

	<p align="center">STUDENT LEARNING GOALS For English/Language Arts</p> <p>The student will:</p> <ul style="list-style-type: none"> • Master analysis of literary genre. • Demonstrate understanding of style. • Recognize archetypal literary patterns. • Strive to improve the art of written and spoken language. • Prepare to take the Advanced Placement exam. 			
<p>LEARNING/ THINKING STUDY SKILLS</p> <p>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</p>	<p>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.</p>			
	<p>ORAL LANGUAGE</p> <p>Presentation of a 5 - 10 minute formal speech Possible types of speeches are:</p> <ul style="list-style-type: none"> • argumentative • narrative • informative • persuasive <p>Use of a variety of evidence to support thesis/purpose Evaluation of presentations Socratic seminars Analysis of independent reading Promotion of critical listening</p>	<p>READING/LITERATURE</p> <p>Critical analysis of genre</p> <ul style="list-style-type: none"> • poetry • drama • novels <p>Recognition of archetypal patterns Comprehension of style</p> <ul style="list-style-type: none"> • tone and attitude • syntax and sentence structure • point of view • figurative language • organization and structure • irony • detail <p>Vocabulary</p> <ul style="list-style-type: none"> • review literary terminology • include content terminology 	<p>WRITING</p> <p>Refinement of writing skills and style</p> <ul style="list-style-type: none"> • use logical sequencing • consider audience and purpose • clarify ideas • use effective transitional devices • use parallel structure • revise • proofread • finalize <p>Proficiency in writing skills</p> <ul style="list-style-type: none"> • essays • resumé • expository • critical analysis <p>Refinement of self-evaluation skills and peer editing skills Grammar and spelling</p> <ul style="list-style-type: none"> • review as needed <p>Experimentation with</p> <ul style="list-style-type: none"> • tone • organization • p-o-v • diction 	<p>RESEARCH</p> <p>Research paper</p> <ul style="list-style-type: none"> • use primary and secondary sources • document, using the MLA style sheet • follow the research process • use center for information services • use and incorporate technology • access web for source material • type paper
	<p>COMMONLY STUDIED AUTHORS: Achebe, Austen, Faulkner, Greek dramatists, Hurston, Morrison, Turgenev</p>			
	<p>CONNECTIONS: The following activities/assignments are examples of how this subject will connect knowledge within and across the disciplines.</p>			
	<p>Career Preparation - resumé, letter writing, research Fine Arts - interpretations of art works, field trips, independent study, nonfiction, student projects Foreign Language - thematic units, research, worldwide web, readings, nonfiction Mathematics - word problems, problem-solving, comparing/contrasting data, reading for facts 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 - nonfiction, oral reports, reading comprehension, following directions Science - nonfiction, science journals, collection of data, categorizing Social Studies - common study novels, research projects, oral written reports, biographies, nonfiction Tech Prep - connecting English to the world of work</p>			
	<p>TECHNOLOGY: Technology offers students new and versatile tools that expand knowledge and foster exploration.</p>			

HOLISTIC SCORING GUIDE

Scores given to papers range from 6-1.

Score of 6 - A paper in this category demonstrates **clear and consistent competence**, though it may have occasional errors. Such a paper:

- effectively and insightfully addresses the writing task
- is well organized and fully developed, using clearly appropriate examples to support ideas
- displays consistent facility in the use of language, demonstrating variety in sentence structure and range of vocabulary.

Score of 5 - A paper in this category demonstrates **reasonably consistent competence**, though it will have occasional errors or lapses in quality. Such a paper:

- effectively addresses the writing task
- is generally well organized and adequately developed, using appropriate examples to support ideas
- displays facility in the use of language, demonstrating some syntactic variety and range of vocabulary.

Score of 4 - A paper in this category demonstrates **adequate competence** with occasional errors and lapses in quality. Such a paper:

- addresses the writing task
- is organized and somewhat developed, using examples to support ideas
- displays adequate but inconsistent facility in the use of language, presenting some errors in grammar or diction
- presents minimal sentence variety.

Score of 3 - A paper in this category demonstrates **developing competence**. Such a paper may contain one or more of the following weaknesses:

- inadequate organization or development
- inappropriate or insufficient details to support ideas
- an accumulation of errors in grammar, diction, or sentence structure.

Score of 2 - A paper in this category demonstrates **some incompetence**. Such a paper is flawed by one or more of the following weaknesses:

- poor organization
- thin development
- little or inappropriate detail to support ideas
- frequent errors in grammar, diction, and sentence structure.

Score of 1 - A paper in this category demonstrates **incompetence**. Such a paper is seriously flawed by one or more of the following weaknesses:

- very poor organization
- very thin development
- usage and syntactical errors so severe that meaning is somewhat obscured.

Writing Process = POWER

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.

GRAMMAR/USAGE

Review problems reflected in students' oral and written communication.

WRITING TIPS

1. Use action verbs rather than passive or linking verbs.
2. Use present tense when writing about literature.
3. Primarily use third person pronoun unless writing a personal essay.
4. Vary sentence structure, length, beginnings.
5. Use parallel structure.
6. Use transitional devices.
7. Avoid shifting person and tense.
8. Get to the point swiftly and directly.
9. Avoid overused words such as a lot, very, great, wonderful, just, really, etc.
10. Do not use contractions or abbreviations in formal writing.
11. Do not say the same thing in different words.

LITERARY TERMS

Review all literary terms studied to date	Ottava rime
Allegory	Satire
Antithesis	Tercet
Aphorism	Terza rime
Apostrophe	Villanelle
Caesura	Recognize the literary characteristics and movements during the following eras:
Canto	Anglo Saxon
Conceit	Middle Ages
Deus ex machina	Renaissance
Dramatic monologue	Neoclassical
Epiphany	Romantic
Incremental repetition	Victorian
In medias res	Modern
Keening	Postmodern
Metaphysical conceit	
Mock epic	

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.