

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
ENGLISH DEPARTMENT**

ENGLISH 1 HONORS

#041

ENGLISH 1

#042

Curriculum Guide

September 2005

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on 9/15/2005.

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PHILOSOPHY/RATIONALE

English 1 is a full year required course taught at the ninth grade level for which students receive five credits upon completion. English 1 builds upon the foundation of skills and knowledge acquired in grades K-8. The course deepens the student's understanding of the short story, poetry, drama, the novel, and nonfiction genres. Through usage of the literature, students will refine their reading, writing, speaking, viewing, and listening skills.

Units must be taught in the order assigned by the supervisor at the end of the previous school year:

Unit I: Drama

Unit II: Poetry

Unit III: Short Story and Nonfiction

Unit IV: The Novel

English 1 is divided into four content units in which skills are integrated. In order to meet the requirements of the New Jersey Language Arts Core Curriculum Content Standards and the High School Proficiency Assessment, teachers must teach all skills enumerated in this guide. The five standards are: reading, writing, speaking, viewing, and listening.

Reading: As a result of reading fiction and nonfiction, students will broaden vocabulary and general knowledge base. Students will also develop strategies to cull information from texts to create appropriate written and oral responses.

Writing: As a result of their analysis of prose and poetry throughout the course, students will be able to identify and employ effective writing techniques. These will be demonstrated through several modes of writing: report, research, critical writing, persuasive essay, and five paragraph essay.

Speaking: Students will be able to communicate their thoughts clearly through thought provoking and enlightening discussions. Oral presentations are also required.

Listening: As a result of class lecture, discussion, and listening exercises, the students will be able to respond appropriately by answering specific questions and participating in focused discussions.

Viewing: As a result of exposure to various visual aids, students will be able to interpret and analyze content, meaning, and organization of the material.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To encourage students' ability to think critically about literature, author's purpose, and the significance of historical context. (3.1/E1,2,3, G5,7,8,11)
2. To develop students' sense of awareness of universal themes in literature through the study of core texts and various genres. (3.1/G1,2,3,4,5)
3. To broaden students' exposure to world literature through the study of core texts and various genres. (3.1/D1,2,3, G3,4,5)
4. To develop students' ability to identify literary techniques and devices through the study of core texts and various genres. (3.1/D3, G7,8,11; 3.2/B1,3,5)
5. To develop students' ability to analyze literature and convey their ideas through written and oral reflection. (3.2/B1,3,4,5; 3.3/A1, B4,5, D1)
6. To develop students' comfort with and ability to write in a variety of modes as they practice writing as a process. (3.2/A1,2,3,4,5,6,7, B3,4,5,9,11, C1,3,4,5, D1,2,5)
7. To emphasize instruction in the following writing modes: persuasion, comparison/contrast, narrative, expository, and descriptive. (3.2/A1,2,3,4,5,6,7, D1,2,4,5)
8. To prepare students' for standardized tests (HSPA/SAT) through familiarizing them with the tests' formats and expectations for achievement. (3.2/D1,2)
9. To increase student competency in the use of standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. (3.2/C1,3,4,5,6)
10. To increase student ability to demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective style. (3.2/C2)
11. To provide opportunities and instruction for students to hone their questioning and speaking skills through preparation for oral presentations, small group discussions, and class discussions. (3.3/A-D all indicators)
12. To develop student listening comprehension and active listening skills. (3.4/A-B all indicators)
13. To use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions). (3.5/A-B all indicators)

STUDENT PROFICIENCIES

Student Objectives and NJ Core Standards

Upon completion of the English 1 course of study, students will be able to:

NJ Core Standards	Indicator	Skills
3.2/9-12 8.1/9-12 9.1/9-12 9.2/9-12	A1,2,3,4,5,6,7 B1,3,4,5,8,9,10,11 C1,2,3,4,5,6,7 D1,2,4,5 A1 B2,5,7,9,11,12 B2,4 A1,2,3,4 B2,3 C1,2 D1	WRITING <ol style="list-style-type: none"> 1. Master the four fundamental styles of paragraphs: descriptive, narrative, expository, and persuasive 2. Understand and apply the writing process to develop a coherent five-paragraph essay with a thesis statement 3. Demonstrate the ability to edit and revise an essay 4. Write essays and/or letters to persuade an audience 5. Write a critique or evaluative piece of a text, performance, or movie 6. Write a written comparison/contrast of theme 7. Document materials according to MLA guidelines 8. Employ structures to support the reader such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles 9. Understand and apply the HSPA/SAT rubrics for holistic scoring and original teacher developed rubrics 10. Understand the basic verbal strategies used for approaching standardized tests 11. Understand sentence completion techniques 12. Identify sentence errors 13. Demonstrate understanding of basic rules of grammar and syntax 14. Develop mastery of timed 20 minute writing tasks
3.1/9-12 8.1/9-12 9.1/9-12 9.2/9-12	D1,2,3 E1,2,3 F1,2,3 G5,7,8,11 H1 A1 B2,5,7,9,11,12 B2,4 A1,2,3,4 B2,3 C1,2 D1	READING <ol style="list-style-type: none"> 1. Read, interpret, and examine literature of a variety of genres 2. Read, demonstrate comprehension, interpret, and examine each unit's core (required) text(s): <ol style="list-style-type: none"> a. Unit 1: <i>Romeo and Juliet</i> by William Shakespeare and <i>The Inspector-General</i> by Anton Chekov b. Unit 2: <i>Lord of the Flies</i> by William Golding and selected poems c. Unit 3: <i>To Kill a Mockingbird</i> by Harper Lee and selected short fiction and nonfiction works d. Unit 4: <i>Great Expectations</i> or <i>Tale of Two Cities</i> by Charles Dickens 3. Read and offer independent analysis of a poem 4. Demonstrate comprehension of summer reading text(s)

		<p>READING (continued)</p> <ol style="list-style-type: none"> 5. Demonstrate comprehension of outside reading texts through tests, essays, book talks, or creative projects 6. Recognize Greek word origins – <i>The Odyssey</i> by Homer 7. Use a variety of research materials to gather information for a report 8. Cull relevant information from informational texts 9. Recognize authentic information and primary sources used for research 10. Understand critical reading techniques such as understanding inference and dialogue used to support successful achievement on standardized tests 11. Understand and use vocabulary words selected from literature 12. Judge the most appropriate graphic organizers to use with various text types for memory retention and monitoring comprehension
<p>3.3/9-12</p> <p>8.1/9-12</p> <p>9.1/9-12</p> <p>9.2/9-12</p>	<p>A1,2,3,4</p> <p>B4,7</p> <p>C1</p> <p>D1,2,3,5,6</p> <p>A1</p> <p>B2,5,7,9,11,12</p> <p>B2,4</p> <p>A1,2,3,4</p> <p>B2,3</p> <p>C1,2</p> <p>D1</p>	<p>SPEAKING</p> <ol style="list-style-type: none"> 1. Read texts aloud with fluency 2. Participate thoughtfully in class literature discussions 3. Extend peer contributions by elaboration and illustration 4. Present information discovered through research or analysis 5. Recognize the value of speech pace, tone, volume, and clarity 6. Analyze, evaluate, and modify group processes 7. Use a variety of organizational strategies (e.g. focusing idea, attention getters, clinchers, repetition, transition words) 8. Demonstrate effective delivery strategies (e.g. eye contact, body language, volume, intonation, articulation) when speaking
<p>3.4</p> <p>8.1/9-12</p> <p>9.1/9-12</p> <p>9.2/9-12</p>	<p>A1,2,3</p> <p>B1</p> <p>A4</p> <p>B1,2,3,4,6</p> <p>B2,3,4</p> <p>A1,2,3,4</p> <p>B2,3</p> <p>C1,2</p> <p>D1</p>	<p>LISTENING</p> <ol style="list-style-type: none"> 1. Listen to audio tapes to acquire information and recognize tone 2. Listen skillfully to distinguish emotive and persuasive rhetoric 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of literary selection, or scientific or educational presentation or debate
		<p>VIEWING AND MEDIA LITERACY</p> <ol style="list-style-type: none"> 1. Respond to questions based on a variety of media 2. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions)

METHODS OF EVALUATION

1. Homework and class work.
2. Class participation.
3. Tests and quizzes.
4. Writing assignments.
5. Authentic assessment projects:
 - a. Book talks
 - b. Research
 - c. Informal Debate
 - d. Arts/Technology based projects
 - Collages
 - PowerPoint Presentations
 - Film making

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES
ENGLISH 1 HONORS

The student will be able to:

N. J. Core Curriculum Standards/ Grades	Indicators	Course Outline/Student Objectives
3.1/9-12 8.1/9-12 9.1/9-12 9.2/9-12	D2,3 E1,2,3 F1 G5,7,8,11 H1 A1 B2,5,7,9,11,12 B2,4 A1,2,3,4 B2,3 C1,2 D1	I. Unit I – Drama Drama more so than any other literary genre holds up a mirror to humanity. From drama we can learn what was important to the people of the playwright’s time and what characteristics of human nature have endured through the ages. Whether from Renaissance England or 20 th century Russia, drama has its own unique structure and terminology. A. The Study of <i>Romeo and Juliet</i> Should Include: <ol style="list-style-type: none"> 1. Background on Shakespeare’s life and theatre 2. A discussion of the elements of tragedy 3. An overview of the language of Shakespeare including the difference between prose and verse and the use of rhyming couplets. 4. An introduction to theatre terminology used throughout the play B. The Study of <i>The Inspector-General</i> Should Include: <ol style="list-style-type: none"> 1. Background of Anton Chekov’s life 2. An examination of the three styles of irony <ol style="list-style-type: none"> a. verbal b. dramatic c. situational
3.1/9-12 8.1/9-12 9.1/9-12 9.2/9-12	D2,3 E1,2,3 F1,2,3 G5,7,8,11 H1 A1 B2,5,7,9,11,12 B2,4 A1,2,3,4 B2,3 C1,2 D1	II. Unit II – Poetry Emily Dickinson has referred to poetry in the following manner, “If I read a book and it makes my whole body so cold no fire could ever warm me, I know that is poetry.” It is hard to disagree considering the powerful effect that poetry can have on the reader. Unlike the novel or short story, poetry is constructed in such a manner that every word is meaningful and every line is charged with emotion. Entire stories can be told in just three lines. No other form of literature is quite like it. In Unit II, it is required that students read selected works by the following poets: Emily Dickinson, Robert Frost, Edgar Allan Poe, William Shakespeare, Basho, Chiyojo or Chiyo and William Wordsworth. The Epic poem “The Odyssey” is also required. The required novel for this unit is <i>Lord of the Flies</i> .

		<p>II. Unit II – Poetry (continued)</p> <p>A. The Study of Poetry Should Include:</p> <ol style="list-style-type: none"> 1. Terminology 2. Figurative language 3. Types of poems 4. Structure of poems 5. Use of imagery 6. Sound devices <p>B. The Study of the Epic Should Include:</p> <ol style="list-style-type: none"> 1. The epic hero 2. Themes 3. Values of Greek society <p>C. The Study of the Novel Should Include:</p> <ol style="list-style-type: none"> 1. Background information on William Golding 2. Golding’s philosophy of the nature of mankind 3. Identifying and analyzing symbols found throughout the novel <p>D. Suggested Poetry Selections</p> <ol style="list-style-type: none"> 1. <i>The Bells</i> 2. <i>I Wandered as a Lonely Cloud</i> 3. <i>Haiku</i> 4. <i>The Seven Ages of Man</i> 5. <i>Fire and Ice</i> 6. <i>Hope is the Thing with Feathers</i> 7. <i>The Odyssey</i>
<p>3.1/9-12</p> <p>8.1/9-12</p> <p>9.1/9-12</p> <p>9.2/9-12</p>	<p>D1,2,3 E1,2,3 F1,2,3 G5,7,8,11 H1 A1 B2,5,7,9,11,12 B2,4 A1,2,3,4 B2,3 C1,2 D1</p>	<p>III. Unit III – Short Story and Nonfiction</p> <p>The short story is undoubtedly one of the best loved genres in literature. Its popularity is based on the fact that it contains all of the elements of the novel, yet everything is compacted into a powerful story of only a few pages that can be read in one sitting. This in turn gives the reader a more immediate feeling of satisfaction upon completing the selection.</p> <p>A work of nonfiction may describe real people, places, events, objects, or ideas. Nonfiction includes biographies, autobiographies, essays, and articles. Although works of nonfiction vary in topic, type, and purpose, they all share one key characteristic. They are all true.</p> <p>The required novel for this unit is <i>To Kill a Mockingbird</i>.</p> <p>A. The Following Short Stories and Their Focus Element to be Covered During This Unit Are:</p> <ol style="list-style-type: none"> 1. <i>The Most Dangerous Game</i> <ol style="list-style-type: none"> a. focus element: plot (exposition, conflict, rising action, climax, resolution, and falling action) 2. <i>The Cask of Amontillad</i>

		<p>III. Unit III – Short Story and Nonfiction (continued)</p> <ul style="list-style-type: none"> a. focus element: setting (the when and where a story takes place and how it affects mood and atmosphere) 3. <i>The Scarlet Ibis</i> <ul style="list-style-type: none"> a. focus element: character (direct and indirect characterization, static and dynamic character forms, and internal character traits) 4. <i>The Interlopers</i> <ul style="list-style-type: none"> a. focus element: point of view (forms of narration such as, omniscient, first person or third person limited) 5. <i>The Golden Kite, the Silver Wind</i> <ul style="list-style-type: none"> a. focus element: theme (the central idea or insight into life revealed through the story) 6. <i>The Necklace</i> <ul style="list-style-type: none"> a. focus element: irony (situational, verbal, and dramatic irony) <p>B. The Study of the Following Selections Will Highlight Five Different Styles of Nonfiction Writing:</p> <ul style="list-style-type: none"> 1. <i>Glory and Hope</i> – speech 2. <i>Rosa Parks: My Story</i> – autobiography 3. <i>Tuesday’s with Morrie</i> – biography 4. <i>In These Girls, Hope is a Muscle</i> – article 5. <i>Go Deep to the Sewer</i> – essay
<p>3.1/9-12</p> <p>8.1/9-12</p> <p>9.1/9-12</p> <p>9.2/9-12</p>	<p>D1,2,3</p> <p>E1,2,3</p> <p>F1,2,3</p> <p>G5,7,8,11</p> <p>H1</p> <p>A1</p> <p>B2,5,7,9,11,12</p> <p>B2,4</p> <p>A1,2,3,4</p> <p>B2,3</p> <p>C1,2</p> <p>D1</p>	<p>IV. Unit IV – The Novel</p> <p>The novel is the most complex of the four units and Charles Dickens may be one of the most complex novelists. During this unit, students will examine the elements that create a novel while reading one of two Charles Dickens novels, <i>Tale of Two Cities</i> or <i>Great Expectations</i>.</p> <p>The same six elements covered in the short story section will be discussed on a larger scale in conjunction with the novel.</p> <p>A. Elements</p> <ul style="list-style-type: none"> 1. Plot – addition of sub-plots 2. Setting – multiple time periods and places 3. Character – greater overall character development 4. Point of View – reader’s relationship with the narrator 5. Theme – multiple themes and complicated symbolism 6. Irony – found on different levels throughout the novel

*Note: The New Jersey Core Curriculum Content Standards can be viewed at www.state.nj.us

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES
ENGLISH 1

The student will be able to:

N. J. Core Curriculum Standards/ Grade	Indicators	Course Outline/Student Objectives *(see note at end of outline)
3.1/9-12 8.1/9-12 9.1/9-12 9.2/9-12	D2,3 E1,2,3 F1 G5,7,8,11 H1 A1 B2,5,7,9,11,12 B2,4 A1,2,3,4 B2,3 C1,2 D1	I. Unit I – Drama Drama more so than any other literary genre holds up a mirror to humanity. From drama we can learn what was important to the people of the playwright’s time and what characteristics of human nature have endured through the ages. Whether from Renaissance England or 20 th century Russia, drama has its own unique structure and terminology. A. The Study of <i>Romeo and Juliet</i> Should Include: <ol style="list-style-type: none"> 1. Background on Shakespeare’s life and theatre 2. A discussion of the elements of tragedy 3. An overview of the language of Shakespeare including the difference between prose and verse and the use of rhyming couplets 4. An introduction to theatre terminology used throughout the play B. Nonfiction Selections <ol style="list-style-type: none"> 1. <i>William Shakespeare: A genius from Stratford</i> 2. <i>Shakespeare and Theatre: A perfect match</i>
3.1/9-12 8.1/9-12 9.1/9-12 9.2/9-12	D2,3 E1,2,3 F1,2,3 G5,7,8,11 H1 A1 B2,5,7,9,11, 12 B2,4 A1,2,3,4 B2,3 C1,2 D1	II. Unit II – Poetry Emily Dickinson has referred to poetry in the following manner, “If I read a book and it makes my whole body so cold no fire could ever warm me, I know that is poetry.” It is hard to disagree considering the powerful effect that poetry can have on the reader. Unlike the novel or short story, poetry is constructed in such a manner that every word is meaningful and every line is charged with emotion. Entire stories can be told in just three lines. No other form of literature is quite like it. In Unit II, it is required that students read selected works by the following poets: Emily Dickinson, Robert Frost, Edgar Allan Poe, William Shakespeare, Basho, Chiyojo or Chiyo and William Wordsworth. The Epic poem “The Odyssey” is also required. The required novel for this unit is <i>Lord of the Flies</i> . A. The Study of Poetry Should Include: <ol style="list-style-type: none"> 1. Terminology 2. Figurative language 3. Types of poems

		<p>II. Unit II – Poetry</p> <ol style="list-style-type: none"> 4. Structure of poems 5. Use of imagery 6. Sound devices <p>B. The Study of the Epic Should Include:</p> <ol style="list-style-type: none"> 1. The epic hero 2. Themes 3. Values of Greek society <p>C. Suggested Poetry Selections</p> <ol style="list-style-type: none"> 1. <i>Once by the Pacific</i> 2. <i>The Base Stealer</i> 3. <i>American Hero</i> 4. <i>I Wandered as a Lonely Cloud</i> 5. <i>Haiku</i> 6. <i>The Seven Ages of Man</i> 7. <i>Fire and Ice</i> 8. <i>Hope is the Thing with Feathers</i> 9. <i>The Odyssey</i> <p>D. The Study of the Novel Should Include:</p> <ol style="list-style-type: none"> 1. Background information on William Golding 2. Golding’s philosophy of the nature of mankind 3. Identifying and analyzing symbols found throughout the novel <p>E. Nonfiction Selections</p> <ol style="list-style-type: none"> 1. <i>I never saw a daffodil so beautiful</i> (to be used in conjunction with <i>I wander as a lonely cloud</i>) by Dorothy Wordsworth 2. <i>Crossing Paths</i> by Robert Frost
<p>3.1/9-12</p> <p>8.1/9-12</p> <p>9.1/9-12</p> <p>9.2/9-12</p>	<p>D1,2,3 E1,2,3 F1,2,3 G5,7,8,11 H1 A1 B2,5,7,9,11, 12 B2,4 A1,2,3,4 B2,3 C1,2 D1</p>	<p>III. Unit III – Short Story And Nonfiction</p> <p>The short story is undoubtedly one of the best loved genres in literature. Its popularity is based on the fact that it contains all of the elements of the novel, yet everything is compacted into a powerful story of only a few pages that can be read in one sitting. This in turn gives the reader a more immediate feeling of satisfaction upon completing the selection.</p> <p>A work of nonfiction may describe real people, places, events, objects, or ideas. Nonfiction includes biographies, autobiographies, essays, and articles. Although works of nonfiction vary in topic, type, and purpose, they all share one key characteristic. They are all true.</p> <p>The required novel for this unit is <i>To Kill a Mockingbird</i>.</p> <p>A. The Following Short Stories and Their Focus Element to be Covered During This Unit Are:</p> <ol style="list-style-type: none"> 1. <i>The Most Dangerous Game</i> <ol style="list-style-type: none"> a. focus element: plot (exposition, conflict, rising action, climax, resolution, and falling action)

		<p>III. Unit III – Short Story And Nonfiction (continued)</p> <p>2. <i>The Cask of Amontillado</i></p> <p>a. focus element: setting (the when and where a story takes place and how it affects mood and atmosphere)</p> <p>3. <i>The Scarlet Ibis</i></p> <p>a. focus element: character (direct and indirect characterization, static and dynamic character forms, and internal character traits)</p> <p>4. <i>The Interlopers</i></p> <p>a. focus element: point of view (forms of narration such as, omniscient, first person or third person limited)</p> <p>5. <i>The Golden Kite, the Silver Wind</i></p> <p>a. focus element: theme (the central idea or insight into life revealed through the story)</p> <p>6. <i>The Necklace</i></p> <p>a. focus element: irony (situational, verbal, and dramatic irony)</p> <p>B. Nonfiction Selections</p> <p>1. <i>Poe’s Final Days</i></p> <p>2. <i>Poe’s death is rewritten as case of rabies, not tell-tale alcohol</i></p> <p>3. <i>If only Poe had succeeded when he said nevermore to drink</i></p> <p>4. <i>Rabies death theory</i></p>
<p>3.1/9-12</p> <p>8.1/9-12</p> <p>9.1/9-12</p> <p>9.2/9-12</p>	<p>D1,2,3</p> <p>E1,2,3</p> <p>F1,2,3</p> <p>G5,7,8,11</p> <p>H1</p> <p>A1</p> <p>B2,5,7,9,11,12</p> <p>B2,4</p> <p>A1,2,3,4</p> <p>B2,3</p> <p>C1,2</p> <p>D1</p>	<p>IV. Unit IV – The Novel</p> <p>The novel is the most complex of the four units and Charles Dickens may be one of the most complex novelists. During this unit, students will examine the elements that create a novel while reading one of two Charles Dickens novels, <i>Tale of Two Cities</i> or <i>Great Expectations</i>.</p> <p>The same six elements covered in the short story section will be discussed on a larger scale in conjunction with the novel.</p> <p>A. Elements</p> <p>1. Plot – addition of sub-plots</p> <p>2. Setting – multiple time periods and places</p> <p>3. Character – greater overall character development</p> <p>4. Point of View – reader’s relationship with the narrator</p> <p>5. Theme – multiple themes and complicated symbolism</p> <p>6. Irony – found on different levels throughout the novel</p> <p>B. Nonfiction Selections</p> <p>1. <i>Eyeglasses for the Mind</i></p> <p>2. <i>The famous author series: Charles Dickens</i> (see video resource guide)</p>

*Note: The New Jersey Core Curriculum Content Standards can be viewed at www.state.nj.us

OUTSIDE READING LIST FOR GRADE 9

Now available in the English bookroom:

And Then There Were None by Agatha Christie
Dandelion Wine by Ray Bradbury
Fahrenheit 451 by Ray Bradbury
In Country by Bobbie Ann Mason
Kitchen God's Wife by Amy Tan
Night Shift by Stephen King
Salem's Lot by Stephen King
The Shining by Stephen King
A Thief of Time by Tony Hillerman
The Water Is Wide by Pat Conroy

Also available in the bookroom are:

Point of Departure: 19 Stories of Youth and Discovery by Robert S. Gold
Great Tales and Poems by Edgar Allen Poe

To be purchased in the future:

How the Garcia Girls Lost Their Accents by Julia Alvarez
Into Thin Air by Jon Krakauer
Sisterhood of the Traveling Pants by Ann Brashares
Tuesdays with Morrie: An Old Man, A Young Man and Life's Greatest Lesson by Mitch Albom

DIFFERENCES BETWEEN ENGLISH 1 HONORS AND ENGLISH 1

1. Textbooks

The texts are different with the English 1 Honors text slightly more traditional and scholarly and the reading level more difficult.

2. Summer Reading

Students in English 1 will read two books; students in English 1 Honors will read three.

3. Writing Assignments

The length, number, and complexity of writing assignments in English 1 Honors are greater than in English 1.

4. Scope and Sequence/Course Outline

For English 1 Honors, nonfiction is incorporated only in Unit III, whereas for English 1, nonfiction is incorporated into all units.

ENGLISH DEPARTMENT GUIDELINES FOR TEACHERS

1. Teachers are to provide students with written expectations and grading procedures on the first day of class. A sample is listed in this curriculum document.
2. The five Language Arts Literacy Standards must be addressed in each unit in every course. In English 1, 2, and 3, teachers must provide a review of skills appearing on the HSPA and the SAT. Teachers in English 4 should address weak skills areas individually or through mini-lessons for larger groups.
3. In English 1 and 2, a cycle of teaching each unit will be developed for the English Department each year so that teachers may utilize the required novels/plays efficiently. In English 3 and 4, teachers should follow the sequence established in the curriculum.
4. Teaching of grammar and mechanics should be an outgrowth of the teaching of writing. Instruction in grammar is to be individualized if students demonstrate deficiency in a particular language skill area. Review of grammar will also be included in preparation for standardized tests.
5. All teachers are to maintain portfolios of student writing, which may include works in progress and finished pieces. The writing portfolios should be returned to students at the end of the school year.
6. Documentation for research papers must follow the MLA format. Several resources with that format are available in the bookroom. Guidelines are also available online.
7. Books have been assigned to certain grade levels and courses. To avoid duplication of efforts, teachers are to use only those books assigned to each grade level or course.
8. Students must complete at least two outside reading books each year. All outside reading is to be assessed by the teacher. In sophomore English, one novel covered in class or in outside reading must be neither British nor American in origin.
9. Summer reading lists for honors and regular level English will be placed on the BHS Website in June. Summer reading should be assessed during the first two weeks of school. All students in advanced placement courses must complete the summer reading assignment provided by his/her teacher.
10. Marking period grades are to be recorded in the teacher's grade book as percentage grades. The final grade for a marking period must be recorded as a letter grade.
11. All seniors must complete a senior project that counts cumulatively as a final exam. Preparation for the project will take place during marking periods 2 and 3. Presentation of project will take place during the fourth marking period. The project is to be completed in steps with each step receiving a percentage of the final grade.

ENGLISH DEPARTMENT GUIDELINES FOR TEACHERS (continued)

12. During each grade level, certain modes of writing are to be emphasized. These are delineated in the Modes of Writing document included in this guide.
13. The teaching and learning of vocabulary in context is to be a regular part of reading and studying literature.

SUMMER READING ASSESSMENT

All students in English 1 and English 1 Honors are to complete a summer reading assignment from the Summer Reading List. Students in English 1 will read two books; students in English 1 Honors will read three books. All teachers should prepare appropriate assessment tasks for the summer reading. The grade which students receive on the summer reading counts as the first test grade of the year. Suggestions for assessment instruments follow.

Teachers may choose a written project, an alternative assessment, or a combination of the two.

1. A written project which centers on the elements of literature, character, setting, plot, conflict, climax, and resolution including a discussion on the portion of the book which the student felt had personal significance.
2. A written project which centers on theme/themes of the novel: What was the author's purpose in writing this book? What did the author want the reader to learn, feel, or understand after reading the novel? What was the author trying to say about his/her world? Include a discussion on the portions of the book, which student felt had personal significance.

3. Character Biography Scrapbook

Create a scrapbook for a character from the novel. Justify the inclusions of all items in a presentation to class or in a written document. A scrapbook is a collection of pictures and mementos that serve as a memory bank. It reflects important events, friends, interests, etc. from a person's life.

4. Develop a series of newspaper articles or TV news reports (at least three) written or orally presented in a journalistic style. Each article or report should relate events from the novel as if they were news. If videotapes are presented orally, a written script must be provided.

5. Film Score

Create a score for the novel by selecting/recording selections of music. Begin with an overture, then choose major scenes that move the action along, provide a synopsis of the scenes, score the climax and then the resolution of the story. Music for film is carefully chosen to reflect the action and mood of particular moments in a story. Present it in class.

6. Write chapter titles or new chapter titles that reflect the content of the chapters of the book: people, situations, problems, etc., and explain why you chose the titles that you did.
7. React to the novel by writing a poem, either about the novel or from the point of view of one of the characters from the novel.
8. Create a collage of magazine cutouts and drawings that conveys your impression of the main character or the world as that character sees it. Present it to class.

SUMMER READING ASSESSMENT (continued)

9. Create a cover illustration for the novel. Present it to class.
10. Draw portraits of the main characters of the novel. Comment upon the characters orally.
11. Research some of the reviews that critics have given the novel over the years. Compare and contrast what the “good” and “bad” reviews have said.
12. Create and act out or write a scene that is mentioned in the novel, but not shown.
13. Act out a scene that might have happened.
14. Make a videotape of any of the above rather than presenting live in class.

FEEDBACK FORM FOR SUMMER READING PRESENTATIONS

The teacher and the other students in the class should complete an evaluation form. Students completing the form will receive class participation credit. The student making the presentation should receive the forms.

Name of Student Reporting: _____

Title of Book: _____

Author: _____

Circle ***one*** of the following, with five being the highest:

Clarity of Summary	1	2	3	4	5
Preparation	1	2	3	4	5
Vocabulary Level	1	2	3	4	5
Eye Contact	1	2	3	4	5
Overall Report	1	2	3	4	5
Book Flap	1	2	3	4	5

Add the numbers from above for the final score, and divide by 6: _____

Additional Comments:

Signature of person preparing this evaluation: _____

SAMPLE: WRITTEN EXPECTATIONS FOR STUDENT ACHIEVEMENT

Each teacher should prepare a Course Procedures and Grade Expectations sheet for the students. This is to be distributed at the beginning of the school year. A sample follows:

Course Procedures

1. Treat everyone with respect.
2. Be prepared to begin class on time.
3. Come prepared with books, homework, and supplies.
4. Remember that cheating will not be tolerated. It will result in a grade of zero.
5. Foul language will not be tolerated.
6. No eating or drinking will take place in the classroom.
7. Remain seated until the bell rings at the end of the session.
8. Raise your hand before you speak.
9. Missed work must be made up in a timely manner.

Grading Procedures

Grades will be determined as follows:

Homework/Reading Checks	10%
Class Participation	10%
Writing Portfolio	10%
Outside Reading/Writing Assignments	20%
Quizzes	20%
Tests	30%

Explanation of Class Participation Grade

Class participation counts as a portion of your overall grade! The two parts of the daily participation grade are described below. The total participation grade will be divided by the number of grades received.

PREPARATION – Bring a pen/pencil, notebook, and any necessary books (i.e., literature, novel) to class each day. You will receive credit if you bring ALL these materials to class. No partial point will be given.

ACTIVE PARTICIPATION – You will receive credit if you actively participate in class discussion and remain on task for both individual and group assignments.

MODES OF WRITING

Students should have opportunities to engage in all the following modes of writing during high school. Examples of how each mode may be addressed are provided. The grade level during which each mode should be emphasized is listed in parenthesis. These modes may also be addressed in other grade levels.

Modes of Writing

Examples

Personal history (9)

Write an essay reflecting a coming of age experience.

Letters (10)

Write a letter to a friend recommending a film, a book, or a course and explaining why.

Story/Narration (9, 11)

Write an original/creative narrative.

Poetry (9)

Devise an original ballad based upon current news about any of the typical ballad subjects.

Poetry (12)

Analyze/explicate a poem in a formal written piece.

Interview (12)

Using any character from the literature under study, write an interview between that character and a media personality.

Write an authentic interview relating to the senior project.

Compare/contrast (9, 10)

Compare/contrast some aspect of two different texts.

Dramatic/Writing Scripts (12)

In preparation for Hamlet, select the basic conflict involving teenagers, sketch three or four main characters, and decide upon the resolution. Then write a script for this drama. (Can be a group activity.)

MODES OF WRITING (continued)

Modes of Writing

Examples

Observation/Description (11)

In conjunction with the novel, select a familiar setting then carefully describe it.

Report/Research (9, 10)

For one of the book reviews, do research on the author's life and the critical reception of the book.

A dust jacket can be created including the gathered information.

Critical Analysis (10, 11, 12)

As a final assignment of the year, students could select the work he or she found most interesting and write an evaluation of it.

Persuasion/Argument (9, 12)

Decide whether Hector or Achilles is the more heroic and write an essay presenting his/her arguments.

Journals/Diaries/Logs (11)

For the short story unit, keep a personal reaction journal for each of the short stories assigned.

College Essay (11)

Using actual examples of college essay questions, practice writing college essays.

All modes of writing are to be scored using the department scoring rubric. Rubrics for all year levels can be obtained through the department supervisor.

SAT AND HSPA SKILLS

SAT Grammatical Proficiencies (9 & 10)

Subject/verb agreement, parallelism, correcting sentence fragments, correct pronoun usage, comma usage, correcting misplaced modifiers, avoiding wordiness, verb tense, proper punctuation for quotations.

SAT/HSPA Writing Proficiencies (9 & 10)

Timed writing on a persuasive topic - SAT twenty minute and HSPA forty-minute (five minutes less than the set standard).

Reading Comprehension (9& 10)

Practice through existing course content literature. Fifteen minute reading of short passages is suggested.

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

- Unit I: Video: *Romeo and Juliet* 1968
 William Shakespeare: The Famous Author Series
- DVD: *Romeo and Juliet* 1996
- Audio: *Romeo and Juliet: BBC Radio*
-
- Unit II: Video: Voices and Visions Series: Langston Hughes & Emily Dickinson
 The Master Poet’s Collection: Edgar Allan Poe
 The Odyssey 1997
 Lord of the Flies 1990
-
- Unit III: Video: *To Kill a Mockingbird* 1962
 The Secret Life of Walter Mitty 1947
 Tell Tale Heart 2000
 The Poe Series
-
- Unit IV: Video: Great Expectations (Disney)
 The Famous Author Series: Charles Dickens

SUGGESTED MATERIALS

Resources for Students

Probst, Robert E., et.al. Elements of Literature, Third Course. Austin: Holt, Rinehart, and Winston, 2005. (English 1)

Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold. Upper Saddle River, NJ: Prentice Hall, 2005. (English 1 Honors)

Resources for Teachers:

Teacher's Resource Book: Prentice Hall Grammar and Composition Grade 9. Upper Saddle River NJ: Prentice Hall, 2005.

Teacher's Resource Book: Holt, Reinhart & Winston Grammar and Composition Grade 9. Austin: Holt, Rinehart, and Winston, 2005.

Teacher's Resource Book: Writer's Inc. Wilmington, MA: Houghton Mifflin Company, 1996.

Kaplan. The New SAT 2005 Edition. New York: Simon and Schuster, 2004.

RESOURCES/ACTIVITIES GUIDE

SUGGESTED RUBRICS