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| GRADE/COURSE | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 | ASSESS |
|--|---|--|---|---|------------|
| <i>GRADE 8</i> | <i>Facing our Demons: Internal & External Conflicts</i> Short Story Essay Nonfiction study Socratic Seminar Characterization Study | <i>The unexpected and author's purpose</i> Essay Short story Irony Novel | <i>Magic and innocence vs coming of age and reality</i> Novel analysis Selected texts Argument | <i>Hope vs Despair</i> Drama Study Poetry & Prose | LOCAL EXAM |
| <p>Focus on Reading and Writing: -trace and evaluate an argument and specific claims in a text -cite textual evidence to support analyses -make connections to other texts, ideas, and experiences -compare and contrast texts -write arguments to support claims using relevant evidence</p> <p>Focus on Comprehension and Collaboration: -engage in a range of collaborative discussions including small group, large group, and Socratic seminar(s) -analyze information presented in diverse formats</p> <p>Focus on Vocabulary Acquisition and Use: -use context clues to determine meaning -distinguish between connotation and denotation -analyze word relationships and nuances in word meaning -study general and content-specific words and phrases</p> | | | | | |

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| <p><i>GRADE 8 HONORS</i></p> | <ul style="list-style-type: none"> - Personal identity - Self and society - Rebellion vs. conformity - Role of technology in our lives - Science fiction as satire and cautionary tale | <ul style="list-style-type: none"> - Coming of age - Childhood adventure as preparation for life - Choices and consequences - Irony - The Holocaust in literature - Overcoming adversity | <ul style="list-style-type: none"> - Overcoming adversity (continuing study) - History through literature <p>Understanding Shakespeare</p> <ul style="list-style-type: none"> - Tragedy and the tragic hero - Ambition - Power and corruption | <p>Understanding Shakespeare</p> <ul style="list-style-type: none"> - Tragedy and the tragic hero - Ambition - Power and corruption (continuing study) - Comedy - Love - Disguises and deceit - Appearances vs. reality | <p>LOCAL EXAM</p> |
| <p>Focus on Comprehension and Collaboration:</p> <ul style="list-style-type: none"> -engage in a range of collaborative discussions including small group, large group, and Socratic seminar(s) -analyze information presented in diverse formats <p>Focus on Reading and Writing:</p> <ul style="list-style-type: none"> -trace and evaluate an argument and specific claims in a text -cite textual evidence to support analyses -make connections to other texts, ideas, and experiences -compare and contrast texts -write arguments to support claims using relevant evidence <p>Focus on Vocabulary Acquisition and Use:</p> <ul style="list-style-type: none"> -use context clues to determine meaning -distinguish between connotation and denotation -analyze word relationships and nuances in word meaning -study general and content-specific words and phrases | | | | | |

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| <p><i>GRADE 9</i></p> | <p><i>Facing Monsters</i> Plot Diagramming Conflicts in Literature Themes/Motifs Characterization Appropriate use of textual evidence</p> | <p><i>Irony</i> 3 types of Irony Tragic Hero Close Reading Bildungsroman Appropriate development of a thesis</p> | <p>Understanding Shakespeare Close reading and character study Evidence based claim writing</p> | <p>Poetry analysis Argumentative writing Study of societies and the “norm” Being an individual</p> | <p>LOCAL EXAM</p> |
| <p>Focus on Vocabulary Acquisition and Use: Use context clues to determine meaning Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>Focus on Reading: Key Ideas & Details</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly/ implicitly and make logical inferences; develop questions for deeper understanding and further exploration (RI & RL) ● Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI & RL) ● Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RI & RL) ● In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) <p>Focus on Reading: Craft & Structure</p> <ul style="list-style-type: none"> ● Determine the meaning of words & phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood across genres. (RI & RL) ● In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections. ● Analyze how authors employ point of view, perspective, and purpose to shape explicit & implicit messages. <p>Focus on Reading: Integration of Knowledge & Ideas</p> <ul style="list-style-type: none"> ● Analyze how a subject/ content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (i.e., two different formats). (RI & RL) ● Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. ● Making connections to other texts, ideas, etc. <p>Focus on Writing: Argumentative Writing</p> <ul style="list-style-type: none"> ● Write precise claim, distinguish the claim from counterclaim, establish and organize relationships among claims, | | | | | |

counterclaims, reasons, and evidence.

- Develop claim and counterclaims; supply evidence for each; explaining strengths and weaknesses of each
- Use grade-level and content-specific vocabulary to argue the topic.
- Organize ideas using transitions to create a cohesive and clear argument
- Compose a concluding statement that explains the significance of the argument
- Maintain appropriate style & tone for writing task

Focus on Writing: Informative & Explanatory

- Introduce and organize complex ideas, concepts, and information.
- Develop a topic with well-chosen relevant supportive details, quotations, and paraphrased information. Embedding quotations using MLA formatting.
- Use precise language and content-specific vocabulary
- Organize ideas using appropriate & varied transitions to create critical
- Connections and cohesion.
- Composing a concluding statement that explains the significance of the information presented.

Focus on Writing:

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Focus on Language:

Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. Focus includes but not limited to parts of speech & parts of the sentence.

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| <i>GRADE 9 HONORS</i> | Study of mythology in prose & poetry | Irony | Bildungsroman Reading symbolism (SHIFT) | Poetry Shakespeare | LOCAL EXAM |
| | Application of literary criticism (Thomas Foster) | Aristotelian Tragedy Theatre of Dionysus | Novels, short stories, poetry | Incorporates: ● Comparing Literary Works (sonnet and Shakespearean sonnet) ● Sonnet ● Blank verse ● Rhymed couplets ● Characterization ● Theme ● Diction ● Mood ● Tone ● Plot ● Point of view Foreshadowing/flashback | |
| | | Study of poetry & poetic elements Study of tone (DIDLS) | Argumentative writing Using literary criticism to support arguments | If time is available: Romanticism (short stories, novella, poetry). | |
| | Focus on Vocabulary Acquisition and Use: <ul style="list-style-type: none"> ● Use context clues to determine meaning ● Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. ● Verify the preliminary determination of the meaning of a word or phrase. ● Study general and content-specific words and phrases ● Study the history and background of common allusions to improve cultural literacy and vocabulary. ● Apply knowledge of mythology to vocabulary etymology | | | | |
| | Focus on Reading: Key Ideas & Details <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly/ implicitly and make logical inferences; develop questions for deeper understanding and further exploration (RI & RL) ● Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI & RL) ● Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RI & RL) ● In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) ● In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction, and development of ideas, and the connections that exist (RI). | | | | |

Focus on Reading: Craft & Structure

- Determine the meaning of words & phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood across genres. (RI & RL)
- In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.
- Analyze how authors employ point of view, perspective, and purpose to shape explicit & implicit messages.

Focus on Reading: Integration of Knowledge & Ideas

- Analyze how a subject/ content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (i.e., two different formats). (RI & RL)
- Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.
- Making connections to other texts, ideas, etc.
- Identifying and analyzing how understanding allusions enriches and augments the reader's understanding of a text.

Focus on Writing: Argumentative Writing

- Write precise claim, distinguish the claim from counterclaim, establish and organize relationships among claims, counterclaims, reasons, and evidence.
- Develop claim and counterclaims; supply evidence for each; explaining strengths and weaknesses of each
- Use grade-level and content-specific vocabulary to argue the topic.
- Organize ideas using transitions to create a cohesive and clear argument
- Compose a concluding statement that explains the significance of the argument
- Maintain appropriate style & tone for writing task

Focus on Writing: Informative &/or Explanatory

- Introduce and organize complex ideas, concepts, and information.
- Develop a topic with well-chosen relevant supportive details, quotations, and paraphrased information. Embedding quotations & parenthetical citations using MLA formatting.
- Use precise language and content-specific vocabulary
- Organize ideas using appropriate & varied transitions to create critical connections and cohesion.
- Composing a concluding statement that explains the significance of the information presented.

Focus on Writing:

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Developing ability to utilize and apply MLA formatting & conventions (e.g., embedding quotes, parenthetical citations, etc.)

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| | <p>Focus on Language: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking. Focus includes but not limited to parts of speech & parts of the sentence.</p> | |
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| <p><i>GRADE 10</i></p> | <p>The Tragic Hero Moral Law and Civil Law Introduction to Elements of Rhetoric The Hero's Journey Greek Theater The Holocaust in Literature</p> <p>Focus on Close Reading and Literary Analysis:</p> <ul style="list-style-type: none"> - choose appropriate textual evidence - write reflective journal entries - develop vocabulary skills - formulate Socratic seminar questions - participate in Socratic seminar - actively engage in small and large group discussions - dramatize scenes from play - learn history of time period and the evolution of language <p>Focus on Writing a Literary Analysis:</p> <ul style="list-style-type: none"> - craft an appropriate introduction - compose an effective thesis statement - develop strong topic sentences - embed quotations - include proper citations and MLA format - gather relevant textual evidence - establish and maintain a formal writing style - utilize a graphic organizer | <p>Literature in the Age of Chivalry The Nature of Morality The Nature of Relationships The Effects of War on a Person Continued Study of Rhetoric</p> <p>Focus on Close Reading and Literary Analysis:</p> <ul style="list-style-type: none"> - consider an author's use of literary techniques and elements - answer rigorous multiple choice questions - lead Socratic seminar(s); actively engage in small and large group discussions - write reflective journal entries <p>Focus on Argumentative Writing:</p> <ul style="list-style-type: none"> - create an insightful central claim with an opposing/counterclaim - choose appropriate evidence to support analysis - use proper citations and MLA format - exhibit skillful organization of ideas - establish and maintain a formal writing style - use research databases for secondary sources to support an argument - utilize a graphic organizer | <p>LOCAL EXAM</p> |
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| <p><i>GRADE 10 HONORS</i></p> | <p>Introduction to The Heroic Code: Our Evolving Sense of Heroes and Justice</p> <p>Introduction to the epic, medieval romance or quest, satire, and fable in the mock-heroic style</p> <ul style="list-style-type: none"> - focus on the moral and civil law, effective leadership and good citizenship - characterization of the epic and tragic hero and heroine - deepening understanding of the elements of rhetoric (logos, pathos, ethos, fallacies, rhetorical devices and their effects) - Introduction to other poetic genres and poetic strategies: ekphrastic, elegy, ballads, lyric, sonnet, free verse compression -discerning the link between structure and meaning <p>Close Reading Skills</p> <ul style="list-style-type: none"> - recognizing motifs and their effects on meaning (Hero's Journey archetype, communion and vampires, violence) and mythological allusions - identifying the elements of Epic Poetry (structure of, invocation, the effects of bard's tone, Homeric simile, epithet, the concepts of <i>kleos</i>, <i>nostos</i>, and <i>hubris</i>, <i>in medias res</i>) and Greek Tragedy (terms include tragic hero, catharsis, anagnorisis, peripeteia, metabasis, catastrophe) - using SIFT and TPCASTT acronyms to analyze poetry -learning the history of Anglo-Saxon and Medieval times period and the evolution of the English language and prosody <p>Focus on Writing a Literary Analysis:</p> <ul style="list-style-type: none"> - craft an appropriate introduction - compose an effective thesis statement and identifying the central idea - develop strong topic sentences - embed quotations in a variety of ways | <p>Exploring the Moral Code: the relationship of human beings to family, government, and society and the Romantic Code: The quest for the ideal and for love, the power of Nature to inspire</p> <ul style="list-style-type: none"> -Introduction to Renaissance Tragedy, 19th-20th century novel, the short story - Continued focus on the elements of rhetoric -Continued focus on poetry <p>Close Reading Skills</p> <ul style="list-style-type: none"> - Identifying the effects of narrative structure: frame structure, unreliable narrator, narrative points of view -identifying complex tones through a study of diction, imagery, details, characterizations, and shifts - Identifying the Medieval English and Renaissance prosody: Heroic couplets and iambic and other types of metrical feet - Introduction to Renaissance Poetry and other poetic and literary structures and devices: Sonnets (Petrarchan and Shakespearean), <i>carpe diem</i> poems, pastoral poems, lyrics blank verse, Pathetic fallacy, conceits, allegory free verse, stream of consciousness, magical realism <p>Continued Focus on Argument</p> <ul style="list-style-type: none"> - forming an argument on how an author draws on previous sources to form a new claim - using research databases for secondary sources to support an argument - writing an inquiry based claim and addressing the counterclaim <p>Grammar: Understanding phrases (all types) and clauses (all types); varying sentence types for effects: emphasis, coordination, and subordination; understanding the connection between complex sentence structure and correct punctuation</p> | <p>LOCAL EXAM</p> |
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| | <ul style="list-style-type: none"> - include proper citations and MLA format - gather relevant textual evidence - establish and maintain a formal writing style - use a graphic organizer <p>Introduction to Argumentative Writing:</p> <ul style="list-style-type: none"> - create an insightful central claim with an opposing/counterclaim - choose appropriate evidence to support analysis - use proper citations and MLA format - exhibit skillful organization of ideas - establish and maintain a formal writing style - use a graphic organizer <p>Grammar: Mastering parts of speech and parts of sentences, understanding and varying syntax (typical and inverted)</p> <p>Mechanics: correct use of apostrophes, commas, semicolons, colons, and ellipsis points</p> <p>Usage and Style: Pronoun agreement and reference, proper placement of modifiers, active voice</p> | | <p>Mechanics: more practice in applying usage rules for the type of phrases and clauses used</p> <p>Usage: dangling and misplaced modifiers, using passive and active voice appropriately</p> | | |
| <p><i>GRADE 11 (including Honors)</i></p> | <ul style="list-style-type: none"> - Society's Expectations - Truth vs. appearance - Reality vs. illusion | <ul style="list-style-type: none"> - Materialism - Carelessness - Wealth | <ul style="list-style-type: none"> - Moral Obligations - Knowledge of Self - Individual Moral Codes - Society's Hypocrisy - The Maturing Adolescent - Social Satire | <ul style="list-style-type: none"> - Coexistence Between Good and Evil - Bravery and Courage - Qualities of a Hero - Personal, Family, and Community Values | <p>REGENTS EXAM</p> |
| | <ul style="list-style-type: none"> - Investigate importance of setting related to literature - Analyze literary techniques such as characterization, imagery, symbolism - Analyze literary themes - Develop reading comprehension through study guides and quizzes | | <ul style="list-style-type: none"> - Literary analysis research paper - Source-based argument research paper - Evaluate fiction and non-fiction complex texts - Construct effective arguments - Demonstrate command of standard English and acquire and use a wide-ranging vocabulary | | |

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| | <ul style="list-style-type: none">- Study of new vocabulary- Reflect through journal entries- Text Analysis Responses | <ul style="list-style-type: none">- Become self-directed learners- Seek out and use resources, including teachers, peers, and print and digital reference materials.- Master MLA formatting and conventions of English- Use technology to become familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals. | |
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| <p><i>AP ENGLISH</i></p> | <p>Fall Semester Thematic Focus for Unit One: <i>Illusions, the Pursuit of the Truth and Love</i></p> <p>Students will read full length works of literary merit that address the thematic topic for Unit One.</p> <p>Short Story Boot Camp: Students will practice close reading by identifying short story elements and techniques and writing about their effects, starting with Katherine Brush’s “The Birthday Party” and continuing with various short stories.</p> <p>Thematic Focus for Unit Two: <i>Nature and Civilization, Rebellion and Transformation:</i> Students will read full length works of literary merit that address the thematic topic for Unit Two. Students may also be reading from the following shorter literary choices: poems by Bradstreet, Wordsworth, Dunbar, Whitman, Dickinson, Heaney, and Oliver, W. Irving’s “Rip Van Winkle, Melville’s “Bartleby,” Thoreau’s <i>Walden</i> and “Civil Disobedience” and Z. Hurston’s “Sweat”</p> <p>Poetry Boot Camp and Presentations: Students will continue practicing the TP-CASTT approach to poetry analysis. We will also use <i>Literature and the Writing Process</i> to read about and do exercises on writing about aspects of poetry. Students will work in pairs to read, annotate, and analyze a single poem and submit an analysis, written together, on the poet's attitude (tone) toward a topic In 5-10 minute student presentations, each pair will focus the class on one or two key methods of the poem that help to express the tone and meaning--points that you will ask the students to identify.</p> | <p>Spring Semester Thematic Focus for Unit Three: <i>Lies, Disguise, Disorder, and Restoration</i></p> <p>Students will practice the skills of tracing through a full length work a single motif and its effects on meaning; they will also analyze the author’s use of other writing strategies such as dialect, imagery, irony, the loose picaresque (or episodic) structure of some novels as opposed to a highly structured novel. These strategies will change depending on the works read for this thematic focus.</p> <p>Students will continue to work to identify the central ideas of the long and short literary works they read</p> <p>Students will begin a literary analysis research paper by selecting a topic of inquiry and determining the author’s methods of developing this topic and expressing a central idea. Students will search for secondary sources that help them support their claims about the author’s perspective on the topic of inquiry.</p> <p>Later in the year, students will shift the focus of this paper to researching the various perspectives that people today take toward this controversial topic and will search for a minimum of four credible non-fiction informational sources. Skills will include using research databases to find scholarly sources effectively, avoiding plagiarism, creating a claim and distinguishing it from a counterclaim, developing the claim with relevant and specific evidence and reasoning, organizing the response through primary and secondary note cards, graphic organizers, outlines, various drafts, culminating in the final draft.</p> <p>Final Unit: <i>More Comedy--subversion, irony, and more exploration of each student’s choice of a controversial topic</i></p> | <p>AP EXAM MAY</p> <p>NYS REGENTS JUNE</p> |
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| | | Our focus will be on Wilde's satirical comedy of manners, <i>The Importance of Being Earnest</i> . We will identify the various elements of satirical comedy. Students will complete their Inquiry-Based Research Papers that present their claim on a controversial topic. Students will also prepare for the June Regents Exam | | | |
| <i>GRADE 12</i> | <ul style="list-style-type: none"> -Memoir study and narrative writing -Persuasive writing -The Hero's Journey and analysis of the stages | <ul style="list-style-type: none"> -Researching skills -Proper use of literary criticisms -Argumentative writing -Organization in Writing -Satire unit | <ul style="list-style-type: none"> -Researching skills -Argumentative writing -Critical analysis -Self-discovery and realization -Close reading and analysis of Shakespeare | <ul style="list-style-type: none"> -Existentialism -Psychology study -Group studies and presentations. | LOCAL EXAM SENIOR THESIS |
| <p>Reading Standards:</p> <ul style="list-style-type: none"> -Cite strong and thorough textual evidence to support analysis -Determine the meaning of words and phrases as they are used in the text -Determine two or more themes or central ideas in a text and analyze their development -In informational text, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem -Delineate and evaluate an argument in applicable texts <p>Writing Standards:</p> <ul style="list-style-type: none"> -Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence -Draw evidence from literary or informational text to support analysis, reflection, and research -Conduct research through self-generated question, or solve a problem -Gather relevant information from multiple sources, using advanced searches effectively <p>Speaking and Listening:</p> <ul style="list-style-type: none"> -Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues -Present claims, findings, and supportive evidence, conveying a clear and distinct perspective -Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. | | | | | |

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| <p><i>GRADE 12 CAPSTONE</i></p> | <p>Memoirs and descriptive and personal writing The Hero's Journey Topic proposal Securing a mentor Project timeline Extensive personal research</p> | <p>Pitch presentation Argumentative/Persuasive writing Organization in writing Mentor work and logs</p> | <p>Satire Unit Study of Self Realization/ Discovery Close reading of Shakespeare coupled with research</p> | <p>Capstone presentations Open Capstone Evening Existentialism Psychological study</p> | <p>Research Paper (MT) Exceeding or Meeting Capstone criteria OR LOCAL EXAM</p> |
| <p>Reading Standards: -Cite strong and thorough textual evidence to support analysis -Determine the meaning of words and phrases as they are used in the text -Determine two or more themes or central ideas in a text and analyze their development -In informational text, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem -Delineate and evaluate an argument in applicable.</p> <p>Writing Standards: -Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence -Draw evidence from literary or informational text to support analysis, reflection, and research -Conduct research through self-generated question, or solve a problem -Gather relevant information from multiple sources, using advanced searches effectively</p> <p>Speaking and Listening: -Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues -Present claims, findings, and supportive evidence, conveying a clear and distinct perspective -Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p> | | | | | |

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| <i>SUNY ROCKLAND ENGLISH 101 & 102</i> | Hypervisibility Unit Paper Discourse Analysis Unit Paper | Documented Argument Unit Paper | Representation Paper Subjectivity Paper | Ideology Paper | LOCAL EXAM PROJECT |
| | <p>By the end of English 101, students will be able to:</p> <ul style="list-style-type: none"> ● Respond thoughtfully to a number of writing tasks and demonstrate mastery of several rhetorical modes, progressing from the more basic description and narration to the more complex argument and analysis. ● Read critically a variety of materials, including academic essays ranging from description to analysis, textbook materials in college subjects and articles, opinion pieces and editorials from current periodicals and journals. ● Write and read critically in order to become independent thinkers. ● Develop and complete the course's longer project, the Documented Essay, and demonstrate the following skills: research a topic; develop an argument and organize supporting details, demonstrate information literacy by using the Internet as a research tool, evaluating the appropriateness of sources and integrating source material into an essay employing standard MLA format. | <p>Students will continue to develop and refine and supplement those writing competencies begun in English Composition I, learning to:</p> <ul style="list-style-type: none"> ● Write essays which are comprehensive in treatment and/or original in approach. ● Use quotation and textual references in writing about literary texts, while avoiding unnecessary summary. ● Write essays which are unified and well-organized (i.e. no paragraph or idea is unrelated or misplaced). ● Deal successfully with the complexities of interpretive, analytical and research assignments. ● Explore and develop appropriate voice and tone in writing. ● Develop sentence patterns which are correct, fluent and varied. ● Use a rich, precise and economical vocabulary. ● Write essays which are free of numerous mechanical errors. | | | |
| <i>ELECTIVES</i> | | | | | ASSESS |
| CREATIVE WRITING | <p>Reflecting on Ourselves</p> <ul style="list-style-type: none"> ● Samples of memoirs ● Writing from personal artifacts ● Literary devices and techniques <p>The Craft of the Short Story</p> <ul style="list-style-type: none"> ● Creating a setting ● Creating a character ● Use of dialogue | | | | |

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| | <p>Poetry Portfolio</p> <ul style="list-style-type: none"> ● Forms of poetry ● Poetic devices <p>Playwriting</p> <ul style="list-style-type: none"> ● Setting the scene ● Creating a character ● Use of dialogue and monologue | |
| <p>DRAMATIC ARTS</p> | <p>Theatrical History 101: Gaining knowledge of how each theatrical time period influences style to create and change theater.</p> <p>Play reading and acting.</p> <p>Theatrical writing to include monologue, dialogue, and scene writing.</p> <p>Theater craft and games to include improvisation, storytelling and character building, acting machine, make-up unit, fantasy make-up unit, and mask-making decorating</p> <p>Theatrical occupations; Knowledge of different professions in the theater including technical theater.</p> <p>Design portfolio: to include set and decor design, costume designs, hair and makeup designs, program and poster design</p> <p>1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing.</p> <p>Reading of plays in different genres and different time periods, incorporation of theater games and exercises. [Greek theater, Victorian theater, theater of the Absurd, Modern/Contemporary theater]</p> <p>Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.</p> <p>[Study of theatrical technicians; producers, directors, costumers, choreographers, lighting and sound designers]</p> <p>Students will use creative drama to communicate ideas and feelings (a) • imitate experiences through pantomime, play making, dramatic play, story dramatization, storytelling, and role playing</p> <p>(b) • use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings</p> <p>(c) • use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants</p> <p>(d) • identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama (e).</p> <p>[Exercises in acting, vocalization and movement]</p> | <p>Design portfolio</p> |

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| <p>JOURNALISM</p> | <ul style="list-style-type: none"> ● Students explore the field of journalism through the creation of articles, broadcast videos, and podcasts. Student work will be used in the creation of Pirate TV (the school’s video channel), the Pirates’ Log (the school newspaper), and various other outlets. ● Students will create various written, video, and audio segments as they examine ethical questions of journalism, gain experience in conducting interviews, and master the various journalistic writing styles. ● The class will also address the role of journalism and media in our lives through the use of documentaries, feature films, and articles related to media issues. | | |
| <p>SPEECH AND DEBATE (one semester course)</p> | <p>Quarter 1</p> <p>Introduction to Speech skills: effective introduction, development, and conclusion strategies, creating effective note cards, elocution strategies, using a graphic organizer, giving peer feedback, developing confidence in public speaking</p> <p>Introduction to the history and principles of Rhetoric (logos, pathos, and ethos)</p> <p>Recognizing and using rhetorical devices and understanding their effects</p> <p>Analysis of famous speeches (SOW--Speech of the Week) and the types of persuasive speech: forensic, deliberative, epideictic</p> <p>Types of Speeches that students will deliver: Introductory, Demonstration, Dramatic Recitation, Impromptu, This I Believe (personal philosophy)</p> | <p>Quarter 2</p> <p>Building on the speaking skills of the first quarter</p> <p>Introduction to Debate: learning the rudiments of Oxford Style Debate</p> <ul style="list-style-type: none"> ● Initiating contemporary topics for research ● Working collaboratively with debate teams and preparing to debate either side of a controversial issue ● Gathering evidence from reliable sources <p>Recognizing fallacies and false appeals</p> <p>Continued analysis of famous speeches (SOW--Speech of the Week) and learning the types of persuasive speech: forensic, deliberative, epideictic</p> | |
| <p>SHAKESPEARE AND FILM</p> | <p>Students will analyze Shakespeare’s texts in conjunction with modern interpretations.</p> <p>Resources include the original plays and classic and recent film adaptations, including <i>Othello</i>, <i>The Taming of the Shrew</i>, <i>Hamlet</i>, and <i>Twelfth Night</i>.</p> <p>Main objectives: to become more comfortable with Shakespearean language, easing the intimidation some feel when</p> | | |

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| | <p>encountering Shakespeare, and to recognize the universality of Shakespeare’s themes in order to appreciate and enjoy his timeless works.</p> <p>Requirements include individual and group assignments and activities, active class participation, and a final project.</p> | |
| <p>TALES OF TERROR AND THE SUPERNATURAL</p> | <p>Topics of Study: The “Biology” of Horror The Universal Nature of Fear in Film and Literature Monsters from Around the World The Horror Genre: A Reflection of Society’s Fears and Anxieties Ghosts, Spirits, and the Supernatural</p> <p>Selected resources include a variety short stories (author studies include Poe, Bradbury, Lovecraft, Bierce), plays, urban legends and other modern folklore, old-time radio programs and podcasts. Requirements include individual and group assignments and activities, active class participation, and engagement in small and large group discussions.</p> | |
| <p>FAIRY TALES, FANTASY, AND CHILDREN’S LITERATURE</p> | <p>This one semester course traces the development of the genre cross culturally with particular attention to its European and American roots, considering the impact of James Barrie’s Peter Pan and the Utopian visions of the wonderful words of Baum’s Oz, C.S. Lewis’ Narnia, as well as the lens of Walt Disney’s cinematic fantasies and Lewis Carroll’s Alice in Wonderland.</p> <p>Requirements: completion of assessments and a final exam project.</p> | |