

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

ENGLISH (5-6)

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 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
 - omit first person from academic writing
- 2.2 Understand the importance of precision in language choices
 - use specific nouns and active verbs
 - avoid the use of qualifiers (unless appropriate)
 - 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 Recognize and correct problems with parallel structure
- 2.6 Understand the importance of keeping related words together
- 2.7 Maintain consistent verb tense

SUBJECT:	SPEAKING AND LISTENING
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PROFICIENCY 1: SPEAK EFFECTIVELY TO AN AUDIENCE

- 1.1 Identify audience and purpose
- 1.2 Present orally the results of inquiry or investigation
- 1.3 Give a persuasive presentation
- 1.4 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
- 1.5 Speak with conviction, clarity, and accuracy
- 1.6 Respond effectively to audience questions
 - demonstrate knowledge about subject and answer questions easily, accurately, and without becoming defensive
 - know and utilize strategies for handling inappropriate questions from an audience
- 1.7 Summarize ideas and acknowledge different points of view
 - moderate a panel discussion
- 1.8 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 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 arguments and the support or evidence offered in verbal messages
 - utilize strategies such note taking, outlining, diagramming, or tape recording to remember the content of messages
 - ask questions to clarify or obtain additional information
 - form judgments based on the content of messages

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 Accept responsibility for the effectiveness of group discussions
- remind the group when norms are 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 and opinions
- 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, ROLE PLAYING, AND SIMULATIONS

- 4.1 Plan and conduct an interview as a part of an inquiry process
- identify individuals who may be a valuable resource to their inquiry
 - 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
- 4.2 Interview with poise and confidence
- give thoughtful, articulate responses to interview questions
- 4.3 Participate in role playing and simulations
- participate in role playing or simulations in order to better understand literary and historical concepts

SUBJECT:	CRITICAL THINKING
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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 and confusing
 - analyze and evaluate persuasion in a variety of media contexts including advertising copy, political speeches, editorials, letter to the editor

- 1.4 Distinguish fact from opinion
- 1.5 Identify cause and effect relationships
- 1.6 Identify purpose and perspective in spoken and written language
- 1.7 Understand the power of language to shape perceptions as well as to communicate them
 - identify language that carries built in judgments
 - examine issues of gender and race as they are related to language use

SUBJECT:	READING AND UNITED STATES' LITERATURE
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PROFICIENCY 1: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING

- 1.1 Establish purposes for reading
 - articulate purposes for reading
 - to locate
 - to analyze
 - to evaluate information
 - to master content
 - to appreciate the aesthetic qualities of literature
- 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 relevance, timeliness, objectivity, and credibility
 - 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 in relation to the historical context
- 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 Monitoring own understanding
 - actively seek clarification by asking questions of both instructors, classmates, and others
 - regularly 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
- 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: DEMONSTRATE THE ABILITY TO COMPREHEND A WIDE VARIETY OF READING MATERIALS INCLUDING RECOGNIZED LITERARY MASTERPIECES AND IMPORTANT UNITED STATES AUTHORS IN EACH GENRE, MAGAZINES, NEWSPAPERS, JOURNALS, AND HISTORICAL DOCUMENTS

- 2.1 Recognize and apply vocabulary from reading
- 2.2 Understand the elements and structures of each of the literary genres including fiction, nonfiction, poetry, and drama
- 2.3 Understand the relationship between form and content
- compare and contrast different literary works with the same theme and analyze the merits of each
- 2.4 Understand the structures and techniques of argumentation and persuasion
- 2.5 Discriminate between main idea and supporting details
- 2.6 Differentiate between fact and opinion
- 2.7 Recognize logical fallacies
- 2.8 Draw inferences from readings and identify an author’s purpose, assumptions, and stance toward his or her subject
- 2.9 Understand and apply standards for judging the quality of a text
- analyze an editorial or other opinion piece for the soundness of the argumentation – the degree to which assertions are supported with evidence, accuracy, fairness, avoidance of logical fallacies, etc.
 - review peer writing to determine how effectively the objectives and criteria for the assignment were met
 - write an essay which incorporates a judgment based on articulated standards

Indicators for 2.1-2.9:

- demonstrate reading comprehension orally through formal and informal discussions, 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 AMERICAN LANGUAGE, LITERATURE, AND CULTURE

- 3.1 Read recognized masterpieces and authors from a variety of United States literary traditions
- demonstrate understanding of both assigned and self selected texts from those generally regarded by educators as having exceptional merit
- 3.2 Understand how United States history and United States culture are reflected in the works of a given period from a particular region of the country
- articulate connections between literary texts and their cultural, historical, and political contexts both orally and in writing
- 3.3 Understand how American literary movements reflect past literary traditions
- write an essay comparing a contemporary United States writer with a writer from an earlier period. For example, a student might determine how Kurt Vonnegut’s writing was influenced by Samuel Clemens or compare selections from Thoreau’s *Walden* with excerpts from Annie Dillard’s *Pilgrim at Tinker Creek*.
- 3.4 Recognize characteristic themes in United States literature, for example
- recognize that protagonists in both Sherwood Anderson’s stories in *Windsburg, Ohio*, and in Hemmingway’s *Nick Adams* stories are concerned with the loss of innocence and explain how this theme is developed by both writers
- 3.5 Understand the relationship between literary works and other art forms
- identify, analyze, evaluate, and/or create musical compositions, dance performances, or visual arts and explain the connections and relationships found
 - speculate on reasons why the fine art reproductions in textbooks may have been selected and juxtaposed with the literary texts in the ways they are

SUBJECT:	WRITING
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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
- conduct research
 - 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
- improve writing based on peer and teacher editing
- 1.5 Edit to produce final products which follow accepted language conventions
- identify and correct errors in
 - spelling
 - punctuation
 - sentence structure, including incomplete and run- on sentences
 - subject-verb agreement
 - parallel structure
 - inappropriate use of passive voice
 - the prescribed MLA format for acknowledging and documenting sources

**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 a literary essay which demonstrates ability to integrate literary analysis, interpretation, and personal response
 - keep logs, journals, or do other informal writing as a means of recording insights, reflections, and questions about readings
- 2.2 Write to share the results of investigation or inquiry
- generate questions to guide inquiry and research
 - write summaries of information that are clear, concise, coherent, accurate, and objective
 - write a research paper analyzing and synthesizing information from a variety of at least four sources, contributing a personal perspective
 - acknowledge sources using correct MLA parenthetical documentation
- 2.3 Write to explain or persuade
- write a paper proposing a solution to a problem of social significance
 - write a paper offering an analysis of a phenomenon or trend of social or historical significance and interest
 - write papers setting forth and supporting a position
- 2.4 Write to demonstrate knowledge and understanding for classroom and testing purposes
- write a paper adhering to the format and standards for Advance Placement testing and college blue book examinations
 - write a college application essay
- 2.5 Write for creative expression
- write stories, poems, plays, and/or personal narratives

See also Grammar, Usage, and Style