



English Department Goals and Plans

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6th Grade English

- ▶ Reading novels- *Hatchet*, *Tuck Everlasting*, *Jar of Dreams*
 - ▶ Focus on making inferences and reading comprehension
- ▶ Nonfiction- Reading and Writing
 - ▶ Interviewing a role model and writing an essay
 - ▶ Starting now- reading *Woodsong*
- ▶ Diverse Perspectives
 - ▶ *Freedom Walkers* (nonfiction) and *Jar of Dreams* (fiction)

7th Grade English

- ▶ Basics of Literature
 - ▶ Short stories, *A Christmas Carol*, and *The Outsiders*
 - ▶ Characters, plot, conflict
- ▶ Basics of Writing
 - ▶ Daily exercises and longer projects
 - ▶ Grammar, vocabulary, writing
- ▶ Researching
 - ▶ Inquiry-based Research Presentations
 - ▶ Fueling curiosity, critical thinking, and introducing documentation
 - ▶ Biography Writing
 - ▶ Developing research, writing, and documentation skills

8th Grade English

- ▶ Continuing with literary elements
 - ▶ Short stories, *The Diary of Anne Frank*, and *The Giver*
 - ▶ Author's voice, style, symbols, theme
- ▶ Building grammar and writing skills
 - ▶ Daily exercises, creative projects and research-based writing
- ▶ Myth project- Analysis, diverse perspectives, collaboration, research, and creativity
- ▶ Genocide Project- Broadening horizons through research and documentation

9th Grade English

▶ Short Stories

- ▶ “Most Dangerous Game” and “The Lottery”
 - ▶ Literary Elements (protagonist, antagonist, static and dynamic characters, theme, foreshadowing, symbolism and conflict to name a few) and Plot Line (fill in plot lines for stories)
- ▶ Edgar Allan Poe Unit
 - ▶ 2 Short Stories – (“Tell-Tale Heart” and “Cask of Amontillado”)
 - ▶ 2 Poems – (“The Raven” and “Annabelle Lee”)
 - ▶ Poe Project – Choose a Poe story, read it on their own, create a trailer, movie poster and present the items
 - ▶ Builds off of previous unit and includes figurative language and compare/contrast narrators of poems and stories
- ▶ The Odyssey Unit
 - ▶ Character Development is the main focus (along with previous items as well)
 - ▶ Analyze how Odysseus is in the beginning to how he is in the end. What are the causes?
 - ▶ Informative essay on Greek God/Goddess/Hero or Titan

▶ Writing

- ▶ Complete sentences for every assignment, quiz and test unless told otherwise (rare)
- ▶ Small writings/assignment that lead up to major informative essay

▶ Book Reports (2 total)

- ▶ Essay and presentation on books based on certain themes (Other Cultures and Social Issues)

10th Grade English

- ▶ Carry lessons and knowledge from 9th grade to this year...
- ▶ Novels with corresponding projects and assignments
 - ▶ *Warriors Don't Cry*
 - ▶ Group presentation looking at other civil right groups and how they were important to the Civil Rights movement
 - ▶ *Night*
 - ▶ Survivor's presentation – research and discuss what other individuals went through and present it
 - ▶ *To Kill a Mockingbird*
 - ▶ Final Presentation – Small groups take the lead on teaching the class couple of assigned chapters
 - ▶ Answer discussion questions, developing characters, key literary terms, etc.
- ▶ Writing
 - ▶ Various small essays (1 to 2 pages)
 - ▶ Compare/Contrast – Comparing Dr. King, Melba, and Jackie Robinson
 - ▶ Opinion response – taking core elements of story or correlating movie and relating it to their lives
 - ▶ One large research essay (4 – 5 pages)
 - ▶ Persuasive Essay on a real world issue
- ▶ Cross Curriculum WWII Unit with Mr. Reynolds
 - ▶ *Ann Frank play*

English 11 – First Semester

- ▶ Main focus: Writing
- ▶ focus on non-fiction – reading for meaning
- ▶ diverse points of view (procon.org)
- ▶ paraphrasing
- ▶ citations, organizing information
- ▶ planning a research paper, completing a research paper
- ▶ MLA format
- ▶ Quote of the Week: “explain, relate, expand”
- ▶ Writing portfolios
- ▶ Vocabulary
- ▶ Formative ACT prep exercises
- ▶ Noredink.com – grammar practice site. Weekly assignments – formative

English 11 – Second Semester

- ▶ Main focus: Writing, Literature, Analysis
- ▶ focus on fiction – reading for meaning: poetry, short stories, novels
- ▶ diverse authors
- ▶ Writing analysis papers using elements of Literature
- ▶ Organizing and citing information
- ▶ MLA format
- ▶ Quote of the Week: “explain, relate, expand” – length requirement increased
- ▶ Writing portfolios
- ▶ Vocabulary
- ▶ Formative ACT prep exercises become Summative (open notes)
- ▶ Noredink.com – grammar practice site. Weekly assignments – Summative

English 12 – First Semester

- ▶ MLA format
- ▶ Reading non-fiction
- ▶ Paraphrasing information to avoid plagiarism
- ▶ Research paper
- ▶ Quote of the Week – similar to juniors
- ▶ Struggling writers – focus is on identifying and improving areas of concern: forming a paragraph, forming an introduction to an essay, writing the body, creating a memorable conclusion
- ▶ Writing portfolios
- ▶ Noredink.com - formative

English 12 – Second Semester

- ▶ MLA format
- ▶ Reading fiction (no poetry, no Shakespeare)
- ▶ Struggling readers – novels as a class: LotF, TOW, CotW, AF,
- ▶ Short stories – with compare/contrast exercises, essays
- ▶ Quote of the Week – tied into readings as well as personal experience
- ▶ Struggling readers – focus is on identifying and improving areas of concern – deeper meaning, lesson, relevance, etc.
- ▶ Writing portfolios continue
- ▶ Noredink.com - summative

Writing 151 – SMSU 1st Semester

- ▶ College writing using MLA format
- ▶ Non-fiction reading (research)
- ▶ SMSU Library access (all papers)
- ▶ Research of own topic – all sides of an issue (pros and cons)
- ▶ Mini-essays – paraphrasing what is read – 8 articles
- ▶ Formulating a thesis
- ▶ Writing an effective thesis – Dr. Albright visit
- ▶ Tying all information together – flow, transitions, supports, citations, etc. (Bring all the ‘mini-essays’ into one paper)
- ▶ Final product – sample for college
- ▶ APA – “switching it all around” practice

Literature 120 – SMSU 2nd Semester

- ▶ College Literature
- ▶ Mostly Fiction
- ▶ Poetry, novels, short stories
- ▶ Focus: Analyzing Fiction and Drama
- ▶ Mini-essays to practice response essays
- ▶ Larger papers as the course progresses
- ▶ Final product – samples of Literary responses for college
- ▶ Deeper thinkers
- ▶ Articulate writers

Looking to the Future - Our Plan

- ▶ Semester-based classes for grades 10-12
- ▶ 2 semesters of literature, 3 semesters of writing, 1 semester of communication (newly added requirement)
- ▶ Implemented 2018-2019
- ▶ Mixed classes of grades 10-12
- ▶ Still offering College English and possibly other advanced courses

Looking to the Future - Rationale

- ▶ Increased student interest and investment
- ▶ Easier Registration- more “slots” for students to choose from
- ▶ More focused courses allow for deeper study
- ▶ Increased teacher scheduling flexibility
- ▶ Easier to make up credits- per semester rather than per year

Looking to the Future - Implementation

▶ Literature

- ▶ American Literature
- ▶ World Literature
- ▶ Non-fiction Reading
- ▶ Twentieth Century Literature
- ▶ Literature 120 (College)

▶ Communication

- ▶ Mass Media
- ▶ General Communication

▶ Writing

- ▶ Research Writing
- ▶ Creative Writing
- ▶ Technical/Business Writing
- ▶ Writing 151 (College)

Student Feedback Grades 8-12

- ▶ Overall: 70% prefer new organization
- ▶ "I think these sound interesting and give students more of a voice in what they are learning! Also sounds like many skills would be introduced and taught to the students so that they are experiencing a wide variety of English."
- ▶ "If courses are more defined, I believe it will give those who take the course more drive, because it's working toward something they know will benefit them."
- ▶ "Being able to choose an English class would make it much easier to do well in class."
- ▶ "I feel like with multiple options we as students could learn how to better ourselves on one topic which allows us to advance and learn more."
- ▶ "I think this is a great idea and if this is followed through with I believe it would be fun while still expanding our horizons and teaching us new things about many unique cultural beliefs."
- ▶ Overall: 30% prefer current format
- ▶ "The classes and grading need to be harder in grades 7-10 because we are not ready for tough grading and I would like to be ready for when I go into college."
- ▶ "I think the new system would just be chaotic. We are required to have 4 years of English for graduation credits. Which should be 4 Complete years not broken down semesters. We have a full year to learn what is required and if students can't keep up that is his or her fault."
- ▶ "I'm very intrigued by the new ideas being presented on this survey, and I would like a few of them in particular in our class schedule, but I don't really want our entire class regiment to be altered....sounds cool, to a point."
- ▶ "I like the new options but having the set courses like we do now makes it easier for course registration because then you have SO MANY options you have pick from, but sometimes that a good thing."
- ▶ "I don't want any homework."