

University High School English Department

Course title: FRESHMAN ENGLISH

Full year course: 1 English credit
 Prerequisite: None
 Grade: 9
 **Required Course

Content	Skills	Benchmarks
<p>Study Skills</p> <ul style="list-style-type: none"> • Organization Techniques • Preview Reading • Space Organization • Individual plan for success <p>Friends</p> <ul style="list-style-type: none"> • Grammar Review • Communications Model • Interpersonal skills • Interview skills • Letter Writing <p>Mythology (<i>Pyramus and Thisbe</i> by Ovid; <i>Mythology</i> by Edith Hamilton)</p> <ul style="list-style-type: none"> • Five Paragraph Essay • Reading for context/text analysis • Comparative analysis • Research • Oral Presentation • Source reliability • Preview of MLA format for documentation • Outlining 	<p>Speaking</p> <ul style="list-style-type: none"> • Reading aloud effectively and dramatically • Oral Sharing • Whole Class Discussion • Oral question/answer • Small groups (discussions, presentations, and dynamics) • Oral reports on major deities • Interviewing skills • Oral presentations of a sonnet • Delivering peer response <p>Listening</p> <ul style="list-style-type: none"> • For note taking • For information, evaluation and interpretation • For peer responses • As a small and whole group skill • Directions • --for information • --for evaluation • --for analysis 	<ul style="list-style-type: none"> • More fully enjoy reading in a variety of literary genres • Correctly identify the genre of any text encountered • Recognize various literary devices in context • Routinely identify unfamiliar words in reading • Use a variety of methods for discovering words and their meanings • Utilize a process approach to writing to produce multiple drafts of a written text, showing evidence of invention, drafting, revision, self and peer editing and proofreading • Identify the topic, audience, purpose, forum, and genre of written works, including their own • Begin to analyze sample texts in order to determine their conventions into their own writing • Produce final drafts which are audience appropriate, purposeful, well-developed, effectively organized, clear, coherent and cohesive

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<p>McLean County (Interdisciplinary Unit)</p> <ul style="list-style-type: none"> • Evaluation of Source Material • MLA Style • Informative/expository writing • Nonverbal Communication • Oral Presentation • Drafting • Peer Evaluation • Nonverbal Strategies • Presentation Evaluation <p>Short Story Analysis (<i>Sleepy Hollow</i> by Washington Irving)</p> <ul style="list-style-type: none"> • Introduction to the Short Story • Setting • Characterization • Theme • Mood • Vocabulary <p>Plot Structure (<i>The Quiet Man</i> by Maurice Walsh)</p> <ul style="list-style-type: none"> • Protagonist/Antagonist • Root Conflict • Characterization • Plot structure (diagram) • Literary devices review • Vocabulary 	<p>Writing</p> <ul style="list-style-type: none"> • Pre-Writing Strategies • Organizational Patterns • Approaches to writing (drafting, revising, outlining, self and peer editing, proofreading) • Research Writing (traditional and technological) • Peer responding and editing • Incorporation of new vocabulary into writing • Internet and technology • Use of interview and surveys • Modes of Discourse • Creative writing • Note-taking • Essay writing <ul style="list-style-type: none"> --Comparison and contrast --Analysis of text to determine conventional characteristics • Responses in writing to oral and written prompts • MLA documentation • Research Writing/construction of research questions • Responding in writing to prompts • Increase vocabulary use • Responding to oral/written prompts • Journal responses to lower-level, intermediate and higher-order questions • Dialectical note-taking 	<ul style="list-style-type: none"> • Incorporate a variety of sentence patterns, demonstrate effective word choice and construct grammatically and mechanically correct sentences • Become more effective peer respondents and editors • Effectively incorporate new vocabulary into writing • Read aloud more effectively and dramatically • Analyze a given communication situation in terms of its sender, receiver, channel and interference • Identify characteristics of effective listening and speaking and incorporate them into their own oral communication practices • Plan and deliver individual and group presentations for audiences consisting of their peers and other members of the laboratory school, university and local communalities • Identify the various roles, norms and problem-solving strategies which emerge in work groups of which they are members and analyze them in terms of their effectiveness • Plan and conduct effective interviews • Construct appropriate research questions • Identify potential sources of information • Conduct primary research through the use of interviews and survey
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<p>Novel Reading/Tolerance (Interdisciplinary Unit)</p> <ul style="list-style-type: none"> • Literary analysis • Writing skills • Vocabulary • Plot structure • Small group communication <p>Introduction to Theatre (<i>Death Knocks</i>, by Woody Allen)</p> <ul style="list-style-type: none"> • Introduction to dramatic literature • Root conflict • Dramatic conventions • Theatrical conventions • One act drama • Comedy v. tragedy <p>Shakespeare/ <i>Romeo and Juliet</i></p> <ul style="list-style-type: none"> • Literary analysis • Literary devices • Shakespearean vocabulary • The sonnet • Historical context • Folio technique for actors • Dramatic presentation (acting) • Group communication • Analytical writing • Responsive choices to various acting techniques as prescribed in the Folio 	<ul style="list-style-type: none"> • Essay test writing • Short essay responses to text • Technical writing skills <p>Reading</p> <ul style="list-style-type: none"> • Pre-reading and post-reading strategies • Text Analysis <ul style="list-style-type: none"> --Close reading for analysis of text for historical and literary relevance --Close reading for analysis of text for literary devices, fictional elements, symbolism and interpretation • Text analysis for fictional elements, symbols, interpretation, • Genre identification • Recognition of literary devices • Identification of unfamiliar words/discovering meaning • Primary source evaluation • Review of plot diagram/plot diagram components • Responding to oral/written prompts <ul style="list-style-type: none"> • For enjoyment • For self-discovery • Discovery and application of new words • Introduction to/reading of a dramatic text • Dramatic literary devices • Text analysis and text comparisons (primary and secondary) 	<ul style="list-style-type: none"> • Use both traditional and technological tools to conduct secondary research at both the U-High and Illinois State university libraries • Evaluate research findings in order to determine their usefulness • Produce oral and/or written reports of their research findings • Use MLA format and documentation style when appropriate • Avoid plagiarism.
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<p>Persuasive Writing</p> <ul style="list-style-type: none">• Primary research technique• Review of MLA format/documentation• Peer editing/revision• Persuasive format (reason/evidence)• Outlining/drafting• Identifying and evaluating sources• Facts, beliefs, attitudes, values• Using empirical and anecdotal information• Vocabulary• Internet research <p>Pioneers of the Past (Interdisciplinary Unit)</p> <ul style="list-style-type: none">• Primary research technique• Technology• Internet research• Desktop publishing• Group process• Individual contribution• Multimedia presentation	<ul style="list-style-type: none">• Text analysis for dramatic, fictional and historical relevance, symbolism, interpretation <p>Critical Thinking</p> <ul style="list-style-type: none">• Introduce SOAPS• Higher-order questioning• Reading for information at various cognitive levels• Transference and assimilation of acquired knowledge (e.g., text analysis of Eight-panel cartoon with captioning; transference of themes/symbolism in literature to “real life” applications)• Analysis of text for historical and literary relevance• Analysis of texts for literary devices, fictional elements, symbolism, and interpretation• Resource evaluation• Identification, analysis and application of persuasive appeals• Production and integration of knowledge and information from all core disciplines into cohesive and informative reports <p>Media Literacy</p> <ul style="list-style-type: none">• Film analysis and comparison to selected readings/text• Video of Shakespearian acting techniques/ text interpretation through action (acting)	
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