Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow

Course Description

This is a full-year honors level course designed for students who have demonstrated advanced reading and writing skills in English. The curriculum focuses on a study of American literature, vocabulary development, composition skills, and analytical thinking and writing. Texts studied include *The Scarlet Letter*, *Into the Wild, The Adventures of Huckleberry Finn, A Raisin in the Sun,* and the poetry of Emily Dickinson and Walt Whitman.

Reading & Writing Skills

READING

MA Curriculum Frameworks Standards RL.1-RL.10

- Cite strong and thorough textual evidence

- Determine a theme or central idea

- Analyze development of complex characters

- Determine figurative or connotative meanings of words and phrases

- Analyze how an author's choice creates effect

- Analyze character's point of view

- Analyze a critical response to a work or body of literature

- Analyze how an author draws on or transforms source material

- Independently and proficiently read and comprehend literary texts

MA Curriculum Frameworks Standards RI.1-RI.3

- Cite strong and thorough textual evidence

- Determine a central idea

- Analyze how an author unfolds an analysis

WRITING

MA Curriculum Frameworks Standards W2-6, 9-10

- Write informative/explanatory texts

- Write narratives

- Produce clear and coherent writing

- Develop and strengthen writing

- Use technology to display information

- Draw evidence from texts to support written analysis

- Write routinely over extended timeframes

Language, Speaking, & Listening Skills

SPEAKING & LISTENING

MA Curriculum Frameworks Standards SL.1-SL.6

- Initiate and participate effectively in collaborative discussions

- Integrate multiple sources of information

- Evaluate a speaker's point of view

- Present information and evidence clearly and concisely

- Make strategic use of digital media
- Adapt speech to a variety of contexts and tasks

LANGUAGE

MA Curriculum Frameworks Standards L.1-L.6

- Demonstrate command standard English grammar conventions and usage in writing

- Apply knowledge of language to understand how language functions

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases

- Demonstrate an understanding of figurative language

- Acquire and use grade-appropriate words

English	Honors English 10: American Literature	
Units	**Essential Questions**	**Key Activities MAY include...**
The Crucible (summer reading)	• How does an author use literary elements to create meaning? • What is the relationship between private sin and public responsibility? • What is the proper balance between individual freedom and social unity? • How does a societal emphasis on public punishment affect the individual and society?	• Close reading • Socratic Seminars • Vocabulary study
The Scarlet Letter	• How does an author use literary elements to create meaning? • How can a person effectively cope with feelings of shame and guilt? • What are the effects of social alienation?	• Analytical essays • Presentation of original scenes
Transcendentalism (Excerpts from Emerson and Thoreau)	• How can we engage with nature and ourselves in a world dominated by technology? • Why do we conform and give up our personal freedoms for the structure of society? • What can we gain from simplifying our life?	
Into the Wild	• How does an author use literary elements to create meaning? • To what extent does one's happiness derive from interpersonal relationships? • How does one find meaning in life?	• Symbolism projects • Character projects
The Poetry of Walt Whitman & Emily Dickinson	• How do poets achieve style? • How does each poet use literary elements to create meaning? • What is the relationship between a literary text's author and its narrator? • How can literary, social, and historical contexts inform an author's work?	• Original poems • Scene reenactments
The Adventures of Huckleberry Finn	• How does an author use literary elements to create meaning? • How do authors create and use satire? • How do authors create and use Socratic irony? • How does one make moral decisions?	
A Raisin in the Sun	• What happens to a dream deferred? • How does an author use literary elements to create meaning? • How is discrimination woven into social, racial, political issues, and family structures?	

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Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss "standards-based education" we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never "done" as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Standards	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: http://www.doe.mass.edu/frameworks/
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Activities	Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as formative and summative assessments. Other activities may be included. Complexity of activities varies by course level.
Close Reading	Close reading is observation, interpretation, and critical analysis of a text that focuses on significant details or patterns in order to develop a deep and relevant understanding. Close reading involves annotating, note-taking, and a concentrated effort.
Analysis	Analysis is examining the parts of visual or written text in order to understand the whole text and author's purpose. Analytical writing requires defending an original argument (thesis) and supporting it with evidence and insight in order to make meaning and arrive at understanding.
Socratic Seminar	A formal discussion, based on a text, in which students ask open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and responses to others. Teachers structure Socratic seminars in a variety of ways depending on the needs of the lesson and class. (Definition modified from NCTE ReadWriteThink, http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html)