GOALS:
1. To provide students with rigorous and standards-based English Language Arts instruction which is accessible to all students, conforms to the National Common Core English Language Arts Standards and prepares students for passing EAP, PSAT, SAT, ACT and AP exams as they complete their last two years of high school.
2. To ensure that all students understand and practice effective reading strategies, which promote good comprehension as well as higher order thinking skills, related to reading.
3. To provide students with ample exposure to various forms of American literature and to promote their appreciation and understanding of both modern and traditional American literary classics.
4. To develop students’ capacity for literacy analysis through the understanding of such literary concepts as theme, allegory, symbolism, irony, style, tone, diction, genre and context as well as various literary techniques and devices which writers use to communicate ideas.
5. To promote fluent student writing which is meaningful to the writer and the reader and demonstrates understanding and application of the rules of standard English grammar, mechanics, usage and rhetoric.
6. To develop students’ critical thinking skills so that they can effectively analyze, distill and communicate ideas based on sound facts and informed judgments.
7. To develop students’ speaking skills so they are able to express themselves orally with creativity, confidence and conviction.
8. To provide rigorous and standards-based English Language Arts instruction which is accessible to all students’ needs and abilities.
9. To foster a positive and cooperative classroom environment wherein students listen and speak to one another, as well as to the teacher and others, with courtesy and consideration for the values, opinions, and needs and differences of each person.

CURRICULUM SUMMARY: Readings and exercises will be selected from the following lists.

LITERATURE: Theme—The American Dream: Lost, Stolen or Strayed
A. NOVELS:
   The Scarlet Letter -- Hawthorne
   Their Eyes Were Watching God -- Hurston
   The Joy Luck Club -- Tan
   My Antonia -- Cather
   Kindred -- Butler
   The Great Gatsby -- Fitzgerald
   The Catcher in the Rye -- Salinger
   Ethan Frome -- Wharton
   The Adventures of Huckleberry Finn -- Mark Twain
B. DRAMA:

   The Crucible -- Miller

   A Raisin in the Sun -- Hansberry

   Death of a Salesman -- Miller

C. ESSAYS and SHORT STORIES: Selections from the District approved core textbook, Holt Literature and Language—Fifth Course.

D. POETRY: Selections from the literature text and other sources.

E. OUTSIDE READING: Students will be required to complete at least 700 pages each semester. Some books will be open to student choice and others will be assigned from the list of novels above.


1. Review of the parts of speech and the parts of a sentence
2. Phrases and clauses
3. Sentence patterns
4. Mechanics
5. Usage
6. Recurrent errors in student writing
7. Application and mastery of the four levels of sentence analysis

WRITING: Text: Holt Handbook—Fifth Course

1. Compositions: The primary focus will be on the writing in response to literature with emphasis on organizational skills needed for such genres as comparison/contrast, argumentation, interpretation, and definition. Students will also complete some personal essay writing and a research paper. The stages of the writing process (including, prewriting, drafting, revising and editing) will be directly taught and reviewed frequently.
2. Free Writing and Journal Writing: Will be used to promote fluency and to generate ideas for more formal writing assignments.
3. Research and Technology: Students will utilize the library and computer technology to prepare both a written research paper and an oral research presentation.

SPEAKING: Using primary and secondary resources, students will be presenting their ideas orally and in various formats throughout the year, including group presentations, panel discussions, and individual presentations. Emphasis will be placed on learning and utilizing classical speech forms including argumentation, persuasion and debate.

VOCABULARY BUILDING: Vocabulary exercises will be drawn from assigned reading and from the district approved text, Vocabulary from Latin and Greek Roots, Level 5. The focus will be on preparing students for SAT and ACT exams, as well as providing for general vocabulary development.

BEHAVIOR EXPECTATIONS, HOMEWORK POLICIES, TESTING AND GRADING POLICIES--------Please see “Classroom policies and Procedures.”

PARENT/TEACHER CONTACTS: If you would like to speak with me any time during the school year, please leave a phone message for me at 433-5200 ext.1808 or E-mail me at kathryn-stork@scusd.edu. I am available for parent conferences during my prep period and after school. Please feel free to contact me if you have any concerns regarding your student’s behavior, performance, assignments, or attendance in my class.