



**STUDENT LEARNING GOALS
For English/Language Arts**

- Communicate in small group learning activities.
- Read, analyze, and synthesize literary works from a variety of eras and cultures.
- Compare archetypal patterns studied.
- Analyze printed consumer information.
- Refine a variety of writing skills.
- Apply grammar and usage rules.
- Increase vocabulary and improve spelling.
- Incorporate technology.

**LEARNING/
THINKING
STUDY SKILLS**

- Applying standard grammar and usage
- Classifying
- Comparing and contrasting
- Constructing logical sequences
- Creating hypotheses
- Detecting fallacies
- Distinguishing between fact and opinion
- Drawing conclusions
- Following directions
- Formulating questions
- Increasing vocabulary
- Listening
- Managing time
- Observing
- Organizing
- Outlining
- Paraphrasing
- Participating in group activities
- Predicting outcomes
- Proofreading
- Reading critically
- Recognizing cause and effect
- Recognizing main idea and details
- Reporting
- Revising
- Sequencing
- Solving problems
- Speaking
- Using mass media
- Using resources
- Using technology
- Writing

INSTRUCTION: Instruction in advanced courses emphasizes differentiation through complex tasks and in-depth independent investigation. Students are challenged to think like experts and demonstrate proficiency in the field of English.

ORAL LANGUAGE	READING/LITERATURE	WRITING	RESEARCH
Small group learning activities <ul style="list-style-type: none"> • outline activities • summarize activities • assume responsibility for specific tasks • include all group members in oral presentation • evaluate results Critique of group activities <ul style="list-style-type: none"> • evaluate one's own role • evaluate effectiveness of group process • evaluate presentations Socratic seminars Interpretive reading of poetry Promotion of critical listening Analysis of independent reading	Analysis of literary works from a variety of eras and cultures <ul style="list-style-type: none"> • stress similarities and differences of structures (symbolism and/or imagery) • analyze universal themes • compare cultural archetypes • examine a literary selection from several critical viewpoints • study cause and effect • recognize allusion Interpretation of printed consumer materials Independent study of poetry <ul style="list-style-type: none"> • identify and apply poetic terminology • compare and contrast poetic structure, emotional impact • paraphrase the meanings of selected poems Analysis of development of characters in dramatic selections Vocabulary growth through content terminology Pursuit and analysis of independent reading Reading and analysis of in-class common studies	Refinement of writing process <ul style="list-style-type: none"> • exposition • business letter • formal outline Domain scoring assessment Interpretation, analysis, evaluation of ideas from literature Analysis of professional and peer writing Paraphrasing Creative writing Peer editing Refinement of essay test writing Emphasis on self-evaluation Review and refinement of grammatical usage in <ul style="list-style-type: none"> • subject/verb agreement • complements - emphasize objective complement • pronoun usage and agreement • phrases- recognition and punctuation of phrases, especially verbal phrases • clauses - recognition and punctuation of noun, adjective, and adverb clauses • recognition and punctuation - compound, complex, and compound-complex sentences • punctuation of direct and indirect quotations • punctuation: colon, hyphen, parentheses Emphasis of skills <ul style="list-style-type: none"> • organization • word choice • sentence variety • sequencing • revision • proofreading • spelling • word processing • technology 	Collection, evaluation, organization, and verification of information from a variety of primary and secondary sources Use of technology to prepare an oral or written report on material collected Use of MLA format

COMMONLY STUDIED AUTHORS: E. Bronte, e. e. cummings, E. Dickinson, G. Eliot, E. Gaines, A. Haley, E. Hemingway, J. Knowles, Malory, Orwell, Sophocles, G. Soto, Steinbeck, Tennyson, E. Wiesel

CONNECTIONS: The following activities/assignments are examples of how this subject will connect knowledge within and across the disciplines.

- Career Preparation** - word processing, creating graphics, letter writing
- Fine Arts** - music and art as stimuli for creative writing, field trips
- Foreign Language** - multicultural thematic units, research projects
- Mathematics** - word problems, problem-solving, comparison/contrast
- Library Services:** Information resources and support services will be maintained for students and staff in print and in a variety of digital formats. Wherever possible, both information and access to support services will be provided at the user's worksite or workstation using the district's telecommunications infrastructure.
- Health and Physical Education** - biographies, oral reports, research, reading, following directions
- Science** - rationale of scientific experiments or concepts, analysis
- Social Studies** - geography, global village research projects, oral and written reports
- Tech Prep** - connecting English to the world of work

TECHNOLOGY: Technology offers students new and versatile tools that expand knowledge and foster exploration.

DOMAIN WRITING CHECKLIST

GOAL: Consistent Control of the 3 Domains

1) Composing

- Is the subject/central idea of my paper clear and focused?
- Is everything in my paper about the subject?
- Have I elaborated with examples and details that "show" the reader what happened?
- Have I used transitional phrases to connect each idea?
- Do I have a dynamic beginning, a unified middle, and a strong ending?

2) Written Expression

- Does the reader hear my voice?
- Is my tone/attitude clear and appropriate?
- Is my use of vocabulary clear and specific?
- Are my verbs active and dynamic?
- Have I employed a variety of sentence patterns?
- Do my words create vivid pictures that linger in the reader's mind?
- Have I used parallel structure?

3) Usage/Mechanics

- Have I written complete sentences (no fragments or run-ons)?
- Are the verb tenses correct?
- Is there subject-verb/pronoun-antecedent agreement?
- Have I punctuated correctly (commas, semicolons, colons, quotation marks, and end punctuation marks)?
- Have I used capital letters correctly?
- Have I indented each paragraph?
- Have I correctly used and spelled each word?
- Have I avoided overused words such as a lot, very, etc.?
- Have I avoided contractions and abbreviations?

POETRY ANALYSIS - TP-CASTT

Title	Ponder the title before reading the poem.
Paraphrase	Translate the poem into your own words.
Connotation	Contemplate the poem for meaning beyond the literal.
Attitude	Observe both the speaker's and the poet's attitude (tone).
Shifts	Note shifts in speaker and in attitudes.
Title	Examine the title again, this time on an interpretive level.
Theme	Determine what the poet is saying.

MLA FORMAT FOR BIBLIOGRAPHIC ENTRIES

Double space all entries. Requested information is not always available.

Furnish whatever information is presented.

For additional information, visit MLA's web page:

<http://www.mla.org/>

Book-Author (last name, first name). Title of Book. Place of Publication: Publisher, Date.

Compact Disc—Book-Author (last name, first name). Title of Book. CD-ROM. Place of Publication: Publisher, Date.

Encyclopedia (signed article)-Author (last name, first name). "Title of Article." Title of Encyclopedia. Volume(s) used. Year of publication.

Encyclopedia (unsigned article)- "Title of Article." Title of Encyclopedia. Volume(s) used. Year of publication.

Compact Disc—Encyclopedia (signed article)- Author (last name, first name). "Title of Article." Title of Encyclopedia. Electronic source. Publication medium. Date of access.

Computer Software- "Title of Material Accessed." Title of Database. Publication medium. Name of the computer service. Date of access.

Magazine (signed article)-Author (last name, first name). "Title of Article." Name of Periodical Volume number. Issue number. (e.g., 14.3) Date of publication: Page number(s).

A Film or Video Recording or Video Disc-Title of the Program. Name of Producer/Director. Name of Network/Company. Type of video. Broadcast date.

An Electronic Text-Author (last name, first name). Title of the Text. Publication information for the printed source, date. Online. Name of the electronic text. Internet. Date of access.

Interviews Conducted by Researcher-Name of Person Interviewed (last name, first name). Personal interview. Date of interview.

LITERARY TERMS

Alliteration	Iambic foot
Allusion	Iambic pentameter
Anachronism	Imagery
Anecdote	Inversion
Aside	Light verse
Assonance	Lyric
Apostrophe	Narrative poetry
Atmosphere	Metaphor
Ballad (folk, literary)	Meter
Blank verse	Metonymy
Character	Ode
Characterization (direct, indirect)	Onomatopoeia
Cliché	Oxymoron
Conflict (external, internal)	Parable
Connotation	Parallelism
Couplet	Personification
Cultural archetypes and themes	Poetry
Denotation	Point of view
Dialect	Pun
Dialogue	Quatrain
Diction	Refrain
Dramatic monologue	Rhetorical question
Dramatic poetry	Rhyme (end, internal, approx./slant)
Elegy	Rhythm
Epic	Romance
Essay (formal, informal)	Scansion
Figure of speech	Simile
Flashback	Sonnet (Shakespearean, Italian)
Foil	Speaker
Foot	Stanza
Foreshadowing	Symbol
Free verse	Theme
Haiku	Tone
Hyperbole	Understatement
	Verse

SYMBOLS OF CORRECTION

agr.	agreement	p.	punctuation
awk.	awkward expression	?	unclear
cap.(≡)	capitalization	R	repetitious (redundant)
CS	comma splice	RO	run-on sentence
d.m.	dangling modifier	sp.	spelling
d. neg.	double negative	t.	verb tense
frag.	sentence fragment	○	check this out
gram	grammar	trans.	transition
l.c. ()	make a lower case letter	⓪	take something out
mis. mod.	misplaced modifier	TS	topic sentence
n.c.	not clear	u.	usage
^	omission	w.c.	word choice
¶	paragraph	wordy	more words than needed
pro. ref.	pronoun reference	X	find and correct error