

**Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE**

<b>Course Title:</b> English 1	<b>Course Number:</b> B 0015, G 0014, A 0013, H 0012
<b>Department:</b> English	<b>Grade(s):</b> 9
<b>Level(s):</b> Basic, General, Academic, Honors	<b>Credit:</b> 1
<b>Course Description</b> English 1 emphasizes the development of critical reading skills through the study of literary genres. This serves as a foundation for the continuing development of the students' communication skills in writing (including usage and mechanics), speaking, listening, and viewing.	
<b>Required Instructional Materials</b> <i>Prentice Hall Literature- Platinum</i> Prentice Hall, 1991. <i>Globe Literature-Green Level</i> Globe Book, 1990.	<b>Completion/Revision Date</b>  Adopted by the Board of Education June 14, 2004

**Mission Statement of the Curriculum Management Team**

The mission of the Language Arts Curriculum Management Team is to ensure that all students develop a high level of proficiency and independence in reading, writing, speaking, listening, and viewing, enabling them to become lifelong, effective communicators in a culturally diverse society.

**Enduring Understandings for the Course**

- Reading expands understanding of the world, people, and oneself.
- Readers use strategies to construct meaning.
- Readers develop a deeper understanding by reflecting upon the text.
- Authors write with different purposes in mind.
- Written communication and proper grammar mechanics promote fluency of communication.
- Writing is a multi-stage process.
- Writing is a reflective process.
- People communicate through words.
- People rely on a variety of resources to obtain information.
- New information may result in a new idea or a change of stance.
- Listening skills are critical for learning and communicating.
- Visual materials enhance understanding.

**LEARNING STRAND**

1.0 Communication Skills: Writing, Speaking, Listening

NOTE: This learning strand should be taught through the integration of the other learning strands. This learning strand is not meant to be taught in isolation as a separate unit.

**ENDURING UNDERSTANDING(S)**

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- Writing is a reflective process.
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- New information may result in a new idea or a change of stance.
- Listening skills are critical for learning and communicating.
- Visual materials enhance understanding.

**LEARNING OBJECTIVES** The student will:

- 1.1 Use the writing process to compose written pieces that are focused, organized, elaborated, supported and edited for standard English conventions, with emphasis on the following:
- spelling
  - fragments/run-ons
  - prepositional phrases
  - clauses
  - misplaced modifiers
  - subject-verb-pronoun agreement
  - appositives
  - conjunctions
  - transition
  - dialogue
  - underlining or quotation marks for titles
  - elaboration—facts, sensory details, incidents/examples, quotations
- 1.2 Compose and edit using technology.
- 1.3 Revise written pieces to demonstrate improvement.
- 1.4 Compose a variety of text forms for different audiences including the following:
- journal or learning log
  - personal letter
  - a summary
  - personal response to literature
  - personal response to biography or autobiography
  - an advertisement or commercial

**INSTRUCTIONAL SUPPORT MATERIALS**

- English department book list
- Core book list
- District literary features list
- SAT Prep Book

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Class discussion
- Small group discussion
- Literature circles
- Cooperative learning
- Oral presentations
- Group projects
- Graphic organizers

**SUGGESTED ASSESSMENT METHODS**

- Self-evaluation/peer evaluation using rubrics
- Journals
- Projects
- Oral presentations
- Writing assignments
- Teacher observation of group activity
- Portfolios
- Homework
- Participation
- Peer evaluation
- Rubrics

<ul style="list-style-type: none"><li>- creative character sketch</li><li>- a creative project related to a genre</li><li>- an analysis/synthesis using textual support with MLA citation</li></ul> <p>1.5 Analyze and synthesize using textual support with MLA citation.</p> <p>1.6 Generate questions.</p> <p>1.7 Determine which primary and secondary sources are appropriate to the task.</p> <p>1.8 Evaluate validity of sources to authenticate research.</p> <p>1.9 Use language techniques to influence the listener, including the following:</p> <ul style="list-style-type: none"><li>- a persuasive panel</li><li>- propaganda</li><li>- reading and writing conferences</li><li>- dramatic presentations</li></ul>	
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<b><u>LEARNING STRAND</u></b>	
2.0 Fiction and Non-fiction	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	
<ul style="list-style-type: none"> <li>• Reading expands understanding of the world, people, and oneself.</li> <li>• Readers develop a deeper understanding by reflecting upon the text.</li> <li>• Visual materials enhance understanding.</li> <li>• Authors write with different purposes in mind.</li> <li>• People rely on a variety of resources to obtain information.</li> </ul>	
<b><u>LEARNING OBJECTIVES</u></b> – The student will:	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<p>2.1 Analyze a variety of fiction and non-fiction balanced for both gender and culture.</p> <p>2.2 Recognize literary features including character, plot development, conflict, motivation, theme, and setting.</p> <p>2.3 Utilize textual references to support multiple interpretations.</p> <p>2.4 Apply strategies for determining meaning of vocabulary in context.</p> <p>2.5 Explain personal and/or world connections to themes in literature.</p> <p>2.6 Evaluate literary effectiveness.</p> <p>2.7 Analyze research to make interdisciplinary connections using written, auditory, and visually based media.</p> <p>2.8 Evaluate validity of sources to authenticate research.</p>	<ul style="list-style-type: none"> <li>• English department book list</li> <li>• Core book list</li> <li>• District literary features list</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Small group discussion</li> <li>• Literature circles</li> <li>• Cooperative learning</li> <li>• Oral presentations</li> <li>• Group projects</li> <li>• Graphic organizers</li> <li>• Self-selected texts</li> </ul>
	<b><u>SUGGESTED ASSESSMENT METHODS</u></b>
	<ul style="list-style-type: none"> <li>• Quizzes/tests</li> <li>• Journals</li> <li>• Projects</li> <li>• Oral presentations</li> <li>• Writing assignments</li> <li>• Teacher observation of group activity</li> <li>• Portfolios</li> <li>• Homework</li> <li>• Participation</li> <li>• Peer evaluation</li> <li>• Multi-media presentations</li> <li>• Self-evaluation</li> <li>• Rubrics</li> </ul>

**LEARNING STRAND**

3.0 Drama

**ENDURING UNDERSTANDING(S)**

- Reading expands understanding of the world, people, and oneself.
- Readers use strategies to construct meaning.
- Readers develop a deeper understanding by reflecting upon the text.
- Visual materials enhance understanding.
- People rely on a variety of resources to obtain information.

**LEARNING OBJECTIVES** – The student will:

- 3.1 Analyze the techniques and conventions of drama.
- 3.2 Recognize literary features including character, plot development, theme and setting.
- 3.3 Validate understanding through textual references supporting multiple interpretations.
- 3.4 Apply strategies for determining meaning of vocabulary in context.
- 3.5 Explain personal/world connections to themes in literature.
- 3.6 Evaluate literary effectiveness.
- 3.7 Analyze research to make interdisciplinary connections using written, auditory, and visually based media.
- 3.8 Evaluate validity of sources to authenticate research.

**INSTRUCTIONAL SUPPORT MATERIALS**

- English department book list
- Core book list
- District literary features list

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Class discussion
- Small group discussion
- Literature circles
- Cooperative learning
- Performance
- Group projects
- Graphic organizers

**SUGGESTED ASSESSMENT METHODS**

- Quizzes/tests
- Journals
- Projects
- Oral presentations
- Writing assignments
- Teacher observation of group activity
- Portfolios
- Homework
- Participation
- Peer evaluation
- Multi-media presentations
- Self-evaluation
- Rubrics
- Skits
- Role play

**LEARNING STRAND**

4.0 Poetry

**ENDURING UNDERSTANDING(S)**

- Readers use strategies to construct meaning.
- Authors write with different purposes in mind.

**LEARNING OBJECTIVES** – The student will:

- 4.1 Analyze a variety of poetic forms.
- 4.2 Recognize a variety of literary features.
- 4.3 Validate understanding through textual references supporting multiple interpretations.
- 4.4 Apply strategies for determining meaning of vocabulary in context.
- 4.5 Explain personal and/or world connections to themes in literature.
- 4.6 Evaluate literary effectiveness.

**INSTRUCTIONAL SUPPORT MATERIALS**

- English department book list
- Core book list
- District literary features list

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Class discussion
- Small group discussion
- Cooperative learning
- Oral presentations
- Group projects
- Graphic organizers

**SUGGESTED ASSESSMENT METHODS**

- Quizzes/tests
- Journals
- Projects
- Oral presentations
- Writing assignments
- Teacher observation of group activity
- Portfolios
- Homework
- Participation
- Peer evaluation
- Multimedia presentations
- Self-evaluation
- Rubrics

