

South Hadley High School
"A Tradition of Excellence"

We pledge to create a challenging and supportive academic community in which each member strives to develop his/her potential, to become a life-long learner, and to act as a responsible citizen in a diverse and global society.

Advanced Placement English 12 Syllabus

Course Description / Prerequisites			
# 1030 Advanced Placement English 12 (6 credits Full Year)			
<p>Emphasis in the course will be on preparing students to take the Advanced Placement English Literature Test in May. The readings will focus on providing a world literary perspective from the Ancient Greeks through the present. Students will be expected to utilize an extensive speaking and writing vocabulary, be capable of in-depth literary analysis, and lead seminar discussions. Students will be required to successfully complete a research project. In preparation for the start of the school year, students will be expected to complete readings during the summer and submit reflective papers by a pre-determined date.</p> <p>Prerequisite: Students electing this course must be recommended by their Advanced Placement 11 instructor and have maintained a B average in that course. Transfer students or students who did not take AP English 11 will need to successfully complete a two-hour qualifying exam demonstrating appropriate skills in literary analysis and composition.</p>			
Course Objectives / Outcomes / Expectations/ Topics			
Students will			
<ul style="list-style-type: none"> ❖ Identify, analyze, and discuss the components and their interrelationships in works of prose, poetry, and drama. ❖ Identify, analyze, and discuss the intellectual and social implications of literary works. ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment. ❖ Contribute to small and large group discussions and present information orally to the class. ❖ Demonstrate competency when preparing for the Advanced Placement exam. 			
South Hadley High School's Learning Expectations			
<ul style="list-style-type: none"> ❖ LE1: Read, write, and communicate effectively. ❖ LE3: Study and work productively both independently and in groups. ❖ LE4: Demonstrate personal, social, and civic responsibility. ❖ LE5: Acquire, apply, integrate, analyze, and synthesize knowledge. ❖ LE6: Understand, create, appreciate, and critique artistic and literary expression. ❖ LE8: Identify and apply appropriate technologies. 			
Text and Resources Required			
<p>Works will be selected from the following titles:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <i>World Literature</i> (Holt, et al.) <i>Hamilton's Mythology</i> <i>The Odyssey</i> <i>Trojan Women</i> <i>King Lear</i> <i>The Tempest</i> <i>Pride and Prejudice</i> <i>Brave New World</i> <i>Hamlet</i> Poetry from 1600-2003 </td> <td style="width: 50%; vertical-align: top;"> <i>Oedipus Rex, Oedipus at Colonnus, Antigone</i> <i>The Iliad</i> Selections from <i>The Canterbury Tales</i> <i>Doctor Faustus</i> <i>Macbeth</i> <i>Wuthering Heights</i> <i>Nineteen Eighty-four</i> <i>Lord of the Flies</i> <i>Waiting for Godot</i> </td> </tr> </table> <p>Summer Reading - (All 4 Required) <i>The Bean Trees</i> (Kingsolver), <i>The Kite Runner</i> (Hosseini), <i>Tuesdays with Morrie</i> (Albom), <i>A Tale of Two Cities</i> (Dickens)</p>		<i>World Literature</i> (Holt, et al.) <i>Hamilton's Mythology</i> <i>The Odyssey</i> <i>Trojan Women</i> <i>King Lear</i> <i>The Tempest</i> <i>Pride and Prejudice</i> <i>Brave New World</i> <i>Hamlet</i> Poetry from 1600-2003	<i>Oedipus Rex, Oedipus at Colonnus, Antigone</i> <i>The Iliad</i> Selections from <i>The Canterbury Tales</i> <i>Doctor Faustus</i> <i>Macbeth</i> <i>Wuthering Heights</i> <i>Nineteen Eighty-four</i> <i>Lord of the Flies</i> <i>Waiting for Godot</i>
<i>World Literature</i> (Holt, et al.) <i>Hamilton's Mythology</i> <i>The Odyssey</i> <i>Trojan Women</i> <i>King Lear</i> <i>The Tempest</i> <i>Pride and Prejudice</i> <i>Brave New World</i> <i>Hamlet</i> Poetry from 1600-2003	<i>Oedipus Rex, Oedipus at Colonnus, Antigone</i> <i>The Iliad</i> Selections from <i>The Canterbury Tales</i> <i>Doctor Faustus</i> <i>Macbeth</i> <i>Wuthering Heights</i> <i>Nineteen Eighty-four</i> <i>Lord of the Flies</i> <i>Waiting for Godot</i>		

Course Assessments

Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.

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Syllabus for Accelerated English 12

Course Description / Prerequisites		
# 1130 Accelerated English 12 (6 credits Full Year)		
Students selecting this course should have above average writing skills and be versed in peer editing. Emphasis will be on the examination of literature to identify a social versus an individual identity, the search for coping with a negative or a positive Utopia, the interaction between fate and free will, and the quest for conscience by defining truth and justice. The focus will be on dealing with world literature from the Ancient Greeks through the present, and students will be required to successfully complete a research project.		
Course Objectives / Outcomes / Expectations/ Topics		
Students will		
<ul style="list-style-type: none"> ❖ Identify, analyze, and discuss the components and their interrelationships in works of prose, poetry, and drama. ❖ Identify, analyze, and discuss the intellectual and social implications of literary works. ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment. ❖ Contribute to small and large group discussions and present information orally to the class. ❖ Identify common themes prevalent in the literary works discussed in class 		
South Hadley High School's Learning Expectations		
<ul style="list-style-type: none"> ❖ LE1: Read, write, and communicate effectively. ❖ LE3: Study and work productively both independently and in groups. ❖ LE4: Demonstrate personal, social, and civic responsibility. ❖ LE5: Acquire, apply, integrate, analyze, and synthesize knowledge. ❖ LE6: Understand, create, appreciate, and critique artistic and literary expression. ❖ LE8: Identify and apply appropriate technologies. 		
Text and Resources Required		
Works will be selected from the following titles:		
<i>World Literature</i> (Holt, et al.)	<i>Lysistrata</i>	<i>The Odyssey</i>
<i>Oedipus Rex, Oedipus at Colonnus, Antigone</i>		<i>Trojan Women</i>
<i>Medea</i>	Selections from <i>The Canterbury Tales</i>	Selections from <i>The Decameron</i>
<i>Macbeth Hamlet</i>	<i>1984</i>	<i>A Tale of Two Cities</i>
<i>Wuthering Heights</i>	<i>Pride and Prejudice</i>	<i>Nineteen Eighty-four</i>
<i>Brave New World</i>	<i>Lord of the Flies</i>	<i>Robinson Crusoe</i>
Summer Reading- ACCELERATED 12 should select and read 3 of the following books:		
<i>The Bean Trees</i> (Kingsolver)		<i>On Writing: A Memoir of Craft</i> (King)
<i>Dracula</i> (Stoker)		<i>Friday Night Lights</i> (Bissinger)
<i>Maggie Cassidy</i> (Kerouac)		<i>On Her Majesty's Secret Service</i> (Fleming)
Course Assessments		
Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.		

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Syllabus for World Literature

Course Description / Prerequisites
1230 World Literature (6 credits Full Year)
Students will continue to develop their writing skills, oral language and listening skills, and critical and evaluative reading skills. This course will deal with developing an individual as well as a social conscience in the search for truth and justice. The literature selections will include readings from the early Greeks through the present and will reflect the individual's search for a permanent "truth" in a changing world. Emphasis will be placed on the themes of tragedy and the quest.
Course Objectives / Outcomes / Expectations/ Topics
Students will
<ul style="list-style-type: none"> ❖ Identify, analyze, and discuss the components in works of prose, poetry, and drama. ❖ Learn to use literary terms in discussion and writing. ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment. ❖ Contribute to small and large group discussions in an appropriate manner ❖ Read the assigned texts inside and outside of class ❖ Learn to use vocabulary words in discussion and writing
South Hadley High School's Learning Expectations
<ul style="list-style-type: none"> ❖ LE1: Read, write, and communicate effectively. ❖ LE3: Study and work productively both independently and in groups. ❖ LE4: Demonstrate personal, social, and civic responsibility. ❖ LE5: Acquire, apply, integrate, analyze, and synthesize knowledge. ❖ LE6: Understand, create, appreciate, and critique artistic and literary expression. ❖ LE8: Identify and apply appropriate technologies.
Text and Resources Required
<p>Works will be selected from the following titles:</p> <p><i>World Literature</i> (Holt, et al.)</p> <p><i>Macbeth</i> <i>The Taming of the Shrew</i> (excerpt) <i>The Odyssey</i> (excerpt)</p> <p><i>Robinson Crusoe</i> (excerpt) <i>1984</i> (adaptation) <i>Lord of the Flies</i></p> <p><i>Inherit the Wind</i> <i>Brave New World</i> Summer Reading-</p> <p>WORLD LITERATURE should select 2 of the following books:</p> <p><i>The Bean Trees</i> (Kingsolver) <i>On Writing: A Memoir of Craft</i> (King)</p> <p><i>Dracula</i> (Stoker) <i>Friday Night Lights</i> (Bissinger)</p> <p><i>Maggie Cassidy</i> (Kerouac) <i>On Her Majesty's Secret Service</i> (Fleming)</p>
Course Assessments
Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.

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Syllabus for Advanced Placement English 11

Course Description / Prerequisites

1020 Advanced Placement English 11 (6 credits Full Year)

Advanced Placement English is a rigorous program for the highly motivated student who is a sophisticated and highly accomplished writer, one who utilizes an extensive speaking and writing vocabulary, already possesses a wide background of literary experience, is able to make in-depth critical analysis of the literature studied, and has the ability to lead seminar discussions. Students electing this course are expected to prepare for the Advanced Placement Language Exam. Students must have a B+ average in their Grade 10 English class plus the previous English teacher's recommendation to be considered for the class. Students must pass a two-hour written exam to qualify for the class; transfer students will be expected to submit a portfolio of sample work for review before placement. Students will be expected to maintain a minimum B average each semester; failure to do so will result in student reassignment. The course will deal with American literature from 1680 through the present and will require the successful completion of a research project. Students will be expected to complete readings during the summer and submit reflective papers by a pre-determined date.

Course Objectives / Outcomes / Expectations/ Topics

Students will

- ❖ Identify, analyze, and discuss literary components of short stories, poems, plays, and novels.
- ❖ Identify connotations, correct use of words in the vocabulary program
- ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment.
- ❖ Contribute to small and large group discussions and present information orally to the class.
- ❖ Recognize the historical context of works.
- ❖ Demonstrate the correct use of grammar concepts.

South Hadley High School's Learning Expectations

- ❖ **LE1:** Read, write, and communicate effectively.
- ❖ **LE3:** Study and work productively both independently and in groups.
- ❖ **LE4:** Demonstrate personal, social, and civic responsibility.
- ❖ **LE5:** Acquire, apply, integrate, analyze, and synthesize knowledge.
- ❖ **LE6:** Understand, create, appreciate, and critique artistic and literary expression.
- ❖ **LE8:** Identify and apply appropriate technologies

Text and Resources Required

Works will be selected from the following titles:
The Great Gatsby, The Scarlet Letter, Moby Dick, The Awakening, The Crucible, Of Mice and Men, The Bluest Eye, The House on Mango Street

Summer Reading (All 3 Required):

House Made of Dawn (Momaday), *Black Boy* (Wright), *O, Pioneers* (Cather)

Course Assessments

Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.

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Syllabus for Accelerated English 11

Course Description / Prerequisites								
# 1120 Accelerated English 11(6 credits Full Year)								
Students selecting this course should have above average writing skills and should be versed in peer editing. Students will read many complete works by American authors. Emphasis will be on identifying an American style of writing, analyzing its impact on and from historical events, interpreting the quest for the American Dream, and establishing the criteria of the American tragedy. The course will deal with American literature from 1680 through the present and will require the successful completion of a research project.								
Course Objectives / Outcomes / Expectations/ Topics								
Students will								
<ul style="list-style-type: none"> ❖ Identify, analyze, and discuss literary components of short stories, poems, plays, and novels. ❖ Identify connotations, correct use of words in the vocabulary program ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment. ❖ Contribute to small and large group discussions and present information orally to the class. ❖ Recognize the historical context of works. ❖ Demonstrate the correct use of grammar concepts. 								
South Hadley High School's Learning Expectations								
<ul style="list-style-type: none"> ❖ LE1: Read, write, and communicate effectively. ❖ LE3: Study and work productively both independently and in groups. ❖ LE4: Demonstrate personal, social, and civic responsibility. ❖ LE5: Acquire, apply, integrate, analyze, and synthesize knowledge. ❖ LE6: Understand, create, appreciate, and critique artistic and literary expression. ❖ LE8: Identify and apply appropriate technologies 								
Text and Resources Required								
Works will be selected from the following titles: <i>American Experience</i> (Prentice Hall) plus additional works by included authors <i>Four American Novels</i> (<i>The Scarlet Letter, Billy Budd, The Great Gatsby, Death of a Salesman</i>)								
Summer Reading: ACCELERATED 11 should select and read 3 of the following books:								
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Into the Wild</i> (Krakauer)</td> <td style="width: 50%;"></td> </tr> <tr> <td><i>The Secret Life of Bees</i> (Kidd)</td> <td><i>The Lovely Bones</i> (Sebold)</td> </tr> <tr> <td><i>Eleven Seconds</i> (Roy and Swift)</td> <td><i>The Glass Menagerie</i> (Williams)</td> </tr> <tr> <td><i>The Sun Also Rises</i> (Hemingway)</td> <td><i>When I Was Puerto Rican</i> (Santiago)</td> </tr> </table>	<i>Into the Wild</i> (Krakauer)		<i>The Secret Life of Bees</i> (Kidd)	<i>The Lovely Bones</i> (Sebold)	<i>Eleven Seconds</i> (Roy and Swift)	<i>The Glass Menagerie</i> (Williams)	<i>The Sun Also Rises</i> (Hemingway)	<i>When I Was Puerto Rican</i> (Santiago)
<i>Into the Wild</i> (Krakauer)								
<i>The Secret Life of Bees</i> (Kidd)	<i>The Lovely Bones</i> (Sebold)							
<i>Eleven Seconds</i> (Roy and Swift)	<i>The Glass Menagerie</i> (Williams)							
<i>The Sun Also Rises</i> (Hemingway)	<i>When I Was Puerto Rican</i> (Santiago)							
Course Assessments								
Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.								

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Syllabus for American Literature 11

Course Description / Prerequisites
1220 American Literature 11 (6 credits Full Year)
The course will concentrate on American literature from 1680 through the present. Students will focus on representative writers who reflect the changing American experience. Students develop their ability to understand and interpret literature in relation to their own experience, historical context, and major themes such as the American Dream. Students refine their skills as effective writers and further develop the capacity to write about literature. Students will be expected to complete a successful research project.
Course Objectives / Outcomes / Expectations/ Topics
Students will <ul style="list-style-type: none">❖ Identify, analyze, and discuss literary components of short stories, poems, plays, and novels.❖ Identify connotations, correct use of words in the vocabulary program❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment.❖ Contribute to small and large group discussions and present information orally to the class.❖ Recognize the historical context of works.❖ Demonstrate the correct use of grammar concepts.
South Hadley High School's Learning Expectations
<ul style="list-style-type: none">❖ LE1: Read, write, and communicate effectively.❖ LE3: Study and work productively both independently and in groups.❖ LE4: Demonstrate personal, social, and civic responsibility.❖ LE5: Acquire, apply, integrate, analyze, and synthesize knowledge.❖ LE6: Understand, create, appreciate, and critique artistic and literary expression.❖ LE8: Identify and apply appropriate technologies
Text and Resources Required
Works will be selected from the following titles: <i>American Experience</i> (Prentice Hall) plus additional works by included authors <i>The Great Gatsby</i> <i>The House on Mango Street</i> <i>Of Mice and Men</i> <i>The Crucible</i>
Summer Reading- AMERICAN LITERATURE 11 should select and read 2 of the following books: <i>Into the Wild</i> (Krakauer) <i>The Secret Life of Bees</i> (Kidd) <i>The Lovely Bones</i> (Sebold) <i>Eleven Seconds</i> (Roy and Swift) <i>The Glass Menagerie</i> (Williams) <i>The Sun Also Rises</i> (Hemingway) <i>When I Was Puerto Rican</i> (Santiago)
Course Assessments
Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.

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Syllabus for Accelerated English 10

<p>Course Description / Prerequisites # 1110 Accelerated English 10 (6 credits Full Year)</p>
<p>Highly motivated students selecting this course must have demonstrated a mastery of composition skills, must be self-reliant and capable of working independently as well as in small groups, and should be able to set and maintain objectives. Students will examine, in detail, the role of the individual in society by analyzing poems, novels, plays, and short stories of both American and European authors and by enlarging their critical skill base. Students will engage in frequent expository writing assignments on a number of literary and non-literary topics. Students must be able to demonstrate skills in preparing and presenting a research project. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year.</p>
<p>Course Objectives / Outcomes / Expectations/ Topics</p>
<p>Students will</p> <ul style="list-style-type: none"> ❖ Identify, analyze, and discuss the components in works of prose, poetry, and drama. ❖ Learn to use literary terms in discussion and writing. ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment. ❖ Contribute to small and large group discussions in an appropriate manner ❖ Read the assigned texts inside and outside of class ❖ Learn to use vocabulary words in discussion and writing
<p>South Hadley High School's Learning Expectations</p> <ul style="list-style-type: none"> ❖ LE1: Read, write, and communicate effectively. ❖ LE3: Study and work productively both independently and in groups. ❖ LE4: Demonstrate personal, social, and civic responsibility. ❖ LE5: Acquire, apply, integrate, analyze, and synthesize knowledge. ❖ LE6: Understand, create, appreciate, and critique artistic and literary expression. ❖ LE8: Identify and apply appropriate technologies.
<p>Text and Resources Required</p>
<p>Works will be selected from the following titles: <i>Night Animal Farm The Merchant of Venice The Moon is Down A Raisin in the Sun Catcher in the Rye Gulliver's Travels All Quiet on the Western Front Flowers for Algernon Warriner's Grammar Vocabulary for the College Bound Student</i> Selected short stories and poems MCAS preparation booklets</p>
<p>Summer Reading- ACCELERATED 10 should select and read 3 of the following books: <i>Frankenstein (Shelley) My Sister's Keeper (Picoult) In These Girls, Hope Is a Muscle (Blais) The Color of Water (McBride)</i></p>
<p>Course Assessments</p>
<p>Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.</p>

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Syllabus for College English 10

Course Description / Prerequisites
1210 College English 10 (6 credits Full Year)
Students will be actively engaged in developing critical reading skills, writing skills, oral language and listening skills. Students selecting this course will examine, in detail, the role of the individual in society by analyzing poems, novels, plays, and short stories of both American and European authors and by enlarging their critical skill base. Students will continue to work on expository writing skills. They will also be required to demonstrate their skills by presenting a research project. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year.
Course Objectives / Outcomes / Expectations/ Topics
Students will
<ul style="list-style-type: none"> ❖ Identify, analyze, and discuss the components in works of prose, poetry, and drama. ❖ Learn to use literary terms in discussion and writing. ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment. ❖ Contribute to small and large group discussions in an appropriate manner ❖ Read the assigned texts inside and outside of class ❖ Learn to use vocabulary words in discussion and writing
South Hadley High School's Learning Expectations
<ul style="list-style-type: none"> ❖ LE1: Read, write, and communicate effectively. ❖ LE3: Study and work productively both independently and in groups. ❖ LE4: Demonstrate personal, social, and civic responsibility. ❖ LE5: Acquire, apply, integrate, analyze, and synthesize knowledge. ❖ LE6: Understand, create, appreciate, and critique artistic and literary expression. ❖ LE8: Identify and apply appropriate technologies.
Text and Resources Required
<p>Works will be selected from the following titles: <i>Night Animal Farm The Merchant Of Venice The Moon is Down A Raisin in the Sun</i> <i>Catcher in the Rye A Separate Peace Gulliver's Travels</i> <i>All Quiet on the Western Front Flowers for Algernon</i> <i>Warriner's Grammar Vocabulary for the College Bound Student</i> Selected Short Stories and poems MCAS preparation booklets</p> <p>Summer Reading- COLLEGE 10 should select and read 2 of the following books: <i>Frankenstein</i> (Shelley) <i>My Sister's Keeper</i> (Picoult) <i>In These Girls, Hope Is a Muscle</i> (Blais) <i>The Color of Water</i> (McBride)</p>
Course Assessments
Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.

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Syllabus for Core English 10

<p>Course Description / Prerequisites # 1212 Standard English 10 (6 credits Full Year)</p>
<p>Students will be actively engaged in developing critical reading skills, writing skills, and oral language and listening skills. Emphasis will not only be on American and European literature and its effect upon culture and value development but also on the application of skills to demonstrate and to communicate across the high school spectrum. Students will be required to demonstrate their skills in presenting a research project. Preparation for the Grade 10 MCAS English Language Arts Test will be emphasized throughout the year.</p>
<p>Course Objectives / Outcomes / Expectations/ Topics</p> <p>Students will</p> <ul style="list-style-type: none"> ❖ Identify, analyze, and discuss the components and their interrelationships in the works of prose, poetry, and drama. ❖ Identify, analyze, and discuss the intellectual and social implications of literary works. ❖ Write with detail, organization, and clarity using writing conventions appropriate to the assignment. ❖ Contribute to small and large group discussions and present information orally to the class. ❖ Demonstrate competency when preparing for the MCAS exam.
<p>South Hadley High School's Learning Expectations</p> <ul style="list-style-type: none"> ❖ LE1: Read, write, and communicate effectively. ❖ LE3: Study and work productively both independently and in groups. ❖ LE4: Demonstrate personal, social, and civic responsibility. ❖ LE5: Acquire, apply, integrate, analyze, and synthesize knowledge. ❖ LE6: Understand, create, appreciate, and critique artistic and literary expression. ❖ LE8: Identify and apply appropriate technologies.
<p>Text and Resources Required</p> <p>Works will be selected from the following titles: <i>Designs in Fiction Animal Farm The Moon is Down All Quiet on the Western Front</i> <i>The Adventures of Huck Finn One Day in the life of Ivan Denisovich The Catcher in the Rye</i> <i>The Merchant of Venice A Raisin in the Sun Designs in Poetry Nonfiction Unit</i> Other texts: <i>Vocabulary for the College Bound</i></p> <p>Summer Reading- CORE 10 should select and read 1 of the following books: <i>Frankenstein</i> (Shelley) <i>My Sister's Keeper</i> (Picoult) <i>In These Girls, Hope Is a Muscle</i> (Blais) <i>The Color of Water</i> (McBride)</p>
<p>Course Assessments</p> <p>Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.</p>

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Syllabus for Accelerated English 9

<p>Course Description / Prerequisites # 1100 Accelerated English 9 (6 credits Full Year)</p>
<p>Highly motivated students selecting this course must be reading at or above grade level and must be able to write multi-paragraph essays with full introductions and conclusions. Students must also demonstrate a solid understanding of Standard English conventions. Students may be asked to demonstrate a skill base from previous writing found in their portfolios. Emphasis will be on expository writing. The class will cover a range of literature from the novel and the short story to the play and poem. Students will develop and exhibit skills consistent with preparing a research project.</p>
<p>Course Objectives / Outcomes / Expectations/ Topics</p>
<p>Students will</p> <ul style="list-style-type: none"> ❖ Identify, analyze and discuss the components and their interrelationships in works of prose, poetry, and drama. ❖ Identify, analyze, and discuss the intellectual and social implications of literary works. ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment. ❖ Contribute to small and large group discussions and present information orally to the class.
<p>South Hadley High School's Learning Expectations</p> <ul style="list-style-type: none"> ❖ LE1 : Read, write, and communicate effectively ❖ LE3 : Study and work productively both independently and in groups ❖ LE4 : Demonstrate personal, civic, and social responsibility ❖ LE5 : Acquire, apply, integrate, analyze, and synthesize knowledge ❖ LE6 : Understand, create, appreciate, and critique artistic and literary expression ❖ LE8 : Identify and apply appropriate technologies
<p>Text and Resources Required</p> <p>Works will be selected from the following titles: <i>Timeless Voices, Timeless Themes:Gold Farewell to Manzanar The Contender The Pearl Romeo and Juliet The Old Man and the Sea To Kill a Mockingbird Norse Mythology Selected short stories and poems</i> Other texts: <i>Word Wealth, Warriner's Grammar, Vocabulary Workshop D</i></p> <p>Summer reading - ACCELERATED 9 should select and read 3 of the following books: <i>The Contender</i> (Lipsyte) <i>How Angel Peterson Got His Name</i> (Paulsen) <i>Fever 1793</i> (Anderson) <i>Briar Rose</i> (Yolen) <i>Ender's Game</i> (Card)</p>
<p>Course Assessments</p> <p>Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.</p>

South Hadley High School
"A Tradition of Excellence"

We pledge to create a challenging and supportive academic community in which each member strives to develop his/her potential, to become a life-long learner, and to act as a responsible citizen in a diverse and global society.

Syllabus for College English 9

Course Description / Prerequisites
1200 College English 9 (6 credits Full Year)
Students should be reading at grade level and should be able to write multi-paragraph essays complete with thesis statements and topic sentences. Students will receive practice in advanced grammatical constructions beyond the 8 basic parts of speech. The class will cover a range of literature from the novel and the short story to the play and poem. Students will develop and exhibit skills consistent with preparing a research project.
Course Objectives / Outcomes / Expectations/ Topics
<p>Students will</p> <ul style="list-style-type: none"> ❖ Identify, analyze and discuss the components and their interrelationships in works of prose, poetry, and drama ❖ Identify, analyze, and discuss the intellectual and social implications of literary works ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment ❖ Contribute to small and large group discussions and present information orally to the class
South Hadley High School's Learning Expectations
<ul style="list-style-type: none"> ❖ LE1 : Read, write, and communicate effectively ❖ LE3 : Study and work productively both independently and in groups ❖ LE4 : Demonstrate personal, civic, and social responsibility ❖ LE5 : Acquire, apply, integrate, analyze, and synthesize knowledge ❖ LE6 : Understand, create, appreciate, and critique artistic and literary expression ❖ LE8 : Identify and apply appropriate technologies
Text and Resources Required
<p>Works will be selected from the following titles: <i>Timeless Voices, Timeless Themes:Gold Farewell to Manzanar The Contender The Pearl Romeo and Juliet The Old Man and the Sea To Kill a Mockingbird Norse Mythology Selected short stories and poems</i> Other texts: <i>Word Wealth, Warriner's Grammar, Vocabulary Workshop D</i></p> <p>Summer Reading - COLLEGE 9 should select and read 2 of the following books: <i>The Contender</i> (Lipsyte) <i>How Angel Peterson Got His Name</i> (Paulsen) <i>Fever 1793</i> (Anderson) <i>Briar Rose</i> (Yolen) <i>Ender's Game</i> (Card)</p>
Course Assessments
Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.

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Syllabus for Core English 9

Course Description / Prerequisites
1202 Standard English 9 (6 credits Full Year)
Students selecting this course will be preparing to enter a four or a two-year college, a post-secondary training environment, or a specific career field. Students will work actively to develop critical reading skills, writing skills, oral language and listening skills, and study skills. The course will be more application-oriented and will include a wider variety of formats in which to present a final product.
Course Objectives / Outcomes / Expectations/ Topics
Students will <ul style="list-style-type: none"> ❖ Identify, analyze and discuss the components and their interrelationships in works of prose, poetry, and drama ❖ Identify, analyze, and discuss the intellectual and social implications of literary works ❖ Write with detail, organization, and clarity, using writing conventions appropriate to the assignment ❖ Contribute to small and large group discussions and present information orally to the class
South Hadley High School's Learning Expectations
<ul style="list-style-type: none"> ❖ LE1 : Read, write, and communicate effectively ❖ LE3 : Study and work productively both independently and in groups ❖ LE4 : Demonstrate personal, civic, and social responsibility ❖ LE5 : Acquire, apply, integrate, analyze, and synthesize knowledge ❖ LE6 : Understand, create, appreciate, and critique artistic and literary expression ❖ LE8 : Identify and apply appropriate technologies
Text and Resources Required
Works will be selected from the following titles: <i>Timeless Voices, Timeless Themes:Gold Farewell to Manzanar The Contender The Pearl Romeo and Juliet The Old Man and the Sea To Kill a Mockingbird Norse Mythology</i> Selected short stories and poems Other texts: <i>Word Wealth, Warriner's Grammar, Vocabulary Workshop D</i>
Summer Reading- CORE 9 should select and read 1 of the following books: <i>The Contender</i> (Lipsyte) <i>How Angel Peterson Got His Name</i> (Paulsen) <i>Fever 1793</i> (Anderson) <i>Briar Rose</i> (Yolen) <i>Ender's Game</i> (Card)
Course Assessments
Students are required to complete (1) assessments on the assigned summer reading books, (2) a critical/research project within the guidelines and time frame established by the teacher, and (3) a final examination that will be weighted 1/9 of the final course grade.