

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

**ENGLISH (3-4)
ACCELERATED**

SUBJECT: READING AND WORLD LITERATURE

PROFICIENCY 1: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING

- 1.1 Establish purposes for reading
- articulate purposes for reading
 - to locate
 - to analyze and evaluate information
 - to master content
 - to appreciate the aesthetic qualities of literature
 - for personal pleasure
- 1.2 Make and defend judgments about the quality and content of reading materials within the context of established purpose
- assess information in terms of its relevance, timeliness, objectivity, and credibility
 - students are able to 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
- 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
- seek clarification by asking questions of instructor, classmates, and others
 - independently utilize appropriate aides such as footnotes, glossaries, dictionaries, semantic, structural, and textual clues including appropriate vocabulary for literary analysis
- 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, timelines, and textual clues appropriately

PROFICIENCY 2: DEMONSTRATES THE ABILITY TO COMPREHEND A WIDE VARIETY OF READING MATERIALS INCLUDING CLASSIC AND CONTEMPORARY MASTERPIECES, REPRESENTATIVE SELECTIONS FROM EACH OF THE LITERARY GENRES, AND LITERARY JOURNALS

- 2.1 Recognize and apply vocabulary from reading
- 2.2 Understand the elements and structures of each of the literary genres
 - fiction
 - nonfiction
 - poetry
 - drama
- 2.3 Identify and understand the relationship of the literary elements in a text
- 2.4 Understand the important ways each literary genre differs from the others
- 2.5 Understands the relationship between form and content
 - compare and contrast a novel, short story, poem, and play with the same theme and analyze how that theme is presented in different forms
- 2.6 Discriminate between the thesis (main idea) and supporting evidence
- 2.7 Draw inferences from reading and identify an author's purpose, assumptions, and stance toward his or her subject
- 2.8 Understand and defend judgments about the quality and content of readings
 - write literary essays which incorporate an evaluative judgment

Indicators for 2.1-2.8

- 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, memos, letters 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 CULTURE

- 3.1 Read recognized masterpieces and authors from a variety of literary traditions from around the world
 - demonstrate understanding of both assigned and self selected texts from those generally regarded by educators as having exceptional merit
- 3.2 Understand how history and culture are reflected in the works of a given period

- articulate connections between literary texts and their cultural, historical, and political contexts both orally and in writing
- 3.3 Understand how contemporary writing reflects past literary traditions
- compare and contrast literary works from different periods that share a common theme
- 3.4 Understand relationships between literary works and other art forms
- identify or create musical compositions, dance performances, or visual arts and explain the connections and relationships found
- 3.5 Compare literature and arts from different cultures
- identify and explain how universal themes are developed in the arts and literature from world cultures
 - recognize the universal themes in the mythology and folk literature from different cultures

SUBJECT:	WRITING
-----------------	----------------

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, lectures, guest speakers, films, and other class activities
- write literary essays which demonstrate ability to integrate literary analysis, interpretation, evaluation, and personal response
 - keep logs, journals, or do other informal writing as a means of recording insights, reflections, and questions about their reading or about information from other sources
- 2.2 Write to share the results of investigation or inquiry
- write summaries of information from sources that are restated clearly, concisely, accurately, and coherently
 - learn how to acknowledge sources using parenthetical documentation (MLA format)
 - write a report analyzing and synthesizing information from multiple sources, contributing a personal perspective
- 2.3 Write to explain and persuade
- write informative papers that provide clear explanations with appropriate examples or other support
 - write papers setting forth a position and supporting it with appropriate evidence
 - take a well reasoned position on an issue
- 2.4 Write to tell a story
- write personal narratives which demonstrate understanding of the basic techniques of narrative writing
- 2.5 Write for creative expression
- write short fiction, plays, and poetry

SUBJECT:	GRAMMAR, USAGE, AND STYLE
-----------------	----------------------------------

**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 CONVENTION 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 in writing
 - omit first person from academic writing
- 2.2 Understand the importance of precision in language choices
- use specific nouns and action verbs
 - avoid the use of qualifiers
 - use modifiers appropriately and sparingly
 - use figures of speech appropriately and sparingly
- 2.3 Use the active voice in writing
- 2.4 Strive for clarity and brevity; avoid wordiness
- 2.5 Understand the importance of keeping related words together
- 2.6 Maintain consistent verb tense

SUBJECT: SPEAKING AND LISTENING
--

PROFICIENCY 1: SPEAK EFFECTIVELY TO AN AUDIENCE

- 1.1 Identify audience and purpose
- 1.2 Present orally the results of inquiry or investigation
- give presentations supporting assertions with evidence from a text
- 1.3 Choose forms, content, and methods of organization that are appropriate to an audience, are likely to generate interest, and are consistent with the speaker’s purpose
- 1.4 Speak with conviction, clarity, and accuracy
- 1.5 Respond effectively to audience questions
- demonstrate knowledge about a subject and answer questions easily, accurately, and without being defensive
- 1.6 Summarize ideas and acknowledge different points of view
- moderate a panel discussion
- 1.7 Select and utilize audio-visual supports effectively
- use visuals including charts, graphs, illustrations, dramatizations, 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 Provide 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
- ask questions to clarify or to seek additional information
- form judgments based on the content of message

2.2 Identify and interpret nonverbal cues

- demonstrate attending behaviors in interactive situations
- interpret the nuances of nonverbal communication including body language, proximity, clothing, color, and time in the context of world cultures

PROFICIENCY 3: PARTICIPATE IN FORMAL AND INFORMAL CLASS DISCUSSIONS

3.1 Explain the behavior norms for effective group discussions and recognize when these norms are being violated

3.2 Accept responsibility for the effectiveness of group discussions

- remind the group when norms are being violated
- seek to involve others
- acknowledge the valuable contributions of others
- seek to understand by asking questions that lead to clarification or additional information

3.3 Express and substantiate ideas

3.4 Ask clarifying questions of both instructors and peers

3.5 Paraphrase what others have said

3.6 Respond appropriately to questions and requests for information

PROFICIENCY 4: PARTICIPATE IN INTERVIEWS IN CONNECTION WITH A PROJECT

4.1 Plan and conduct an interview as a part of an inquiry process

- identify mentors in the community who may be a valuable resource to their inquire
- generate interview questions, assess them for appropriateness and their likely effectiveness in generating needed information

- initiate the contact, arrange for, and conduct the interview
- make appropriate follow-up contacts

PROFICIENCY 5: PARTICIPATE IN DRAMATIZATION, ROLE PLAY, POETRY PERFORMANCES OR OTHER ORAL INTERPRETATION ACTIVITIES

SUBJECT: CRITICAL THINKING

PROFICIENCY 1: USE KNOWLEDGE AND UNDERSTANDING OF LANGUAGE TO MAKE CRITICAL JUDGMENTS

- 1.1 Distinguish between objective and subjective presentations of information
- 1.2 Recognize logical fallacies in spoken and written language and avoid their use
- 1.3 Understand how language is used to influence and manipulate
 - recognize language in both written and oral contexts which is euphemistic, propagandistic, culturally taboo, or intentionally unclear
- 1.4 Distinguish fact from opinion
- 1.5 Identify purpose and perspective in spoken and written language
- 1.6 Understand the power of language to shape perceptions as well as to communicate them
 - identify language that carries built-in judgments