

School: _____ Medway High School _____ Grade: 9 _____ English

Course Description:

The goal of the English curriculum for ninth grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. Ninth graders are scheduled to take the MCAS Language Arts Composition Test next when they are sophomores in high school. This means that they have 1 ½ years to improve their reading and writing skills. The Ninth Grade English Curriculum at the high school emphasizes this goal by addressing three major strands of language acquisition:

Language
Reading and Literature
Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units

Concepts

Language	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions b. Summarize in a coherent and organized way information and ideas learned from a focused discussion c. Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices d. Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features. e. Create an appropriate scoring guide to prepare, improve, and assess presentations f. Identify and use idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions g. Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meaning of new words h. Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning i. Identify simple, compound, complex, and compound-complex sentences j. Identify noun, adjective, and adverb clauses k. Recognize functions of Verbals: participles, gerunds, infinitives l. Analyze the structure of a sentence (traditional diagram, transformational model) m. Identify functional sentence structure (parallelism, properly placed modifiers) n. Identify correct mechanics (semicolons, colons, hyphens), correct usage (tense consistency) and correct sentence structure (parallel structure) o. Describe the origins and meanings of common words and foreign words or phrases used frequently in written English and show their relationship to historical events or developments (glasnost, coup d’etat) p. Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups q. Identify differences between the voice, tone, diction, and syntax used in media presentations (documentary films, news broadcasts, taped interviews) and these elements in informal speech r. Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English s. Identify differences between oral and written language patterns
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Read and understand imaginative/literary texts by identifying and analyzing patterns of imagery or symbolism and by identifying and interpreting themes and giving supporting

	<p>evidence from a text</p> <ul style="list-style-type: none"> b. Read and understand informational/expository texts by analyzing the logic and use of evidence in an author’s argument c. Relate a literary work to primary source documents of its literary period or historical setting d. Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message e. Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes f. Locate and analyze such elements in fiction as point of view, foreshadowing, and irony g. Read nonfiction and analyze the logic and use of evidence in an author’s argument h. Analyze and explain the structure and elements of nonfiction works i. Apply previous knowledge of poetic terms to the study of the ballad, sonnet, and heroic couplets j. Evaluate how an author’s choice of words advances the theme or purpose of a work k. Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work l. Analyze the characters, structure, and themes of classical Greek drama and epic poetry m. Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text n. Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories and criteria for assessment of presentations
Composition	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> a. Write imaginative/literary writing (stories, poems, plays) b. Write informational/expository essays (persuasive, literary, personal) that have a clear focus logical development, effective use of detail, and variety in sentence structure c. Write well-organized research papers that prove a thesis statement using logical organization effective supporting evidence, and variety in sentence structure d. Use different levels of formality, style, and tone when composing for different audiences e. Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics f. Use knowledge of types of clauses (main, subordinate), verbals (gerunds, infinitives, participles), mechanics, usage, sentence structure and standard English spelling when writing and edit g. Integrate all elements of fiction to emphasize the theme and tone of the story h. Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build and effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion i. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research

Suggestions for Parental Involvement.

1. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities.
2. Encourage the reading of classical literature
3. Visit art museums and help your son/daughter to make connections between art and literature.
4. Act as an editor and help your child to edit and revise his/her essays and reports

School: _____ Medway High School _____ Grade: 10 _____ English

Course Description:

The goal of the English curriculum for tenth grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. Tenth graders are scheduled to take the MCAS Language Arts Composition Test on April 9, 2002 and the MCAS Language and Literature portion of the test in May. Every student in Massachusetts must pass the tenth grade MCAS Language Arts and Mathematics Test in order to graduate from high school. Consequently, the tenth grade is a critical year for all high school students. The Tenth Grade English Curriculum at the high school emphasizes this goal by addressing three major strands of language acquisition:

- Language
- Reading and Literature
- Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units

Concepts

Language	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions b. Summarize in a coherent and organized way information and ideas learned from a focused discussion c. Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices d. Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features. e. Create an appropriate scoring guide to prepare, improve, and assess presentations f. Identify and use idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions g. Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meaning of new words h. Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning i. Identify simple, compound, complex, and compound-complex sentences j. Identify noun, adjective, and adverb clauses k. Recognize functions of Verbals: participles, gerunds, infinitives l. Analyze the structure of a sentence (traditional diagram, transformational model) m. Identify functional sentence structure (parallelism, properly placed modifiers) n. Identify correct mechanics (semicolons, colons, hyphens), correct usage (tense consistency) and correct sentence structure (parallel structure) o. Describe the origins and meanings of common words and foreign words or phrases used frequently in written English and show their relationship to historical events or developments (glasnost, coup d’etat) p. Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups q. Identify differences between the voice, tone, diction, and syntax used in media presentations (documentary films, news broadcasts, taped interviews) and these elements in informal speech r. Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English s. Identify differences between oral and written language patterns
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Read and understand imaginative/literary texts by identifying and analyzing patterns of imagery or symbolism and by identifying and interpreting themes and giving supporting

	<p>evidence from a text</p> <ul style="list-style-type: none"> b. Read and understand informational/expository texts by analyzing the logic and use of evidence in an author’s argument c. Relate a literary work to primary source documents of its literary period or historical setting d. Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message e. Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes f. Locate and analyze such elements in fiction as point of view, foreshadowing, and irony g. Read nonfiction and analyze the logic and use of evidence in an author’s argument h. Analyze and explain the structure and elements of nonfiction works i. Apply previous knowledge of poetic terms to the study of the ballad, sonnet, and heroic couplets j. Evaluate how an author’s choice of words advances the theme or purpose of a work k. Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work l. Analyze the characters, structure, and themes of classical Greek drama and epic poetry m. Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text n. Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories and criteria for assessment of presentations
Composition	<ul style="list-style-type: none"> a. In addition to continuing to address earlier standards, the student will be able to: b. Write imaginative/literary writing (stories, poems, plays) c. Write informational/expository essays (persuasive, literary, personal) that have a clear focus logical development, effective use of detail, and variety in sentence structure d. Write well-organized research papers that prove a thesis statement using logical organization effective supporting evidence, and variety in sentence structure e. Use different levels of formality, style, and tone when composing for different audiences f. Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics g. Use knowledge of types of clauses (main, subordinate), verbals (gerunds, infinitives, participles), mechanics, usage, sentence structure and standard English spelling when writing and edit h. Integrate all elements of fiction to emphasize the theme and tone of the story i. Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build and effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion j. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research

Suggestions for Parental Involvement.

1. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities.
2. Encourage the reading of classical literature
3. Visit art museums and help your son/daughter to make connections between art and literature.
4. Act as an editor and help your child to edit and revise his/her essays and reports

School: _____ Medway High School _____ Grade: __11_____ English

Course Description:

The goal of the English curriculum for eleventh grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. Eleventh graders who failed the 2001 tenth grade MCAS test will have the opportunity to retake the exam this December. Since every student in Massachusetts must pass the tenth grade MCAS Language Arts and Mathematics Test in order to graduate from high school, every opportunity will be taken to ensure student success in these areas. For the most part, the eleventh grade English Curriculum will be devoted to the study of American Literature within the Massachusetts Language Arts Frameworks and will continue to address the three major strands in language acquisition:

- Language
- Reading and Literature
- Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units

Concepts

Language	<ul style="list-style-type: none"> a. In addition to continuing to address earlier standards, the student will be able to: b. Analyze differences in responses to focused group discussion in an organized and systematic way c. Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary d. Create an appropriate scoring guide to evaluate final presentation e. Identify and use correctly new words acquired through study of their different relationships to other words f. Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed g. Identify, describe, and apply all conventions of standard English h. Describe historical changes in conventions for usage and grammar i. Explain and evaluate the influence of the English language on world literature and world cultures j. Analyze and explain how the English language has developed and been influenced by other languages k. Analyze the role and place of standard American English in speech, writing, and literature l. Analyze how dialect can be a source of negative or positive stereotypes among social groups m. Identify differences between oral and written language patterns
Reading and Literature	<ul style="list-style-type: none"> a. In addition to continuing to address earlier standards, the student will be able to: b. Read and understand imaginative/literary texts by identifying and analyzing the point(s) of view in a literary work and by analyzing patterns of imagery or symbolism and connect them to themes and/or tone and mood c. Read and understand informational/expository texts by analyzing and evaluating the logic and use of evidence in an author’s argument d. Relate a literary work to the seminal ideas of its time e. Identify and analyze characteristics of genre (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial f. Apply knowledge of the concept that a text can contain more than one theme g. Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme h. Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes i. When reading poetry, analyze and evaluate the appropriateness of diction and imagery

	<ul style="list-style-type: none"> j. Analyze and compare style and language across significant cross-cultural literary works k. Analyze the influence of mythic, traditional, or classical literature on later literature and film l. Identify and analyze types of dramatic literature m. Identify and analyze dramatic conventions
Composition	<ul style="list-style-type: none"> a. In addition to continuing to address earlier standards, the student will be able to: b. Write imaginative/literary writing (stories, poems, plays) c. Write informational/expository essays (persuasive, literary, personal) that have a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation d. Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments e. Use all conventions of standard English when writing and editing f. Organize ideas for emphasis in a way that suits the purpose of the writer g. Craft sentences in a way that supports the underlying logic of the ideas h. Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach and documentation of sources

Suggestions for Parental Involvement.

1. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities.
2. Encourage the reading of classical literature
3. Visit art museums and help your son/daughter to make connections between art and literature.
4. Act as an editor and help your child to edit and revise his/her essays and reports

School: _____ Medway High School _____ Grade: 12 _____ English

Course Description:

The goal of the English curriculum for twelfth grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. For the most part, the twelfth grade English Curriculum will be devoted to the study of British Literature within the Massachusetts Language Arts Frameworks and will continue to address the three major strands in language acquisition:

- Language
- Reading and Literature
- Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units	Concepts
Language	<ul style="list-style-type: none"> a. In addition to continuing to address earlier standards, the student will be able to: b. Analyze differences in responses to focused group discussion in an organized and systematic way c. Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary d. Create an appropriate scoring guide to evaluate final presentation e. Identify and use correctly new words acquired through study of their different relationships to other words f. Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed g. Identify, describe, and apply all conventions of standard English h. Describe historical changes in conventions for usage and grammar i. Explain and evaluate the influence of the English language on world literature and world cultures j. Analyze and explain how the English language has developed and been influenced by other languages k. Analyze the role and place of standard American English in speech, writing, and literature l. Analyze how dialect can be a source of negative or positive stereotypes among social groups m. Identify differences between oral and written language patterns
Reading and Literature	<ul style="list-style-type: none"> a. In addition to continuing to address earlier standards, the student will be able to: b. Read and understand imaginative/literary texts by identifying and analyzing the point(s) of view in a literary work and by analyzing patterns of imagery or symbolism and connect them to themes and/or tone and mood c. Read and understand informational/expository texts by analyzing and evaluating the logic and use of evidence in an author’s argument d. Relate a literary work to the seminal ideas of its time e. Identify and analyze characteristics of genre (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial f. Apply knowledge of the concept that a text can contain more than one theme g. Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme h. Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes i. When reading poetry, analyze and evaluate the appropriateness of diction and imagery

	<ul style="list-style-type: none"> j. Analyze and compare style and language across significant cross-cultural literary works k. Analyze the influence of mythic, traditional, or classical literature on later literature and film l. Identify and analyze types of dramatic literature m. Identify and analyze dramatic conventions
Composition	<ul style="list-style-type: none"> a. In addition to continuing to address earlier standards, the student will be able to: b. Write imaginative/literary writing (stories, poems, plays) c. Write informational/expository essays (persuasive, literary, personal) that have a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation d. Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments e. Use all conventions of standard English when writing and editing f. Organize ideas for emphasis in a way that suits the purpose of the writer g. Craft sentences in a way that supports the underlying logic of the ideas h. Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach and documentation of sources

Suggestions for Parental Involvement.

1. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities.
2. Encourage the reading of classical literature
3. Visit art museums and help your son/daughter to make connections between art and literature.
4. Act as an editor and help your child to edit and revise his/her essays and reports