

VALHALLA UNION FREE SCHOOL DISTRICT

**VALHALLA HIGH SCHOOL
ENGLISH CURRICULUM**

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Date Approved: _____

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Overview of the English Language Arts Program at Valhalla High School

Providing a language-rich environment is of primary importance at VM/HS.

Encouraging and supporting students in their efforts to become effective life-long readers, writers, and communicators is the goal that underlies all elements of our curriculum. In today's school and work environments, individuals must be critical thinkers and precise communicators.

The teachers of English, grades 6–12, work cohesively to create a comprehensive program that will facilitate individual growth over time. This goal is achieved while remaining aligned with New York State standards. As a result of our program, students will:

- Become independent, analytical readers within a wide variety of genres
- Employ a wide variety of writing styles for diverse purposes
- Listen and speak effectively in academic, social, and professional settings
 - Achieve their maximum potential on required state assessments

ENGLISH 9

Course Description

The English 9 curriculum is a full-year course. Major units, including short stories, Greek mythology, poetry, drama, the novel, and grammar and usage, are designed to build upon prior knowledge by introducing a more critical approach to reading, writing, listening, and speaking. In addition, students will be exposed to sections of the New York State Regents Exam. Students are assessed through a mid-year exam and a final exam.

Student Objectives

The English 9 program enables students to develop a more critical approach to reading literature. Students are exposed to a variety of literary genres and are encouraged to develop an appreciation of each particular work by examining the literary elements that make each one unique. Through this approach, students begin to enhance the analytical skills necessary for the New York State Regents and post-secondary endeavors. In addition, students will demonstrate the written, oral, and auditory skills identified by the New York State English Language Arts standards. The content of the English 9 course allows students to:

- Enhance their appreciation for a variety of literary genres
- Write frequently for a range of purposes
- Listen and speak effectively
- Think critically in order to analyze written material
- Work cooperatively
- Demonstrate their knowledge of the conventions of the English language
- Further their development of note-taking skills
- Make connections between the English 9 course content and other academic areas

Grade 9 English Course Content

- I. Literary Techniques/Elements
 - A. Plot
 1. Exposition

2. Rising action
 3. Conflict
 4. Climax
 5. Falling action
 6. Resolution
- B. Characterization
1. Personality
 2. Introvert vs. extrovert
 3. Round vs. flat
- C. Change
- Static vs. dynamic
- D. Relationships
1. Background
 2. Appearance
 3. Motivation
 4. Conflict
 - Internal vs. external
 5. Theme
 6. Setting
 7. Anachronism
 8. Protagonist/antagonist
 9. Tragic flaw
 10. Satire
 11. Irony
- E. Figurative language
1. Imagery
 2. Symbolism
 3. Simile
 4. Metaphor/extended metaphor
 5. Point of view
 6. Foreshadowing

7. Flashback
 8. Personification
- F. Poetic elements
1. Tone
 2. Imagery
 3. Alliteration
 4. Onomatopoeia
 5. Assonance
 6. Consonance
 7. Rhythm/rhyme
- II. Literature
- A. Short Story
1. “The Most Dangerous Game,” Richard Connell
 2. “The Scarlet Ibis,” James Hurst
 3. “The Cask of Amontillado,” Edgar Allan Poe
 4. “The Fifty-First Dragon,” Heywood Broun
 5. “The Gift of the Magi,” O. Henry
 6. “The Necklace,” Guy de Maupassant
 7. “To Build a Fire,” Jack London
- B. Poetry
1. “Birthday,” M.T. Buckley
 2. “My Mother, Who Came from China, Where She Never Saw Snow,” Lauren Mar
 3. “Mr. Artesian’s Conscientiousness,” Ogden Nash
 4. “In The Plaza We Walk,” Nephtali DeLéon
 5. “Warning,” Jenny Joseph
 6. “The Courage That My Mother Had,” Edna St. Vincent Millay
 7. “The Ad-dressing of Cats,” T.S. Eliot
 8. “The Rainy Day,” Henry Wadsworth Longfellow
 9. “The Bells,” Edgar Allan Poe

10. "The Spider Holds a Silver Ball," Emily Dickinson
11. "The Base Stealer," Robert Francis
12. "Dreams," Langston Hughes

C. Mythology

1. From *The Greek Gods*, Evslin, Evslin and Hoopes
2. From "Mythology: A Teaching Unit," Aileen M. Carroll
3. "Zeus"
4. "Hera"
5. "Athene"
6. "Poseidon"
7. "Hades"
8. "Demeter"
9. "Birth of the Twins"
10. "Artemis"
11. "Apollo"
12. "The Sons of Apollo"
13. "Hermes"
14. "Hephaestus"
15. "Aphrodite"
16. "Prometheus"
17. "Pandora"
18. "Phaeton"
19. "Orpheus"
20. "Narcissus and Echo"
21. "Eros and Psyche"
22. "Arion"

D. Drama: *Romeo and Juliet*, William Shakespeare

1. Background information: Shakespeare's life and the Elizabethan period
2. Archaic language
3. Vocabulary

4. Blank verse
 5. Allusion
 6. Dramatic foil
 7. Personification
 8. Soliloquy
 9. Monologue
 10. Dramatic irony
 11. Puns
 12. Tragedy
 13. Theme
- E. Novels
1. *The Pearl*, John Steinbeck
 2. *Great Expectations*, Charles Dickens
 3. *Of Mice and Men*, John Steinbeck
- III. Preparation for NYS English Regents exam
- Reading/writing for critical analysis and evaluation
 1. Brainstorming
 2. Outlining
 3. Drafting
 4. Peer editing
 5. Revising
- IV. Grammar
- *English Composition and Grammar*, chapters 8–16:
 1. Writing complete sentences
 - a. Fragments
 - i) Run-ons
 - ii) Combining sentences
 - Complex/compound
 2. Sentence structure
 - a. Subject/predicate
 - b. Compound subjects/compound verbs

- c. Classifying sentences by purpose
- 3. Parts of speech
 - a. Noun/Pronoun
 - b. Adjective/adverb
 - c. Verb
 - d. Preposition
 - e. Conjunction
 - f. Interjection
- 4. Complements
 - a. Complements with action verbs
 - b. Subject complements
- 5. Prepositional phrases
- 6. Subordinate clause

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

- 1. Midterm exam using Regents format
- 2. Final exam using Regents format
- 3. Tests
- 4. Quizzes
- 5. Worksheets/homework
- 6. Essay writing
- 7. Journal writing
- 8. Group discussions
- 9. Oral presentations
- 10. Group presentations/performances
- 11. Poetry writing
- 12. Entrance slips/exit slips
- 13. Socratic seminars
- 14. Debates
- 15. Mind maps

16. Pictorial representations
17. Thesis papers (includes brainstorming, outlines, thesis statements, drafts, peer editing, revisions)

GRADE 9 ENGLISH HONORS

Course Description

Grade 9, English Honors is a full year course. Its purpose is to provide the student with an overview of the following genres of literature: short story, poetry, drama, Greek mythology, and the novel. Within each genre, students define key concepts and terms affiliated with each unit. The course provides a foundation of literature, writing skills, reading comprehension skills, and critical thinking skills to prepare them for further advanced study of English. Writing Across the Curriculum is utilized throughout the year empowering students to focus on specific areas of correction at one time in their writings. Moreover, students will construct a variety of written work demonstrating control of the conventions of English grammar.

Student Objectives

The framework of grade 9, English Honors, presents students with multiple challenging tasks encompassing reading and understanding of literature, written response to literature, and critical analysis and evaluation of literature. Students will foster self-exploration and creativity throughout the curriculum. Upon completion of this course, students will be able to:

- Read and analyze a variety of literary works from the short story, poetry, drama, Greek mythology, and novel units
- Identify corresponding literature terms and concepts for each unit
- Enhance vocabulary utilizing words in daily homework assignments and written/oral responses
- Listen and read for critical analysis and interpretation of literary works
- Interpret, analyze, and react to various genres of literature
- Identify Focus Correction Areas and address personal challenges
- Create original pieces of work such as poems, short stories, and creative projects
- Work cooperatively to accomplish a specific goal
- Utilize research methods such as articles, Internet information, books, maps, or other appropriate information

- Construct MLA thesis papers that exhibit control over the conventions of English grammar
- Present oral presentations to classmates
- Explain the experience of viewing a live musical and provide a personal reaction
- Successfully complete a variety of written assignments
- Identify the four sections of the NYS Regents exam and practice each section

Grade 9 English Honors Content

I. Literature

A. Short Stories

1. “The Most Dangerous Game,” Richard Connell
2. “The Scarlet Ibis,” James Hurst
3. “A Death in the House,” Clifford D. Simak

B. Poetry

1. “Birthday,” M.T. Buckley
2. “My Mother, Who Came From China, Where She Never Saw Snow,” Lauren Mar
3. “Mr. Artesian’s Conscientiousness,” Ogden Nash
4. “In the Plaza We Walk,” Naphthali De Leon
5. “Warning,” Jenny Joseph
6. “The Centaur,” May Swenson
7. “Miss Rosie,” Lucielle Clifton
8. “Making a Fist,” Naomi Shihab Nye
9. “Velvet Shoes,” Elinor Wylie
10. “O Daedalus, Fly Away Home,” Robert Hayden
11. “The Courage That My Mother Had,” Edna St. Vincent Millay
12. “The Funeral,” Gordon Parks
13. “The Ad-dressing of Cats,” T.S. Eliot

14. "There Will Come Soft Rains," Sara Teasdale
 15. "The Rainy Day," Henry Wadsworth Longfellow
 16. "The Bells," Edgar Allan Poe
- C. Shakespearean Drama Unit
- *Romeo and Juliet*, William Shakespeare
- D. Greek Mythology
1. *Antigone*, Sophocles
 2. *The Greek Gods*, Evslin, Evslin, & Hoopes
- E. Novel
- Great Expectations, Charles Dickens
- II. Terms and Key Concepts
- A. Short Story
1. Plot
 2. Exposition
 3. Rising Action
 4. Falling Action
 5. Climax
 6. Conflict
 7. Resolution
 8. Theme
 9. Idioms
 10. Characterization
 11. Point of View
 12. Narrator
 13. Setting
- B. Poetry
1. Tone
 2. Allusion
 3. Metaphor
 4. Rhyme
 5. Homophones

6. Irony
 7. Figurative Language
 8. Hyperbole
 9. Alliteration
 10. Rhythm
 11. Imagery
 12. Simile
 13. Onomatopoeia
- C. Shakespearean Drama Unit
1. Foreshadowing
 2. Personification
 3. Monologue
 4. Soliloquy
 5. Blank verse
 6. Dramatic irony
 7. Dramatic foil
 8. Iambic Pentameter
- D. Greek Mythology
1. Myth
 2. Hero
 3. Heroine
 4. God
 5. Goddess
- E. Writing
1. Thesis Statement
 2. Evidence
 3. Hook
 4. Segue
 5. Topic Sentence
 6. Concluding Sentence
 7. Segue Sentences

8. Expansion Idea
 9. Introductory Paragraph
 10. Body Paragraphs
 11. Concluding Paragraph
- F. Grammar
1. Sentence Fragments
 2. Sentence Run-ons
 3. Subject/Predicate
 4. Noun
 5. Pronoun
 6. Adjective
 7. Adverb
 8. Preposition
 9. Conjunction
 10. Interjection
 11. Complements
 12. Phrases
 13. Clauses
 14. Simple Sentences
 15. Compound Sentences

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Homework
2. Class Participation
3. Tests
4. Quizzes
5. Papers
6. Creative Projects
7. A midterm and final exam in the format of the New York State Regents Comprehensive Examination in English

GRADE 10 ENGLISH

Course Description

This one-year course involves analysis of four major areas of literature: short story, novel, poetry, and drama. Other important components of the course include writing, listening, and speaking for information and understanding; literary response and expression; and social interaction. The tenth grade English assessment is modeled after sections of the NYS Regents exam and is administered in a January midterm and a June final.

Student Objectives

English 10 provides students an opportunity to broaden their English skills in the areas of reading, writing, listening, and speaking. In addition, the tenth grade English curriculum is designed to develop interest in, and awareness of, English as an aspect of life outside the classroom. While learning the content of English 10 students will:

- Read, write, listen, and speak for information and understanding; for literary response and expression; for critical analysis and evaluation; and for social interaction
- Broaden their knowledge and appreciation of other times and cultures, as well as their own, by reading all the major forms of literature
- Acquire a working knowledge of literary techniques relevant to the understanding of theme and character
- Communicate effectively
- Listen with a critical ear
- Develop organizational and note-taking skills
- Improve reading and writing skills by studying works of great writers
- Acquire confidence in their own creative abilities
- Correlate reading with other subjects
- Build a strong, grade-level vocabulary
- Develop proper language usage
- Learn the parts of speech as they relate to correct usage
- Punctuate, spell, and capitalize correctly

- Learn to accept constructive criticism and to use it for self-improvement

Grade 10 English Course Content

- I. Structure of a short story (plot, theme, conflict, characterization, point of view, setting, irony, symbol)
 - Stories will be selected from *Adventures in Appreciation*
 1. “Contents of a Dead Man’s Pockets,” Jack Finney
 2. “Marigolds,” Eugenia Collier
 3. “A Pair of Silk Stockings,” Kate Chopin
 4. “Blues Ain’t No Mockin Bird,” Toni Cade Bambara
 5. “The Demon Lover,” Elizabeth Bowen
 6. “The Trout,” Sean O’Faolain
 7. “Leningen Versus the Ants,” Carl Stephenson
 8. “The Beginning of Grief,” L. Woiwode
 9. “The Masque of the Red Death,” Edgar Allan Poe
 10. “Love,” William Maxwell
 11. “Shaving,” Leslie Norris
 12. “The Bet,” Anton Chekhov
 13. “The Monkey’s Paw,” W.W. Jacobs
- II. Poetry
 - A. Study of diction, imagery, figurative language, tone, rhythm, musical devices, theme, and form
 - B. From *Adventures in Appreciation* and supplemental materials:
 1. “Women,” Alice Walker
 2. “Miss Rosie,” Lucille Clifton
 3. “The Base Stealer,” Robert Francis
 4. “Dreams,” Langston Hughes
 5. “The Rainy Day,” Henry Wadsworth Longfellow
 6. “Forget It,” Unknown
 7. “A Prayer Before Birth,” Louis MacNeice
 8. “Fear,” Hart Crane

9. "A Red, Red Rose," Robert Burns
 10. "A Dream Deferred," Langston Hughes
 11. "One Perfect Rose," Dorothy Parker
 12. "Running," Richard Wilbur
 13. "Mirror," Sylvia Plath
- III. Structure of a Novel
- A. *A Tree Grows in Brooklyn*, Betty Smith
 - B. *Les Miserables*, Victor Hugo
 - C. *To Kill a Mockingbird*, Harper E. Lee
 - D. Independent reading project
- IV. Listening/Note-taking
- V. Drama
- Importance of sets, costumes, lighting, soliloquies, asides
 1. *Julius Caesar*, William Shakespeare
 2. *A Raisin in the Sun*, Lorraine Hansberry
- VI. Grammar (from *English Composition and Grammar – First Course*)
- A. Agreement
 - B. Verbs
 - C. Nouns/pronouns
 - D. Adjectives/adverbs
 - E. Usage
 - F. Capitalization
 - G. Punctuation
 - H. Spelling
- VII. Vocabulary: selected from literature studied
- VIII. Speaking
- A. Class discussions
 - B. Group work
 - C. Presentations
 - D. Literature circles
- IX. Writing

- A. Creative writing
- B. Writing based on component parts of NYS English Regents exam
 - 1. Writing for literary response
 - 2. Writing for information and understanding
 - 3. Critical lens essay
 - 4. Listening and writing for information and understanding

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

- 1. Periodic quizzes/testing
- 2. Journaling/writer's notebook
- 3. Listening comprehension
- 4. Essays
- 5. Oral presentations
- 6. Classroom discussion
- 7. Homework
- 8. Collaborative projects
- 9. A midterm and final exam in the format of the New York State Regents Comprehensive Examination in English

SPECIAL EDUCATION (SPED) ENGLISH 10

Course Description

This full-year course includes short stories, drama, poetry, and the novel. Students focus on reading comprehension and demonstrate their understanding through writing and class discussion. Grammar and writing techniques are explored as integral parts of the learning process. This course is co-taught by a teacher of English and a Special Education teacher. Students are assessed with midterm and final exams.

Student Objectives

Tenth grade English for special education students increases student proficiency in the areas of English literature and language. It fosters the development of effective study habits that will ensure success in the future. The assignments, lessons, and discussions will begin to prepare students for the NYS English Regents exam. While actively participating in the ninth grade SPED program, students will be able to:

- Read/analyze literary works
- Examine literature with a critical eye
- Develop organizational and note-taking skills
- Make connections between different literary works
- Detect/identify literary elements as they appear within written or verbal material
- Increase their vocabularies and speak effectively during class discussions
- Practice presentation skills while utilizing power point or other visual aids
- Write weekly (or bi-weekly) essays exploring ideas that stem from the literary work
- Edit their essays by correcting the punctuation and writing errors indicated by the teacher
- Read literature aloud and discuss their ideas/insights aloud in a group setting

Grade 10 English (SPED) Course Content

- I. Structure of a short story (plot, theme, conflict, characterization, point of view, setting, irony, symbol)

- Stories will be selected from *Adventures in Appreciation*
 1. “Contents of a Dead Man’s Pockets,” Jack Finney
 2. “Marigolds,” Eugenia Collier
 3. “A Pair of Silk Stockings,” Kate Chopin
 4. “Blues Ain’t No Mockin Bird,” Toni Cade Bambara
 5. “The Demon Lover,” Elizabeth Bowen
 6. “The Trout,” Sean O’Faolain
 7. “Leningen Versus the Ants,” Carl Stephenson
 8. “The Beginning of Grief,” L. Woiwode
 9. “The Masque of the Red Death,” Edgar Allan Poe
 10. “Love,” William Maxwell
 11. “Shaving,” Leslie Norris
 12. “The Bet,” Anton Chekhov
 13. “The Monkey’s Paw,” W.W. Jacobs

II. Poetry

- A. Study of diction, imagery, figurative language, tone, rhythm, musical devices, theme, and form
- B. From *Adventures in Appreciation* and supplemental materials:
 1. “Women,” Alice Walker
 2. “Miss Rosie,” Lucille Clifton
 3. “The Base Stealer,” Robert Francis
 4. “Dreams,” Langston Hughes
 5. “The Rainy Day,” Henry Wadsworth Longfellow
 6. “Forget It,” Unknown
 7. “A Prayer Before Birth,” Louis MacNeice
 8. “Fear,” Hart Crane
 9. “A Red, Red Rose,” Robert Burns
 10. “A Dream Deferred,” Langston Hughes
 11. “One Perfect Rose,” Dorothy Parker
 12. “Running,” Richard Wilbur
 13. “Mirror,” Sylvia Plath

- III. Structure of a Novel
 - A. *A Tree Grows in Brooklyn*, Betty Smith
 - B. *Les Miserables*, Victor Hugo
 - C. *To Kill a Mockingbird*, Harper E. Lee
 - D. Independent reading project
- IV. Listening/Note-taking
- V. Drama
 - Importance of sets, costumes, lighting, soliloquies, asides
 - 1. *Julius Caesar*, William Shakespeare
 - 2. *A Raisin in the Sun*, Lorraine Hansberry
- VI. Grammar (from *English Composition and Grammar – First Course*)
 - A. Agreement
 - B. Verbs
 - C. Nouns/pronouns
 - D. Adjectives/adverbs
 - E. Usage
 - F. Capitalization
 - G. Punctuation
 - H. Spelling
- VII. Vocabulary: selected from literature studied
- VIII. Speaking
 - A. Class discussions
 - B. Group work
 - C. Presentations
 - D. Literature circles
- IX. Writing
 - A. Creative writing
 - B. Writing based on component parts of NYS English Regents exam
 - 1. Writing for literary response
 - 2. Writing for information and understanding

3. Critical lens essay
4. Listening and writing for information and understanding

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Writing portfolios (with editing and revisions)
2. Tests/quizzes
3. Vocabulary and questions pertaining to literary works
4. Participation/attention
5. Midterm/final exams (incorporates NYS Regents critical lens essay and reading passage with multiple choice questions)
6. Journal writing
7. Daily homework assignments
8. Final presentation of a memorized sonnet or a piece of creative writing
9. Computer programs for vocabulary and grammar
10. Internet research and data collection culminating with a Power Point and Smart Board presentation on individualized Shakespeare projects
11. A midterm and final exam in the format of the New York State Regents Comprehensive Examination in English

GRADE 10 ENGLISH HONORS

Course Description

This one-year course involves analysis of four major areas of literature: short story, novel, poetry, and drama. Other important components of the course include writing, listening, and speaking for information and understanding; literary response and expression; and social interaction. The tenth grade English honors assessment is modeled after sections of the NYS Regents exam and is administered in a January midterm and a June final.

Student Objectives

English 10H provides students an opportunity to broaden their English skills in the areas of reading, writing, listening, and speaking. In addition, the tenth grade honors English curriculum is designed to develop interest in, and awareness of, English as an aspect of life outside the classroom. While learning the content of English 10H students will:

- Read, write, listen, and speak for information and understanding; for literary response and expression; for critical analysis and evaluation; and for social interaction
- Broaden their knowledge and appreciation of other times and cultures, as well as their own, by reading all the major forms of literature
- Acquire a working knowledge of literary techniques relevant to the understanding of theme and character
- Communicate effectively
- Listen with a critical ear
- Develop organizational and note-taking skills
- Improve reading and writing skills by studying works of great writers
- Acquire confidence in their own creative abilities
- Correlate reading with other subjects
- Build a strong, grade-level vocabulary
- Develop proper language usage
- Learn the parts of speech as they relate to correct usage
- Punctuate, spell, and capitalize correctly

- Learn to accept constructive criticism and to use it for self-improvement

Grade 10 English Honors Course Content

- I. Structure of a short story (plot, theme, conflict, characterization, point of view, setting, irony, symbol)
 - A. Stories will be selected from *Adventures in Appreciation*
 1. “Contents of a Dead Man’s Pockets,” Jack Finney
 2. “Marigolds,” Eugenia Collier
 3. “A Pair of Silk Stockings,” Kate Chopin
 4. “Blues Ain’t No Mockin Bird,” Toni Cade Bambara
 5. “The Demon Lover,” Elizabeth Bowen
 6. “The Trout,” Sean O’Faolain
 7. “Leningen Versus the Ants,” Carl Stephenson
 8. “The Beginning of Grief,” L. Woiwode
 9. “The Masque of the Red Death,” Edgar Allan Poe
 10. “Love,” William Maxwell
 11. “Shaving,” Leslie Norris
 12. “The Bet,” Anton Chekhov
 13. “The Monkey’s Paw,” W.W. Jacobs
- II. Poetry
 - A. Study of diction, imagery, figurative language, tone, rhythm, musical devices, theme, and form
 - B. From *Adventures in Appreciation* and supplemental materials:
 1. “Women,” Alice Walker
 2. “Miss Rosie,” Lucille Clifton
 3. “The Base Stealer,” Robert Francis
 4. “Dreams,” Langston Hughes
 5. “The Rainy Day,” Henry Wadsworth Longfellow
 6. “Forget It,” Unknown
 7. “A Prayer Before Birth,” Louis Mac Neice
 8. “Fear,” Hart Crane
 9. “A Red, Red Rose,” Robert Burns

10. "A Dream Deferred," Langston Hughes
 11. "One Perfect Rose," Dorothy Parker
 12. "Running," Richard Wilbur
 13. "Mirror," Sylvia Plath
- III. Structure of a novel
- A. *A Tree Grows in Brooklyn*, Betty Smith
 - B. *Les Miserables*, Victor Hugo
 - C. *To Kill a Mockingbird*, Harper E. Lee
 - D. Independent reading project
- IV. Listening/Note-taking
- V. Drama
- A. Importance of sets, costumes, lighting, soliloquies, asides
 1. *Julius Caesar*, William Shakespeare
 2. Other genres with similar themes: from *Literature Connections*
 - a. "Epitaph of a Tyrant," W. M. Auden
 - b. "News Flash: Political Assassinations," New York Herald
 - c. "Kennedy Killed by Sniper!," Tom Wicker
 - d. "For Malcolm a Year After," Etheridge Knight
 - e. "Eulogy to Dr. Martin Luther King, Jr.," Robert F. Kennedy
 - f. "The Agony of Victory," William Oscar Johnson
 3. *A Raisin in the Sun*, Lorraine Hansberry
- VI. Grammar (from *English Composition and Grammar – First Course*)
- A. Agreement
 - B. Verbs
 - C. Nouns/pronouns
 - D. Adjectives/adverbs
 - E. Usage
 - F. Capitalization

- G. Punctuation
- H. Spelling
- VII. Vocabulary: selected from literature studied
- VIII. Speaking
 - A. Class discussions
 - B. Group work
 - C. Presentations
 - D. Literature circles
- IX. Writing
 - A. Creative writing
 - B. Writing based on component parts of NYS English Regents exam
 - 1. Writing for literary response
 - 2. Writing for information and understanding
 - 3. Critical lens essay
 - 4. Listening and writing for information and understanding

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Periodic quizzes/testing
2. Journaling/writer's notebook
3. Listening comprehension
4. Essays
5. Oral presentations
6. Classroom discussion
7. Homework
8. Collaborative projects
9. A midterm and final exam in the format of the New York State Regents Comprehensive Examination in English

GRADE 11 ENGLISH

Course Description

Grade 11 English is designed to help the student become a more thoughtful, discerning reader. The class provides a complete overview of American literature from @1490 – late 1950's with selections from the following: Native Americans, Explorers, Settlers, Revolutionary Writers, writers of the American Expansion, New England Renaissance, Division and War, Realism, and the Modern Age. Reading and discussing novels, poems, plays, and essays written by America's outstanding authors will enable the students to gain an awareness of their cultural heritage as Americans. Students will discover the relationship between the literature and American history. Techniques of composition will be stressed with a particular emphasis on the process of writing and revising work. Research techniques will be employed and reinforced. Throughout the year, students practice and prepare for each section of the New York State English Regents Examination. Students will utilize Writing Across the Curriculum empowering students to focus on specific areas of correction at one time in their writings. The year culminates with the New York State Comprehension Examination in English.

Student Objectives

Grade 11 English presents, chronologically through literature, a study of the historical, political, and religious backgrounds of America. Upon completion of this course, students are expected to:

- Increase and refine their ability to communicate through speaking and writing
- Improve their communication through listening and reading
- Develop critical thinking and problem solving skills
- Increase their knowledge of America's literary past and present and understand its relationship to the history of ideas that have impacted our growth as a nation
- Recognize the various genres of literature
- Demonstrate fluency of literature terms

- Extract from a repertoire of literature, terms, vocabulary, and writing skills necessary to successfully complete the NYS English Regents Examination
- Utilize personal or objective criteria to form opinions or to make judgments about ideas and information
- Utilize research techniques effectively
- Proofread and revise self-written work and the work of others (both teacher-directed) in order to refine the skill of editing
- Improve grammar and punctuation skills via Focus Correction Areas within Writing Across the Curriculum

Grade 11 English Course Content

Primary Text: Literature: The American Experience published by Prentice Hall

- I. Native American Voices
 - A. *from The Walam Olum*, Delaware
 - B. *from The Navajo Origin Legend*, Navajo
- II. Explorers
 - *from Journal of the First voyage to America*, Christopher Columbus
- III. Settlers
 - A. *from Of Plymouth Plantation*, William Bradford
 - B. “To My Dear and Loving Husband,” Anne Bradstreet
 - C. “Upon the Burning of Our House,” Anne Bradstreet
 - D. “Huswifery,” Edward Taylor
 - E. *from Sinners in the Hands of an Angry God*, Jonathan Edwards
- IV. The Revolutionary Period
 - A. *Speech in the Virginia Convention*, Patrick Henry
 - B. “To His Excellence, General Washington,” Phillis Wheatley
 - C. *The Declaration of Independence*, Thomas Jefferson
- V. An Expanding Nation
 - A. “The Devil and Tom Walker,” Washington Irving
 - B. “Thanatopsis,” William Cullen Bryant

- C. “To A Waterfowl,” William Cullen Bryant
 - D. “The Fall of the House of Usher,” Edgar Allan Poe
 - E. “The Raven,” Edgar Allan Poe
- VI. New England Renaissance
- A. *from Nature*, Ralph Waldo Emerson
 - B. *from Self-Reliance*, Ralph Waldo Emerson
 - C. *from Walden*, Henry David Thoreau
 - D. *from Civil Disobedience*, Henry David Thoreau
 - E. The Scarlet Letter, Nathaniel Hawthorne (Supplemental)
- VII. New England Poets
- A. “A Psalm of Life,” Henry Wadsworth Longfellow
 - B. “Old Ironsides,” Oliver Wendell Holmes
 - C. “The First Snowfall,” James Russell Lowell
 - D. “Hampton Beach,” John Greenleaf Whittier
 - E. “There is a Certain Slant of Light,” Emily Dickinson
 - F. “I heard a Fly Buzz – when I died-,” Emily Dickinson
- VIII. Division, War, and Reconciliation
- A. *from My Bondage and My Freedom*, Frederick Douglass
 - B. The Gettysburg Address, Abraham Lincoln
 - C. *from Song of Myself*, Walt Whitman
- IX. Realism and the Frontier
- A. The Adventures of Huckleberry Finn, Mark Twain (supplemental)
 - B. “An Occurrence at Owl Creek Bridge,” Ambrose Bierce
 - C. “The Story of An Hour,” Kate Chopin
 - D. “To Build a Fire,” Jack London
 - E. “The Open Boat,” Stephen Crane
- X. The Modern Age
- The Great Gatsby, F. Scott Fitzgerald (Supplemental)
- XI. Regents

Primary Text: the New Comprehensive English Examination Guide, 2nd Edition, Robert D.

Sheperd

- A. Part I: Listening and Writing for Information and Understanding
- B. Part II: Reading and Writing for Information and Understanding

- C. Part III: Reading and Writing for Literary Response
- D. Part IV: Reading and Writing for Critical Analysis and Evaluation

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

- 1. Homework
- 2. Class participation
- 3. Tests
- 4. Quizzes
- 5. Papers
- 6. Creative Projects
- 7. A midterm and final exam in the format of the New York State Regents Comprehensive Examination in English
- 8. The New York State Regents Comprehensive Examination in English as a final exam

SPED ENGLISH 11

Course Description

This full-year course involves analysis of four major areas of literature: short story, novel, poetry, and drama. Other important components of the course include writing, listening, and speaking for information and understanding; literary response and expression; and social interaction. Both a teacher of English and a Special Education teacher deliver instruction. The English 11 assessment is the comprehensive English Regents exam administered in June.

Student Objectives

SPED English 11 provides students an opportunity to broaden their English skills in the areas of reading, writing, listening, and speaking. In addition, the SPED English 11 curriculum is designed to develop interest in, and awareness of English as an aspect of life outside the classroom. While learning the content of SPED English 11 students will:

- Read, write, listen, and speak for information and understanding, social interaction, literary response, and critical analysis
- Broaden their knowledge and appreciation of other times and cultures, as well as their own, by reading all the major forms of literature
- Acquire a working knowledge of literary form and technique relevant to the understanding of theme and character
- Communicate effectively
- Listen with a critical ear and mind
- Develop organizational and note-taking skills
- Improve reading and writing skills by studying works of great writers
- Acquire confidence in their own creative abilities
- Correlate reading with other subjects
- Build a strong grade-level vocabulary
- Develop proper language usage
- Learn the parts of speech as they relate to correct usage
- Punctuate, spell, and capitalize correctly
- Learn to accept constructive criticism and to use it for self-improvement

- Discriminate between the false and the true in literature
- Improve work/study skills by learning to budget time and responsibilities
- Recognize recurrent themes
- Proofread and revise self-written work and the work of peers in order to build the habit and techniques of editing
- Create and support a thesis

Grade 11 SPED English Course Content

I. The Short Story

A. Literary elements

1. Plot
2. Theme
3. Conflict
4. Characterization
5. Point of view
6. Setting
7. Irony
8. Symbolism
9. Foreshadowing

B. Selections from English 11 anthology

1. "Contents of a Dead Man's Pockets," Jack Finney
2. "The Secret Life of Walter Mitty," James Thurber
3. "The Lottery," Shirley Jackson
4. "The Gift of the Magi," O. Henry
5. "The Bet," Anton Chekov
6. "The Monkey's Paw," W.W. Jacobs
7. "The Pit and the Pendulum," Edgar Allan Poe
8. "Necklace," Guy de Maupassant

II. Poetry

A. Literary elements

1. Diction

- 2. Imagery
- 3. Figurative language
- 4. Tone
- 5. Rhythm
- 6. Theme
- B. Selections from English 11 anthology
 - 1. “Miss Rosie,” Lucille Clifton
 - 2. “Forget It,” Unknown
 - 3. “A Prayer Before Birth,” Louis MacNeice
- III. Novels
 - A. *Night*, Elie Wiesel
 - B. *The Scarlet Letter*, Nathaniel Hawthorne
- IV. Listening/Note-Taking
- V. Grammar
 - A. Parts of speech
 - 1. Nouns/pronouns
 - 2. Verbs
 - 3. Adjectives
 - 4. Adverbs
 - 5. Prepositions
 - B. Usage/technical control
 - 1. Agreement
 - 2. Capitalization
 - 3. Punctuation
 - 4. Spelling
- VI. Vocabulary: selected from literature studied
- VII. Speaking
 - A. Class discussions
 - B. Group work
- VIII. Writing based on component parts of NYS English Regents exam

- A. Writing for information and understanding
- B. Writing for literary response
- C. Critical lens essay
- D. Listening and writing for information and understanding

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Periodic quizzes/tests
2. Journaling/writer's notebook
3. Listening comprehension/note-taking
4. Essays
5. Oral presentations
6. Classroom discussion
7. Homework
8. Collaborative projects
9. A midterm and final exam in the format of the New York State Regents Comprehensive Examination in English
10. The New York State Regents Comprehensive Examination in English as a final exam

GRADE 11 ADVANCED PLACEMENT (AP)
ENGLISH LANGUAGE AND COMPOSITION

Course Description

The AP English Language and Composition course is designed to engage students in becoming skilled readers and writers. In this full-year course, students read American and British literary works in a variety of periods, disciplines, and rhetorical contexts. Focusing on language, the students examine the authors' linguistic choices in order to become more aware of style and rhetoric. This, in turn, assists the students with their own expository and argumentative writing.

Throughout the year, students write weekly (or bi-weekly) essays along with two comprehensive thesis papers that involve primary and secondary sources. The year culminates with the AP English Literature and Composition exam along with the NYS Comprehensive Examination in English.

Student Objectives

With a focus on rhetoric and style, this course guides the students' attention to the authors' writing process. Through close and active readings of non fiction (as well as fiction), the AP English Language and Composition course offers students the opportunity to understand and analyze rhetorical contexts. Writing is a fundamental part of this course, with emphasis placed on argument, rhetoric, and style. The assignments, lessons, and discussions will prepare students for the AP English Language and Composition exam as well as the NYS English Regents exam. During the academic year students will:

- Analyze complex writing to elicit meaning and to examine the writer's rhetorical methods
- Express their thoughts, insights, and understanding through expository, argumentative, and analytical writing
- Assess and improve their own writing by editing errors and weaknesses (teacher directed)
- Develop their own style as they learn and model the work of professional writers

- Critique and improve writing as a class by evaluating sample essays projected onto the board (teacher and student directed)
- Present their understanding and awareness through formal and informal presentations
- Use a broad vocabulary to discuss their notions during class discussions
- Examine all literature with a critical eye
- Employ close critical readings by annotating several literary works
- Make connections between diverse literary periods, genres, authors, and literary works
- Examine literature through varied perspectives by projecting philosophical, historical, and analytical lenses to the reading

AP English Language and Composition Course Content

- I. Essay collections & non-fiction
 - A. *What are People For?* Wendell Berry
 - B. *One Man's Meat*, E.B. White
 - C. *A Room of One's Own*, Virginia Woolf
 - D. *Nature and Self-Reliance*, Ralph Waldo Emerson
 - E. *Walden*, Henry David Thoreau
 - F. *The Gutenberg Elegies*, Sven Birkets
 - G. "The Stone Horse," Barry Lopez
 - H. "Shooting an Elephant," George Orwell
 - I. "The Declaration of Independence," Thomas Jefferson
 - J. "Declaration of Sentiments," Elizabeth Cady Stanton
 - K. "Letter from Birmingham Jail," Martin Luther King, Jr.
 - L. "Two Ways to Belong in America," Bharati Mukherjee
 - M. "The Inheritance of Tools," Scott Russell Sanders
 - N. "Mother Tongue," Amy Tan
 - O. "There is no Unmarked Woman," Deborah Tannen
 - P. "Television: The Plug-In Drug," Marie Winn
 - Q. "Women's Brains," Stephen Jay Gould

- R. “Ringgold Street,” David Bradley
- S. “Sinners in the Hands of an Angry God,” Jonathan Edwards
- II. Autobiography
 - A. *The Narrative of the Life of Frederick Douglass*
 - B. *Autobiography of Benjamin Franklin*
- III. Fiction (novels/play)
 - A. *The Scarlet Letter*, Nathaniel Hawthorne
 - B. *The Great Gatsby*, F. Scott Fitzgerald
 - C. *Hamlet*, William Shakespeare
 - D. *As I Lay Dying*, William Faulkner
- IV. Fiction (short stories/poetry)
 - A. Prose works including Nathaniel Hawthorne, Edgar Allan Poe, Ambrose Bierce, Kate Chopin, and Ernest Hemingway
 - B. “To My Dear and Loving Husband” and “Upon the Burning of our House,” Anne Bradstreet
 - B. “The Raven” and “Annabel Lee,” Edgar Allan Poe
 - C. “The Snowstorm” and “The Rhodora,” Ralph Waldo Emerson
 - D. “We Wear the Mask” and “Douglass,” Paul Laurence Dunbar
 - E. “Luke Havergal,” “Eben Flood,” “Miniver Cheevy,” and “Richard Cory,” Edwin Arlington Robinson
 - F. “In a Station of the Metro,” Ezra Pound
 - G. “Anecdote of the Jar,” and “Emperor of Ice Cream,” Wallace Stevens
 - H. “This is Just to Say,” and “The Red Wheelbarrow,” William Carlos Williams
 - I. “Mending Wall,” “Fire and Ice,” “Nothing Gold Can Stay,” “Stopping by Woods on a Snowy Evening,” and “Acquainted with the Night,” Robert Frost

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Class participation/awareness
2. Quizzes (announced or unannounced)
3. Comprehensive tests (multiple choice, short-answer, fill-ins, essay)
4. In-class and at-home essays
5. Homework
6. Thesis papers (includes outlines, thesis statements, drafts, revisions)
7. Group/individual presentations
8. Journaling
9. Formal in-class debates
10. Annotation of literary packets, essays, novels, plays, and poetry

GRADE 12 ADVANCED PLACEMENT (AP)
ENGLISH LITERATURE AND COMPOSITION

Course Description

In this full-year course, students read complex works of world literature from the medieval up to the contemporary period. Reading comprehension skills are reinforced as students examine key passages, and delve into the work's significance. Writing is of primary importance. Students fine-tune their writing skills as they examine the text and state 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. By the end of the year, students have written numerous comprehensive essays that examine specific, debatable points about primary works of poetry or prose. The year culminates with the nationally-administered Advanced Placement exam.

Student Objectives

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. 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. The assignments, lessons, and discussions will prepare students for college and the multiple choice and essay portions of the AP English Literature and Composition exam. During the academic year students will:

- Apply close readings to various forms of literature
- Analyze the literature to elicit deeper meanings
- Express their thoughts, insights, and basic comprehension through various forms of writing
- Present their understanding and awareness through formal and informal presentations
- Examine literary terms and vocabulary at a rigorous level by exploring meaning in the writer's diction and syntax

Grade 12 AP English Literature and Composition Course Content

- I. Novels
 - A. *Jane Eyre*, Charlotte Bronte
 - B. *Wide Sargasso Sea*, Jean Rhys
 - C. *As I Lay Dying*, William Faulkner
 - D. *Heart of Darkness*, Joseph Conrad
 - E. *Invisible Man*, Ralph Ellison
 - F. *Their Eyes Were Watching God*, Zora Neale Hurston
- II. Drama
 - A. *Death of a Salesman*, Arthur Miller
 - B. *The Zoo Story*, Edward Albee
 - C. *Equus*, Peter Shaffer
- III. Short stories
 - A. “A&P” and “Wife Wooing,” John Updike
 - B. “Araby” and “The Dead,” James Joyce
 - C. “Where Are You Going, Where Have You Been?” Joyce Carol Oates
 - D. “Young Goodman Brown” and “The Birth-mark,” Nathaniel Hawthorne
 - E. “The Storm” and “At the ‘Cadian Ball,” Kate Chopin
 - F. “The Yellow Wallpaper,” Charlotte Perkins Gilman
 - G. “Rocking Horse Winner,” DH Lawrence
 - H. “A Rose for Emily” and “Barn Burning,” William Faulkner
 - I. “A Good Man is Hard to Find,” “The Life You Save May Be Your Own,” and “Good Country People,” Flannery O’Connor
- IV. Poetry
 - A. “The Flea,” “Woman’s Constancy,” “Canonization,” “A Valediction Forbidding Mourning,” and Holy Sonnets “X,” “XIV,” John Donne

- B. “Because I Could Not Stop For Death,” “Success Is Counted Sweetest,” “I Heard A Fly Buzz When I Died,” “Hope Is A Thing With Feathers,” “I Felt A Funeral In My Brain,” And “There’s A Certain Slant Of Light,” Emily Dickinson
 - C. “To the Virgins, to Make Much of Time,” Robert Herrick
 - D. “My Last Duchess,” Robert Browning
 - E. “The Love Song of J. Alfred Prufrock” and “The Wasteland,” T.S. Eliot
 - F. “The Writer,” Richard Wilbur
 - G. Sonnets, William Shakespeare
 - H. “To His Coy Mistress,” Andrew Marvell
 - I. “I Wandered Lonely as a Cloud” and “Tintern Abbey,” William Wordsworth
 - J. From *Songs of Innocence and of Experience*, William Blake
 - K. “Ode on a Grecian Urn” and “Ode to a Nightingale,” John Keats
 - L. “Sailing to Byzantium,” “The Second Coming,” “Easter 1916,” and “The Fisherman,” William Butler Yeats
- V. Other
- A. Medieval narrative: *The Canterbury Tales* (“Prologue,” “The Millere’s Tale,” “The Wyfe of Bathe’s Tale,” “The Frankeleyn’s Tale”), Geoffrey Chaucer
 - B. From *Paradise Lost*, John Milton
 - C. Mock epic poem: “The Rape of the Lock,” Alexander Pope
 - D. Satire: “A Modest Proposal,” Jonathan Swift
 - E. Poetic verse: *Sir Gawain and the Green Knight*, the Pearl poet
- VI. Writing
- A. Weekly (or bi-weekly) AP essays
 - B. Thesis papers
 - C. Daily notes, analyzing specified parts of literary works
 - D. Editing

1. Errors are indicated in the students' margins; their task is to correct all errors and revise for improvement
2. Grammar and technical control are taught on an individualized basis as they pertain to each student's errors

VII. Critical theory

- A. Theories from Freud, Hegel, Locke, Kant, Plato, and Aristotle are discussed
- B. Critical essays relating to the literary works are read and examined
- C. Thesis papers require secondary sources

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Daily participation demonstrating thoughts and understanding related to the at-home readings
2. Weekly or bi-weekly essays
3. Multiple choice questions (AP test format)
4. In-class/at-home writings
5. Thesis papers (includes outlines, thesis statements, drafts, revisions)
6. Group/individual presentations
7. Writing portfolios
8. Homework
9. Annotation of literary packets, novels, plays, and poetry
10. Midterm/final exam (Advanced Placement test format)

GRADE 12 SPED ENGLISH

Course Description

This one-year course involves analysis of four major areas of literature: drama, novel, poetry, and short story. Other important components of the course include film analysis and writing, listening, and speaking for information and understanding; literary response and expression; and social interaction. Both a teacher of English and a Special Education teacher deliver instruction. Students are assessed through a mid-term and a final exam.

Student Objectives

SPED English 12 provides students an opportunity to broaden their English skills in the areas of reading, writing, listening, and speaking. In addition, the SPED English 12 curriculum is designed to develop interest in, and awareness of, English as an aspect of life outside the classroom. While learning the content of SPED English 12 students will:

- Read, write, listen, and speak for information and understanding; for literary response and expression; for critical analysis and evaluation; and for social interaction
- Broaden their knowledge and appreciation of other times and cultures, as well as their own, by reading all the major forms of literature
- Acquire a working knowledge of literary form and technique relevant to the understanding of theme and character
- Communicate effectively
- Listen with a critical ear and mind
- Become effective writers
- Acquire confidence in their own creative abilities
- Correlate reading with other subjects
- Build a strong, grade-level vocabulary
- Develop proper language usage
- Punctuate, spell, and capitalize correctly
- Learn to accept constructive criticism and to use it for self-improvement

Grade 12 SPED English Course Content

- I. The Short Story
 - A. “The Monkey’s Paw,” W.W. Jacobs
 - B. “The Gift of the Magi,” O. Henry
 - C. “Necklace,” Guy de Maupassant
- II. Poetry
 - A. “Forget It,” unknown
 - B. “A Prayer Before Birth,” Louis Mac Neice
- III. Structure of a novel
 - *Night*, Elie Wiesel
- IV. Listening and note taking
- V. Drama
 - Importance of sets, costumes, lighting
 - 1. *Death of a Salesman*, Arthur Miller
 - 2. *Fences*, August Wilson
 - 3. *A Streetcar Named Desire*, Tennessee Williams
 - 4. *Antigone*, Sophocles
 - 5. *Oedipus*, Sophocles
- VI. Grammar
 - A. Subjects/verbs
 - B. Adverbs/adjectives
 - C. Pronouns
 - D. Agreement
 - E. Usage
 - F. Capitalization
 - G. Punctuation
 - H. Spelling
- VII. Vocabulary: selected from literature studied
- VIII. Literary terms
 - A. Short story
 - 1. Plot

- 2. Theme
- 3. Characterization
- 4. Point of view
- 5. Setting
- 6. Foreshadowing
- 7. Irony
- 8. Symbolism
- B. Poetry
 - 1. Diction
 - 2. Imagery
 - 3. Tone
 - 4. Rhythm
 - 5. Theme
 - 6. Form
- IX. Speaking
 - A. Class discussions
 - B. Group work
- X. Film Analysis
 - A. *Death of a Salesman*, Arthur Miller
 - B. *A Streetcar Named Desire*, Tennessee Williams
 - C. *Antigone*, Sophocles
- XI. Memoir
 - A. "Eleven," Sandra Cisneros
 - B. "He Remembers," Paul Auster
 - C. "Tacklebox," Ralph Fletcher
 - D. "Owl Moon," Jane Yolen
 - E. "When the Relatives Came," Cynthia Rylant
 - F. "Five Dollars," Jean Little
- XII. Mythology – Classic Myths
- XIII. Life/Career Skills
- XIV. Writing

- A. Creative writing
 - 1. Poetry
 - 2. Memoir
- B. Expository writing
 - 1. Comparison/contrast
 - 2. Film analysis

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

- 1. Periodic quizzes/tests
- 2. Journaling/writer's notebook
- 3. Listening comprehension
- 4. Essays
- 5. Oral presentations
- 6. Classroom discussion
- 7. Homework
- 8. Collaborative projects
- 9. A midterm and final exam

GRADE 12 DRAMA WORKSHOP

Course Description

This half-year, senior elective course integrates discussion, reading, presentation, viewings, and exercises to teach classical theatre. Students examine in-depth character studies and examine underlying structural components such as unity, tension, obstacles, exposition, and foreshadowing. The course culminates with a performance of either an original student scene or selected scene from a published playwright.

Student Objectives

Drama workshop is an immersion in drama analysis, writing, and the dynamics of performing. As each component of character, motivation, and conflict manifests via literature, students learn to construct real characters and dialogue. This workshop also permits the student to experience scene work utilizing a variety of improvisational exercises. Moreover, students must learn to show a scene (both by a published playwright and their own pen) via performed action. Students will:

- Read three plays from the drama literature list (students vote)
- Discuss and analyze the plot and main characters from each play
- Construct a variety of written assignments including characterization sketch, scene format, and an original scene
- View each play after reading the text to help visualize the action and characters
- Complete improvisational exercises both alone and with classmates
- Share discussion and reaction with classmates of text and exercises
- View a live performance of a play
- Define the elements of a quality play
- Identify and provide examples of applicable drama terms
- Construct a scene or short one act play
- Perform a scene project for class

Grade 12 Drama Workshop Course Content

- I. Literature
 - A. Drama
 1. *Death of a Salesman*, Arthur Miller
 2. *A Streetcar Named Desire*, Tennessee Williams
 3. *Macbeth*, William Shakespeare
 4. *The Importance of Being Earnest*, Oscar Wilde
 5. *Twelve Angry Men*, Reginald Rose
 - B. Scenes
 1. Playing Scenes: A Sourcebook for Performers, Gerald Lee Ratliff
 2. One Act Plays for Acting Students, Norman A. Bert
 - C. Supplemental
 1. Create-A-Drama: Writing A Script, Eleanor W. Hoomes, Ph.D.
 2. Acting and Theatre, Cheryl Evans and Lucy Smith
 - D. Workbook
 - Theatre Arts 1: An Introductory Course, Alan Engelsman and Penny Engelsman
- II. Drama Terms
 - A. Drama
 - B. Characterization
 - C. Plot
 - D. Internal/External Conflict
 - E. Character
 - F. Conflict/Dramatic Conflict
 - G. Motivation
 - H. Crisis
 - I. Climax
 - J. Resolution
 - K. Turning Point

- L. Exposition
- M. Dialogue
- N. Protagonist
- O. Antagonist
- P. Denouement
- Q. Theme
- R. Suspense
- S. Soliloquy/Monologue
- T. Aside
- U. Flashback
- V. Foreshadowing
- W. Symbolism
- X. Dramatic Foil/Irony

III. Improvisational Exercises

- A. Breathing and Relaxing
- B. Shake Out
- C. Body Talk
- D. Invisible Ball
- E. Character Walk
- F. Please/No
- G. Three Items and a Private Task
- H. Step on the Blank (broken ice, beach, etc.) barefoot
- I. Toss the Beanie Babies
- J. Pass the Object and Use it in an Original Manner
- K. Freeze
- L. The Repetition Exercise
- M. Mirror
- N. Pose/Respond
- O. Movement and a Sound
- P. Animal Host Party
- Q. Trust Exercises

- R. Hitch Hiker/Taxi Driver
- S. Stand/Lean/Sit
- T. Feet Theatre
- U. Social Rank

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Participation in class discussions
2. Multiple choice quizzes
3. Short answer tests
4. Written assignments
 - a. Character analysis
 - b. Scene analysis
 - c. Plot structure
 - d. Scene construction
 - e. Critical response to live drama (field trip)
5. Oral presentations
 - a. Monologue
 - b. Scene work
 - c. Improvisational Exercises
6. Culminating Scene Project (Original scene or one act plays)
7. Final exam

GRADE 12 FILM STUDIES

Course Description

In this half-year elective, students are exposed to new methods for viewing, analyzing, and interpreting classic and contemporary films. Specifically, students learn to employ cinematic terminology as they engage in close viewings of selected scenes. They are also exposed to various techniques that permit a thorough, comprehensive understanding of the scenes or films. Higher-level thinking is encouraged through writing, class discussions, and formal/informal presentations. The course culminates with a final project and/or final exam.

Student Objectives

Throughout the film course, students learn to analyze film. They demonstrate their understanding of the various scenes through class discussions, written assignments, and oral presentations. As they learn about the numerous and complex factors that comprise a scene, students are empowered with a more comprehensive understanding of films.

Through this senior elective students will:

- Learn the terminology for identifying and examining films
- View numerous shots and scenes with a critical eye and mind
- Discuss and present their findings/observations in a classroom setting
- View and examine various full-length films with a critical eye and mind
- Write a thesis that examines one aspect of a particular film viewed in class
- Identify and present knowledge of film terms and elements through in-class presentations of individually-selected scenes
- Communicate effectively
- Develop organizational and note-taking skills
- Improve their viewing techniques through a more critical approach
- Develop oral presentation skills

Grade 12 Film Studies Course Content

- I. Film terms and topics
 - A. Frame
 1. Tight
 2. Loose
 3. Moving/mobile
 4. Reframing
 - a. Close up
 - b. Long shot
 - B. Camera angles/shots
 1. Subjective camera
 2. Objective camera
 3. Angle
 - a. High
 - b. Low
 4. Shot
 - a. Tilting
 - b. Pan
 - c. Tracking
 - d. Dolly shot
 - e. Establishing shot
 - f. Hand-held shot
 5. Dominant versus subsidiary contrasts
 6. Open versus closed form
 - C. Scenes
 1. Sequence
 2. Perspective
 - a. Deep focus
 - b. Shallow focus
 - c. Rack focus
 3. Mise-en-scene

- D. Editing (also referred to as cutting)
 - 1. Shot/reverse shot pattern (or shot/counter shot)
 - 2. Fade in/fade out
 - 3. Iris in/iris out
 - 4. Wipe
 - 5. Dissolve
 - 6. Montage
 - E. Film Speed
 - F. Sound
 - 1. Direct sound
 - 2. Postdubbed sound
 - 3. Sound match
 - 4. Diegetic/nondiegetic sound
 - G. Lighting
 - High/low key lighting
- II. Films viewed in their entirety
- A. *Casablanca*, Michael Curtiz
 - B. *The Godfather*, Francis Ford Coppola
 - C. *The Graduate*, Mike Nichols
 - D. *Cool Hand Luke*, Stuart Rosenberg
 - E. *Apocalypse Now*, Francis Ford Coppola
- III. Close-analysis of scenes may include but is not limited to:
- A. *Jaws*, Steven Spielberg
 - B. *Gone With the Wind*, Victor Fleming
 - C. *The Birds* and *Psycho*, Alfred Hitchcock
 - D. *Citizen Kane*, Orson Welles
 - E. *The Wizard of Oz*, Victor Fleming
 - F. *The Silence of the Lambs*, Jonathan Demme
 - G. *Forrest Gump*, Robert Zemeckis
 - H. *Dances With Wolves*, Kevin Costner
 - I. *Goodfellas*, Martin Scorsese

- J. *Pulp Fiction*, Quentin Tarantino
- K. *The Sixth Sense* and *Signs*, M. Night Shyamalan
- IV. Filmmaking/directors
 - A. Filmmakers versus story tellers
 - B. Examining techniques used by current and classic top directors
 - C. Cinematography that historically changes filmmaking
 - D. The Renaissance for film (1965-1975)

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Announced/unannounced quizzes
2. Individual/group presentations
3. Writing about selected scenes
4. Thesis paper about a film viewed in class
5. Multiple choice, fill-ins, and short-answer tests
6. In-class essays
7. Homework
8. Daily participation
9. Final exam/final project

GRADE 12 MASS COMMUNICATION

Course Description

This half-year elective enables students to examine carefully the elements of mass communication. Units are designed to introduce the major vehicles of mass communication and are intended to foster a critical, cultural, and global perspective. Topics of study include the news industry, radio, television and cable, the recording industry, motion pictures, marketing, advertising, and public relations. Students are assessed through a final exam.

Student Objectives

Mass Communication enables students to appreciate the role of the media in their lives. A number of these vehicles are studied in depth in order to appreciate their origins and history, their role in modern society, and their most recent advances in technology. Ultimately, students will gain a better understanding of how culture has been shaped by mass communication, and, conversely, how culture has affected the development of this phenomenon. Through this senior elective students will:

- Appreciate the role of the media in their lives
- Be introduced to a variety of mass media vehicles, including origins and history, roles in modern society, and most recent advances in technology
- Understand how culture has been shaped by mass communication
- Appreciate how culture has affected the development of mass communication

Grade 12 Mass Communication Course Content

- I. Mass Media and Culture
- II. The Internet
- III. The Recording Industry/Popular Music
- IV. The Broadcasting Industry/Radio
- V. Television and Cable
- VI. Motion Pictures
- VII. Newspapers and Journalism
- VIII. Magazines

- IX. Book Publishing
- X. Advertising and Marketing
- XI. Public Relations
- XII. Media Economics and the Global Marketplace
- XIII. Law and Regulation of Mass Communication
- XIV. Ethics and Social Issues

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Daily participation, including discussions and debates
2. Homework
3. Individual/group presentations
4. In-class essays
5. Writing newspaper articles
6. Modeling existing media products and creating “new” media products
7. Multiple choice, fill-ins, and short answer tests
8. Final exam

GRADE 12 MYTHS AND LEGENDS

Course Description

This half-year elective expands upon the Greek mythology presented in ninth grade. Students read and study the mythologies of past and present cultures in order to recognize common themes and archetypes. The course requires extensive reading, particularly of shorter works. Students write essays focusing on common elements in myths and their relevance to written and visual media. They are assessed with a final exam.

Student Objectives

Myths and Legends enables students to understand myths not simply as stories of gods and goddesses or pre-scientific explanations of the universe but as symbols of the human experience. They come to this understanding through a study of the elements common to all myths, focusing on the fundamental questions of humanity that myths answer, and through a study of archetypes present in both myths and legends. This course also enables students to recognize the manner in which myths and legends embody the values of the culture that created them. Through this senior elective, students will:

- Understand the definition of myth as a symbol of human experience
- Recognize the common elements in all myths
- Recognize the fundamental questions of humanity that myths strive to answer
- Understand the definition of archetype
- Identify major archetypes that permeate literature and film
- Recognize the ways in which myths and legends embody the values of the culture that created them
- Increase note-taking skills
- Develop ability to write effective comparison/contrast essays
- Develop oral presentation skills

Grade 12 Myths and Legends Course Content

Text: Rosenberg, Dona, ed., World Mythology: An Anthology of Great Myths and Epics, 3rd ed.

- I. Background
 - A. Definition of myth and legend

- B. Essential questions of myths
 - C. Functions of myths
 - D. Matriarchal vs. patriarchal myths
- II. Creation Myths
- A. Babylonian culture: *The Enuma Elish*
 - B. Egyptian culture: Osiris, Isis, and Horus
 - C. Greek culture:
 - 1. *The Creation of the Titans and the Gods*
 - 2. *The Ages of Man*
 - D. Northern European culture
 - 1. *The Creation, Death, and Rebirth of the Universe*
 - 2. *The Death of Balder*
 - 3. *The Theft of Thor's Hammer*
 - E. Indian culture: *The Creation, Death, and Rebirth of the Universe*
- III. Hero Myths
- A. England/Scandinavia: *Beowulf*
 - B. England/France: *King Arthur*
 - C. Greece: *The Iliad*
 - D. Rome: *The Aeneid*

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Short research papers
2. Daily quizzes on notes
3. Tests
4. Class discussion
5. Oral group presentations
6. Homework
7. Final exam

GRADE 12 WRITING

Course Description

This half-year elective explores both expository and creative writing formats in one condensed course. For the former, students examine the various modes of writing (narration, description, cause/effect, problem/solution, comparison/contrast, definition, process, evaluation, argument, and reflection), using skills needed for the particular writing tasks they are assigned. For the latter, students learn the skills needed for effective creative writing. They employ these skills for the varied writing tasks assigned. The final writing assessment is administered at the end of the course.

Student Objectives

Grade 12 Writing provides students an opportunity to broaden their English skills. In addition, the writing curriculum is designed to develop interest in and awareness of English as an aspect of life outside the classroom. While learning the content of writing students will:

- Read, write, listen, and speak for information and understanding; for critical analysis and evaluation; and for social interaction
- Enrich their understanding and acceptance of people and differing views
- Communicate effectively
- Listen with a critical ear and mind
- Develop the ability to express thoughts clearly
- Become effective writers
- Acquire confidence in their own creative abilities
- Develop proper language usage
- Punctuate, spell, and quote correctly
- Learn to accept constructive criticism and to use it for self-improvement

Grade 12 Writing Course Content

- I. Descriptive Writing
 - A. Figurative language
 1. Similes

- 2. Metaphors
- 3. Imagery
- B. Sensory language
- C. Specificity
 - Diction
- D. Unity/mood
- E. Euphony
 - 1. Alliteration
 - 2. Onomatopoeia
- II. Memoir
 - A. Exploration of effective writing techniques
 - 1. Dialogue
 - 2. Varied sentence beginnings
 - 3. Transitional words
 - 4. Paragraph structure
 - 5. Diction/imagery/figurative language
 - 6. Leads/Endings
 - B. Selected pieces for examination include:
 - 1. “He remembers,” Paul Auster
 - 2. “Owl Moon,” Jane Yolen
 - 3. “Tacklebox,” Ralph Fletcher
 - 4. “The Relatives Came,” Cynthia Rylant
 - 5. “Five Dollars,” Jean Little
 - 6. “Eleven,” Sandra Cisneros
 - 7. “Papa Who Wakes Up Fired in the Dark”, Sandra Cisneros
 - 8. “My Grandmother’s Hair”, Cynthia Rylant
- III. Expository Writing – Text: Student’s Book of College English
 - A. Narration
 - 1. Personal writing
 - Writer’s notebook

2. Assigned tasks – taken from writing Toward Rome Georgia Heard and Student’s Book of College English
 - B. Persuasive writing
 - C. Cause and effect
 - D. Comparison/contrast
 - E. Process analysis
 - F. College application essay (when course is offered during fall semester)
- IV. Grammar/Technical Control
- A. Punctuation
 1. Commas
 2. Colons
 3. Semicolons
 - B. Usage
 1. Fused sentences/comma splices
 2. Agreement
 3. Fluidity
 4. Word choice
- V. Speaking
- A. Class discussions
 - B. Group work
 - C. Presentations
 - D. Peer editing/Peer conferencing

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Writer’s notebook
2. Homework
3. Classroom discussion
4. Daily assignments
5. Final writing pieces

6. Editing
7. Peer editing
8. Peer conferencing
9. Celebratory read-alouds

GRADE 9-12 REMEDIAL READING COURSE

Course Description

The purpose of the reading program is to work collaboratively with teachers across the curriculum to support students who require additional instruction in order to become fluent, critical, and independent readers. On a rotating schedule, students meet two to five times a week. They remain in the intervention program until they exhibit the ability and confidence needed to exit.

Student Objectives

Reading provides students with the opportunity to expand and improve their reading comprehension through the use of various intervention strategies. In addition, the curriculum is designed to ensure that all students benefit from the program. This impacts many aspects of their life beyond the classroom. While participating in the remedial reading class students will:

- Read daily at their instructional and independent reading levels
- Perform an activity that sets the stage for reading while providing background materials (KWL chart, vocabulary, format, facts, predictions, and text structure)
- Learn from word study and word play
- Enhance comprehension as they make inferences, draw conclusions, evaluate, predict, reflect, and distinguish facts from opinions
- Explore literature using critical reading strategies
- Annotate assigned texts by circling words or phrases, highlighting with colored marker, or taking notes in margins
- Write in response to the literature

Grade 9-12 Remedial Reading Course Content

- I. Critical Reading
 - Facts/opinion
- II. Practical reading
 - A. Charts/illustrations
 1. Diagrams

2. Charts
- B. Practical reading
 - Following written directions
- III. Understanding Paragraphs
 - A. Main idea
 1. Stated
 2. Understated
 - B. Supporting details
 1. How details are arranged
 2. Sequence
 3. Relationships
 4. Cause and effect
 5. Comparison/contrast
 6. Rank of importance
- IV. Building Vocabulary Through Context
 - A. Synonyms/antonyms
 - B. Examples and directions
 - C. Root words
 1. Prefixes/suffixes
 2. Compound words
 3. Making inferences

Assessment of Student Progress

A variety of methods are used to assess the work of all students. These include:

1. Periodic testing
2. Listening comprehension
3. Classroom discussion
4. Comprehensive tests
 - a. Short answer
 - b. Fill-ins
 - c. Multiple choice

- d. Vocabulary
- 5. Oral presentations
- 6. Standardized reading tests

New York State Standards

Standard 1 – Language for Information and Understanding

Students will read, write, listen, and speak for information and understanding.

Key Idea 1 – Listening and Reading: Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Key Idea 2 – Speaking and Writing: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 2 – Language for Literary Response and Expression

Students will read, write, listen, and speak for literary response and expression:

Key Idea 1 – Listening and Reading: Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understanding the text, and recognizing the social, historical, and cultural features of the text.

Key Idea 2 – Speaking and Writing: Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Standard 3 – Language for Critical Analysis and Evaluation

Students will read, write, listen, and speak for critical analysis and evaluation.

Key Idea 1 – Listening and Reading: Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Key Idea 2 – Speaking and Writing: Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Standard 4 – Language for Social Interaction

Students will read, write, listen, and speak for social interaction.

Key Idea 1 – Listening and Reading: Oral communication informal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Key Idea 2 – Speaking and Writing: Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.