

**1. Course Title: ENGLISH 1**

Instructor: Ms. Grzanna

Textbooks: *Writers Inc**Writer's Choice**Elements of Literature**Teaching the Multi-Paragraph Essay***2. Course Purpose:**

The student will . . .

1. develop written and spoken communication skills in order to be a successful communicator both now and in the future.
2. develop library skills to locate and gather books for pleasure and/or information.
3. develop organization and study skills that will lead to success and pleasure in the acquiring of knowledge both now and in the future.
4. read, analyze, and discuss various literary genre to develop a life-long habit of reading with Christian discernment.
5. develop skills to produce quality work while meeting set deadlines and standards.

**3. Course Outcomes:****Composition**

The student will . . .

- write clear and complete sentences using basic rules of punctuation,
- identify parts of speech in order to demonstrate appropriate style and usage in compositions,
- use the steps in the writing process,
- write paragraphs with topic sentences and support sentences,
- write essays using the following: introduction with attention getter, thesis statement, paragraphs with topic sentences, support sentences, and structured conclusion,
- use the writing process to compose the following types of written assignments:
  - personal narrative
  - descriptive
  - expository
  - literary analysis
  - creative

(Writing assignments are generally 1-5 paragraphs. At least three of the above writing assignments are 4-5 paragraph essays.)

Wisconsin State Standards [W.S.S.]: B.12.1: b, c, e, f, h, i, j; B.12.2: a-c; B.12.3: a-g

**Literature**

The student will . . .

- read different genre of literature,
- identify literary terms,
- respond to works of literature by composing analytical essays,
- analyze literature from a Christian perspective and make applications to his/her own life.

W.S.S.: A.12.1: a-g; A.12.2: a-f; A.12.3: a-d

**Speech**

The student will . . .

- give at least one oral book report,
- present at least one oral report incorporating a visual aid on the cultural or historical background relating to a literary work.

W.S.S.: C.12.1: a, e, g, h, i, j; C.12.2: a, b, c, d, g; C.12.3: a, b, c, d, g, h, i, j

### **Student Support Services**

The student will . . .

- become familiar with the organization and layout of the library and media center,
- perform research using different informational sources in the library/media center.

W.S.S.: E.12.1: a, c; F.12.1: a, b, e, g, h

## **4. Course Goals:**

The student will . . .

1. choose to read good literature throughout life from diverse authors and genre for enjoyment, information, and personal growth,
2. evaluate for a lifetime all written and oral material from a distinctly Christian point of view,
3. experience joy in following God’s directive to “do your work” (Exodus 23:12),
4. feel a sense of satisfaction and self-confidence in writing for varied situations,
5. be able to speak before a group of people with confidence,
6. “[attain] wisdom and discipline; for understanding words of insight; for acquiring a disciplined and prudent life, doing what is right and just and fair; for giving prudence to the simple, knowledge and discretion to the young--let the wise listen and add to their learning, and let the discerning get guidance ” (Prov. 1:2-5),
7. “set an example for the believers in speech, in life, in love, in faith and in purity” (I Timothy 4:12),
8. “grow in the grace and knowledge of our Lord and Savior Jesus Christ” (II Peter 3:18).

## **5. Course Outline:**

### **Unit One. Grammar and Mechanics**

Throughout the year the student will . . .

- review the eight parts of speech,
- develop a deeper understanding of the parts of a sentence, phrases and clauses, and sentence structure to achieve an improved writing style,
- apply the rules of grammar and use the writing process for written responses and essays.

Textbook: *Writer’s Choice*, pages 400-593 and 692-741.

*Writers Inc*, pages 455-523.

Number of days: 20-25

S.O.: 1, 4, 6

D.O.: 1.1, 1.3, 1.4, 2.4, 2.9, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4

W.S.S.: B.12.1: b, c, e, f, h, i, j; B.12.2: a-c; B.12.3: a-g

### **Unit Two. Composition**

Throughout the year the student will . . .

- ❑ become familiar with the organization and layout of the WLHS library,
- ❑ use resources and various other technologies available in the library to find information; find a book using the card catalog,
- ❑ choose a novel,
- ❑ develop an understanding of self through personal writing, reader-responses, and a personal essay,
- ❑ study the five main stages of the writing process: prewrite, first draft, peer response, revise, and final draft,
- ❑ read and study the writings of great authors (J. Hurst, K. Chopin, C. Dickens, M. Angelou) as sources of inspiration and modeling,
- ❑ compose a four-paragraph analytical essay based on “The Scarlet Ibis” by J. Hurst with the following structure: introductory paragraph which includes an opening attention-getting sentence and two-part thesis statement; two body paragraphs with topic sentences followed by support sentences and concluding sentence; and a concluding paragraph.

COMPOSITION TERMS covered in unit:

analysis	body	brainstorming	commentary
conclusion	concrete detail	draft	introduction
prewriting	proofread	revise	support:primary
thesis statement	topic sentence	writing process	& secondary

Textbooks: *Teaching the Multi-Paragraph Essay*, pages 1-92

Number of days: 25-30

S.O.: 1, 2, 3, 4, 6

D.O.: 1.1, 1.2, 1.3, 1.4, 2.4, 2.7, 2.9, 3.1, 3.2, 3.5, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S.: B.12.1: b, c, e, f, h, i, j; B.12.2: a-c; B.12.3: a-g; D.12.1: a-d; D.12.2:a-e

### Unit Three. Literature--Short Stories

Throughout the year the student will . . .

- ❑ define various literary terms and use those terms to analyze literature,
- ❑ read selected short stories by authors such as Edgar Allan Poe, Richard Connell, Richard Wright, Dorothy Johnson, Guy de Maupassant, and Maya Angelou,
- ❑ evaluate motives and actions of characters in light of Scripture’s truths,
- ❑ incorporate previously learned terms with analysis techniques,
- ❑ recognize, discuss, and justify the themes of short stories.

LITERATURE TERMS covered in unit:

exposition	rising action	climax	falling action
resolution	setting	suspense	conflict
plot	foreshadowing	irony	character
symbolism	theme	figurative language	simile/metaphor
personification	flashback	allusion	foil
mood	antagonist	protagonist	point of view

Textbook: *Elements of Literature*, pages 13-33, 166-181, 220-243, 357-365

Number of days: 25-30

S.O.: 1, 2, 3, 4, 5, 6

D.O.: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S.: A.12.1: a-g; A.12.2: a-f; A.12.3: a-d

#### **Unit Four. Literature--*Odyssey***

The student will . . .

- examine Greek mythology,
- compare the nature of Greek literature's man-designed deities and myths with the one true God and his eternal & absolute truths found in Scripture,
- study the characteristics of an epic,
- read and analyze the *Odyssey* by Homer,
- read and discuss poems based on the *Odyssey* and its themes,
- compare the themes and characters of the *Odyssey* to 20th century literature and culture,
- as a culminating activity, demonstrate knowledge of Greek mythology and the *Odyssey* through an individual research project,
- present an oral report incorporating a visual aid on the cultural or historical background of the *Odyssey*
- choose a character from the *Odyssey* and write an expository essay.

LITERATURE TERMS covered in unit:

epic	hero	metaphor	symbol
epithet	imagery	mythology	theme

Textbook: *Elements of Literature*, pages 878-957.

Number of days: 25-30

S.O.: 1, 2, 3, 4, 5, 6

D.O.: 1.1, 1.2, 1.3, 1.4, 2.4, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.5, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S.: A.12.1: a-g; A.12.2: a-f; A.12.3: a-d; C.12.1: a, e, g, h, i, j; C.12.2: a, b, c, d, g; C.12.3: a, b, c, d, g, h, i, j

#### **Unit Five. Literature--Novels**

Throughout the year the student will . . .

- read five or more novels both on scheduled days in class and also outside of class,
- record reader-responses,
- discuss life issues presented in novels using analytical and deductive reasoning,
- present at least one oral book report,
- study and apply literary terms to works of literature.

Textbooks: Novels chosen both by instructor and by student (approved by instructor)

Number of days: 20-25

S.O.: 2, 3, 4

D.O.: 1.1, 2.1, 2.5, 2.6, 2.7, 2.8, 3.3, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4

W.S.S.: A.12.1: a-g; A.12.2: a-f; A.12.3: a-d; C.12.1: a, e, g, h, i, j; C.12.2: a, b, c, d, g; C.12.3: a, b, c, d, g, h, i, j

#### **Unit Six. Literature--*Romeo and Juliet***

The student will . . .

- examine background information on Shakespeare and the Elizabethan era,

- read and analyze *Romeo and Juliet* on the basis of characters, theme, setting, dialogue, and figurative language,
- analyze play based on following terms: aside, juxtaposition, foil, conceit, blank verse, meter, poetic foot, pun, tragic flaw,
- analyze and evaluate the legitimacy of characters' motives, actions, and the play's resolution in light of God's Word,
- produce a research project ("The Elizabethan Broadleaf" magazine) that includes a Works Cited page.

LITERATURE TERMS covered in unit:

exposition	rising action	climax	falling action
resolution	setting	suspense	conflict
plot	foreshadowing	irony	character
symbolism	theme	figurative language	simile/metaphor
dialogue	aside	juxtaposition	foil
conceit	meter	poetic foot	alliteration
pun	tragic flaw	antagonist	protagonist
point of view	personification	oxymoron	mood
allusion	flashback	blank verse	iambic pentameter

Textbook: *Elements of Literature*, pages 724-865

Number of days: 25-30

S.O.: 1, 2, 3, 4, 5, 6

D.O.: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

W.S.S.: A.12.1: a-g; A.12.2: a-f; A.12.3: a-d

6. Department Outcomes [See Appendix, pages 6-9]
7. Wisconsin State Standards [See Appendix, pages 9-20]
8. Instructional Strategies:
 

Lecture	30%
Individual work	25%
Group work	5%
Class discussion/work	40%
9. Grading and Percentages:
 

Quizzes/tests	30%
Essays/projects	20%
Daily work/class participation	50%

**Appendix  
English 1  
Ms. Grzanna**

**6. English Department Outcomes:**

**Unit One. Grammar and Mechanics**

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
  - 1.1 Write clearly and with purpose
  - 1.3 Actively listen to interpret and evaluate spoken messages
  - 1.4 Contribute constructively to group processes
2. Perceptive thinkers who
  - 2.4 Access and use relevant information
  - 2.9 Make meaningful connections among varied data
3. Self-directed learners who
  - 3.1 Assume responsibility for their own learning
  - 3.2 Establish and prioritize goals
  - 3.3 Monitor and assess their own progress
  - 3.4 Employ appropriate learning strategies in different situations
5. Quality producers who
  - 5.1 Accept responsibility for the quality of work produced
  - 5.2 Make effective use of God's gift of time
  - 5.3 Meet reasonable deadlines for work
  - 5.4 Meet required/conventional standards for work

**Unit Two. Composition**

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
  - 1.1 Write clearly and with purpose
  - 1.2 Speak clearly and with purpose
  - 1.3 Actively listen to interpret and evaluate spoken messages
  - 1.4 Contribute constructively to group processes
2. Perceptive thinkers who
  - 2.4 Access and use relevant information
  - 2.7 Apply Christian discernment
  - 2.9 Make meaningful connections among varied data
3. Self-directed learners who
  - 3.1 Assume responsibility for their own learning
  - 3.2 Establish and prioritize goals
  - 3.5 Apply available technology to facilitate learning
4. Discerning readers, viewers, and listeners who
  - 4.4 Evaluate the artist's message in light of Scripture's truths
5. Quality producers who
  - 5.1 Accept responsibility for the quality of work produced
  - 5.2 Make effective use of God's gift of time
  - 5.3 Meet reasonable deadlines for work

- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

### **Unit Three. Literature--Short Stories**

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
  - 1.1 Write clearly and with purpose
  - 1.2 Speak clearly and with purpose
  - 1.3 Actively listen to interpret and evaluate spoken messages
  - 1.4 Contribute constructively to group processes
2. Perceptive thinkers who
  - 2.1 Exercise independent judgement
  - 2.2 Detect logical fallacies
  - 2.4 Access and use relevant information
  - 2.5 Seek out and evaluate multiple points of view
  - 2.6 Identify and evaluate alternatives/options
  - 2.7 Apply Christian discernment
  - 2.8 Validate conclusions and decisions
  - 2.9 Make meaningful connections among varied data
3. Self-directed learners who
  - 3.1 Assume responsibility for their own learning
  - 3.2 Establish and prioritize goals
  - 3.3 Monitor and assess their own progress
  - 3.4 Employ appropriate learning strategies in different situations
  - 3.5 Apply available technology to facilitate learning
4. Discerning readers, viewers, and listeners who
  - 4.2 Apply aesthetic values to the message they see and hear
  - 4.3 Appropriately identify the artist's message in his or her work
  - 4.4 Evaluate the artist's message in light of Scripture's truths
5. Quality producers who
  - 5.1 Accept responsibility for the quality of work produced
  - 5.2 Make effective use of God's gift of time
  - 5.3 Meet reasonable deadlines for work
  - 5.4 Meet required/conventional standards for work
  - 5.5 Seek out the constructive criticism of others on work in progress
  - 5.6 Use available technology to produce quality work

### **Unit Four. Literature--*Odyssey***

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
  - 1.1 Write clearly and with purpose
  - 1.2 Speak clearly and with purpose
  - 1.3 Actively listen to interpret and evaluate spoken messages
  - 1.4 Contribute constructively to group processes

2. Perceptive thinkers who
  - 2.4 Access and use relevant information
  - 2.6 Identify and evaluate alternatives/options
  - 2.7 Apply Christian discernment
  - 2.8 Validate conclusions and decisions
  - 2.9 Make meaningful connections among varied data
3. Self-directed learners who
  - 3.1 Assume responsibility for their own learning
  - 3.2 Establish and prioritize goals
  - 3.3 Monitor and assess their own progress
  - 3.5 Apply available technology to facilitate learning
4. Discerning readers, viewers, and listeners who
  - 4.4 Evaluate the artist's message in light of Scripture's truths
5. Quality producers who
  - 5.1 Accept responsibility for the quality of work produced
  - 5.2 Make effective use of God's gift of time
  - 5.3 Meet reasonable deadlines for work
  - 5.4 Meet required/conventional standards for work
  - 5.5 Seek out the constructive criticism of others on work in progress
  - 5.6 Use available technology to produce quality work

#### **Unit Five. Literature--Novels**

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
  - 1.1 Write clearly and with purpose
2. Perceptive thinkers who
  - 2.1 Exercise independent judgement
  - 2.5 Seek out and evaluate multiple points of view
  - 2.6 Identify and evaluate alternatives/options
  - 2.7 Apply Christian discernment
  - 2.8 Validate conclusions and decisions
3. Self-directed learners who
  - 3.3 Monitor and assess their own progress
4. Discerning readers, viewers, and listeners who
  - 4.2 Apply aesthetic values to the message they see and hear
  - 4.3 Appropriately identify the artist's message in his or her work
  - 4.4 Evaluate the artist's message in light of Scripture's truths
5. Quality producers who
  - 5.2 Make effective use of God's gift of time
  - 5.3 Meet reasonable deadlines for work
  - 5.4 Meet required/conventional standards for work

#### **Unit Six. Literature--*Romeo and Juliet***

Graduates of the WLHS English Department will be . . .

1. Effective communicators who
  - 1.1 Write clearly and with purpose

- 1.2 Speak clearly and with purpose
- 1.3 Actively listen to interpret and evaluate spoken messages
- 1.4 Contribute constructively to group processes
- 2. Perceptive thinkers who
  - 2.1 Exercise independent judgement
  - 2.2 Detect logical fallacies
  - 2.4 Access and use relevant information
  - 2.5 Seek out and evaluate multiple points of view
  - 2.6 Identify and evaluate alternatives/options
  - 2.7 Apply Christian discernment
  - 2.8 Validate conclusions and decisions
  - 2.9 Make meaningful connections among varied data
- 3. Self-directed learners who
  - 3.1 Assume responsibility for their own learning
  - 3.2 Establish and prioritize goals
  - 3.3 Monitor and assess their own progress
  - 3.4 Employ appropriate learning strategies in different situations
  - 3.5 Apply available technology to facilitate learning
- 4. Discerning readers, viewers, and listeners who
  - 4.2 Apply aesthetic values to the message they see and hear
  - 4.3 Appropriately identify the artist's message in his or her work
  - 4.4 Evaluate the artist's message in light of Scripture's truths
- 5. Quality producers who
  - 5.1 Accept responsibility for the quality of work produced
  - 5.2 Make effective use of God's gift of time
  - 5.3 Meet reasonable deadlines for work
  - 5.4 Meet required/conventional standards for work
  - 5.5 Seek out the constructive criticism of others on work in progress
  - 5.6 Use available technology to produce quality work

## 7. Wisconsin State Standards:

### **Composition**

By the end of **grade twelve**, students will:

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.
  - b. Compose and publish analytic and reflective writing that conveys knowledge, insights, and opinions to an intended audience
  - c. Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
  - e. Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
  - f. Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a

- variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
- h. Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
  - i. Use a variety of writing technologies, including pen and paper as well as computers
  - j. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation
- B.12.2 Plan, revise, edit, and publish clear and effective writing.
- a. Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
  - b. Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
  - c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.
- a. Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively
  - b. Use correct tenses, including conditionals, to indicate the relative order and relationship of events,
  - c. Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
  - d. Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
  - e. Employ the conventions of capitalization
  - f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
  - g. Recognize common errors in the use of language and know how (and when) to correct them

### **Literature**

By the end of **grade twelve**, students will:

- A.12.1 Use effective reading strategies to achieve their purposes in reading.
- a. Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
  - b. Gather information to help achieve understanding when the meaning of a text is unclear

- c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
  - d. Identify propaganda techniques and faulty reasoning in texts
  - e. Explain and evaluate the influence of format on the readability and meaning of a text
  - f. Distinguish between fact and opinion in nonfiction texts
  - g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term
- A.12.2 Read, interpret, and critically analyze literature.
- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
  - b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
  - c. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
  - d. Develop, explain, and defend interpretations of complex literary works
  - e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
  - f. Develop and apply criteria to evaluate the literary merit of unfamiliar works
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.
- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
  - b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
  - c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
  - d. Identify philosophical assumptions and basic beliefs underlying selected texts

## **Speech**

By the end of **grade twelve**, students will:

- C.12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.
- a. Develop and deliver a speech that conveys information and ideas in logical for a selected audience, using language that clarifies and reinforces meaning
  - e. Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect
  - g. Interpret literary works orally, citing textual data in support of assertions

- h. Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions
  - i. Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume
  - j. Observe the appropriate etiquette when expressing thanks and receiving praise
- C.12.2 Listen to, discuss, and comprehend oral communications.
- a. Attend to both literal and connotative meanings
  - b. Distinguish between relevant and irrelevant information
  - c. Distinguish fact from opinion, evaluate logic, and identify manipulative techniques
  - d. Analyze messages for their accuracy and usefulness
  - g. Consider the specific situation and current conditions when responding to instructions
- C.12.3 Participate effectively in discussion.
- a. Detect and evaluate a speaker's bias
  - b. Consider the ideas and opinions of other speakers thoughtfully before responding
  - c. Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence
  - d. Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
  - g. Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions
  - h. Explain and advance opinions by citing evidence and referring to authoritative sources
  - i. Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions
  - j. Convey criticism in a respectful and supportive way

### **Student Support Services**

By the end of **grade twelve**, students will:

- E.12.1 Use computers to acquire, organize, analyze, and communicate information.
- a. Design, format, and produce attractive word-processed documents for various purposes
  - c. Integrate graphics appropriately into reports, newsletters, and other documents
- F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.
- a. Formulate questions addressing issues or problems that can be answered through a well defined and focused investigation
  - b. Use research tools found in school and college libraries, take notes, collect and classify sources, and develop strategies for finding and recording information
  - e. Organize research materials and data, maintaining a note-taking system that includes summary, paraphrase, and quoted material
  - g. Analyze, synthesize, and integrate data, drafting a reasoned report that supports and appropriately illustrates inferences and conclusions drawn from research
  - h. Present findings in oral and written reports, correctly citing sources

**Unit One. Grammar and Mechanics**

By the end of **grade twelve**, students will:

B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- b. Compose and publish analytic and reflective writing that conveys knowledge, insights, and opinions to an intended audience
- c. Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
- e. Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
- f. Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
- h. Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- i. Use a variety of writing technologies, including pen and paper as well as computers
- j. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.12.2 Plan, revise, edit, and publish clear and effective writing.

- a. Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- b. Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- a. Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively
- b. Use correct tenses, including conditionals, to indicate the relative order and relationship of events,
- c. Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- d. Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics

- e. Employ the conventions of capitalization
- f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- g. Recognize common errors in the use of language and know how (and when) to correct them

## **Unit Two. Composition**

By the end of **grade twelve**, students will:

B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes.

- b. Compose and publish analytic and reflective writing that conveys knowledge, insights, and opinions to an intended audience
- c. Use rhetorical structures that divide complex thoughts into simpler ones, logical transitions from one thought to another, and language appropriate to the intended audience
- e. Write summaries of complex information (such as information in a lengthy text or a sequence of events), expand or reduce the summaries by adding or deleting detail, and integrate appropriately summarized information into reviews, reports, or essays, with correct citations
- f. Write autobiographical and biographical narratives in a mature style characterized by suitable vocabulary, descriptive detail, effective syntax, an appropriate voice, a variety of sentence structures, clear coordination and subordination of ideas, and rhetorical devices that help establish tone and reinforce meaning
- h. Write in a variety of situations (impromptu, over time, in collaboration or alone) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation
- i. Use a variety of writing technologies, including pen and paper as well as computers
- j. Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation

B.12.2 Plan, revise, edit, and publish clear and effective writing.

- a. Write essays demonstrating the capacity to communicate knowledge, opinions, and insights to an intended audience through a clear thesis and effective organization of supporting ideas
- b. Develop a composition through a series of drafts, using a revision strategy based on purpose and audience, personal style, self-awareness of strengths and weaknesses as a writer, and feedback from peers and teachers
- c. Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose

B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications.

- a. Understand the form and function of words, phrases, and clauses, including inter-related clauses in complex sentences, and use them effectively

- b. Use correct tenses, including conditionals, to indicate the relative order and relationship of events
- c. Employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun
- d. Punctuate compound, complex, and compound-complex sentences correctly, including appropriate use of dialogue, citations, colons, hyphens, dashes, ellipses, and italics
- e. Employ the conventions of capitalization
- f. Spell frequently used words correctly and use effective strategies for spelling unfamiliar words
- g. Recognize common errors in the use of language and know how (and when) to correct them

D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.

- a. Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language
- b. Evaluate the effects of different types of language, such as literary and technical, formal and informal, in communications designed to narrate, inform, explain, persuade, and entertain
- c. Use language appropriate to the background, knowledge, and age of an audience
- d. Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work

D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.

- a. Evaluate the use of standard American English in public contexts, such as school and work
- e. Compare form, meaning, and value of different symbol systems--such as alphabets, signs, symbols--and of expressions commonly used in another language

### **Unit Three. Literature--Short Stories**

By the end of **grade twelve**, students will:

A.12.1 Use effective reading strategies to achieve their purposes in reading.

- a. Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- b. Gather information to help achieve understanding when the meaning of a text is unclear
- c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- d. Identify propaganda techniques and faulty reasoning in texts
- e. Explain and evaluate the influence of format on the readability and meaning of a text
- f. Distinguish between fact and opinion in nonfiction texts

- g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term
- A.12.2 Read, interpret, and critically analyze literature.
- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
  - b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
  - c. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
  - d. Develop, explain, and defend interpretations of complex literary works
  - e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
  - f. Develop and apply criteria to evaluate the literary merit of unfamiliar works
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.
- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
  - b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
  - c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
  - d. Identify philosophical assumptions and basic beliefs underlying selected texts

#### **Unit Four. Literature--*Odyssey***

By the end of **grade twelve**, students will:

- A.12.1 Use effective reading strategies to achieve their purposes in reading.
- a. Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
  - b. Gather information to help achieve understanding when the meaning of a text is unclear
  - c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
  - d. Identify propaganda techniques and faulty reasoning in texts
  - e. Explain and evaluate the influence of format on the readability and meaning of a text
  - f. Distinguish between fact and opinion in nonfiction texts
  - g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term

A.12.2 Read, interpret, and critically analyze literature.

- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
- b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
- c. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
- d. Develop, explain, and defend interpretations of complex literary works
- e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
- f. Develop and apply criteria to evaluate the literary merit of unfamiliar works

A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
- b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
- c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
- d. Identify philosophical assumptions and basic beliefs underlying selected texts

C.12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.

- a. Develop and deliver a speech that conveys information and ideas in logical for a selected audience, using language that clarifies and reinforces meaning
- e. Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect
- g. Interpret literary works orally, citing textual data in support of assertions
- h. Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions
- i. Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume
- j. Observe the appropriate etiquette when expressing thanks and receiving praise

C.12.2 Listen to, discuss, and comprehend oral communications.

- a. Attend to both literal and connotative meanings
- b. Distinguish between relevant and irrelevant information
- c. Distinguish fact from opinion, evaluate logic, and identify manipulative techniques
- d. Analyze messages for their accuracy and usefulness

- g. Consider the specific situation and current conditions when responding to instructions
- C.12.3 Participate effectively in discussion.
- a. Detect and evaluate a speaker's bias
  - b. Consider the ideas and opinions of other speakers thoughtfully before responding
  - c. Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence
  - d. Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
  - g. Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions
  - h. Explain and advance opinions by citing evidence and referring to authoritative sources
  - i. Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions
  - j. Convey criticism in a respectful and supportive way

### **Unit Five. Literature--Novels**

By the end of **grade twelve**, students will:

- A.12.1 Use effective reading strategies to achieve their purposes in reading.
- a. Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
  - b. Gather information to help achieve understanding when the meaning of a text is unclear
  - c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
  - d. Identify propaganda techniques and faulty reasoning in texts
  - e. Explain and evaluate the influence of format on the readability and meaning of a text
  - f. Distinguish between fact and opinion in nonfiction texts
  - g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term
- A.12.2 Read, interpret, and critically analyze literature.
- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
  - b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
  - c. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
  - d. Develop, explain, and defend interpretations of complex literary works

- e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a dominant tone, effect, or theme
  - f. Develop and apply criteria to evaluate the literary merit of unfamiliar works
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.
- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
  - b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
  - c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
  - d. Identify philosophical assumptions and basic beliefs underlying selected texts
- C.12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.
- a. Develop and deliver a speech that conveys information and ideas in logical for a selected audience, using language that clarifies and reinforces meaning
  - e. Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect
  - g. Interpret literary works orally, citing textual data in support of assertions
  - h. Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions
  - i. Speak fluently with varied inflection and effective eye contact, enunciating clearly at an appropriate rate and volume
  - j. Observe the appropriate etiquette when expressing thanks and receiving praise
- C.12.2 Listen to, discuss, and comprehend oral communications.
- a. Attend to both literal and connotative meanings
  - b. Distinguish between relevant and irrelevant information
  - c. Distinguish fact from opinion, evaluate logic, and identify manipulative techniques
  - d. Analyze messages for their accuracy and usefulness
  - g. Consider the specific situation and current conditions when responding to instructions
- C.12.3 Participate effectively in discussion.
- a. Detect and evaluate a speaker's bias
  - b. Consider the ideas and opinions of other speakers thoughtfully before responding
  - c. Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence
  - d. Be aware of and try to control counterproductive emotional responses to a speaker or ideas conveyed in a discussion
  - g. Demonstrate the ability to extend a discussion by adding relevant information or asking pertinent questions
  - h. Explain and advance opinions by citing evidence and referring to authoritative sources

- i. Employ strategies such as summarizing main ideas or identifying areas of agreement to solve problems, resolve conflicts, and conclude discussions
- j. Convey criticism in a respectful and supportive way

### **Unit Six. Literature--*Romeo and Juliet***

By the end of **grade twelve**, students will:

A.12.1 Use effective reading strategies to achieve their purposes in reading.

- a. Apply sophisticated word meaning and word analysis strategies, such as knowledge of roots, cognates, suffixes, and prefixes, to understand unfamiliar words
- b. Gather information to help achieve understanding when the meaning of a text is unclear
- c. Apply knowledge of expository structures, such as the deductive or inductive development of an argument, to the comprehension and evaluation of texts
- d. Identify propaganda techniques and faulty reasoning in texts
- e. Explain/evaluate the influence of format on the readability and meaning of a text
- f. Distinguish between fact and opinion in nonfiction texts
- g. Consider the context of a work when determining the meaning of abbreviations and acronyms as well as the technical, idiomatic, and figurative meanings of term

A.12.2 Read, interpret, and critically analyze literature.

- a. Explain the structure of selected classical and contemporary works of literature, in whole and in part, from various cultures and historical periods, and illustrate ways in which authors use syntax, imagery, figures of speech, allusions, symbols, irony, and other devices in the context of history, culture, and style
- b. Draw on a broad base of knowledge about the universal themes of literature such as initiation, love and duty, heroism, illusion and reality, salvation, death and rebirth, and explain how these themes are developed in a particular work of literature
- c. Investigate and report on ways in which a writer has influenced or been influenced by historical, social, and cultural issues or events
- d. Develop, explain, and defend interpretations of complex literary works
- e. Explain how details of language, setting, plot, character, conflict, point of view, and voice in a work of literature combine to produce a tone, effect, or theme
- f. Develop and apply criteria to evaluate the literary merit of unfamiliar works

A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.

- a. Examine, explain, and evaluate, orally and in writing, various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts
- b. Develop and articulate, orally and in writing, defensible points of view on individual, community, national, and world issues reflected in literary and nonliterary texts
- c. Identify the devices an author uses to influence readers and critique the effectiveness of their use
- d. Identify philosophical assumptions and basic beliefs underlying selected texts