

Bath High School

English Curriculum Overview

English I

Student Website: [Fusion Page](#) [Planbook](#)

Standards: [ELA Common Core State Standards Grade 9](#)

Topics Covered

Semester 1	Semester 2
<i>To Kill a Mockingbird</i> Personal Narrative/Reflection Short Stories <i>Romeo and Juliet</i> Research Paper	Night <u>This I Believe</u> (essay) Poetry Informational Reading: Selected texts

Focus Skills and Concepts

- Read and understand literature, identifying basic elements of literature such as theme, characterization and story structure components.
- Note the historical context a piece of literature was written in and its effects on the piece of literature.
- Identify examples of figurative language while reading literature.
- Use compare and contrast to better understand literature.
- Use critical thinking and argumentative reasoning to respond (in writing and orally) to informational texts (such as Common Core recommended texts, Bath historical texts, and information on youth crime).
- Write personal narratives and reflections incorporating dialogue.
- Write an argumentative research paper using parenthetical citations.
- Write a personal belief essay that draws on personal reflection and insight.

Essential questions students can answer at the end of the course:

- How do I construct an effective response to an essay question?
- How does figurative language affect a piece of writing?
- What are the essential elements in different types of writing, such as a personal narrative, a personal belief essay, and an argumentative research paper?
- What are strategies I can use to understand informational texts, poetry, Shakespeare, and autobiographies?

Prerequisite skills critical for success:

- Understanding of middle school ELA curriculum

Assessments & Examinations

Semester 1 Exam

Semester 2 Exam

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English Curriculum Overview

English II

Curriculum/Textbook: [Daily Grammar Practice](#)

Student Online Resources: www.rypstra.com – Opens to Google Sites page under bathschools.net domain

Standards: [ELA Common Core State Standards](#)

Topics Covered

Semester 1	Semester 2
Introduction to the Reading & Writing Genres <i>Of Mice and Men</i> <i>Lord of the Flies</i> “Master Harold and the Boys” SAT Skills: Reading & Writing Strategies <i>The House on Mango Street</i> Poetry	<i>Animal Farm</i> Argumentative/Persuasive Speeches <i>The Lone Ranger and Tonto Fistfight in Heaven</i> SAT Skills: Writing (Memo) Short Stories Informational Reading and Writing (Op-eds) <i>Hamlet</i> Digital Research Project

Focus Skills and Concepts

- Grammar, vocabulary, and writing mechanics
- Reading, writing and speaking in multiple modes: argumentative, informational, narrative
- Research and information literacy

English II students will:

- Read and comprehend literature, including stories, dramas, poems, and literary nonfiction, at the high end of the grades 9-10 text complexity band independently and proficiently.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames for a range of tasks, purposes, and audiences.
- Initiate and participate effectively in a range of collaborative discussions with diverse partners on diverse topics, texts, and issues.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

Essential questions students can answer at the end of the course:

- How are themes developed in informational or narrative work?
- What are the elements of strong argumentative writing?
- How can close reading of a text allow for strong analysis?
- How can one best communicate in a digital world?
- Why is it important to read for both explicit and implicit understanding?

Prerequisite skills critical for success:

Students entering English II should be prepared to build on the reading, writing, language, and communication skills required to pass English I.

Novels

Of Mice and Men by John Steinbeck

Lord of the Flies by William Golding

Animal Farm by George Orwell

The House on Mango Street by Sandra Cisneros

The Lone Ranger and Tonto Fistfight in Heaven by Sherman Alexie

Young Adult Literature - through independent reading projects

Drama

Master Harold and the Boys by Athol Fugard

Hamlet by William Shakespeare

Short Stories

“The Censors” by Luisa Valenzuela

“A Very Old Man with Enormous Wings” by Gabriel Garcia Marquez

“The Jacket” by Gary Soto

Informational Texts

“A Simple Glass of Water” by Ted C. Fishman

“Speech Upon Signing the Civil Rights Act of 1964” by Lyndon Johnson

“Inaugural Address” by John F. Kennedy

“Superman and Me” by Sherman Alexie

“To All the Colleges that Rejected Me” by Suzie Weiss

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English Curriculum Overview

English III

Curriculum/Textbooks: [Daily Grammar Practice](#), [The Ultimate Verbal and Vocabulary Builder for SAT, ACT, GRE, GMAT, and LSAT](#), [Sentence Composing for Middle School: A Worktext on Sentence Variety and Maturity](#)

Student Online Resources: [Class Webpage](#) & [Agenda, Learning Targets & Resources](#)

Standards: [ELA Common Core State Standards](#)

Topics Covered

Semester 1	Semester 2
<p><u>Modern Short Stories, Informational Text, and Narrative Writing</u> “Eveline” by James Joyce “Araby” by James Joyce “Shooting an Elephant” by George Orwell “Higher Education” by Gary Smith “Please Don’t Kill the Freshman” by Zoe Trope “Naji’s Taliban Phase” by Michael Finkel “The Littlest Hitler” by Ryan Baudinot “Saint Chola” by K. Kvashay-Boyle “Stuff” by J. T. Leroy</p> <p><u>3 Tragedies and Argumentative Writing</u> <i>Death of a Salesman</i> Arthur Miller <i>The Crucible</i> Arthur Miller <i>The Tragedy of Macbeth</i> by William Shakespeare “The Betrayal of the American Male” excerpt by Susan Faludi</p> <p><u>Gothic Fiction</u> Selected stories by Edgar Allan Poe</p>	<p><u>Twentieth Century Novel and Research Unit</u> <i>The Grapes of Wrath</i> by John Steinbeck Various articles pertaining to the environment and migrant workers</p> <p><u>Informational Text and Research Unit (choose one)</u> <i>Everything Bad is Good for You</i> (Johnson, Steven) <i>Nickle and Dimed</i> (Ehrenreich, Barbara) <i>Savage Inequalities</i> (Kozol, Jonathan) <i>The Millionaire Next Door</i> (Danko, William and Stanley, Thomas) <i>Eating Animals</i> (Safran Foer, Jonathan) <i>Lies My Teacher Told Me</i> (Loewen, James) <i>Blink</i> (Gladwell, Malcolm) <i>Freakonomics</i> (Dubner, Stephan and Levitt, Steven) <i>The Year of Living Biblically</i> (Jacobs, A.J.) <i>My Life as an Experiment</i> (Jacobs, A.J.) <i>Garbage Land</i> (Royte, Elizabeth) <i>Stiff</i> (Roach, Mary)</p>

Focus Skills and Concepts

Students will:

- study the parts of speech, sentence parts, and sentence structure.
- study the modeled sentence structure of successful authors.
- study vocabulary including the decoding of words in context, word etymology, and word roots, prefixes, and endings.
- understand how literature both mirrors and effects our culture.
- understand theme.
- study literary devices.
- participate in class discussions.
- closely read 21st century short stories.
- closely watch and read modern and Shakespearean plays.
- closely read a full-length American classic novel and understand the underlying premises and themes.
- closely read a full-length New York Times bestseller informational text and understand the underlying premises, hypothesis, research methods and writing methods of the author(s).
- write a poem.
- write a narrative.
- write a comparison paper.
- write an argumentative paper.
- write a paper discussing theme in a novel.
- conduct research.
- write an annotated bibliography.
- write a research paper.
- study source reliability.
- design a stunt-journalism research project.
- give presentations.

Prerequisite skills critical for success:

- In order to be successful in English III, students should be intrinsically motivated learners, and should have successfully completed all of the course requirements for English II.

Essential questions students can answer at the end of the course:

- What are the stories we choose to tell about ourselves and others? How do we craft these stories?
- What is the American Dream and what does it have to do with us, right here, right now?

- What is our personal responsibility to those in poverty? What is our government's responsibility?
- How do we determine the underlying premise(s) in an author's writing? What are the takeaways (themes) in the author's writing and how do they build over the course of the work?
- How do I find valid and reliable sources online, cite them correctly, and build my own research project?
- What purposes do works of literature serve?
- How do I communicate for maximum impact in all aspects of my future college and career life?

Assessments & Examinations:

Periodic quizzes over grammar, sentence structure, and vocabulary

Tests over theme, character development, writing structure, and literary devices in major works read in class over the course of the year

Narrative (memoir) writing

Argumentative essay: (discussing theme in two pieces by the same author, Arthur Miller)

Argumentative essay (discussing theme, character development, and setting in multiple productions of the same text, *Macbeth*)

Argumentative essay (discussing theme in *The Grapes of Wrath*)

Research writing, persuasive ("This I Wish to Change...Oppression in America)

Research writing, narrative ("I Have a Question": research and stunt journalism)

Final exam semester 1

Final exam semester 2

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English Curriculum Overview

English IV

Student Website: [Fusion Web Page](#) [Planbook](#)

Standards: [ELA Common Core State Standards](#)

Topics Covered

Semester 1	Semester 2
Generations: Topical Essays <i>I Know Why the Caged Bird Sings</i> Autobiography of a Face Short Stories	History of the Essay: Historical and topical essays <i>The Great Gatsby</i> <i>The Scarlett Letter</i> Shakespeare Poetry

Focus Skills and Concepts

- Write critically to prompts about specific literature.
- Read different types of genres critically for understanding.
- Understand historical context of literature and identify why it is still of value.
- Read and understand literature on a twelfth grade level.
- Find connections between pieces of literature and other media and be able to discuss and write about connections.
- Identify and discuss themes relating to literature.
- Develop college-ready skills in critical thinking and writing.

Essential questions students can answer at the end of the course:

- What are the essential elements of understanding literature?
- What are the essential skills of reading literature and writing critically about literature?

Prerequisite skills critical for success:

- Completed three years of high school English

Projects

- Generations: Final student-based, instructor approved project on specific topic from curriculum reading. (Semester 1)
- Poetry: Collection, comparison, presentation
- Student-based personal literary history and review (Semester 2)

Assessments & Examinations

Semester 1 Exam

Semester 2 Exam

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English Curriculum Overview

Advanced Placement/English IV

Curriculum/Textbooks: [Daily Grammar Practice](#), [The Ultimate Verbal and Vocabulary Builder for SAT, ACT, GRE, GMAT, and LSAT](#)

Student Online Resources: [Class Webpage](#) & [Agenda, Learning Targets & Resources](#)

Standards: [ELA Common Core State Standards](#) & [College Board Standards for College Success—English Language Arts](#)

Topics Covered

Semester 1	Semester 2
<p>Summer Reading <u>Nineteenth Century Classics [choose two]</u> <i>Wuthering Heights</i> by Emily Brontë <i>The Invisible Man</i> by H. G. Wells <i>The Turn of the Screw</i> by Henry James <i>Silas Marner</i> by George Eliot <i>Frankenstein</i> by Mary Shelley <i>Siddhartha</i> by Hermann Hesse <i>Great Expectations</i> by Charles Dickens <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass</p> <p>Fall Reading <u>Tragedy</u> <i>Julius Caesar</i> by William Shakespeare <i>The Tragedy of Othello</i> by William Shakespeare <i>Othello</i> (R) 1995, directed by Oliver Parker <i>Oedipus Rex</i> by Sophocles <i>Antigone</i> by Sophocles <i>Ethan Frome</i> by Edith Wharton</p> <p><u>The Heroic</u> <i>The Odyssey</i> by Homer <i>The Aeneid</i> by Virgil <i>Beowulf</i> <i>Le Morte d'Arthur</i> by Thomas Mallory <i>Raiders of the Lost Ark</i> (PG) 1981; Steven</p>	<p><u>Women's Studies and Critical Literary Theory</u> <i>A Doll's House</i> by Henrik Ibsen <i>The Awakening</i> by Kate Chopin <i>The Color Purple</i> by Alice Walker <i>Their Eyes Were Watching God</i> by Zora Neal Hurston <i>Sense and Sensibility</i> (PG) 1995; based on book by Jane Austen, directed by Ang Lee <i>Whale Rider</i> (PG-13) 2002, directed by Niki Caro <i>The Taming of the Shrew</i> (NR) 1967 by Shakespeare, directed by Franco Zeffirelli <i>Much Ado About Nothing</i> (PG-13) 1993 by Shakespeare, directed by Kenneth Branagh "The Yellow Wallpaper" by Charlotte Perkins Gilman</p> <p><u>Satire</u> <i>1984</i> by George Orwell <i>Canterbury Tales</i> by Geoffrey Chaucer <i>Dick</i> (R) 1999, by Andrew Fleming and Sheryl Longin Clips from The Daily Show, The Colbert Report, etc.</p>

Speilberg, George Lucas, Phil Kaufman
Farewell to Arms by Ernest Hemingway
The Holy Bible, King James Version

Unreliable Narrator
Heart of Darkness by Joseph Conrad
Apocalypse Now (R) 1979, by John Milius
and Francis Ford Coppola
The Sound and the Fury by William
Faulkner
The Great Gatsby by F. Scott Fitzgerald
“Hills Like White Elephants” by Ernest
Hemingway

Focus Skills and Concepts

Students will be able to:

- read text at the 11th and 12th grade reading level.
- read and “translate” text from 15th century English through modern English.
- understand various critical literary theories and how to apply those lens to literature.
- closely read literature for inferences, literary devices, and theme.
- write timed essays and longer papers analyzing literature.
- imbed quotes in writing for a smooth and concise style.
- create presentations and projects on literature and on current events.
- watch films through critical literary theory lenses.
- read independently.
- lead and participate in thoughtful and relevant discussions.
- apply the AP 9 point rubric to all forms of AP writing.
- explicate a poem.
- master the skills needed in order to earn a 3 or better on the AP Literature and Composition test.

Prerequisite skills critical for success:

- In order to be successful in AP English, students should be intrinsically motivated learners and should have successfully completed all of the course requirements for English III.

Essential questions students can answer at the end of the course:

- What is “literature” and what is in the “literary canon”? Why?
- What foundational knowledge of historical texts is necessary in order to be culturally and academically literate?
- How have historical texts shaped our current culture?
- How does an author craft his or her work in order to create the desired impact on the audience?
- How do symbols function in a work of literature?

- What are the purposes of rhetorical devices and how are they used for rhetorical impact?
- How do I write for maximum impact with clarity and brevity?
- How do I determine the audience's expectations and demands of my writing?

Assessments & Examinations:

Group and independent projects

Timed in-class AP prompt-based essays

Take-home AP prompt-based essays

Formal analytical papers

Final exam semester 1

Final exam semester 2

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English Curriculum Overview

Creative Writing

Student Online Resources: [Class Moodle](#) & [Agenda, Learning Targets & Resources](#)

Topics Covered

One Semester Class

Poetry

Journal writing

Personal narrative

Restaurant reviews

Letter writing

Fiction writing

Reading excerpts from:

Wallace Stegner *On Teaching and Writing Fiction*

Stephen King *On Writing*

Anne Lamott *Bird by Bird*

Ralph Fletcher *What a Writer Needs*

Focus Skills and Concepts

Students will:

- read and apply the advice of successful published authors.
- write pieces of various lengths in the style of published authors.
- write over various time frames.
- write one draft and multi-draft pieces.
- edit their own writing and the writing of others.

Prerequisite skills critical for success:

- In order to be successful in creative writing, students must be interested in writing and in applying published writers' skills and techniques to their own craft.

Essential questions students can answer at the end of the course:

- How do successful authors craft their writing?
- How do I write engaging, thoughtful pieces within the constraints of the criteria of the academic classroom or workplace?

Assessments & Examinations:

Narrative Writing: Memoir

Professional Business Letter Format: Letters to my former and future self

Argumentative Writing: Restaurant review

Fiction Writing: Fiction short story

Pamphlet/handout Writing: Create Your Own "In the Style Of..."

Independent Book Talk and Creative Presentation

Final exam (Timed writing on specific prompt)

Bath High School

English Curriculum Overview

Film as Literature

Curriculum/Textbook: Excerpts from Understanding Movies by Louis Giannetti
Student Online Resources: www.rypstra.com – Opens to Google Sites page under bathschools.net domain

Topics Covered

One Semester Course
Film History
Film Terms, Technology and Technique
Documentary Film
Film Adaptions
Animations
Screenwriting and Original Screenplays
Analyzing and Writing Academically About Film

Focus Skills and Concepts

- Analyze motion pictures through a variety of lenses.
- Understand and use film terminology
- Complete genre study.
- Write critically about film.

Film as Literature students will:

- have the skills to become active viewers of film.
- think critically about what is happening on screen and understand the conscious decisions made by director and crew.
- understand film as a technological medium, a commercial medium, and an artistic medium.
- study film history.
- understand filmmaking terms and techniques.
- be able to identify particular genres of film.
- write academically about film.

Prerequisite skills critical for success:

Students entering Film as Literature should have strong English Language Arts skills, including strong reading, writing, and speaking skills.

Essential questions students can answer at the end of the course:

- How can films be “read?”
- How do composition choices affect the overall feel of a film?
- What skills does a viewer need to critically view a film?
- How do films function as works of literature?

Assessments & Examinations

Film History Test

Film Techniques Test

Director Presentation

Documentary Film Analysis

Narrative Film Analysis

Genre Comparison Essay

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English Curriculum Overview

Media Production

Curriculum/Textbook: Excerpts from AP Style Guide

Student Online Resources: www.rypstra.com – Opens to Google Sites page under bathschools.net domain

Students will create journalistic pieces of work and creative content for the Bath High School student news outlet, *The Stinger*.

Topics Covered

One Semester Course
Journalism
Traditional Copywriting (Feature story, Captions, Headlines)
Page Design
Photography
Video Production (News, Documentary, Narrative)
Videography
Non-linear Editing
Media Promotion

Focus Skills and Concepts

- Write with a journalistic focus
- Interviewing skills
- Copywriting: Feature story, captions, headlines
- Journalism ethics and understanding bias
- Pre-production and planning for digital video projects: pitching, storyboarding, and writing
- Digital cinematography
- Non-linear video editing
- Photojournalism

Media Production students will:

- Think critically about the news and journalistic ethics.
- Create, edit, and publish news stories for The Stinger.
- Create, edit, and publish video for The Stinger video media page.

Essential questions students can answer at the end of the course:

- What are the rights and responsibilities of a high school journalist?
- How does design get and hold a reader's attention?
- How is journalism changing in today's world?
- What skills are important for producing media in today's world?

Prerequisite skills critical for success:

Students entering Media Production should have strong English Language Arts skills, including strong reading, writing, and speaking skills. Ideally, students should have pass both English I & II with a 3.0 or better.

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English Curriculum Overview

Public Speaking

Student Online Resources: [Class Moodle](#) & [Agenda, Learning Targets & Resources](#)

Topics Covered
One Semester Class
Memorization and Recitation
Political Speeches
Expert Speeches
Personal Storytelling

Focus Skills and Concepts

Students will:

- watch, listen to, and analyze amateur and professional speeches.
- memorize and recite poems.
- write and deliver a political speech.
- write and deliver a “TEDtalk”-style expert speech.
- write and deliver a personal narrative.

Prerequisite skills critical for success:

- In order to be successful in public speaking, students must be interested in writing and speaking and in applying published writers’ and expert speakers’ skills and techniques to their own craft.

Essential questions students can answer at the end of the course:

- How do I successfully memorize and perform under pressure?
- How do I connect with my audience?
- How do I convey my message appropriately and with passion?
- How do I control my nerves? How do I control the physical aspects of speech performance? (Voice, hands, fidgeting, pacing, etc.)
- How do I support others and create community in the speech environment?
- How do I create meaningful and supportive visuals and use them appropriately?
- How do I craft thoughtful and personal pieces that impact the audience in a positive way?

Assessments & Examinations:

Formal speech: memorization and recitation

Formal speech: political, persuasive

Formal speech: expert presentation

Formal speech: personal storytelling

Formal speech: analysis of a performance