

MONROE COUNTY COMMUNITY SCHOOL CORPORATION  
CURRICULUM GUIDE

**ENGLISH (1-2)**

**SUBJECT: READING AND LITERATURE**

**PROFICIENCY 1: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING**

- 1.1 Establish purposes for reading
- articulate purposes for reading
    - to locate information
    - to master content
    - to appreciate the aesthetic qualities of literature
    - for personal pleasure
    - to interpret or understand technical information
- 1.2 Make and defend judgments about the quality and content of reading materials within the context of established purpose
- interpret, analyze, and evaluate information
  - articulate criteria against which to judge the merits of a text and apply those criteria in oral and written critiques
- 1.3 Read and identify different points of view
- identify the point of view in a given text and articulate the strengths and limitations of that perspective
  - speculate on the ways a text might be different when narrated or seen from a different point of view
- 1.4 Use prior knowledge to construct meaning from reading
- articulate important similarities, differences, or other connections with previous reading or knowledge derived from other sources including personal experiences, observations, and related fields of study
- 1.5 Monitor own understanding
- actively seek clarification by asking questions of instructors, classmates, and others
  - regularly utilize appropriate aides such as footnotes, glossaries, dictionaries, semantic, structural, and textual clues
- 1.6 Vary reading strategies in light of established purposes
- understand and regularly utilize strategies such as close reading, skimming, and proofreading as appropriate to the established purpose
  - use headings, captions, diagrams, charts, illustrations, and textual clues appropriately

**PROFICIENCY 2: DEMONSTRATE THE ABILITY TO COMPREHEND A WIDE VARIETY OF READING MATERIALS INCLUDING CLASSIC AND CONTEMPORARY FICTION, NONFICTION, POETRY AND DRAMA, NEWSPAPERS, AND MAGAZINES**

- 2.1 Recognize and apply vocabulary from reading
- 2.2 Understand the elements of story structure
  - identify orally and in writing the elements of plot, character, setting, theme, and tone, and explain how these are developed in reading
- 2.3 Understand the relationship among the literary elements of a story
  - give a 10 minute presentation dressed like a character from a reading selection, explain how the costume is tied to the character's personality, discuss an episode from the plot which is especially important in the character's life, and explain the ways the character is influenced by the time and place in which story occurs.
- 2.4 Discriminate between main idea and supporting details
- 2.5 Differentiate between fact and opinion
- 2.6 Draw inferences from reading and identify an author's purpose, assumptions, and stance toward his or her subject
- 2.7 Understand and apply standards for judging the quality of a text
  - review peer writing to determine how effective the objectives and criteria for the assignment were met

Indicators for 2.1-2.7:

- demonstrate reading comprehension orally through formal and informal discussions, debates or presentations, and in written products which may include reading logs, literary essays, research papers and reports, and through communication modes other than oral or written language including the visual arts, graphics, dance, or music

**PROFICIENCY 3 RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE, LITERATURE, AND HUMAN EXPERIENCE**

- 3.1 Demonstrate a growing knowledge/appreciation of recognized masterpieces of noteworthy authors
  - demonstrate understanding of both assigned and self selected texts from those generally regarded by educators as having exceptional merit
- 3.2 Understand how literature reflects the universality of human experience
  - make connections between the questions, dilemmas, and issues raised in reading, experiences, or observations of others

<b>SUBJECT:</b>	<b>WRITING</b>
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**PROFICIENCY 1: SELECT AND APPLY EFFECTIVE STRATEGIES FOR WRITING**

- 1.1 Establish audience and purpose for writing
- 1.2 Choose forms, content, and methods of organization that are appropriate to the intended audience and purpose
- 1.3 Utilize writing processes appropriate to the form, content, and purpose of the written product
- pose questions, read, research, etc. in preparation for writing
  - use prewriting strategies that are appropriate to personal style and to the task
  - write multiple drafts
  - solicit feedback from appropriate readers
  - proofread and edit
- 1.4 Revise for clarity, coherence, economy, and voice
- 1.5 Edit to produce final products which follow accepted language conventions
- identify and correct errors in
    - spelling
    - punctuation
    - sentence construction – incomplete, run-on, and unclear sentences
    - subject/verb agreement
    - pronoun clarity and agreement
    - inappropriate use of passive voice

**PROFICIENCY 2: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES, PRODUCING A VARIETY OF WRITTEN PRODUCTS**

- 2.1 Write in response to literature, films, speakers, and/or class activities
- write an essay comparing and contrasting two works of literature with the same theme
  - keep logs, journals, or do other informal writing as a means of recording insights, reflections, and questions about reading
- 2.2 Write to share the results of investigation or inquiry
- write summaries of information from sources that are restated in original language and are clear, concise, accurate, and coherent
  - learn how to acknowledge sources using parenthetical documentation (MLA form)
  - write a research paper analyzing and synthesizing information from multiple sources contributing a personal perspective
- 2.3 Write to explain and persuade
- write an informative essay, design a pamphlet or brochure, and/or create other written products that provide clear explanations, information, or directions
  - write a position paper, editorial, and/or guest column in the *Whole Press* or school newspaper, setting forth a position and supporting it with appropriate evidence

- write a position paper on an issue that surfaces from readings and/or from class discussions or debates
- 2.4 Write to tell a story
- write personal narratives and/or short fiction which demonstrate understanding of the basic techniques for narrative writing
- 2.5 Write to make a request, state a complaint or concern, or urge a government official to adopt a position or follow a course of action
- write a letter adhering to the conventions of business communications
- 2.6 Write for creative expression
- write short fiction, poems, plays, and/or personal narratives

<b>SUBJECT:</b>	<b>GRAMMER, USAGE, AND STYLE</b>
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**PROFICIENCY 1: UNDERSTAND AND APPLY FUNDAMENTAL CONVENTIONS OF USAGE IN WRITING**

- 1.1 Use punctuation correctly including commas, colons, semicolons, and quotation marks
- 1.2 Recognize run-on and incomplete sentences and correct errors in sentence construction
- 1.3 Recognize and correct dangling or misplaced modifiers
- 1.4 Recognize and correct problems of subject-verb agreement
- 1.5 Recognize and correct problems of pronoun clarity, case, and agreement

**PROFICIENCY 2 APPLY ACCEPTED CONVENTIONS OF STYLE IN WRITING AND SPEAKING SITUATIONS**

- 2.1 Understand that self is placed in the background
- use the pronoun “I” appropriately in speech and writing
- 2.2 Understand the importance of precision in language choices
- use specific nouns and active verbs
  - avoid the use of qualifiers, except when needed
  - use modifiers appropriately and sparingly
  - use figures of speech appropriately and sparingly
- 2.3 Strive for clarity and brevity; avoids wordiness
- 2.4 Understand the importance of keeping related words together

2.5 Maintain consistent verb tense

<b>SUBJECT: SPEAKING AND LISTENING</b>
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**PROFICIENCY 1: SPEAKING EFFECTIVELY TO AN AUDIENCE**

- 1.1 Learn techniques and methods of structuring talks designed to explain or inform
- 1.2 Give a demonstration which is clear, interesting, and informative
- 1.3 Speak with conviction, clarity, and accuracy
- 1.4 Respond effectively to audience questions
  - demonstrate knowledge about the subject and answer questions easily and accurately without becoming defensive
- 1.5 Summarize ideas and acknowledge different points of view; paraphrase what others have said
- 1.6 Select and utilize audio-visual supports effectively in presentations
  - use visuals which may include charts, graphs, illustrations, film excerpts, etc., to illustrate points
  - make clear to the audience the relevance of the audio-visual supports and offer clear explanations for their use
  - produce visuals that are clear, attractive, and easily seen by all members of the audience and meet, or exceed, the standards by which such visuals are usually judged

**PROFICIENCY 2: LISTEN ACTIVELY**

- 2.1 Provides verbal and written feedback appropriate to the listening context
  - paraphrase what has been said
  - identify important points in verbal messages
  - utilize strategies such as note taking, outlining, diagramming, or tape recording to remember the content of messages
- 2.2 Identify and interpret nonverbal clues
  - demonstrate attending behaviors in interactive situations

**PROFICIENCY 3: PARTICIPATE IN FORMAL AND INFORMAL CLASS DISCUSSIONS**

- 3.1 Articulate the behavior norms for effective group discussions and recognize when these norms are being violated
- 3.2 Express and substantiate ideas

- 3.3 Ask clarifying questions of both instructors and peers
- 3.4 Respond appropriately to questions and requests for information

**PROFICIENCY 4 PARTICIPATE IN ROLE PLAYING, DRAMATIZATIONS, AND ORAL INTERPRETATION ACTIVITIES**

- 4.1 Role play scenarios or dramatize scenes

<b>SUBJECT:</b>	<b>STUDY SKILLS</b>
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**PROFICIENCY 1: DEMONSTRATE STUDY SKILLS NECESSARY FOR SUCCESS IN HIGH SCHOOL**

- 1.1 Utilize personal planners to record assignments in all classes
- 1.2 Complete homework assignments and submit work on time
- 1.3 Bring books, journals, pens, paper, and/or other materials to classes daily
- 1.4 Request assignments from instructors on the first day following an absence
- 1.5 Ask questions and seek help from instructors as needed

<b>SUBJECT:</b>	<b>INFORMATION LITERACY</b>
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**PROFICIENCY 1 APPLY INFORMATION PROBLEM SOLVING STRATEGIES TO MEET BOTH PERSONAL NEEDS AND THE REQUIREMENTS OF CLASS ASSIGNMENTS**

- 1.1 Develop a clear understanding of the information problem
  - identify the questions that need to be answered
  - determine the kinds of information needed
  - identify a focus of inquiry
  - develop a timeline for research
- 1.2 Develop an information search strategy
  - explain the importance of using more than one source of information
  - identify the criteria for evaluating the usefulness of a potential source (timeliness, accuracy, credibility, format, appropriateness)
  - identify potentially useful sources of information
  - identify key words, concepts, subject headings, and descriptors
- 1.3 Effectively utilize selected strategies to acquire the needed information from a variety of sources

- locate print, audiovisual, and computerized resources in the school media center using catalogs and other bibliographic tools
  - access information within these resources by using internal organizers, indexes, tables of contents, cross references, and electronic search strategies
  - locate information outside the school media center through on-line data bases and interlibrary loans
  - identify and use community information agencies (The Monroe County Public Library, the Indiana University Library, government offices) to locate additional resources
  - use people as primary sources of information through interviews, surveys, and letters of inquiry
  - select and utilize information appropriate to their own learning style, development, and skill level
- 1.4 Determine the usefulness of the information
- utilize appropriate reading strategies to identify relevant information (skim for key words, topic headings, and major ideas which are relevant to the problem)
  - distinguish between relevant and irrelevant information
  - determine the timeliness and credibility of information
  - identify facts, opinions, propaganda, point of view, and bias in information
  - recognize errors in the logic of the information
  - recognize significant omissions in the information
- 1.5 Interpret information acquired from a variety of sources
- summarize information accurately
  - restate or quote important ideas or facts accurately
  - identify points of agreement/disagreement between or among sources
  - make connections between newly acquired information and previously known information
  - synthesize information obtained from two or more sources
  - formulate a hypothesis, draw conclusions, or develop a personal perspective based on acquired information
- 1.6 Recognize the recursive nature of inquiry and research
- examine, revise, and/or redefine the information problem based on the content and value of the information acquired and repeat steps in the inquiry process as needed
- 1.7 Communicate the results of investigation or inquiry in ways that are appropriate to the audience, purpose, and information problem
- identify important information, conclusions, or resolutions to be shared with others
  - create product or performance that is an effective means of communicating information to others
  - organize information in ways appropriate to audience and purpose
  - provide appropriate documentation, acknowledging sources fairly and accurately
- 1.8 Evaluate the product and the inquiry process
- determine the extent to which the project met the defined information need

- identify the strengths and weaknesses of the research process (What worked well? What could or should have been done differently?)
- set personal goals for future information problem solving