

HIGH SCHOOL STUDENT LANGUAGE DEVELOPMENT

Students in high school have language abilities firmly established and are able to use the skills orally and in writing in all educational disciplines. The high school level English curriculum will challenge the students to expand these skills, especially in the areas of critical thinking and critical analysis of literature. Students will become increasingly self-reflective with their language abilities to reinforce strong values and decision skills. Seminar based class discussions of literary themes will strengthen the critical process necessary for healthy life choices and for societal choices. The high school English curriculum should prepare each student for success in a college environment by requiring mastery of formal written papers, including MLA style, and fostering independent study skills necessary to succeed without direct supervision. Students should be encouraged to work increasingly independently of external motivation and guidelines throughout the high school years. As student responsibility increases, the work should reflect more original thought and develop a personal style and voice.

Many students arrive in ninth grade without having mastered basic skills in English for a variety of reasons. Each year, fewer students spend their time reading during elementary and middle school years and therefore increasingly acquire their vocabulary and grammar skills orally, often through popular culture or conversationally. Word processing programs have become a crutch for much of society and have substituted for real proofreading skills for many students. A young student is exposed to much more visual and audio stimuli today than even a few short years ago. For these reasons and more, spelling skills, knowledge of grammar and many of the basics of effective writing are sometimes deficient in today's ninth grader beginning high school. In high school, English programs need to thoroughly review many skills previously noted as mastered and provide the instruction necessary to accelerate the student's language development. Classes will be provided as needed for remedial skill at the freshman level with the intention of helping these students catch up to the rest of their peers.

ESSENTIALS / IMPRESS (IMproving Performance through Remediation and Study Skills)

Students beginning high school who have displayed below average scores (below 50th percentile) on entrance examinations in the areas of reading, language ability, and/or mathematics are candidates for Essentials or IMPRESS. Students or parents of students who perceive a need for help with study skills or any skill needed for success at the high school level are welcome to request Essentials or IMPRESS. Both classes are intended to provide a freshman student with the extra instruction needed to bring his or her skills up to par with the typical high school student. The programs are not substitutes for a more challenging curriculum that create lowered expectations of student performance. All of the performance objectives for both Essentials and IMPRESS will be relatively the same as those of 9th Grade English. The difference in the two classes will mainly deal with the presented material. In Essentials and Impress the material will generally be shorter and easier to comprehend and retain, at first, while gradually the material will be presented in an increasing pace and level of difficulty in order to continually challenge a student and prepare them for 10th Grade English.

Essentials and IMPRESS classes involve other disciplines besides English. For the purposes of this document, however, performance objectives will be established for English only. Because Essentials is taken in place of Freshman English, this program will fulfill the objectives in all of the following areas. Because IMPRESS is taken in addition to Freshman English areas of focus are based more on student and class needs and IMPRESS classes may not fulfill performance objectives in all of the following areas. Machebeuf High School offers Essentials and Holy Family High School offers IMPRESS.

PERFORMANCE OBJECTIVES: ESSENTIALS / IMPRESS**9th Grade****Notetaking - Listening Skills**

- A student presented with an oral presentation, class discussion, speech or lecture of appropriate length (approximately 10-20 minutes) with teacher recording key ideas on the board or overhead will:
 - a. identify and record key ideas in a notebook while maintaining close attention towards the speaker
 - b. organize ideas and points into a logical outline form
 - c. recognize and organize major versus minor points
 - d. identify and record details that support secondary points and ideas
 - e. reconstruct basic structure and recall the original oral message through review of notes

Notetaking - Visual Skills

- A student presented with a visual presentation of appropriate length (20-45 minutes) such as a play, a video documentary, a Power Point presentation, or visual art will:
 - a. interpret and record in outline form the visual message independently of audio message
 - b. interpret visual message and record it in notes that integrate the visual with the audio message

Notetaking - Reading Skills

- A student presented with written material of appropriate length (approximately 200 words) such as a novel excerpt, play, poem, or essay will:
 - a. identify and record key ideas in a notebook without losing focus on the plot or message of the text
 - b. organize ideas and points into a logical outline form that reflects the logic and structure of the text
 - c. recognize and organize major versus minor points
 - d. identify and record details that support secondary points and ideas
 - e. reconstruct basic structure and recall the message of original written material through review of notes

Speaking Skills

- A student presented with a poem, speech, essay, novel excerpt or other similar literary material of appropriate length (approximately 50-200 words) will:
 - a. read the text aloud without consistently skipping or misreading words in front of the class in an audible voice
 - b. use appropriate intonation to reveal a basic understanding of the tone of the passage
 - c. provide a minimum of eye contact to maintain listener's interest
 - d. orally provide a summary of the plot or content of the text after reading
 - e. orally paraphrase specific lines or sentences when prompted

Speaking Skills (Cont.)

- A student present in a class discussion of appropriate length (10-20 minutes) of a theme or issue in written, audio, or visual mediums will:
 - a. orally provide an accurate summary of the viewpoint of the speaker or author
 - b. respond personally to the viewpoint of the speaker or author
 - c. respond personally to the viewpoint of others in the classroom
 - d. respond in correct, standard English

Grammar

- A student presented with a simple, compound, complex, or compound-complex sentence in appropriate level writing will:
 - a. identify nouns, pronouns, adverbs, verbs, adjectives, conjunctions, prepositions and interjections
 - b. identify linking verbs versus action verbs
 - c. identify transitive versus intransitive verbs
 - d. identify subjects and predicates
 - e. identify compliments, indirect objects, direct objects, predicate adjectives, predicate nominatives, and object of prepositional phrases
 - f. identify mistakes in capitalization, commas and end punctuation
 - g. display mastery of above grammatical skills in all assigned writing

Vocabulary

- A student presented with a new vocabulary list of appropriate length (approximately 10 words per week) and difficulty (9th grade level) will:
 - a. look up words in a dictionary and record definitions independently

Vocabulary (Cont.)

- b. recognize the word orally in future oral messages
 - c. use the word correctly in student created speech or writing
 - d. memorize the definition for quizzes, tests, and future speaking and writing
- A student presented with a new vocabulary word in writing or in audio presentations of appropriate level (9th grade difficulty) will:
 - a. recognize the part of speech whenever possible through context clues and through common prefixes, and suffixes
 - b. interpret the definition through context clues and usage whenever possible
 - c. record new vocabulary in notes for later inspection
 - d. look up definition for new vocabulary word in the dictionary
 - e. memorize the definition for quizzes, tests, and future speaking and writing;

Reading

- A student presented with a written text of appropriate length (200-1,000 words) and difficulty (9th grade level) will:
 - a. comprehend and retain the plot or the overall message behind the work for quizzes, class discussion or reflective and analytical writing
 - b. summarize the plot or content of the work orally or in writing
 - c. recognize conflicts, characterization, and settings that influence the plot
 - d. recognize basic figurative elements such as foreshadowing, personification, imagery, symbolism, metaphor, and simile
 - e. recognize the tone, mood, or atmosphere within the writing

Reading (Cont.)

- f. recognize basic thematic understandings within the work and how they reflect human nature
- g. demonstrate appropriate grade level reading speed

Writing

- Before completing a formal writing assignment of appropriate length and difficulty (e.g. a 1-2 page summary or analytical paper, a poem, a 1-2 page short story or essay), a student will engage in prewriting in which he/she will:
 - a. utilize graphic organizers that visually represent the ideas or elements within the writing and the basic structure of the work
 - b. incorporate group ideas into analytical and creative writing
 - c. effectively use brainstorming techniques to begin creative and analytical assignments
 - d. create an outline to organize the logical development of both creative and analytical assignments
- In all written class work, homework assignments, and formal writing of appropriate length and difficulty (1-2 pages double spaced) a student will:
 - a. write correct and complete, simple, compound, complex, and compound-complex sentences that communicate a clear thought
 - b. display a recognition of a change in focus or topic by beginning a new paragraph
 - c. proofread, edit and revise his or her own work and the work of peers for spelling, grammar and proper use of vocabulary
 - d. successfully use the four basic types of sentences (exclamatory, declarative, interrogative, and imperative)
 - e. write paragraphs that contain integrated supporting details
 - f. display mastery of all 9th grade grammar skills

Writing (Cont.)

- g. maintain the focus of a topic or argument
- A student presented with a creative writing assignment of appropriate length and difficulty (e.g. 1-2 page short stories, 5-30 line poems, 1-2 page personal response essays) will:
 - a. verbally relate sensory experiences through appropriate imagery
 - b. use symbols, metaphors, and similes to relate the student's figurative themes
 - c. use proper diction to reflect the attitude of the author, speaker or characters of a work
 - d. create appropriate settings for narratives that display a distinct mood
 - e. create narratives with different conflicts (e.g. human vs. human, human vs. nature, human vs. him/herself, human vs. machine) that establish tension or rising action
 - f. create narratives with a rising action, climax, denouement, and resolution
 - g. establish and maintain an appropriate point of view utilizing first person, second person, and third person for narratives and poems, and essays
 - h. create appropriate dialogue for conflicts, resolutions, and character development when necessary
 - i. display proper use of meter, rhythm and rhyme scheme in poetry
- When a student is asked to write in response to literature (written, oral and/or visual) or in expository or persuasive essays of appropriate length, (1-2 page critical essays of a single work, reviews of plays, speeches or performances, summaries of narratives) the student will:
 - a. provide a written summary of the basic plot of the book when necessary
 - b. connect the knowledge of a text with personal knowledge of human nature to describe the themes within the text
 - c. write interpretive, evaluative, reflective, or expository essays

Writing (Cont.)

- d. explain the effect of a text on an audience while avoiding the use of personal pronouns
- e. create introductory and conclusion paragraphs that include a thesis/conclusion that defends a viewpoint or figurative conclusion based on the literature along with supporting points that reflect areas of focus in the body paragraphs
- f. include a topic sentence that establishes an area of focus in the introductory paragraph with author(s), and appropriately punctuated title(s)
- g. write body paragraphs with topic sentences that establish subtopics as areas of focus
- h. utilize quotes, specific evidence, or detailed examples to back up figurative conclusions or analysis
- i. use appropriate MLA style for all formal writing
- j. present a clear defensible point of view free of contradictions
- k. use sound, logical inductive and deductive reasoning to make a point
- l. recognize counter arguments in his or her writing, and refute them if necessary

PERFORMANCE OBJECTIVES: ENGLISH I OR ENGLISH WITH EXPOSITORY WRITING**9th Grade****Notetaking / Listening Skills**

- A student presented with an oral presentation, class discussion, speech or lecture of appropriate length (approximately 10-30 minutes), including student presentations, with teacher recording key ideas on the board or overhead will:
 - a. identify and record key ideas in a notebook while maintaining close attention towards the speaker
 - b. organize ideas and points into a logical outline form
 - c. recognize and organize major versus minor points
 - d. identify and record details that support secondary points and ideas
 - e. reconstruct basic structure and recall the original oral message through review of notes

Notetaking/ Visual skills

- A student presented with a visual presentation of appropriate length (20-60 minutes) such as a play, a video documentary, a Power Point presentation, or visual art will:
 - a. interpret and record in outline form the visual message independently of audio message
 - b. interpret visual message and record it in notes that integrate the visual with the audio message

Notetaking / Reading skills

- A student presented with written material of appropriate length (approximately 200 –500 words) such as a novel excerpt, play, poem, or essay will:
 - a. identify and record key ideas in a notebook without losing focus on the plot or message of the text
 - b. organize ideas and points into a logical outline form that reflects the logic and structure of the text
 - c. recognize and organize major versus minor points
 - d. identify and record details that support secondary points and ideas
 - e. reconstruct basic structure and recall the message of original written material through review of notes

Speaking Skills

- A student presented with a poem, speech, essay, novel excerpt or other similar literary material of appropriate length (approximately 50-500 words) will:
 - a. read the text aloud without consistently skipping or misreading words in front of the class in an audible voice
 - b. use appropriate intonation to reveal a basic understanding of the tone of the passage
 - c. provide a minimum of eye contact to maintain listener’s interest
 - d. orally provide a summary of the plot or content of the text after reading
 - e. orally paraphrase specific lines or sentences when prompted
- A student present in a class discussion of appropriate length (10-30 minutes) of a theme or issue in written, audio, or visual mediums will:
 - a. orally provide an accurate summary of the viewpoint of the speaker or author

Speaking Skills (Cont.)

- b. respond personally to the viewpoint of the speaker or author
- c. respond personally to the viewpoint of others in the classroom
- d. respond in correct, standard English

Grammar

- A student presented with a simple, compound, complex, or compound-complex sentence in appropriate level writing will:
 - a. identify nouns, pronouns, adverbs, verbs, adjectives, conjunctions, prepositions and interjections
 - b. identify linking verbs versus action verbs
 - c. identify transitive versus intransitive verbs
 - d. identify subjects and predicates
 - e. identify compliments, indirect objects, direct objects, predicate adjectives, predicate nominatives, and object of prepositional phrases
 - f. identify mistakes in capitalization, commas and end punctuation
 - g. display mastery of above grammatical skills in all assigned writing

Vocabulary

- A student presented with a new vocabulary list of appropriate length (approximately 15 words per week) and difficulty (9th grade level) will:
 - a. look up words in a dictionary and record definitions independently
 - b. recognize the word orally in future oral messages
 - c. use the word correctly in student created speech or writing

Vocabulary (Cont.)

- d. memorize the definition for quizzes, tests, and future speaking and writing
- A student presented with a new vocabulary word in writing or in audio presentations of appropriate level (9th grade difficulty) will:
 - a. recognize the part of speech whenever possible through context clues and through common prefixes, and suffixes
 - b. interpret the definition through context clues and usage whenever possible
 - c. record new vocabulary in notes for later inspection
 - d. look up definition for new vocabulary word in the dictionary
 - e. memorize the definition for quizzes, tests, and future speaking and writing

Reading

- A student presented with a written text of appropriate length (200-1,500 words) and difficulty (9th grade level) will:
 - a. comprehend and retain the plot or the overall message behind the work for quizzes, class discussion or reflective and analytical writing
 - b. summarize the plot or content of the work orally or in writing
 - c. recognize conflicts, characterization, and settings that influence the plot
 - d. recognize basic figurative elements such as foreshadowing, personification, imagery, symbolism, metaphor, and simile
 - e. recognize the tone, mood, or atmosphere within the writing
 - f. recognize basic thematic understandings within the work and how they reflect human nature
 - g. demonstrate appropriate grade level reading speed

Writing

- Before completing a formal writing assignment of appropriate length and difficulty (e.g. a 2-3 page summary or analytical paper, a poem, a 2-3 page short story or essay), a student will engage in prewriting in which he/she will:
 - a. utilize graphic organizers that visually represent the ideas or elements within the writing and the basic structure of the work
 - b. incorporate group ideas into analytical and creative writing
 - c. effectively use brainstorming techniques to begin creative and analytical assignments
 - d. create an outline to organize the logical development of both creative and analytical assignments

- In all written class work, homework assignments, and formal writing of appropriate length and difficulty (2-3 pages double spaced) a student will:
 - a. write correct and complete, simple, compound, complex, and compound-complex sentences that communicate a clear thought
 - b. display a recognition of a change in focus or topic by beginning a new paragraph
 - c. proofread, edit and revise his or her own work and the work of peers for spelling, grammar and proper use of vocabulary
 - d. successfully use the four basic types of sentences (exclamatory, declarative, interrogative, and imperative)
 - e. write paragraphs that contain integrated supporting details
 - f. display mastery of all 9th grade grammar skills
 - g. maintain the focus of a topic or argument

- A student presented with a creative writing assignment of appropriate length and difficulty (e.g. 2-5 page short stories, 5-50 line poems, 2-3 page personal response essays) will:
 - a. verbally relate sensory experiences through appropriate imagery

Writing (Cont.)

- b. use symbols, metaphors, and similes to relate the student's figurative themes
 - c. use proper diction to reflect the attitude of the author, speaker or characters of a work
 - d. create appropriate settings for narratives that display a distinct mood
 - e. create narratives with different conflicts (e.g. human vs. human, human vs. nature, human vs. him/herself, human vs. machine) that establish tension or rising action
 - f. create narratives with a rising action, climax, denouement, and resolution
 - g. establish and maintain an appropriate point of view utilizing first person, second person, and third person for narratives and poems, and essays
 - h. create appropriate dialogue for conflicts, resolutions, and character development when necessary
 - i. display proper use of meter, rhythm and rhyme scheme in poetry
- When a student is asked to write in response to literature (written, oral and/or visual) or in expository or persuasive essays of appropriate length, (2-3 page critical essays of a single work, reviews of plays, speeches or performances, summaries of narratives) the student will:
 - a. provide a written summary of the basic plot of the book when necessary
 - b. connect the knowledge of a text with personal knowledge of human nature to describe the themes within the text
 - c. write interpretive, evaluative, reflective, or expository essays
 - d. explain the effect of a text on an audience while avoiding the use of personal pronouns
 - e. create introductory and conclusion paragraphs that include a thesis/conclusion that defends a viewpoint or figurative conclusion based on the literature along with supporting points that reflect areas of focus in the body paragraphs

Writing (Cont.)

- f. include a topic sentence that establishes an area of focus in the introductory paragraph with author(s), and appropriately punctuated title(s)
- g. write body paragraphs with topic sentences that establish subtopics as areas of focus
- h. utilize quotes, specific evidence, or detailed examples to back up figurative conclusions or analysis
- i. use appropriate MLA style for all formal writing
- j. present a clear defensible point of view free of contradictions
- k. use sound, logical inductive and deductive reasoning to make a point
- l. recognize counter arguments in his or her writing, and refute them if necessary

PERFORMANCE OBJECTIVES: ENGLISH I HONORS AND HONORS ENGLISH WITH EXPOSITORY WRITING**9th Grade**

The Honors English program is designed for students with advanced proficiency with language to refine their abilities in an environment where students of similar skills discuss, challenge, debate, and share ideas based on critical interpretations of the literature. The program is not designed to exclusively require performance objectives not found in the college track freshman classes. Performance objectives will be relatively similar to those of the college track classes, however, a greater depth and breadth of all performances will be expected in the honors classes. Any additional objectives found only in the honors program will involve evaluations of literary techniques that require an understanding of vocabulary beyond the 9th grade level. Because the honor students will require less review of basic writing strategies, minimal review of basic grammar, and a reduced need for a set induction, classes will have more time for class discussion, the reading of higher level literature, and longer writing assignments with more advanced critical thinking and a greater synthesis of ideas. Seminar based discussions will play a larger role in the classroom for Honors English and the discussions should involve all students and utilize more evaluation of themes and more synthesis of ideas than what is expected in the college track classrooms.

Notetaking/ Listening Skills

- A student presented with oral presentation (including student presentations), class discussion, speech, lecture or debate of appropriate length (10-40 minutes) will:
 - a. identify and record key ideas in a notebook while maintaining close attention to an issue
 - b. organize ideas and points into an outline form
 - c. recognize and organize major versus minor points
 - d. identify and record details that support secondary points and ideas
 - e. reconstruct the basic structure of the message(s) through review of notes
 - f. add personal viewpoints to issues

Notetaking / Visual skills

- A student presented with a visual presentation of appropriate length (20-60 minutes) such as a play, a video documentary, a Power Point presentation, or visual art will:
 - a. interpret and record in outline form the visual message independently of audio message
 - b. interpret visual message and record it in notes that integrate the visual with the audio message

Notetaking / Reading Skills

- A student presented with written material of appropriate length (approximately 200 –750 words) such as a novel excerpt, play, poem, or essay will:
 - a. identify and record key ideas in a notebook without losing focus on the plot or message of the text

Notetaking / Reading Skills (Cont.)

- b. organize ideas and points into a logical outline form that reflects the logic and structure of the text
- c. recognize and organize major versus minor points
- d. identify and record details that support secondary points and ideas
- e. reconstruct basic structure and recall the message of original written material through review of notes

Speaking Skills

- A student presented with a poem, speech, essay, novel excerpt or other similar literary material of appropriate length (approximately 50-500 words) will:
 - a. read the text aloud in front of the class in an audible voice without consistently skipping or misreading words
 - b. use appropriate intonation to reveal a basic understanding of the tone of the passage
 - c. provide a minimum of eye contact to maintain listeners' interest
 - d. provide oral summary of the plot or content of the text after reading
 - e. paraphrase specific lines or sentences when prompted
- A student present at a class discussion of appropriate length (10-40 minutes) of a theme or issue in written, audio, or visual mediums will:
 - a. provide an accurate oral summary of the viewpoint of the speaker or author
 - b. respond personally to the viewpoint of the speaker or author
 - c. respond personally to the viewpoint of others in the classroom
 - d. respond in correct, standard English

Grammar

- A student presented with a simple, compound, complex, or compound-complex sentence in appropriate level writing will:
 - a. identify nouns, pronouns, adverbs, verbs, adjectives, conjunctions, prepositions and interjections
 - b. identify linking verbs versus action verbs
 - c. identify transitive versus intransitive verbs
 - d. identify subjects and predicates
 - e. identify compliments, indirect objects, direct objects, predicate adjectives, predicate nominatives, and object of prepositional phrases
 - f. identify mistakes in capitalization, commas and other punctuation
 - g. display mastery of above grammatical skills in all assigned writing

Vocabulary

Note: Vocabulary lists may be taken from either the assigned literature or from appropriate vocabulary books (e.g. Vocabulary for the College Bound Student, by Harold Levine).

- A student presented with a new vocabulary list of appropriate length (approximately 20-25 words per week) and difficulty (9th and 10th grade level) will:
 - a. look up words in a dictionary and record definitions independently
 - b. recognize the words orally in future oral messages
 - c. use the words correctly in student created speech or writing
 - d. memorize the definitions for quizzes, tests, and future speaking and writing

Vocabulary (Cont.)

- A student presented with a new vocabulary word in writing or in audio presentations of appropriate level (9th grade difficulty) will:
 - a. recognize the part of speech whenever possible through context clues and through common prefixes and suffixes
 - b. interpret the definition through context clues and usage whenever possible
 - c. record new vocabulary in notes for later inspection
 - d. look up definition for new vocabulary word in the dictionary
 - e. memorize the definition for quizzes, tests, and future speaking and writing

Reading

- A student presented with a written text of appropriate length (200-3,000 words) and difficulty (9th and 10th grade level) will:
 - a. demonstrate appropriate grade level reading speed
 - b. comprehend and retain the plot or the overall message behind the work for quizzes, class discussion or reflective and analytical writing
 - c. summarize the plot or content of the work orally or in writing
 - d. recognize conflicts, characterization, and settings that influence the plot
 - e. recognize basic figurative elements such as foreshadowing, personification, imagery, symbolism, metaphor, and simile
 - f. recognize the tone, mood, or atmosphere within the writing
 - g. recognize basic thematic understandings within the work and how they reflect human nature

Writing

- Before completing a formal writing assignment of appropriate length and difficulty (e.g. a 2-5 page summary or analytical paper, a poem, a 2-5 page short story or essay), a student will engage in prewriting in which the student will:
 - a. utilize graphic organizers that visually represent the ideas or elements within the writing and the basic structure of the work
 - b. incorporate group ideas into analytical and creative writing
 - c. effectively use brainstorming techniques to begin creative and analytical assignments
 - d. create an outline to organize the logical development of both creative and analytical assignments
- In all written class work, homework assignments, and formal writing of appropriate length and difficulty (2-5 pages double spaced) a student will:
 - a. write correct and complete, simple, compound, complex, and compound-complex sentences that communicate clear thoughts
 - b. display a recognition of a change in focus or topic by beginning a new paragraph
 - c. proofread, edit and revise his or her own work and the work of peers for spelling, grammar and proper use of vocabulary
 - d. successfully use the four basic types of sentences (exclamatory, declarative, interrogative, and imperative)
 - e. write paragraphs that contain integrated supporting details
 - f. display mastery of all 9th grade grammar skills
 - g. maintain the focus of a topic or argument
- A student presented with a creative writing assignment of appropriate length and difficulty (approximately 2-7 page short stories, 5-100 line poems, 2-5 page personal response essays) will:
 - a. relate sensory experiences verbally through appropriate imagery

Writing (Cont.)

- b. use symbols, metaphors, and similes to relate the student's figurative themes
 - c. use proper diction to reflect the attitude of the author, speaker or characters of a work
 - d. create appropriate settings for narratives that display a distinct mood
 - e. create narratives with different conflicts (e.g. human vs. human, human vs. nature, human vs. him/herself, human vs. machine) that establish tension or rising action
 - f. create narratives with a rising action, climax, denouement, and resolution
 - g. establish and maintain an appropriate point of view utilizing first person, second person, and third person for narratives and poems, and essays
 - h. create appropriate dialogue for conflicts, resolutions, and character development when necessary
 - i. display proper use of meter, rhythm and rhyme scheme in poetry
- When a student is asked to write in response to literature (written, oral and/or visual) or in expository or persuasive essays of appropriate length, (2-5 page critical essays of a single work, reviews of plays, speeches or performances, summaries of narratives) the student will:
 - a. provide a written summary of the basic plot of the book when necessary
 - b. connect the plot events with personal knowledge of human nature to describe the themes within a text
 - c. write interpretive, evaluative, reflective, or expository essays
 - d. explain the effect of a text on an audience while avoiding the use of personal pronouns
 - e. Create introductory and conclusion paragraphs that include a thesis/conclusion that defends a viewpoint or figurative conclusion based on the literature along with supporting points that reflect areas of focus in the body paragraphs

Writing (Cont.)

- f. include a topic sentence that establishes an area of focus in the introductory paragraph with author(s), and appropriately punctuated title(s)
- g. write body paragraphs with topic sentences that establish subtopics as areas of focus
- h. utilize quotes, specific evidence, or detailed examples to back up figurative conclusions or analysis
- i. use appropriate MLA style for all formal writing
- j. present a clear defensible point of view free of contradictions
- k. use sound, logical inductive and deductive reasoning to make a point
- l. recognize counter arguments in his or her writing, and refute them if necessary
- m. evaluate critical perspectives of other students or authors
- n. establish a critical stance by synthesizing ideas from other texts, or from other students, or from a student's own previous writing

PERFORMANCE OBJECTIVES: ENGLISH II AND ENGLISH WITH COLLEGE PREP COMPOSITION**10th Grade****Notetaking / Listening Skills**

- A student presented with oral presentation (including student presentations), class discussion, speech, lecture or debate of appropriate length (10-45 minutes) will:
 - a. identify and record key ideas in a notebook while maintaining close attention to an issue
 - b. organize ideas and points into an outline form
 - c. recognize and organize major versus minor points
 - d. identify and record details that support secondary points and ideas
 - e. reconstruct the basic structure of the message(s) through review of notes
 - f. add personal viewpoints to issues

Notetaking / Visual skills

- A student presented with a visual presentation of appropriate length (20-60 minutes) such as a play, a video documentary, a Power Point presentation, or visual art will:
 - a. interpret and record in outline form the visual message independently of audio message
 - b. interpret visual message and record it in notes that integrate the visual with the audio message

Notetaking / Reading Skills

- A student presented with written material of appropriate length (approximately 200 –1,000 words) such as a novel excerpt, play, poem, or essay will:
 - a. identify and record key ideas in a notebook without losing focus on the plot or message of the text
 - b. organize ideas and points into a logical outline form that reflects the logic and structure of the text
 - c. recognize and organize major versus minor points
 - d. identify and record details that support secondary points and ideas
 - e. reconstruct basic structure and recall the message of original written material through review of notes

Speaking Skills

- A student presented with a poem, speech, essay, novel excerpt or other similar literary material of appropriate length (approximately 50-700 words) will:
 - a. read the text aloud in front of the class in an audible voice without consistently skipping or misreading words
 - b. use appropriate intonation to reveal a basic understanding of the tone of the passage
 - c. provide adequate eye contact to maintain listeners' interest (establish eye contact approximately once every other sentence)
 - d. provide oral summary of the plot or content of the text after reading
 - e. paraphrase specific lines or sentences when prompted
 - f. use appropriate pauses for punctuation, paragraph breaks, and end of lines in poetry

Speaking Skills (Cont.)

- A student present at a class discussion of appropriate length (20-45 minutes) of a theme or issue in written, audio, or visual mediums will:
 - a. provide an accurate oral summary of the viewpoint of the speaker or author
 - b. respond personally to the viewpoint of the speaker or author
 - c. respond personally to the viewpoint of others in the classroom
 - d. respond in correct, standard English
 - e. recognize passages or phrases relevant to the discussion and evaluate and interpret them in order to clarify a position on a particular theme

Grammar

Note: Students will be expected to display an understanding of all grammar skills from the 9th grade level. An assessment of grammar skills from the 9th grade performance objectives will be necessary to determine areas for review before learning new concepts. The following performance objectives for tenth graders will be in addition to all of the objectives in the 9th grade:

- A student presented with a simple, compound, complex, or compound-complex sentence in appropriate level writing will:
 - a. identify different types of pronouns (personal, reflexive, possessive, etc.)
 - b. identify the antecedent of pronouns and be able to use pronouns that properly (correctly) agree with their antecedents and with their verbs
 - c. identify general, ambiguous, and weak pronoun reference errors
 - d. identify correct and incorrect subject and verb agreement, including cases of sentences with compound subjects or verbs or in cases of sentences with intervening phrases

Grammar (Cont.)

- e. identify mistakes in use of ellipses, dashes, parentheses, brackets, apostrophes, and quotation marks, colons, and semi-colons
- f. distinguish between passive and active voice
- g. identify subjunctive mood
- h. display mastery of above grammatical skills in all assigned writing

Vocabulary

Note: Vocabulary lists may be taken from either the assigned literature or from appropriate vocabulary books (e.g. Vocabulary for the College Bound Student, by Harold Levine).

- A student presented with a new vocabulary list of appropriate length (approximately 20-25 words per week) and difficulty (10th grade level) will:
 - a. look up words in a dictionary and record definitions independently
 - b. recognize the words orally in future oral messages
 - c. use the words correctly in student created speech or writing
 - d. memorize the definitions for quizzes, tests, and future speaking and writing
 - e. use word forms to help determine the part of speech and word meaning
 - f. create and update a personal vocabulary list from reading assignments
 - g. use words in analogies for pre-SAT preparation

Vocabulary (Cont.)

- A student presented with a new vocabulary word in writing or in audio presentations of appropriate level (10th grade difficulty) will:
 - a. recognize the part of speech whenever possible through context clues and through common prefixes, and suffixes
 - b. interpret the definition through context clues and usage whenever possible
 - c. record new vocabulary in notes for later inspection
 - d. look up definition for new vocabulary word in the dictionary
 - e. memorize the definition for quizzes, tests, and future speaking and writing

Reading

- A student presented with a written text of appropriate length (200-3,000 words) and difficulty (10th grade level) will:
 - a. demonstrate appropriate grade level reading speed
 - b. comprehend and retain the plot or the overall message behind the work for quizzes, class discussion or reflective and analytical writing
 - c. summarize the plot or content of the work orally or in writing
 - d. recognize conflicts, characterization, and settings that influence the plot
 - e. recognize figurative elements such as imagery, hyperbole, litotes, puns, assonance, consonance, alliteration, foreshadowing, and irony
 - f. recognize the tone, mood, or atmosphere within the writing

Reading (Cont.)

- g. recognize thematic understandings within the work and how they reflect human nature
- h. recognize and understand basic meter and rhyme schemes within poetry

Writing

- Before completing a formal writing assignment of appropriate length and difficulty (e.g. a 3-5 page summary or analytical paper, a poem, a 3-5 page short story or essay), a student will engage in prewriting in which the student will:
 - a. utilize graphic organizers that visually represent the ideas or elements within the writing and the basic structure of the work
 - b. incorporate group ideas into analytical and creative writing
 - c. effectively use brainstorming techniques to begin creative and analytical assignments
 - d. create an outline to organize the logical development of both creative and analytical assignments
- In all written class work, homework assignments, and formal writing of appropriate length and difficulty (3-5 pages double spaced) a student will:
 - a. write correct and complete, simple, compound, complex, and compound-complex sentences that communicate clear thoughts
 - b. display a recognition of a change in focus or topic by beginning a new paragraph
 - c. proofread, edit and revise his or her own work and the work of peers for spelling, grammar and proper use of vocabulary

Writing (Cont.)

- d. successfully use the four basic types of sentences (exclamatory, declarative, interrogative, and imperative)
 - e. write paragraphs that contain integrated supporting details
 - f. display mastery of all 10th grade grammar skills
 - g. maintain the focus of a topic or argument
- A student presented with a creative writing assignment of appropriate length and difficulty (approximately 3-7 page short stories, 5-100 line poems, 3-5 page personal response essays) will:
 - a. relate sensory experiences verbally through appropriate imagery
 - b. use symbols, metaphors, and similes to relate the student's figurative themes
 - c. use proper diction to reflect the attitude of the author, speaker or characters of a work
 - d. create appropriate settings for narratives that display a distinct mood
 - e. create narratives with different conflicts (e.g. human vs. human, human vs. nature, human vs. him/herself, human vs. machine) that establish tension or rising action
 - f. create narratives with a rising action, climax, denouement, and resolution
 - g. establish and maintain an appropriate point of view utilizing first person, second person, and third person for narratives and poems, and essays
 - h. create appropriate dialogue for conflicts, resolutions, and character development when necessary
 - i. display proper use of meter, rhythm and rhyme scheme in poetry

Writing (Cont.)

- When a student is asked to write in response to literature (written, oral and/or visual) or in expository or persuasive essays of appropriate length, (3-5 page critical essays of a single work or more than one work, reviews of plays, speeches or performances, summaries of narratives) the student will:
 - a. provide a written summary of the basic plot of the book when necessary
 - b. connect the plot events with personal knowledge of human nature to describe the themes within a text
 - c. write interpretive, evaluative, reflective, or expository essays
 - d. explain the effect of a text on an audience while avoiding the use of personal pronouns
 - e. create introductory and conclusion paragraphs that include a thesis/conclusion that defends a viewpoint or figurative conclusion based on the literature along with supporting points that reflect areas of focus in the body paragraphs
 - f. include a topic sentence that establishes an area of focus in the introductory paragraph with author(s), and appropriately punctuated title(s)
 - g. write body paragraphs with topic sentences that establish subtopics as areas of focus
 - h. utilize quotes, specific evidence, or detailed examples to back up figurative conclusions or analysis
 - i. use appropriate MLA style for all formal writing
 - j. present a clear defensible point of view free of contradictions
 - k. use sound, logical inductive and deductive reasoning to make a point
 - l. recognize counter arguments in his or her writing, and refute them if necessary

Writing (Cont.)

- m. evaluate critical perspectives of other students or authors
- n. establish a critical stance by synthesizing ideas from other texts, or from other students, or from a student's own previous writing

PERFORMANCE OBJECTIVES: ENGLISH FOR JUNIORS**Notetaking**

- The student will review note taking techniques from previous years.
- The student will organize and document notes for research materials.

Grammar

- The learner will review grammar presented in previous years.
- The learner will identify verbal and verbal phrases (participles, gerunds, infinitives).
- The learner will identify various types of phrases and clauses.
 - a. identify and explain the difference between subordinate and independent clauses
 - b. identify and explain the difference between nominative and objective case in relation to proper usage
 - c. explore and explain unusual aspects of English language (i.e. few vs. less, further vs. farther, good vs. well)

Writing

- Students will complete a thorough review of freshman and sophomore writing concepts.
- The learner will write and accurately document a 10-20 page argumentative research paper.
 - a. demonstrate ability to research a topic independently
 - b. identify and use primary, secondary, and tertiary resources
 - c. develop, maintain, and prove a cohesive thesis throughout the paper
 - d. present and refute opposing view points

Writing (Cont.)

- e. utilize deductive and inductive reasoning in establishing a written argument (thesis, antithesis, and synthesis)
- f. demonstrate ability to identify and avoid logical and rhetorical fallacies
- g. correctly assemble outlines, bibliographies, and works cited pages
- h. provide adequate background materials and define key terms for arguments
- i. provide solutions in conclusions

Vocabulary

- A student presented with new vocabulary will:
 - a. review word forms to help to determine part of speech and meaning
 - b. memorize the meaning of at least 15-20 new SAT words a week
 - c. understand the dynamics of analogies for pre-SAT preparation

Reading and Literature

- Students will read and discuss American Literature.
- Students will understand the importance of Puritan Era literature.
 - a. identify and discuss the effects of Puritan beliefs in literature in both theme and style
 - b. recognize that belief system influenced style (plain, simple style)
- Students will demonstrate understanding of the importance of essay in writing and thinking from the Revolutionary period.
- Students will identify and explain the importance of the American Romantic Style.
 - a. recognize the difference between light (optimistic) and dark (pessimistic) Romantic style

Reading and Literature (Cont.)

- b. demonstrate understanding and appreciation of the flowering of American poetry
- Students will be introduced to regional literature with distinct voices and dialect in the examination of Pioneer literature.
 - a. recognize issues of American expansion in literature
- Students will identify elements of Modern literature.
 - a. explore the break with traditional styles of writing
 - b. understand disillusionment with American Dream and questioning of Capitalism
- Students will explore issues of diversity and ethnicity in contemporary era literature.

Contemporary Motifs

- The student will be able to identify and explain the evolution of the following common motifs:
 - a. American view of nature
 - b. American identity: heterogeneous – homogeneous
 - c. American Dream
 - d. Independence

PERFORMANCE OBJECTIVES: ENGLISH FOR SENIORS**Notetaking**

- Students will review and apply notetaking techniques taught in previous years.

Grammar

- Students will review grammar concepts.
- Students will apply understanding of grammar concepts to editing.

Writing

- Students will be exposed to advanced rhetorical techniques and develop their own writing style.
- Students will write and accurately document a 10-20 page literary research paper.
 - a. demonstrate ability to research a topic independently
 - b. identify and use primary, secondary, and tertiary resources
 - c. present and refute opposing view points when appropriate
 - d. write a thesis that provides the student's personal viewpoint through literary analysis
 - e. demonstrate ability to identify and avoid logical and rhetorical fallacies
 - f. correctly assemble outlines, bibliographies, and works cited pages
 - g. provide adequate background materials and define key terms for arguments
 - h. provide solutions in conclusions

Vocabulary

- Students will review strategies for determining word meaning and use.
- Students will memorize the meaning of 20 new words taken from literature.
- Students will review the dynamics of the SAT word analogies.

Reading and Literature

- Students will read and discuss World Literature with an emphasis on British Literature.
- Students will demonstrate an understanding of the dynamics of the following eras in literature:
 - a. up to 1400 AD
 - feudal culture
 - heroic ideals
 - cultivation of group ethos and rise of nationalism
 - b. 1400 to 1600
 - rebirth of classical literature
 - rise of middle class
 - c. 1600 to 1800
 - rise of capitalism
 - the rise of Protestantism
 - rebellion against hierarchical institutions
 - d. 1800 to present
 - the romantic movement
 - reaction to industrial revolution
 - importance of imagination and feelings
 - focus on nature
 - progress of industry, technology and education
 - explore the break from traditional styles of art
 - questioning of capitalistic values
 - evolution verses creationism