories vary based upon what is being taught or stressed within a quarter. Typical categories include: homework, writing, tests, quizzes, and oral presentations. Progress reports will be sent home to every child, every marking period, to act as a benchmark for a student's progress.

Course Outline:

Quarter 1

- **Themes:** Interdisciplinary Unit: The Great Outdoors
 - Relationships
 - Change
- **Literature:** *A Week in the Woods* by Andrew Clements
 - Reader's Theatre
 - Short Stories
 - Read aloud books for literary elements
- **Book Response:** Author Study, Andrew Clements
- **Writing:** Note Taking
 - Character Analysis
 - Personal Letter

Quarter 2

- **Themes:** Greek Mythology
 - Relationships
 - Change
- **Literature:** *The Lightning Thief* by Rick Riordan
 - *D'aulaires Book of Greek Myths*
 - Reader's Theatre
 - Read aloud books for literary elements
- **Book Response:** TBA
- **Writing:** Note Taking
 - Journal
 - Character Analysis
 - Myth

Quarter 3

- **Themes:** Relationships
 - Change
- **Literature:** *Missing May* by Cynthia Rylant
 - Reader's Theatre
 - Short Stories
 - Read aloud books for literary elements
- **Book Response:** TBA
- **Writing:** Character Analysis
 - Theme Analysis
 - Short Story

Quarter 4

- **Themes:** Poetry
 - Relationships
 - Change
- **Literature:** Collection of poems
 - *Hailstones & Halibut Bones* by Mary O’Neill
 - Novel, TBA
- **Book Response:** TBA
 - **Writing:** Poetry and Memoir

English

Course Title: Literacy Lab

Level: Grade 6

Prerequisite: None

Text: A teacher/student generated reference binder (sections: Current Events, Nonfiction, and Research); non-fiction texts and sources; collection of non-fiction articles; local and national newspapers.

Course Description and Overview: We will assist our students in making a successful transition from elementary to middle school as they continue to learn to read and think in a critical manner. Students will:

- read for details and information from informational texts;
- learn to better distinguish relevant from irrelevant information;
- practice speaking and writing for a variety of purposes and to a variety of audiences;
- practice long term planning skills;
- practice grammatical skills in and out of context;
- learn to appreciate the importance of writing across the disciplines.

Genres include current events, non-fiction, and a variety of informational resources.

Course Objectives: Sixth grade students will continue to develop and refine their reading comprehension skills, as well as their written and verbal expression skills.

Students will:

- analyze non-fiction texts and articles for relevant details and information;
- be introduced to non-fiction text structures and text cues;
- practice a variety of note taking skills: taxonomy, t-chart, dictation, defining format, and index cards (fact & source);
- practice research skills
- write to inform, persuade, and report (works cited will be introduced);
- enhance their knowledge of vocabulary, utilizing contextual clues;
- produce and present a variety of oral presentations for others, and
- reading and writing across the disciplines will be stressed and supported.

Writing Requirements: Throughout the year, a focus will be placed upon writing to summarize, describe, inform, and persuade. Students will engage in writing a variety of notes, summaries, essays (one and two paragraph), as well as an assortment of research-based projects. Writing across the disciplines will be stressed and supported. Grammar and editing are integrated into all lessons and assignments.

Evaluation/Grading Policy: Quarterly grade categories vary based upon what is being taught or stressed within a quarter. Typical categories include: homework, writing, projects, research, and oral presentations. Progress reports will be sent home to every child, every marking period, to act as a benchmark for a student's progress.

Course Outline:

Quarter 1

- **Discipline Connection:** Science
- **Focus:** Current Events
 - Interview
 - Summarizing
 - Writing to Inform
- **Skills:** Concise summary
 - Note taking
 - Questioning
 - Highlighting
 - Oral presentation
- **Sources:** Non-fiction articles
 - Newspaper
 - Internet
- **Grammar Skills:** Review nouns, adjectives, and verbs
 - Subject-verb agreement

Quarter 2

- **Discipline Connection:** Social Studies
- **Focus:** Mythology
 - Research
 - Writing to inform
- **Skills:** Note taking
 - Distinguishing relevant from irrelevant information
 - Outlining
 - Drafting
 - Oral presentation
- **Sources:** Non-fiction texts
 - Encyclopedia
 - On-line databases
- **Grammar Skills:** Adverbs, pronouns
 - Coordinating conjunctions

Quarter 3

- **Discipline Connection:** Multi-Cultural/The Arts
- **Focus:** Research
 - Biography
- **Skills:** Note taking
 - Distinguishing relevant from irrelevant information
 - Oral Presentation
- **Sources:** Non-fiction texts
 - Encyclopedia
 - Internet
- **Grammar Skills:** Linking and helping verbs (verb phrases)
 - Prepositions & Prepositional Phrases

Quarter 4

- **Discipline Connection:** Math
- **Focus:** Probability
- **Skills:** Analysis of data
 - Drawing conclusions
 - Making & testing predictions
- **Sources:** Non-fiction texts
 - Teacher/Student generated
- **Grammar Skills:** Subordinating Conjunctions
 - Sentence structure-complete, fragment, run-on

English

Course:	Exploratory Drama
Level:	Grade 6
Prerequisite:	None
Text:	None (Teacher-supplied)

Course Description and Overview: Students will learn the basics of theater performance as well as being exposed to the basic technical aspects of theater. The students will have ample opportunity to explore their creative side through an enjoyable and educational experience that will build their self-confidence as performers. This class will not only interest the students who enjoy theatrical activities, but will reach across the curriculum to enhance the students public speaking skills, provide an opportunity to explore creative expression and help build positive personal relationships, all with a strong emphasis on character education.

Course Objectives: Throughout Grade 6 Exploratory Drama, students will learn how to act out experiences through pantomime, improvisation, play writing, and script analysis; how to use language and techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify characters; they will be able to interact with others through improvisation, rehearsal, and performance; they will make acting, directing, and design choices that support and enhance the intent of the class, school, and /or community productions ; they will select an example of visual art (paintings, reproductions, photographs, postcards) and study the visual art for setting, mood, and characterization and improvise a scene based on the visual art ; be able to discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology

Requirements: Students are expected to work together in a cooperative and supportive environment and use creative drama to communicate ideas and feelings. They will be able to imitate experiences through pantomime, dramatic play, story dramatization, story telling, and role playing. Through these experiences, students will use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings about them. We will work with basic props, simple set pieces, and costume pieces to establish place, time, and character. The students can expect to be challenged as an actor through a variety of different theatrical genres and be open to exploring characters from different times and places through scene development, research on existing characters, and their own character creations.

Writing Requirements: Monologue and script writing.

Evaluation/Grading Policy: Students will be graded on their class participation, monologue, scene study and quizzes.

Course Outline:

Unit 1: Theater Basics

- How to stand on the stage
- Vocal projection
- Using the body, face and voice to act
- Parts of the stage
- Areas of the theater
- Importance of lighting, costumes, make-up, scenery and sound to a theatrical production

Unit 2: Theater History

- Different genres of theater: Musical, Drama, Comedy
- Brief History of the Theater from Ancient Times
- Staged reading of scenes from different times in history

Unit 3: Improvisation/ Improvisation Comedy

- Acting without a script
- Reacting to others around you on stage
- Comedy, exercises from “Whose line is it anyway”
- The importance of comedic timing

Unit 4: Creating an Original Character

- Character background (what is their story?), personality traits, and physical characteristics
- What is going on right now with the character?
- Character relationships
- Writing monologues about their character

Unit 5: Scripts and Script Writing

Reading of a script

How is it different or the same as a book?

Students will use the characters they created in the previous unit and work in groups on creating a scene.

English

Course Title:	English 7
Level:	Grade 7
Prerequisite:	Successful completion of ELA grade 6.
Text:	<i>Vocabulary Workshop, Level B</i> (Sadlier-Oxford) and a collection of novels, plays and short stories and primary sources (listed below).

Course Description and Overview: English Language Arts 7 introduces students to a broader spectrum of adolescent literature from medieval to contemporary time periods. Types of literature integrated in this course include fiction and non-fiction, novels, poetry, short stories and plays.

Course Objectives: This course is designed to strengthen and encourage the continuous development of oral and written communication skills. The course is also designed to support the broadening of reading and listening skills as students increase their confidence and competence in the language arts.

Writing Requirements: Throughout the course, students will be exposed to and will practice different writing techniques. Students will use literary works as springboards for using their writing skills to communicate their thoughts in a thorough manner. Proficiency in the use of proper grammar and writing conventions is expected on homework, quizzes/tests and formal writing assignments.

Evaluation/Grading Policy: All lessons, activities, assignments and discussions will prepare students for what will be required of them on the NYS Grade 7 & 8 ELA Assessments:

- Writing assignments/projects are the focus of each marking period. These include essays written in class and outside of class, as well as long-term projects.
- Homework will be assigned frequently. Written homework will be graded for both completion and effort. Reading assignments will also be given and will be assessed by pop quizzes, class discussions and written assignments.
- Quizzes and tests will be given often. Quizzes may be given unannounced. Tests will be announced in class ahead of time.
- Book reviews/creative projects will be assigned monthly to assess the students' independent reading.

Course Outline:

Quarter 1:

- *House on Mango Street* (excerpt) Sandra Cisneros
- “On the Sidewalk Bleeding” Evan Hunter
- *The Outsiders* S.E. Hinton
- “The Black Cat” Edgar Allan Poe
- “The Tell-Tale Heart” Edgar Allan Poe

Quarter 2:

- “The Runaways” Jordan Phillips
- *Slake’s Limbo* Felice Holman
- *Freak the Mighty* Rodman Philbrick
- “Kids Who Are Different” Digby Wolfe

Quarter 3:

- *They Cage the Animals at Night* Jennings Michael Burch
- *The Giver* Lois Lowry

Quarter 4:

- Civil War-related literature Various authors
- *A Midsummer Night’s Dream* William Shakespeare
- Selected poetry Sandra Cisneros, Lewis Carroll

Students will view the film interpretations of *The Outsiders*, *Slake’s Limbo*, *Freak The Mighty*, and *A Midsummer Night’s Dream*, as well as the Civil War-based movie, *Glory*. In addition, students will possibly meet with Jennings Michael Burch, author of *They Cage the Animals at Night*.

English

Course:	Drama 7
Level:	Grade 7
Prerequisite:	None
Text:	None (Teacher-supplied)

Course Description and Overview: Students will learn the basics of theater performance as well as being exposed to the basic technical aspects of theater. The students will have ample opportunity to explore their creative side through an enjoyable and educational experience that will build their self-confidence as performers. This class will not only interest the students who enjoy theatrical activities, but will reach across the curriculum to enhance the students public speaking skills, provide an opportunity to explore creative expression and help build positive personal relationships, all with a strong emphasis on character education.

Course Objectives: Throughout Drama 7, students will learn how to act out experiences through pantomime, improvisation, play writing, and script analysis; how to use language and techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify characters; they will be able to interact with others through improvisation, rehearsal, and performance; they will make acting, directing, and design choices that support and enhance the intent of the class, school, and /or community productions ; they will select an example of visual art (paintings, reproductions, photographs, postcards) and study the visual art for setting, mood, and characterization and improvise a scene based on the visual art ; be able to discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology

Requirements: Students are expected to work together in a cooperative and supportive environment and use creative drama to communicate ideas and feelings. They will be able to imitate experiences through pantomime, dramatic play, story dramatization, story telling, and role playing. Through these experiences, students will use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings about them. We will work with basic props, simple set pieces, and costume pieces to establish place, time, and character. The students can expect to be challenged as an actor through a variety of different theatrical genres and be open to exploring characters from different times and places through scene development, research on existing characters, and their own character creations.

Writing Requirements: Monologue and script writing.

Evaluation/Grading Policy: Students will be graded on their class participation, monologue, scene study and quizzes.

Course Outline:

Unit 1: Theater Basics

- How to stand on the stage
- Vocal projection
- Using the body, face and voice to act
- Parts of the stage
- Areas of the theater
- Importance of lighting, scenery and sound

Unit 2: Comedy and Improvisation

- Ancient Comedies
- Shakespeare Comedies
- Improvisation - Acting without a script
- Reacting to others around you on stage
- Comedy, exercises from “Whose line is it anyway”
- The importance of comedic timing
- Students will be assigned a comedic scene, rehearse and present in class

Unit 3: Drama as a Genre of Theater

- Ancient Drama
- Shakespeare’s Dramas
- Modern Drama
- Students will be assigned a dramatic scene, rehearse and present in class

Unit 4: Musical Theater

- History
- Explanation of and exercises
- Reading of scenes from different times in history
- The Movie Musical

Unit 5: Introduction to Technical Theater

- Tour of the backstage areas of a theater
- Lighting Basics and Terminology
- Set Design Basics and Terminology
- Stage Makeup
- Stage Sound

Because this is the first year that drama is being offered, some of the same introductory topics from the Exploratory Drama class in sixth grade will be done in Drama 7 as well so that the students have the proper background.

English

Course:	English 8
Level:	Grade 8
Prerequisite:	Completion of Grade 7 English course
Text:	<i>Vocabulary Workshop, Level C</i> (Sadlier-Oxford); various texts (see below)

Course Description and Overview: English 8 focuses on the continued development of oral and written communication skills as well as on listening and reading comprehension skills. In addition, students will continue to work on their speaking skills through class discussion and public speaking, and on listening skills through note taking, outlining, and summarizing. Furthermore, vocabulary development will continue through the use of *Vocabulary Workshop, Level C*, and through vocabulary from their reading. Students will be asked to select books for independent-reading projects. In addition, they will view the film versions of *To Kill a Mockingbird*, *Of Mice and Men*, *Bicentennial Man*, and *Romeo and Juliet*.

Course Objectives: Using literature as a springboard for discussing the need for TOLERANCE, students will define prejudice, intolerance, discrimination and stereotypes; be exposed to various forms of prejudice, such as racism, censorship, and discrimination against those who are ethnically, ideologically, intellectually or physically “different”; deepen their understanding of causes for such forms of prejudice; and learn that victory over prejudice is possible, especially if they become tolerant individuals themselves.

Writing Requirements: Students will write in expressive and expository (critical analysis) forms; these include the four-to-five paragraph, thesis-based essay; the comparison essay; timed essay writing; and some creative writing. Through the study of sentence combining, the use of clauses and phrases, and punctuation (specifically, the semi-colon, colon, comma, dash and parenthesis), students will improve the structure and style of their writing.

Evaluation/Grading Policy: Students are expected to participate actively in class discussions, take notes in an organized English notebook, complete reading and/or writing assignments, bring all necessary materials to class, complete major projects, and study for quizzes and tests. The ELA test and a final exam will be administered to assess each student’s progress; each test is 10% of the grade for the year. Quarterly grades are based on the student’s attempt to deal with the materials as evinced by essays, projects, quizzes, tests, homework assignments and contributions to class discussions. Rubrics are used to assess their writing, projects and class participation.

Course Outline:

Quarter 1

- *Anthem* Ayn Rand
- “EPICAC” Kurt Vonnegut
- “The Bicentennial Man” Isaac Asimov
- “Harrison Bergeron” Kurt Vonnegut

Quarter 2

- *Fahrenheit 451* Ray Bradbury
- *Of Mice and Men* John Steinbeck
- Selected Poetry Langston Hughes

Quarter 3

- *To Kill a Mockingbird* Harper Lee

Quarter 4

- *Romeo and Juliet* William Shakespeare

English

Course:	Middle School Drama
Level:	Grades 7-8
Prerequisite:	None
Text:	Fran Averett Tanner, Ph.D., <i>Basic Drama Projects</i> ; Craig Slaughter and Jack Sharrar, <i>Great Scenes and Monologues for Children Ages 7-14</i>

Course Description and Overview: Whether it is gaining enough nerve to step onto a stage in front of an audience, polishing a certain character's specific traits, or designing a set, students use theatre as a tool for self-expression and self-exploration. This is particularly true for middle school students, who are just beginning to define their own unique personalities. Students in this course will learn the skills needed to succeed in the many aspects of drama at their personal level.

Course Objectives: Students in this course will participate in drama exercises that promote a sense of community and develop vocal, movement, and improvisational skills. Students will also choose, develop, and perform monologues and scenes. In addition, students will study the various roles and terms that are associated with the theater.

Writing Requirements:

- Students are expected to keep a writing journal, where they are to reflect on the course's subject matter.
- Students will also complete several original writing pieces, including monologues and scenes.

Evaluation/ Grading Policy: Grading will be based on a points system. The teacher will indicate how many points each assignment is worth. At the end of the marking period, the teacher will add up all of the individual's class work/ assignments grade. The remainder of the grade will be based on participation, which the teacher will assess in terms of attendance and class contributions (willingness to take part in exercises, conduct, respect, etc.). Participation is crucial to the success of a class in drama! Rubrics will be utilized in this class to ensure that all students understand the expectations for each assignment. Please see the attached rubric for general class writing assignments. More specific rubrics for major assignments (i.e. performances and final projects) will be devised by the entire class. The teacher of this course understands that the students have a wide range of experiences. Therefore, grades are not determined by the "talent" of each individual, but rather by the effort put forth.

Course Outline:

Unit 1: Developing a Character/Monologue Performance

- Students will create a character base on a monologue
- Students will create and perform a monologue based on a song

Unit 2: Stage Directions

- Students will learn basic terms of the theatre, including stage directions.
- Students will integrate terms in group directing project

Unit 3: Developing a Scene/ Scene Performance

- Students will choose a scene to perform with a partner
- Students will integrate character work and stage directions into scene work
- Students will perform scene

Unit 4: Behind the Scenes

- Students will be able to identify the many roles that comprise the “behind the scenes” work of the theatre.
- Students will take on a “behind the scenes” role for a scene.

Unit 5: Playwriting

- Students will be able to identify the terms associated with playwriting.
- Students will develop original scenes based on a theme selected by the class

English

Course: English 9

Level: Grade 9

Prerequisite: None

Text: *We Are the Stories We Tell* (ed. Wendy Martin); *Identity Lessons: Contemporary Writing about Learning to Be American* (eds. Maria Mazziotti and Jennifer Gillan); and a collection of novels, stories, and plays (listed below); Vocabulary Workshop Level E (Sadlier-Oxford)

Course Description and Overview: As the 9th graders begin their high school careers, they will most likely be faced with many questions concerning their personal identity. Accordingly, the 9th grade English class will be exploring the theme of identity in literature, asking the following essential questions: What is identity? How is identity formed? What causes identity to be transformed? How is language used to explore identity?" The students will consider these questions through our examination of novels, dramatic plays, short stories, poetry, movies, and music. The subject matter will be diverse and engaging and all students will come to class ready to participate and contribute to the study of the development and transformation of identity in literature and in life.

Course Objectives: To enhance their reading comprehension skills, students will take active reading notes and examine key passages of text. The understanding of plot, characters, theme, tone, and other literary elements will be emphasized. The themes and ideas in novels will be used to support thesis-based essays. Students will enhance their critical writing skills as they analyze literary elements in relation to the texts they read. Students will also speak and listen with clarity, support, respect, and understanding.

Writing Requirements:

- Thesis-based essays: The organization and writing of thesis-based essays will be reviewed and practiced; the development and support of ideas will be studied in depth.
- Journal: In order to deepen understanding of literature and other subject matter, students will keep a written journal detailing their personal opinions and experiences.
- Peer Editing and Response: Students will read and provide feedback to their peers' work in writing workshops.
- Self-reflection on Writing: In order to fully understand their own writing strengths and weaknesses, students will reflect on their own writing using assignment rubrics as a guide.

- Creative Writing and Expression: Students will complete a variety of creative writing assignments ranging from personal narratives to poems. These assignments will enhance the study of literature.
- Grammar:
Students will be expected to master previously learned grammar rules including:
 - Verb agreement
 - Types of sentences (simple, compound, compound-complex)
 - Punctuation (comma, semi-colon, hyphen, dash, parentheses)
 Students will comprehend and practice new grammar rules including:
 - Subject/ object pronouns/ correct case
 - Relative pronouns/ correct usage
 - Pronouns: correct number and gender
 - Active/ passive voice in verbs

Evaluation/ Grading Policy: Grading will be based on a points system. The teacher will indicate how many points each assignment is worth. At the end of the marking period, all of the individual's class work/ assignment points (which also includes homework, quizzes, exams, essays, research projects and oral presentations) will be added to compose the final grade. The remaining portion of the grade will be based on participation, which the teacher will assess in terms of attendance and class contributions (discussion, group work, volunteering to share work, opinions, etc.). Rubrics will be utilized in this class to ensure that all students understand the expectations for each assignment, with more specific rubrics for major assignments (i.e. final projects) to be devised by the entire class.

Course Outline:

Unit 1: Identity Development- The Journey through Adolescence

Readings: J.D. Salinger, *Catcher in the Rye*; Chris Crutcher, *A Day in the Life of Angus Bethune*; Joyce Carol Oates, *Where Are You Going, Where Have You Been?*; Annie John, Jamaica Kincaid

Unit 2: The Original Quests for Identity- Personal Growth through Mythological Heroes

Readings: Excerpts from Homer's *The Odyssey*, Edith Hamilton's *Mythology*, Joseph Campbell's, *The Power of Myth* and *The Norton Introduction to Poetry*.

Unit 3: The Collective Identity- The Formulation and Role of Group Identities

Readings: William Golding, *Lord of the Flies*

Unit 4: The Transformation and Strength of Identity in the Face of Adversity

Readings: Maia Wojciechowska, *The First Day of the War*; Elie Wiesel, *Night*

Unit 5: The Transformation of Identity in Shakespeare

Reading: William Shakespeare, *Twelfth Night*

English

Course:	Effective Communication
Level:	Grade 9
Prerequisite:	None
Text:	<i>Writer's Choice, Grammar and Composition, Grade 10</i> by Mark Lester et al. and <i>Microsoft Office 2003</i>

Course Overview and Description: This required freshman course will focus on mastery of the components necessary for students to prepare and present projects and papers in high school. Areas of study will include facility in writing for various types of class assignments including term papers, and classroom presentations by individuals and in groups. The components of *Microsoft Office* as they relate to written and oral presentations will be utilized.

Course Objectives: Students will develop a facility in writing for the purpose of fulfilling expectations in various courses of study throughout their academic careers. They will learn how to gather and interpret data and present it in a meaningful format both written and oral. They will learn to utilize technology to enhance the communication process

Writing Requirements: All students will be expected to complete a series of writing exercises that will demonstrate competency in research skills. This will culminate in the creation and presentation of a project requiring use of written and oral communication skills

Evaluation/Grading Policy: Student performance will be evaluated by a series of written quizzes and examinations throughout the course of the year. The culminating activity will be a student presentation of a project requiring use of written and communication skills.

Course Outline:

Writing skills

- Note taking
- Outlining
- Citations: Types of and methodology
- The revision process
- Understanding how to evaluate the quality of source material
- Plagiarism
- Letter Writing

Using the computer as a writing and public speaking tool

- Use of the features of Microsoft Word to enhance a document
- Creation of data charts and graphs using Microsoft Excel
- Database creation using Microsoft Access
- Use of Microsoft PowerPoint in public speaking presentations

Effective Methodology of Public Speaking

- Speech planning and writing
- Presentation techniques

English

Course: English 10

Level: Grade 10

Prerequisite: Completion of Grade 9 English course

Text: *The Kite Runner* by Khaled Hosseini, Selections from *Shahnameh* by Ferdowsi, *Gilgamesh*, *Persepolis* by Marjane Satrapi, *Beowulf*, *Siddhartha* by Herman Hesse, *Macbeth* and *Henry V* by William Shakespeare, *Great Expectations* by Charles Dickens, *Into Thin Air* by Jon Krakauer, *A Doll's House* by Henrik Ibsen, *Things Fall Apart* by Chinua Achebe, Poetry selections from the Norton Anthology, *Sadlier-Oxford Vocabulary Workshop, Level F*

Course Overview and Description: English 10 focuses on vocabulary development, analytical reading, research and writing, and utilizing cultural backgrounds/themes to complement the Global Studies class. Students are asked to use the language arts to explore and respond to classical and contemporary works. Essential questions guide us to consider the relationships between conscience, compassion and ambition, power and justice, and how the individual searches for immortality, often finding happiness, a sense of belonging, independence, and redemption.

Course Objectives: In making various ties to the global studies curriculum, this course aims to enhance reading comprehension, critical thinking and writing skills. Students will focus on close readings, critical viewing skills, writing and listening skills as they make clear, defensible points while pursuing meaning and supporting their ideas with a thorough examination of textual evidence. Students will write mini research papers and focus on literature's connection to history and art. By the end of this course students will:

- Better understand how to research, analyze, and write about research findings
- Better understand how to create MLA works cited documentation
- Develop better writing skills through copy editing for content, structure, style, wording spelling and grammar
- Develop a "writer's voice" through publication of their written work
- Develop English vocabulary through enrichment exercises from Sadlier-Oxford Vocabulary Workshop, Level F
- Gain experience reading and analyzing literature and media through various genres including the graphic novel, poetry, plays, fiction, non-fiction, and film
- Gain experience with public speaking through recitation, presentation of research, group presentations, and informal discussion

Students will be asked to read and respond in various ways to many different texts creatively including poetry, drama, comic book/graphic novel frames, and personal narrative. They will examine how people look within themselves for new answers, sometimes turning away from the traditions and institutions of the outside world. Independent reading assignments will enhance personal growth in reading. Students will

apply the conventions of Standard English in oral and written communication. Throughout the year, students will be asked to do oral presentations. These include, but are not limited to, speaking to the class on a researched topic, dramatic readings, Shakespeare and poetry recitations, and the presentation of personal writing.

Writing Requirements: Students will use a variety of resources to gather, evaluate, and synthesize information to create and communicate ideas. There is a particular emphasis on revision and editing one's writing for content, structure, and style. Each quarter, in conjunction with the Global Studies curriculum, students will create a web magazine and write articles or position papers based on research they have gathered. For example, when studying the Middle East, students may wish to write about historical conflicts, stereotypes, feminism, the importance of music, fashions, sports, or how technology is changing social customs. Students will also self-reflect upon their work through the presentation of a final portfolio.

Evaluation/Grading Policy: At the end of the marking period, individual class work/assignment grades (which also include homework, quizzes, exams, essays, and projects) will be added together. This score will make up 85% of each student's final grade. The remaining 15% will be based on participation, which will be assessed in terms of attendance and class contributions (discussion, group work, volunteering to share work, class work, preparedness, etc.).

Quarter Grades:	50%: Homework, quizzes
	35%: Tests, including essays, projects, research papers
	15%: Participation, including class work and preparedness

Rubrics will be used on major assignments to ensure that all students understand the expectations for each task. The mid-term and final exam each account as 10% of the final grade for English 10.

English

Course:	English Composition
Level:	Grades 9-10
Prerequisite:	None
Text:	<i>Writer's Choice: Grammar and Composition Level 10</i> (Glencoe)

Course Description and Overview: The Composition course has been developed to supplement students' writing across the curriculum and to reinforce the important skills of proper grammar usage, development of thoughts through writing, and effective communication. Various assignments will challenge students to push their own writing further and fine tune the clarity of their ideas in the written form. In addition, students will learn how to "show, not tell" through their writing by employing more sophisticated techniques of description.

Course Objectives: This course is aimed at improving students' comprehension of the basic elements of grammar and punctuation and improving their ability to utilize this knowledge to produce more effective writing. Students will accomplish these goals by reviewing the proper usage of parts of speech and grammar and applying these skills in directed writing assignments. In addition, students will also work on expressing and developing original ideas in an organized manner while experimenting with different types of writing, including descriptive writing, narrative writing, expository writing, persuasive writing, and research paper writing.

Writing Requirements: As Composition is a writing course, students will be expected to write daily in the form of in-class journal entries in response to teacher prompts, including quote interpretation and opinion-based questions. Writing assignments will also be given as homework, and students are expected to complete formal weekly writing pieces to be assessed based on grammar, organization, clarity, development, and style. As the year progresses, students will have increasing opportunities to employ the writing skills that they have learned in more advanced written work.

Evaluation/Grading Policy: Grading is straightforward and based on a points system. Each assignment will be determined to have a specific number of possible points. At the end of the marking period, the points a student has earned will be added up and divided by the number of total possible points to get the student's classwork/assignments grade (which also includes quizzes, tests, essays, and projects). This score constitutes the majority of a student's final grade. Participation also plays a role in a student's grade and will be assessed in terms of attendance, class contributions (discussion, group work, volunteering to share work, opinions, etc.), conduct and respect, exit slip comments, and coming to class prepared with all materials.

Course outline:

Quarter 1 (Units 10-15 in textbook)

- Parts of speech
- Parts of sentence
- Phrases
- Clauses and sentence structure
- Diagramming sentences
- Verb tenses and voice

Quarter 2 (Units 16-20)

- Subject-verb agreement
- Using pronouns correctly
- Using modifiers correctly
- Usage, capitalization, punctuation, abbreviations, and numbers

Quarter 3 (Units 1-5)

- Personal writing
- The writing process
- Facing the blank page
- Descriptive writing
- Narrative writing
- expository writing

Quarter 4 (Units 6-9)

- Persuasive writing
- Research paper writing
- Sentence combining
- Troubleshooting

English

Course:	Regents English 11
Level:	Grade 11
Prerequisite:	Completion of Grade 10 ELA course
Text:	Arthur Miller, <i>The Crucible</i> ; Nathaniel Hawthorne, <i>The Scarlet Letter</i> ; Benjamin Franklin, <i>The Autobiography of Benjamin Franklin</i> ; Mark Twain, <i>The Adventures of Huckleberry Finn</i> ; Edith Wharton, <i>Ethan Frome</i> ; F. Scott Fitzgerald, <i>The Great Gatsby</i> ; John Steinbeck, <i>The Grapes of Wrath</i> ; Ernest Hemingway, <i>The Sun Also Rises</i> or <i>A Farewell to Arms</i> ; Arthur Miller, <i>Death of Salesman</i> or Tennessee Williams, <i>The Glass Menagerie</i> ; Truman Capote, <i>In Cold Blood</i> ; Tim O'Brien, <i>The Things They Carried</i> and Selected American Short Stories and Poetry

Course Description and Overview: American classics are rich fare. These books are often the sights of great conflict: political, racial, sexual, and moral. America is a mythic land, a place with a sense of its own destiny and promise; a place that has experienced wars to achieve that destiny. The events of American history shimmer forth in our classics. Students will experience the correlation between history and literature. This is accomplished through drama, fiction, non-fiction, essays, and poetry. This is extended to include the Comprehensive English Regents and the SAT.

Course Objectives: Several skills students will be developing are the art of textual analysis. They will develop techniques for note-taking, identifying and highlighting interesting passages, writing marginal notes and trying to describe and bring to light what each author is saying. Critical writing skills will help the student develop effective and confident written communication. These objectives interface with the Comprehensive English Regents as well as the SAT.

Writing Requirements: This course will emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing comfortably in any context.

Evaluation/Grading Policy: All assignments, lessons and discussions prepare the student for the Comprehensive English Regents. Writing assignments conform to regents tasks and are graded using the New York State Regents rubric. These assignments/tasks reflect course- based literature and Regents type prompts. Tests and quizzes based on literature, vocabulary and grammar are announced and given at regular intervals. The vocabulary in particular reflects SAT development. Additionally, the student is also responsible for the development of an original thesis, the Junior Critical Paper.

Course Outline:

Unit 1: The Colonial Period (1607-1765)

William Bradford - John Smith - Anne Bradstreet - Samuel Sewall - Jonathan Edwards - Cotton Mather - John Winthrop – Nathaniel Hawthorne’s *The Scarlet Letter* and Arthur Miller’s *The Crucible* will be read along side these works. Although not written during this time, each work represents the themes explored during the Colonial Period.

Unit 2: The Revolutionary Period and Early National Periods (1765-1820)

Thomas Paine - J. Hector St. John DeCrevecoeur - Thomas Jefferson - Philip Freneau - Phillis Wheatley - Washington Irving - James Fennimore Cooper

Unit 3: The American Renaissance (1820-1870)

William Cullen Bryant - Edgar Allan Poe - Nathaniel Hawthorne - Herman Melville selections from *Moby Dick* - Henry David Thoreau - Ralph Waldo Emerson - Walt Whitman - Emily Dickinson - John Greenleaf Whittier - Henry Wadsworth Longfellow

Unit 4: Realism and Naturalism (1865-1914)

Mark Twain’s *The Adventures of Huckleberry Finn* - Harriet Beecher Stowe - Kate Chopin - Sarah Orne Jewett - Henry James - Edith Wharton’s *Ethan Frome*

Unit 5: Modernism (1914-1945)

Sinclair Lewis - F. Scott Fitzgerald’s *The Great Gatsby* - Ernest Hemingway’s *The Sun Also Rises* or *A Farewell to Arms* - William Faulkner - Ezra Pound - John Steinbeck’s *The Grapes of Wrath* - T.S. Eliot - Robert Frost - William Carlos Williams - Eugene O’Neill - Langston Hughes - e.e. cummings

Unit 6: Contemporary and Postmodernism (1945-Present)

Alice Walker - E.L. Doctorow - Toni Morrison - Amy Tan

Unit 7: Minority Literatures Since World War II

Rita Dove - May Angelou’s *I Know Why the Caged Bird Sings*

English

Course: Advanced Placement English Language and Composition

Level: Grade 11

Text: Arthur Miller, *The Crucible*; Nathaniel Hawthorne, *The Scarlet Letter*; Mark Twain, *The Adventures of Huckleberry Finn*; Edith Wharton, *Ethan Frome*; F. Scott Fitzgerald, *The Great Gatsby*; Ernest Hemingway, *The Sun Also Rises* or *A Farewell to Arms*; Arthur Miller, *Death of Salesman*; or Tennessee Williams, *The Glass Menagerie*; Truman Capote, *In Cold Blood*; Tim O'Brien, *The Things They Carried*; and Selected American Short Stories and Poetry

Prerequisite: Completion of Grade 10 ELA course

Course Description and Overview: American classics are rich fare. These books are often the sights of great conflict: political, racial, sexual, and moral. America is a mythic land, a place with a sense of its own destiny and promise; a place that has experienced wars to achieve that destiny. The events of American history shimmer forth in our classics. Students will experience the correlation between history and literature. This is accomplished through drama, fiction, non-fiction, essays, and poetry. Reading and writing should make students aware of the interactions among a writer's purpose, audience expectations, and subjects as well as the generic conventions and the resources of language that contribute to effectiveness in writing. This is extended to include the Comprehensive English Regents, the SAT and the Advanced Placement English Language and Composition exam.

Course Objectives: Several skills students will be developing are the art of textual analysis. They will develop techniques for note-taking, identifying and highlighting interesting passages, writing marginal notes and trying to describe and bring to light what each author is saying. Critical writing skills will help the student develop effective and confident written communication. Students will write in a variety of forms: narrative, exploratory, expository, and argumentative; and on a variety of subjects from personal experience to public policies, from imaginative literature to popular culture. These objectives interface with the Comprehensive English Regents, the SAT and the Advanced Placement English Language and Composition Exam.

Writing Requirements: This course will emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing comfortably in any context. Students will write in informal as well as formal context to gain authority and learn to take risks in writing. Imitation exercises, journal keeping, collaborative writing, and in-class responses are avenues that students will use to become increasingly aware of themselves as writers.

Evaluation/Grading Policy: All assignments, lessons and discussions prepare the student for the Comprehensive English Regents and the Advanced Placement exam. Writing assignments conform to regents tasks and are graded using the New York State Regents rubric. These assignments/tasks reflect course-based literature and Regents type prompts. Tests and quizzes based on literature, vocabulary and grammar are announced and given at regular intervals. The vocabulary in particular reflects SAT development. Additionally, the student is also responsible for the development of an original thesis, the Junior Critical Paper.

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Unit 5: Modernism (1914-1945)

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Unit 6: Contemporary and Postmodernism (1945-Present)

Alice Walker - E.L. Doctorow - Toni Morrison - Amy Tan

Unit 7: Minority Literatures Since World War II

Rita Dove - May Angelou's *I Know Why the Caged Bird Sings*

English

- Course:** Advanced Placement English Literature and Composition
- Level:** Grade 12
- Prerequisite:** Overall academic excellence. Completion of the AP English Language course is preferred.
- Text:** *The Norton Introduction to Literature* (6th edition, Bain, Beathy and Hunter); *The Riverside Anthology of Literature* (3rd edition, Douglas Hunt); and a collection of novels and plays (listed below).

Course Description and Overview: The AP English Literature and Composition course engages college-bound seniors in the careful reading and critical analysis of British, American, and European literature from medieval to contemporary periods. Genres covered in this course include poetry, fiction, non-fiction, essays and drama. Engaging in active and close readings of a rigorous selection of texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers.

Course Objectives: To enhance their reading comprehension skills, students will examine key passages and delve into the literary work's significance. Students will enhance their critical writing skills as they make clear, defensible points while pursuing meaning and supporting their ideas with a thorough examination of textual evidence.

Writing Requirements: Throughout the academic year, a focus is placed on writing techniques. Students learn to analyze literary works by examining the text and stating their clear, thought-provoking points about it. Grammar control and writing proficiency are integrated into lessons and factored into assessments of homework, essays and writing assignments.

Evaluation/Grading Policy: The assignments, lessons and discussions will prepare students for college and the multiple-choice and essay portions of the AP Literature and Composition exam.

- Writing assignments are a major part of each marking period. They include
- in-class essays (AP essay questions) and homework assignments.
- Class grades are based on daily preparation, completion of class and homework, participation, punctuality and attendance.
- Tests will be announced; quizzes will be given with or without announcement.
- Other assignments, presentations and reports will be given as the year progresses.

Course Outline:

Unit 1: The over-analytical protagonist

- Fyodor Dostoevsky's *Crime and Punishment* (summer reading)
- Fyodor Dostoevsky's *Notes From Underground*
- William Shakespeare's *Hamlet*
- Selected short stories and poems
- Critical theories: Formalism/New Criticism; Psychoanalysis; Structuralism; Deconstruction; Reader-Response; Marxist; Feminist

Unit 2: The individual's struggles with (and within) society

- Charlotte Bronte's *Jane Eyre*
- Jean Rhys' *Wide Sargasso Sea*
- Ralph Ellison's *Invisible Man*
- Jonathan Swift's "A Modest Proposal"
- Selected short stories, essays and poems

Unit 3: Using humor to examine the dark sides of life (and other forms of satire)

- Edward Albee's *The Zoo Story*
- Peter Schafer's *Equus*
- Samuel Beckett's *Waiting for Godot*
- Tom Stoppard's *Rosencrantz and Guildenstern are Dead*
- Alexander Pope's "The Rape of the Lock"
- Selected poems

Unit 4: Knowledge through the journey (novels, plays, poems)

- Joseph Conrad's *Heart of Darkness*
- James Joyce's *As I Lay Dying*
- James Joyce's *Dubliners*
- Zora Neale Hurston's *Their Eyes Were Watching God*
- Selected essays and poems

English

Course:	Introduction to Theater Arts
Level:	Grades 9-12
Prerequisite:	None
Text:	Chapters from <i>Theater: The Lively Art</i> , 3 rd edition by Edwin Wilson and Alvin Goldfarb, and various scenes, monologues and plays

Course Description and Overview: This course will serve as a survey course for students wishing to study theater. We will examine the principle areas of theater including significant plays and comment from the important periods in the development of drama. We will also study the role of theater in society, as well as the function of the actor, the playwright, the designers and technicians, and the director. Students will be required to see two plays/musicals during the year and write intelligent well-thought-out reviews of the productions. Students will also be asked to prepare a monologue and a scene study that will be of a creative/critical nature presented to the class.

Course Objectives: Throughout Introduction to Theater Arts, students will learn how to act out experiences through pantomime, improvisation, play writing, and script analysis; how to use language and techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify characters; they will be able to interact with others through improvisation, rehearsal, and performance; they will make acting, directing, and design choices that support and enhance the intent of the class, school, and /or community productions ; they will be able to discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology and present a scene and monologue for peer evaluation.

Requirements: Students are expected to work together in a cooperative and supportive environment and use creative drama to communicate ideas and feelings. They will be able to imitate experiences through pantomime, dramatic play, story dramatization, story telling, and role playing. Through these experiences, students will use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings about them. We will work with basic props, simple set pieces, and costume pieces to establish place, time, and character. The students can expect to be challenged as an actor through a variety of different theatrical genres and be open to exploring characters from different times and places through scene development, research on existing characters, and their own character creations.

Writing Requirements: Monologue and script writing, theater critiques.

Evaluation/Grading Policy: Students will be graded on their class participation, monologue, scene study, content quizzes, attendance and critiques of 2 theater productions and reflection papers.

Course Outline:

Quarter 1

- **Unit I: Introduction to Theater as an Art**
 - Audience and Theater
 - Main Genres of Theater
 - Different Theater Spaces

- **Unit II: The Role of the Theater**
 - The Play and the Theater
 - The Playwright and the Theater
 - The Actor and the Theater
 - The Director and the Theater
 - The Designers and the Theater
 - The Critic and the Theater

Quarter 2

- **Unit III: History of Theater Literature**
 - We will read and discuss scenes and/or a play by from each time period listed below:
 - Greek and Roman Theater
 - Medieval and Renaissance England
 - Early Modern Europe/Commedia Del Arte
 - Modern Europe
 - United States
 - Musical Theater
 - Contemporary Theater Practices

Quarter 3

- **Unit IV: Introduction to Acting**
 - Acting Exercises
 - Methods and Acting Techniques
 - Improvisation
 - Creating an Original Character - Improvisational Comedy Project
 - Monologues
 - Creating a Character Back-story
 - Graded Monologue Presentation

Quarter 4

- **Unit V: Scene Study**
 - Creating Original Theater Pieces
 - Script Writing
 - Graded Scene Work