

	<p align="center">STUDENT LEARNING GOALS For English/Language Arts</p> <ul style="list-style-type: none"> • Deliver and analyze persuasive oral presentations. • Study and identify prevalent themes and characteristics in American literature, both classic and contemporary. • Recognize the contributions of other cultures to the development of American literature. • Write clear and accurate persuasive, business, and technical correspondence and reports for research. • Apply grammar and usage rules. • Increase vocabulary and improve spelling. • Incorporate technology. 				
<p>LEARNING/ THINKING STUDY SKILLS</p> <p>Applying standard grammar and usage Classifying Comparing and contrasting Constructing logical sequences Creating hypotheses Detecting fallacies Distinguishing between fact and opinion Drawing conclusions Following directions Formulating questions Increasing vocabulary Listening Managing time Observing Organizing Outlining Paraphrasing Participating in group activities Predicting outcomes Proofreading Reading critically Recognizing cause and effect Recognizing main idea and details Reporting Revising Sequencing Solving problems Speaking Using mass media Using resources Using technology Writing</p>	<p>INSTRUCTION: The following concepts and skills will be emphasized so that students can successfully progress to the next level of learning.</p>				
		<p>ORAL LANGUAGE</p> <p>Persuasive presentations/ debate</p> <ul style="list-style-type: none"> • organize evidence to support a position • present evidence clearly and convincingly • support and defend ideas and thoughts in public forums <p>Analysis/evaluation of persuasive presentations</p> <ul style="list-style-type: none"> • critique the accuracy, relevance, and organization of evidence • critique the clarity and effectiveness of delivery • study persuasive speeches by Americans <p>Promotion of critical listening</p>	<p>READING/LITERATURE</p> <p>Analysis of the development of American literature from the 17th century to the present with attention to time lines and to the contributions of different cultures</p> <ul style="list-style-type: none"> • archetypal characters • major themes • contemporary and historical essays • speeches • critical reviews • a novel and a variety of short stories <p>Study of a variety of printed material</p> <ul style="list-style-type: none"> • clarification and refinement of information from textbooks • completion of applications (college, scholarship, or employment) • generalized, specialized, and context vocabulary • completion of a laboratory experiment <p>Poetry study</p> <ul style="list-style-type: none"> • analyze classic and contemporary poems • identify poetic elements and techniques • compare/contrast poets from different periods • compose poetry <p>Drama study</p> <ul style="list-style-type: none"> • establish relationship between farce and characterization • review dramatic conventions/devices 	<p>WRITING</p> <p>Persuasive writing</p> <ul style="list-style-type: none"> • emphasize focus • evaluate and cite information • organize logically • stress clarity and accuracy • adapt content, vocabulary, voice, and tone to audience, purpose, and situation • revise and edit for accuracy and depth of information individually and with peers • access technology <p>Personal/Business correspondence</p> <ul style="list-style-type: none"> • devise a variety of planning strategies • organize information to support the purpose of the writing • present ideas logically • revise for clarity • edit • incorporate technology <p>Domain Scoring Grammar</p> <ul style="list-style-type: none"> • review as needed • stress sentence variety and writing style <p>Analytical writing</p> <ul style="list-style-type: none"> • write formal and informal essays (including essays on tests and SOL test) <p>Spelling</p>	<p>RESEARCH</p> <p>Research paper about American literature or culture</p> <ul style="list-style-type: none"> • use primary and secondary sources • document, using the MLA style sheet • follow the research process • use media center • use and incorporate technology • access web for source material • type paper
		<p>COMMONLY STUDIED AUTHORS: Cather, Chopin, S. Cisneros, Crane, Cummings, Dickinson, Douglass, Emerson, Fitzgerald, Frost, L. Hansberry, Hawthorne, Hemingway, Hughes, London, Melville, Miller, Morrison, Plath, Poe, Pound, Robinson, Sandburg, Thoreau, Twain, E. Welty, Whitman, Wilder, T. Williams, Wright</p>			
		<p>CONNECTIONS: The following activities/assignments are examples of how this subject will connect knowledge within and across the disciplines.</p>			
		<p>Career Preparation - research, projects, correspondence Fine Arts - research projects, biographies, field trips Foreign Language - multicultural thematic unit, research, worldwide web Mathematics - research, deductive/inductive reasoning, problem solving Library Services - Information resources and support services will be maintained for students and staff in print and in a variety of digital formats. Wherever possible, both information and access to support services will be provided at the user's worksite or workstation using the district's telecommunications infrastructure. Health and Physical Education - research, written reports, charts Science - research, technical writing Social Studies - geography, common study novels, research projects, oral and written reports, chronology of American literature, historical people, documents Tech Prep - connecting English to the world of work</p>			
		<p>TECHNOLOGY: Technology offers students new and versatile tools that expand knowledge and foster exploration.</p>			

DOMAIN WRITING CHECKLIST

GOAL: Consistent Control of the 3 Domains

1) Composing

- Is the subject/central idea of my paper clear and focused?
- Is everything in my paper about the subject?
- Have I elaborated with examples and details that “show” the reader what happened?
- Have I used transitional phrases to connect each idea?
- Do I have a dynamic beginning, a unified middle, and a strong ending?

2) Written Expression

- Does the reader hear my voice?
- Is my tone/attitude clear and appropriate?
- Is my use of vocabulary clear and specific?
- Are my verbs active and dynamic?
- Have I employed a variety of sentence patterns?
- Do my words create vivid pictures that linger in the reader’s mind?
- Have I used parallel structure?

3) Usage/Mechanics

- Have I written complete sentences (no fragments or run-ons)?
- Are the verb tenses correct?
- Is there subject-verb/pronoun-antecedent agreement
- Have I punctuated correctly (commas, semicolons, colons, quotation marks, and end punctuation marks)?
- Have I used capital letters correctly?
- Have I indented each paragraph?
- Have I correctly used and spelled each word?
- Have I avoided overused words such as a lot, very, etc.?
- Have I avoided contractions and abbreviations?

MLA FORMAT FOR BIBLIOGRAPHIC ENTRIES

Double space all entries. Requested information is not always available.

Furnish whatever information is presented.

For additional information, visit MLA’s web page:

<http://www.mla.org/>

Book-Author (last name, first name). Title of Book. Place of Publication: Publisher, Date.

Compact Disc—Book-Author (last name, first name). Title of Book. CD-ROM. Place of Publication: Publisher, Date.

Encyclopedia (signed article)-Author (last name, first name). “Title of Article.” Title of Encyclopedia. Volume(s) used. Year of publication.

Encyclopedia (unsigned article)- “Title of Article.” Title of Encyclopedia. Volume(s) used. Year of publication.

Compact Disc—Encyclopedia (signed article)- Author (last name, first name). “Title of Article.” Title of Encyclopedia. Electronic source. Publication medium. Date of access.

Computer Software- “Title of Material Accessed.” Title of Database. Publication medium. Name of the computer service. Date of access.

Magazine (signed article)-Author (last name, first name). “Title of Article.” Name of Periodical Volume number. Issue number. (e.g., 14.3) Date of publication: Page number(s).

A Film or Video Recording or Video Disc-Title of the Program. Name of Producer/Director. Name of Network/Company. Type of video. Broadcast date.

An Electronic Text-Author (last name, first name). Title of the Text. Publication information for the printed source, date. Online. Name of the electronic text. Internet. Date of access.

Interviews Conducted by Researcher-Name of Person Interviewed (last name, first name). Personal interview. Date of interview.

LITERARY TERMS

Review all poetry terms (figures of speech, types of poems, meter, etc.)	Explication Farce Figurative Foil	Motif Parallelism Parody Pastoral
Catalogue	Gothic	Sarcasm
Dialect	Irony	Satire
Diction	Literal	Scansion
Epigram	Meter	Stream of consciousness
Epitaph	Metonymy	Tone
Epithet	Metrical patterns	

Understand the following literary movements:

Colonialism	Regionalism	Harlem
Puritanism	Realism	Renaissance
Revolutionary	Naturalism	Postmodernism
Rationalism	Symbolism	Contemporary
Romanticism	Modernism	
Transcendentalism		

GRAMMAR/USAGE

Review problems reflected in students’ oral and written communication

Review phrases and clauses including their punctuation

Transitive/intransitive verbs

Pronoun usage

Elements of style:

Parallel structure

Ambiguous reference

Misplaced and dangling modifiers

Sentence shifts (subject, tense, etc.)

Punctuation:

Comma

Semicolon

Colon

Ellipsis

Dash

Brackets

POETRY ANALYSIS - TP-CASTT

Title	Ponder the title before reading the poem.
Paraphrase	Translate the poem into your own words.
Connotation	Contemplate the poem for meaning beyond the literal.
Attitude	Observe both the speaker’s and the poet’s attitude (tone).
Shifts	Note shifts in speaker and in attitudes.
Title	Examine the title again, this time on an interpretive level.
Theme	Determine what the poet is saying.

SYMBOLS OF CORRECTION

agr.	agreement	p.	punctuation
awk.	awkward expression	?	unclear
cap.(≡)	capitalization	R	repetitious (redundant)
CS	comma splice	RO	run-on sentence
d.m.	dangling modifier	sp.	spelling
d. neg.	double negative	t.	verb tense
frag.	sentence fragment	○	check this out
gram	grammar	trans.	transition
l.c. ()	make a lower case letter	↳	take something out
mis. mod.	misplaced modifier	TS	topic sentence
n.c.	not clear	u.	usage
^	omission	w.c.	word choice
¶	paragraph	wordy	more words than needed
pro. ref.	pronoun reference	X	find and correct error