

Course Description: ENGLISH I (CP)

In general all English courses are designed to improve students' ability to read for a variety of purposes, plan and write for a wide variety of purposes and audiences, apply standard English grammar and usage, speak effectively and listen responsively, develop and apply higher order (critical) thinking skills.

In English I at the college preparatory level students will consider such themes as decision-making, prejudice, and coming of age in their study of literature as they develop their ability to read critically and analytically. Student writing assignments will include personal narratives, analytical essays, and creative writing experiences. Peer evaluation and editing techniques will be strengthened as part of the writing process. Through reading and the writing process, students in the course will expand their vocabulary, refine their responses to language and improve their skills in using language. Students will develop listening and speaking skills through class discussion, cooperative learning, peer response and oral presentations.

Major Course Objectives

When students have completed Freshman English (CP), they will know and be able to:

1. Identify, analyze, and apply knowledge of characteristics of different genres
2. Write with a clear focus, coherent organization, and sufficient detail
3. Develop and apply their knowledge of standard English conventions in their speaking, writing, revising and editing
4. Pose questions, listen actively to the ideas of others, contribute their own information or ideas in group discussions or in oral presentations
5. Make connections between the text, their own lives, and a variety of media
6. Develop vocabulary skills

Relationship to the Massachusetts English Language Arts Curriculum Framework

1. Summarize information and ideas learned from a focused discussion (2.5)
2. Give formal and informational talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices (3.14)
3. Understand and acquire new vocabulary; use it correctly in reading and writing (4)
4. Identify simple, compound, complex, and compound-complex sentences (5.23)
5. Identify correct mechanics, correct usage, and correct sentence structure (5.28)
6. For imaginative/literary texts, identify and analyze patterns of imagery and symbolism (8.29)
7. For imaginative/literary texts, identify and interpret themes and give supporting text evidence (8.30)
8. For informational/expository texts, analyze the logic and use of evidence in an author's argument (8.31)
9. Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message (10.5)
10. Locate and analyze such elements in fiction as point of view, foreshadowing, and irony (12.5)
11. Analyze and explain the structure and elements of nonfiction works (13.25)
12. Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems (14.5)
13. Identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone; and provide evidence from the text to support (15)
14. Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text (17.7)
15. Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone. (19.24)
16. Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety of sentences structures (19.27)
17. Use different levels of formality, style, and tone when composing for different audiences (20.5)
18. Revise writing by attending to topic/idea development, organization, level of detail, language/style,

- sentence structure, grammar and usage, and mechanics (21.8)
19. Use knowledge of standard English conventions in writing, revising, and editing (22)
 20. 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 (24.5)
 21. Develop and use appropriate criteria for assessing compositions or research projects (25)
 22. Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness (26.5)

Assessment Tools

Success in Freshman English (CP) will be assessed by the following methods:

1. Homework may be checked for completeness, accuracy, and/or understanding
2. Class work will be evaluated overall by the teacher, for cooperative learning situations evaluation will be done by members of a student's group
3. Quizzes are given as needed
4. Unit tests consist of multiple choice, short answer, and/or open-response items
5. In written responses, emphasis is placed on organization, focus, elaboration, accuracy, and depth of understanding
6. Essay assignments are given in timed and untimed settings, and are assessed using a rubric
7. Projects are often assigned to groups and individuals, and are assessed using a rubric

Materials and Resources:

Core Textbook: Prentice, Hall Literature series, gold level

Supplementary Texts: Writer's Craft
 Warriner's English Grammar and Compositon, third course
 Vocabulary for Achievement, third course
 Ten Modern American Short Stories
 Ten Top Short Stories
 Of Mice and Men
 Romeo and Juliet
 Miracle Worker
 To Kill a Mockingbird
 Go Ask Alice
 Night
 The Odyssey
 April Morning (summer reading)

Supplementary Materials: Relevant newspapers and periodicals
 Films and TV programs related to literary selections
 Library and Internet resources as available

Relationship to the High School Student Expectations:

Students will have the opportunity to:

1. Be an effective reader
2. Be an effective writer
3. Be an effective speaker/presenter/performer
4. Be an effective information seeker/organizer

