

Tuckahoe Union Free School District

English 11 Honors: The American Experience

Literature Guideline

2012-2013

Honors Summer Reading Program

- *Water for Elephants* – Sara Gruen
- Student choice of a non-fiction novel that connects to *Water for Elephants*.
- Students will be required to take notes on both novels over the summer in preparation for a project to commence at the start of the school year.
- Students will also be required to complete vocabulary exercises using the SAT “Hit Parade” and “Monster List(s)” and Castle Learning Vocabulary Contextual Activities

* A minimum of 6 works will be taught during the school year

Novels

- *The Scarlet Letter* – Nathaniel Hawthorne
- *The Great Gatsby* - F. Scott Fitzgerald
- *Their Eyes Were Watching God* – Zora Neale Hurston
- *Snow Falling on Cedars*- David Guterson
- *The Adventures of Huck Finn*- Mark Twain
- *The Assistant* – Bernard Malamud
- *The Help* – Kathryn Stockett
- *Ethan Frome* – Edith Wharton
- *The Catcher in the Rye* – J.D. Salinger
- *The Grapes of Wrath* – John Steinbeck
- *The Sun Also Rises* – Ernest Hemingway

Plays

- *The Crucible* – Arthur Miller
- *Othello* – William Shakespeare
- *A Raisin in the Sun* – Lorraine Hansberry
- *Death of a Salesman* – Arthur Miller

*A minimum of six short stories will be taught during the school year

Short Stories

- *The Minister's Black Veil* – Nathaniel Hawthorne
- *The Devil and Tom Walker* – Washington Irving
- *An Occurrence at Owl Creek Bridge* – Ambrose Bierce
- *A Rose for Emily* – William Faulkner
- *Paul's Case* – Willa Cather
- *A Piece of String* – Guy de Maupassant
- *The Jilting of Granny Weatherall* – Katharine Anne Porter
- *Good Country People* - Flannery O'Connor
- *A Wagner Matinee* – Willa Cather
- *The Necklace* – Guy De Maupassant

*A minimum of six poems will be taught during the school year

Poetry

- *Justice Denied in Massachusetts* – Edna St. Vincent Millay
- *My Papa's Waltz* – Theodore Roethke
- *Dimensions* – C.K. Williams
- *Reconciliation* – Walt Whitman
- *Ballad of Birmingham* – Dudley Randall
- *Ozymandias* – Percy Bysshe Shelley
- *The Layers* – Stanley Kunitz
- *Flight 063* – Brian Aldiss
- *Mending Wall* – Robert Frost
- *The Unknown Citizen* – The Unknown Citizen
- *Those Winter Sundays* – Robert Hayden
- *Woman* – Nikki Giovanni
- *Life Cycle of Common Man* – Howard Nemerov
- *Annabel Lee* – Edgar Allan Poe
- *Auto Wreck* – Karl Shapiro
- *The Wasteland*, T.S. Elliot

*A minimum of six non-fiction pieces will be taught during the school year

Non-Fiction

- *The Great Fear* – J. Ronald Oakley
- *Excerpt from Desert Exile: The Uprooting of a Japanese American Family* – by Yoshiko Uchida
- *Remarks Upon Signing a Proclamation Concerning Japanese American Internment During World War II* – Gerald Ford
- *My Story* - Rosa Parks
- *I Have A Dream Speech* - Martin Luther King, Jr.
- *My Bondage and My Freedom* - Frederick Douglass
- *Nobel Prize Acceptance Speech* - William Faulkner
- *Excerpt from Hiroshima* - John Hersey
- *Excerpt from Civil Disobedience* - Henry David Thoreau
- *Excerpt from Sinners in the Hands of an Angry God* – Jonathan Edwards
- *Inauguration Speech* – JFK
- Non-fiction related works from newspapers, magazines, journals, and personal essays that correlate to the core novels

Films

*Some will be full features and some will be excerpts

- *The Crucible*
- *Great Gatsby*
- *The Natural*
- *The Scarlet Letter*
- *A Raisin in the Sun*
- *Death of a Salesman*
- *The Help*
- *Water for Elephants*
- *Snow Falling on Cedars*
- *Othello*

Writing

- Persuasive
- Expository
- Narrative
- Descriptive
- Creative
- Research
- Poetry
- Critical Lens
- Listening Response

The following Writing Skills will be instructed when necessary based on student need as is reflected in student writing and as is required by the Common Core Standards. These writing/grammatical skills also provide solid preparation for the Writing Section of the SAT and the English Regents:

- Parallel Structure
- Subject Verb Agreement
- Making Logical Comparisons
- Idioms
- Correct Modifier Placement/ Avoiding Ambiguity
- Active Voice
- Redundancy
- Pronoun Ambiguity
- Pronoun Agreement
- Commas and Semicolons
- Correct Use of Conjunctions
- Modifiers
- Past/Present Perfect
- “Awkard-ing” Constructions
- Excess “Nounification”
- Collective Nouns

Vocabulary

As per the Common Core Standards, all vocabulary is instructed in context; students will be asked to deduce the meanings of words through the usage of context clues. Definitions that cannot be acquired in this manner will be provided prior to the reading of a selection, and will also be reviewed during the reading. Any books/software programs are utilized to reinforce, not replace the vocabulary instruction that students have already received in context. Words chosen for study are taken from the following sources:

- Fictional and non-fictional works
- Sadlier-Oxford Vocabulary, Level F supplemental
- Castle Learning Vocabulary in Context Activities
- SAT vocabulary “Hit Parade” and “Monster List(s)”

Tuckahoe Union Free School District

English 11 Regents: The American Experience

Literature Guideline

2012-2013

* A minimum of 6 works will be taught during the school year

Novels

- *The Great Gatsby* - F. Scott Fitzgerald
- *The Assistant* – Bernard Malamud
- *The Help* – Kathryn Stockett
- *Water for Elephants* – Sara Gruen
- *A Separate Peace* – John Knowles
- *The Catcher in the Rye* – J.D. Salinger
- *Ethan Frome* – Edith Wharton

Plays

- *The Crucible* – Arthur Miller
- *Othello* – William Shakespeare
- *A Raisin in the Sun* – Lorraine Hansberry
- *Death of a Salesman* – Arthur Miller

*A minimum of six short stories will be taught during the school year

Short Stories

- *The Minister's Black Veil*
- *An Occurrence at Owl Creek Bridge* – Ambrose Bierce (p.o.v)
- *Paul's Case* – Will Cather
- *A Piece of String* – Guy de Maupassant
- *The Jilting of Granny Weatherall* – Katharine Anne Porter
- *Good Country People*- Flannery O'Connor
- *The Necklace* – Guy De Maupassant
- *Story of an Hour*, Kate Chopin
- *Where is Here* – Joyce Carol Oates
- *Hills Like White Elephants*, Ernest Hemmingway

*A minimum of six poems will be taught during the school year

Poetry

- *Justice Denied in Massachusetts* – Edna St. Vincent Millay
- *My Papa's Waltz* – Theodore Roethke
- *Dimensions* – C.K. Williams
- *Reconciliation* – Walt Whitman
- *Ballad of Birmingham* – Dudley Randall
- *Ozymandias* – Percy Bysshe Shelley
- *Flight 063* – Brian Aldiss
- *The Unknown Citizen* – The Unknown Citizen
- *Those Winter Sundays* – Robert Hayden
- *Woman* – Nikki Giovanni
- *Life Cycle of Common Man* – Howard Nemerov
- *Auto Wreck* – Karl Shapiro
- *A Dream Deferred* - Langston Hughes
- *We Wear the Mask* – Paul Laurence Dunbar
- *Richard Cory* – Richard Arlington Robinson

*A minimum of six non-fiction pieces will be taught during the school year

Non-Fiction

- *The Great Fear* – J. Ronald Oakley
- *Excerpt from Desert Exile: The Uprooting of a Japanese American Family* – by Yoshiko Uchida
- *Remarks Upon Signing a Proclamation Concerning Japanese American Internment During World War II* – Gerald Ford
- *My Story* - Rosa Parks
- *I Have A Dream Speech* - Martin Luther King, Jr.
- *My Bondage and My Freedom* - Frederick Douglass
- *Nobel Prize Acceptance Speech* - William Faulkner
- *Excerpt from Hiroshima*- John Hersey
- *Excerpt from Civil Disobedience*- Henry David Thoreau
- *Inauguration Speech* – John F. Kennedy
- *Excerpt from Sinners in the Hands of an Angry God* – Jonathan Edwards
- *Innocent Have I Been Tortured, Innocent I Must Die* – Johannes Junius
- Non-fiction related works from newspapers, magazines, journals, and personal essays that correlate to the core novels

Films

*Some will be full features and some will be excerpts

- *The Crucible*
- *Great Gatsby*
- *The Natural*
- *The Scarlet Letter*
- *A Raisin in the Sun*
- *Death of a Salesman*
- *The Help*
- *Water for Elephants*
- *Snow Falling on Cedars*
- *Othello*

Writing

- Persuasive
- Expository
- Narrative
- Descriptive
- Creative
- Research
- Journals
- Poetry
- Critical Lens
- Listening Response

The following Writing Skills will be instructed when necessary based on student need as is reflected in student writing and as is required by the Common Core Standards. These writing/grammatical skills also provide solid preparation for the Writing Section of the SAT and the English Regents:

- Parallel Structure
- Subject Verb Agreement
- Making Logical Comparisons
- Idioms
- Correct Modifier Placement/ Avoiding Ambiguity
- Active Voice
- Redundancy
- Pronoun Ambiguity
- Pronoun Agreement

- Commas and Semicolons
- Correct Use of Conjunctions
- Modifiers
- Past/Present Perfect
- “Awkard-ing” Constructions
- Excess “Nounification”
- Collective Nouns

Vocabulary

As per the Common Core Standards, all vocabulary is instructed in context; students will be asked to deduce the meanings of words through the usage of context clues. Definitions that cannot be acquired in this manner will be provided prior to the reading of a selection, and will also be reviewed during the reading. Any books/software programs are utilized to reinforce, not replace the vocabulary instruction that students have already received in context. Words chosen for study are taken from the following sources:

- Fictional and non-fictional works
- Sadlier-Oxford Vocabulary, Level F supplemental
- Castle Learning Vocabulary in Context Activities

Tuckahoe Union Free School District

English 10 Honors: The Global Perspective

Literature Guideline

2012-2013

Honors Summer Reading Program

- *A Thousand Splendid Suns* – Khaled Hosseini
- Student choice of a non-fiction novel that connects to *A Thousand Splendid Suns*.
- Students will be required to take notes on both novels over the summer in preparation for a project to commence at the start of the school year.
- Students will also be required to complete vocabulary exercises using the SAT “Monster List(s)” and Castle Learning Vocabulary Contextual Activities

*A minimum of 6 works will be taught during the school year

Novels

- *The Kite Runner* – Khaled Hosseini
- *Lord of the Flies* – William Golding
- *Frankenstein* – Mary Shelley
- *The Color of Water* – James McBride
- *The Alchemist* – Paulo Coelho
- *Animal Farm* – George Orwell

Plays

- *Medea* - Euripedes
- *Twelve Angry Men* – Reginald Rose
- *Macbeth* – William Shakespeare

*A minimum of 6 short stories will be taught during the school year

Short Stories

- *A Jury of her Peers* – Susan Glaspell
- *Lamb to the Slaughter* – Roald Dahl
- *The Masque of the Red Death* – Edgar Allan Poe
- *The Lady or the Tiger?* – Frank Stockton
- *The Birds* – Daphne du Maurier
- *Eveline* – James Joyce

- Excerpt from *Kafir Boy* – Mark Mathabane
- *The Golem*- Isaac Bashevis Singer
- *Damon and Pythias* – retold by William F. Russell
- *Luck* – Mark Twain
- *Two Kinds* - Amy Tan
- *Strangers to Darkness* – Annie Dillard
- *Pygmalion and Galatea* – Edith Hamilton

*A minimum of 6 poems will be taught during the school year

Poetry

- *Theme for English B* – Langston Hughes
- *We Real Cool* – Gwendolyn Brooks
- *Ex-Basketball Player* – John Updike
- *Nikki Rosa* – Nikki Giovanni
- *Do Not Go Gentle in That Good Night* – Dylan Thomas
- *Crow Song* – Margaret Atwood
- *Daffodils (I Wandered Lonely as a Cloud 1804)* – William Wordsworth
- *Fire and Ice* – Robert Frost
- *After Great Pain, A Formal Feeling Comes* – Emily Dickinson
- *The Stalin Epigram* – Osip Mandelstam
- *Barbie Doll* – Marge Piercy
- *A Work of Artifice* – Marge Piercy
- *Telephone Conversation* - Wole Soyinka
- *I took my Power in my Hand* - Emily Dickinson

*A minimum of 6 non-fiction pieces will be taught during the school year

Non-Fiction

- *The Rise and Fall of the Soviet Union* – Michael Kort
- *Could A Woman Do That?* – Anita Gustafson
- *The Creation of Man by Prometheus* – by John M. Hunt
- *Move Over My Pretty, Ugly Is Here* – Sarah Kershaw
- *This Ain't Kiddy Court* – Judge Judith Sheindlin
- *Don't Misread my Signals-* Judith Ortiz Cofer
- *An Occurrence in Scottsboro Alabama* – Haywood Patterson
- *Excerpt from Mein Kampf* – Adolph Hitler
- *The Myth of Echo and Narcissus-* Edith Hamilton
- *Morphine: A Southern Lady's Drug* – David T. Courtwright
- *Cotton Picking and "the Bear"* – Morris Dees
- *Why I Joined the Klan* – Studs Terkel
- Excerpt from *My Left Foot* – Christy Brown

- *The Rise and Fall of the Soviet Union* – Michael Kort
- *Electroshock Therapy Introduced 1938* – A Science Odyssey
- *The History of Pacemakers* – by Schoderbek et al
- *Frankenstein: A Cautionary Tale of Bad Parenting* – Susan Coulter
- Non-fiction related works from newspapers, magazines, journals, and personal essays that correlate to the core novel.

Films

*Some will be full features and some will be excerpts

- Lord of the Flies
- Twelve Angry Men
- Macbeth
- Frankenstein
- The Kite Runner

Writing

- Persuasive
- Expository
- Narrative
- Descriptive
- Creative
- Research
- Journals
- Poetry
- Critical Lens
- Listening Response
- Editorial letters
- Criticism

The following Writing Skills will be instructed when necessary based on student need as is reflected in student writing and as is required by the Common Core Standards. These writing/grammatical skills also provide solid preparation for the Writing Section of the SAT and the English Regents:

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- Making Logical Comparisons
- Idioms
- Correct Modifier Placement/ Avoiding Ambiguity
- Active Voice
- Redundancy
- Pronoun Ambiguity
- Pronoun Agreement
- Commas and Semicolons
- Correct Use of Conjunctions
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Vocabulary

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- Fictional and non-fictional works
- Sadlier-Oxford Vocabulary, Level E supplemental
- Castle Learning Vocabulary in Context Activities

Tuckahoe Union Free School District

English 9 Honors: The Individual and the Societal Power Structure

Literature Guideline

2012-2013

Honors Summer Reading Program

- *The Hunger Games* – Suzanne Collins
- Student choice of a non-fiction novel that connects to *The Hunger Games*
- Students will be required to take notes on both novels over the summer in preparation for a project to commence at the start of the school year.
- Students will also be required to complete vocabulary exercises using the SAT “Hit Parade” and Castle Learning Vocabulary Contextual Activities

*A minimum of 6 works will be taught during the school year

Novels:

- *Fahrenheit 451* – Ray Bradbury
- *Of Mice and Men* – John Steinbeck
- *Flowers for Algernon* – Daniel Keyes
- *Night* – Elie Wiesel
- *To Kill a Mockingbird* – Harper Lee
- *The Odyssey* – Homer
- *The Pearl* – John Steinbeck

Plays:

- *Romeo and Juliet* – William Shakespeare
- *Oedipus Rex* – Sophocles

*A minimum of 6 short stories will be taught during the school year

Short Stories:

- *There Will Come Soft Rains* – Ray Bradbury
- *The Most Dangerous Game* – Richard Connell
- *Harrison Bergeron* – Kurt Vonnegut
- *The Portable Phonograph* – Walter Van Tilburg Clark
- *The Children’s Story*- James Clavell

- *The Phoenix* – Sylvia Townsend Warner
- *The Tell-Tale Heart* – Edgar Allan Poe
- *The Cask of Amontillado* – Edgar Allan Poe
- *The Interlopers* – Saki
- *Contents of the Dead Man's Pocket* - Jack Finney

*A minimum of 6 poems will be taught during the school year

Poetry

- *A Noiseless Patient Spider* – Walt Whitman
- *Mother to Son* – Langston Hughes
- *To A Homeless Man on Easter Sunday* – Elisabeth Babin
- *Papa's Fishing Hole* – Elisabeth Babin
- *The Burning of Books*- Bertolt Brecht
- *But in the Night* –Nelly Sachs
- *Babii Yar* – Yevney Aleksandrovich Yevtushenko
- *The Phoenix Again* – May Sarton
- *Myth* – Muriel Rukeyser
- *Sonnet 116: Let Me Not To the Marriage of True Minds* – William Shakespeare
- *Summer in the Middle Class* – Daniel Halpern
- *Strange Fruit* – Billie Holiday
- *My Arkansas* – Maya Angelou
- *Incident* – Countee Cullen
- *Alone* – Maya Angelou
- *Sonnet 130* – William Shakespeare

*A minimum of 6 non-fiction works will be taught during the school year

Non-Fiction

- *The Paterson Public Library* – by Judith Ortiz Cofer
- *You Have Insulted Me: A Letter* – by Kurt Vonnegut, Jr.
- *Nobel Peace Prize Acceptance Speech* – Elie Wiesel
- *Why Do They Visit?* – John Aloysius Farrell
- *A Cambodian Nightmare* – Alex Tizon
- *Excerpt from Man's Search for Meaning :An Inner Freedom* – Viktor Frankl
- *The Trial of the Century* – Tom Post
- *Romeo and Juliet in Bosnia* – Bob Herbert
- *Morphine: A Southern Lady's Drug* – David T. Courtwright
- *Cotton Picking and "the Bear"* – Morris Dees
- *Why I Joined the Klan* – Studs Terkel
- *Excerpts from Parallel Journeys* – Ayer with Helen Waterford and Alfons Heck

- *Separate but Equal* – Septima Poinsetta Clark
- *An Occurrence in Scottsboro Alabama* – Haywood Patterson
- *Excerpt from Mein Kampf* – Adolph Hitler
- Non-fiction related works from newspapers, magazines, journals, and personal essays that correlate to the core novels

Films

*Some will be full features and some will be excerpts

- *Romeo and Juliet*
- *West Side Story*
- *Of Mice and Men*
- *Fahrenheit 451*
- *Charly*

Writing

- **Mastery of Middle School Specific Skills Expected:** five paragraph essay, extended response, short response, character analysis, quotation analysis, conflict study, setting exploration
- Persuasive
- Expository
- Narrative
- Descriptive
- Creative
- Research
- Journals
- Poetry
- Critical Lens
- Listening Response
- Editorial letters
- Criticism

The following Writing Skills will be instructed when necessary based on student need as is reflected in student writing and as is required by the Common Core Standards. These writing/grammatical skills also provide solid preparation for the Writing Section of the SAT and the English Regents:

- Parallel Structure
- Subject Verb Agreement
- Making Logical Comparisons
- Idioms
- Correct Modifier Placement/ Avoiding Ambiguity
- Active Voice
- Redundancy
- Pronoun Ambiguity
- Pronoun Agreement
- Commas and Semicolons
- Correct Use of Conjunctions
- Modifiers
- Past/Present Perfect
- “Awkard-ing” Constructions
- Excess “Nounification”
- Collective Nouns

Vocabulary

As per the Common Core Standards, all vocabulary is instructed in context; students will be asked to deduce the meanings of words through the usage of context clues. Definitions that cannot be acquired in this manner will be provided prior to the reading of a selection, and will also be reviewed during the reading. Any books/software programs are utilized to reinforce, not replace the vocabulary instruction that students have already received in context. Words chosen for study are taken from the following sources:

- Fictional and non-fictional works
- Sadlier-Oxford Vocabulary, Level D supplemental
- Castle Learning Vocabulary in Context Activities

Tuckahoe Union Free School District

English 9 Regents: The Individual and the Societal Power Structure

Literature Guideline

2012-2013

*A minimum of 4 works will be taught during the school year

Novels

- *Fahrenheit 451* – Ray Bradbury
- *Of Mice and Men* – John Steinbeck
- *Night* – Elie Wiesel
- *The Odyssey* – Homer
- *The Pearl* – John Steinbeck
- *The Hunger Games* – Suzanne Collins

Plays

- *Romeo and Juliet* – William Shakespeare

* A minimum of 4 short stories will be taught during the school year

Short Stories:

- *There Will Come Soft Rains* – Ray Bradbury
- *The Most Dangerous Game* – Richard Connell
- *Harrison Bergeron* – Kurt Vonnegut
- *The Portable Phonograph* – Walter Van Tilburg Clark
- *The Children's Story*- James Clavell
- *The Phoenix* – Sylvia Townsend Warner
- *The Tell-Tale Heart* – Edgar Allan Poe
- *The Interlopers* – Saki

* A minimum of 4 poems will be taught during the school year

Poetry

- *Mother to Son* – Langston Hughes
- *To A Homeless Man on Easter Sunday* – Elisabeth Babin
- *Papa's Fish Hole* – Elisabeth Babin
- *The Burning of Books*– Bertolt Brecht
- *But in the Night* –Nelly Sachs
- *Babii Yar* – Yevney Aleksandrovich Yevtushenko
- *The Phoenix Again* – May Sarton
- *Myth* – Muriel Rukeyser
- *Sonnet 116: Let Me Not To the Marriage of True Minds* – William Shakespeare
- *Summer in the Middle Class* – Daniel Halpern

* A minimum of 4 non-fiction pieces will be taught during the school year

Non-Fiction

- *The Paterson Public Library* – by Judith Ortiz Cofer
- *You Have Insulted Me: A Letter* – by Kurt Vonnegut, Jr.
- *Nobel Peace Prize Acceptance Speech* – Elie Wiesel
- *Why Do They Visit?* – John Aloysius Farrell
- *A Cambodian Nightmare* – Alex Tizon
- *Excerpt from Man's Search for Meaning:An Inner Freedom* – Viktor Frankl
- *The Trial of the Century* – Tom Post
- *Romeo and Juliet in Bosnia* – Bob Herbert
- *It's Fun Being in Power* – Maria Hinojosa
- *Bad Company* – Rebecca Barry
- *Excerpt from Mein Kampf* – Adolph Hitler
- *Separate but Equal* – Septima Poinsetta Clark
- Non-fiction related works from newspapers, magazines, journals, and personal essays that correlate to the core novels

Films

*Some will be full features and some will be excerpts

- Romeo and Juliet
- West Side Story
- Of Mice and Men
- Fahrenheit 451
- Charly
- Interview with Oprah and Elie Wiesel

Writing

- **Review Middle School Specific Skills:** five paragraph essay, extended response, short response, character analysis, quotation analysis, conflict study, setting exploration
- Persuasive
- Expository
- Narrative
- Descriptive
- Creative
- Research
- Journals
- Poetry
- Critical Lens
- Listening Response
- Editorial letters
- Criticism

The following Writing Skills will be instructed when necessary based on student need as is reflected in student writing and as is required by the Common Core Standards. These writing/grammatical skills also provide solid preparation for the Writing Section of the SAT and the English Regents:

- Parallel Structure
- Subject Verb Agreement
- Making Logical Comparisons
- Idioms
- Correct Modifier Placement/ Avoiding Ambiguity
- Active Voice
- Redundancy
- Pronoun Ambiguity
- Pronoun Agreement
- Commas and Semicolons
- Correct Use of Conjunctions

- Modifiers
- Past/Present Perfect
- “Awkard-ing” Constructions
- Excess “Nounification”
- Collective Nouns

Vocabulary

As per the Common Core Standards, all vocabulary is instructed in context; students will be asked to deduce the meanings of words through the usage of context clues. Definitions that cannot be acquired in this manner will be provided prior to the reading of a selection, and will also be reviewed during the reading. Any books/software programs are utilized to reinforce, not replace the vocabulary instruction that students have already received in context. Words chosen for study are taken from the following sources:

- Fictional and non-fictional works
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- Castle Learning Vocabulary in Context Activities

Tuckahoe Union Free School District

English 10 Regents: The Global Perspective

Literature Guideline

2012-2013

*A minimum of 5 works will be taught during the school year

Novels

- *The Kite Runner* – Khaled Hosseini
- *The Color of Water* – James McBride
- *To Kill a Mockingbird* – Harper Lee
- *The Alchemist* – Paulo Coelho
- *The Curious Incident of the Dog in the Night-time* – Mark Haddon
- *Animal Farm* – George Orwell
- *Flowers for Algernon* – Daniel Keyes

Plays

- *Twelve Angry Men* – Reginald Rose
- *Macbeth* – William Shakespeare

*A minimum of 5 short stories will be taught during the school year

Short Stories

- *A Jury of her Peers* – Susan Glaspell
- *Lamb to the Slaughter* – Roald Dahl
- *The Masque of the Red Death* – Edgar Allan Poe
- *The Birds* – Daphne du Maurier
- *Eveline* – James Joyce
- Excerpt from *Kafir Boy* – Mark Mathabane
- *Damon and Pythias* – retold by William F. Russell
- *Luck* – Mark Twain
- *Two Kinds* - Amy Tan
- *The Macbeth Murder Mystery* – James Thurber
- *The Enchanted Garden*- Italo Calvini
- *The Rebellion of the Magical Garden* – Ariel Dorfman
- *The Necklace* – Guy de Maupassant
- *The Monkey's Paw* – W.W. Jacobs
- *Pygmalion and Galatea* – Edith Hamilton

*A minimum of 5 poems will be taught during the school year

Poetry

- *Theme for English B* – Langston Hughes
- *We Real Cool* – Gwendolyn Brooks
- *Ex-Basketball Player* – John Updike
- *Nikki Rosa* – Nikki Giovanni
- *Do Not Go Gentle in That Good Night* – Dylan Thomas
- *Crow Song* – Margaret Atwood
- *Daffodils (I Wandered Lonely as a Cloud 1804)* – William Wordsworth
- *After Great Pain, A Formal Feeling Comes* – Emily Dickinson
- *The Stalin Epigram* – Osip Mandelstam
- *Barbie Doll* – Marge Piercy
- *A Work of Artifice* – Marge Piercy
- *Telephone Conversation* - Wole Soyinka
- *I took my Power in my Hand* - Emily Dickinson
- *I, Too, Sing America* – Langston Hughes
- *Life by the Drop* – Steve Ray Vaughn
- *You Fit Into Me* – Margaret Atwood
- *Wind Cries Mary (lyrics)* – Jimi Hendrix
- *The Tropics in New York* – Claude McKay
- *Hotel California (lyrics)* – The Eagles
- *The Stranger (lyrics)* – Billy Joel
- *There Are Men Too Gentle to Live Among Wolves* – James Kavanaugh
- *Wake Up (lyrics)* – Alanis Morissette
- *Blasphemy* – Leroy V. Quintana
- *Tell all the Truth but tell it Slant* – Emily Dickinson

*A minimum of 5 poems will be taught during the school year

Non-Fiction

- *This Ain't Kiddy Court* – Judge Judith Sheindlin
- *Don't Misread my Signals*- Judith Ortiz Cofer
- *An Occurrence in Scottsboro Alabama* – Haywood Patterson
- *Excerpt from Mein Kampf* – Adolph Hitler
- *The Myth of Echo and Narcissus*- Edith Hamilton
- *Morphine: A Southern Lady's Drug* – David T. Courtwright
- *Cotton Picking and "the Bear"* – Morris Dees
- *Why I Joined the Klan* – Studs Terkel
- Excerpt from *My Left Foot* – Christy Brown
- *The Rise and Fall of the Soviet Union* – Michael Kort
- Non-fiction related works from newspapers, magazines, journals, and personal essays that correlate to the core novel

Films

*Some will be full features and some will be excerpts

- Lord of the Flies
- Twelve Angry Men
- Macbeth
- Frankenstein
- The Kite Runner

Writing

- **Mastery of Middle School Specific Skills Expected**
- Persuasive
- Expository
- Narrative
- Descriptive
- Creative
- Research
- Journals
- Poetry
- Critical Lens
- Listening Response
- Editorial letters
- Criticism

The following Writing Skills will be instructed when necessary based on student need as is reflected in student writing and as is required by the Common Core Standards. These writing/grammatical skills also provide solid preparation for the Writing Section of the SAT and the English Regents:

- Parallel Structure
- Subject Verb Agreement
- Making Logical Comparisons
- Idioms
- Correct Modifier Placement/ Avoiding Ambiguity
- Active Voice
- Redundancy
- Pronoun Ambiguity
- Pronoun Agreement
- Commas and Semicolons
- Correct Use of Conjunctions
- Modifiers
- Past/Present Perfect
- “Awkard-ing” Constructions
- Excess “Nounification”
- Collective Nouns

Vocabulary

As per the Common Core Standards, all vocabulary is instructed in context; students will be asked to deduce the meanings of words through the usage of context clues. Definitions that cannot be acquired in this manner will be provided prior to the reading of a selection, and will also be reviewed during the reading. Any books/software programs are utilized to reinforce, not replace the vocabulary instruction that students have already received in context. Words chosen for study are taken from the following sources:

- Fictional and non-fictional works
- Sadlier-Oxford Vocabulary, Level E supplemental
- Castle Learning Vocabulary in Context Activities

