

# English A

## I. Grammar

Students should be able to understand parts of speech and basic sentence patterns and to apply relevant concepts to their own writing.

### Standard 1

The student should be able to recognize, identify, and distinguish nouns and pronouns

#### Objectives

- ◆ To identify nouns
- ◆ To distinguish among collective, compound, common, and proper nouns
- ◆ To recognize the antecedent of a pronoun
- ◆ To distinguish among personal, demonstrative, relative, interrogative, and indefinite pronouns

### Standard 2

The student should be able to identify and distinguish verbs and verb phrases.

#### Objectives

- ◆ To identify action verbs
- ◆ To identify transitive and intransitive verbs
- ◆ To identify forms of the verb be as linking verbs and other linking verbs
- ◆ To distinguish between action verbs and linking verbs
- ◆ To identify helping verbs as part of a verb phrase
- ◆ To recognize forms of the verb be and other helping verbs
- ◆ To recognize verb phrases

### Standard 3

The student should be able to distinguish, understand, and use different types of adjectives and adverbs as modifying agents in a sentence.

#### Objectives

- ◆ To understand the way adjectives modify nouns and pronouns
- ◆ To distinguish between definite and indefinite articles
- ◆ To identify nouns used as adjectives
- ◆ To recognize proper and compound adjectives

- ◆ To recognize pronouns used as possessive, demonstrative, interrogative, and indefinite adjectives
- ◆ To understand the way adverbs modify verbs
- ◆ To understand the way adverbs modify adjectives and adverbs
- ◆ To understand the way adjectives modify nouns and pronouns
- ◆ To distinguish between adjectives and adverbs
- ◆ To use adjectives and adverbs appropriately

## Standard 4

The student should be able to recognize and identify prepositions, prepositional phrases, and their uses in sentences.

### Objectives

- ◆ To recognize prepositions in sentences
- ◆ To recognize compound prepositions in sentences
- ◆ To identify prepositional phrases in sentences
- ◆ To recognize a preposition used as an adverb

## Standard 5

The student should be able to understand, recognize, and use conjunctions and interjections.

### Objectives

- ◆ To understand, recognize, and use coordinating conjunctions
- ◆ To understand, recognize, and use correlative conjunctions
- ◆ To understand, recognize, and use subordinating conjunctions
- ◆ To understand, recognize, and use interjections

## II. Usage

Students should be able to recognize and analyze both in their writing and in other works of literature appropriate models of effective English usage.

### Standard 6

The student should be able to recognize, identify and use basic sentence parts.

#### Objectives

- ◆ To recognize and use subjects and verbs to express complete thoughts
- ◆ To recognize and identify complements in subjects and predicates

### Standard 7

The student should be able to identify, classify, and use phrases and clauses.

#### Objectives

- ◆ To identify and use prepositional phrases
- ◆ To identify and use appositive phrases
- ◆ To identify and use verbal phrases
- ◆ To recognize and use subordinate and independent clauses, including adjective and adverb clauses
- ◆ To classify sentence structure as simple, compound, complex, or compound-complex

### Standard 8

The student should be able to identify and learn the functions of sentences and their parts to write effective sentences as well as to identify and correct common grammatical errors at sentence level.

#### Objectives

- ◆ To identify the function and end punctuation of declarative, interrogative, imperative, and exclamatory sentences
- ◆ To combine sentences by using a compound subject, verb, or object
- ◆ To combine sentences by changing one to a subordinate clause or a phrase
- ◆ To vary sentence length
- ◆ To vary sentence beginnings with different parts of speech or subject-verb order
- ◆ To identify sentence fragments
- ◆ To identify phrases as fragments
- ◆ To identify subordinate clauses as fragments
- ◆ To identify run-on sentences

- ◆ To correct run-ons with end marks
- ◆ To identify misplaced modifiers
- ◆ To learn to revise sentences with misplaced modifiers
- ◆ To identify and correct common usage problems

## Standard 9

The student should be able to recognize, locate, identify and understand active and passive indicative verb tenses as well as to learn to identify and correct some basic verb usage problems to enhance reading and writing skills.

### Objectives

- ◆ To identify the four principal parts of verbs
- ◆ To understand how to form the past participle of regular verbs
- ◆ To know how to form the past participle of irregular verbs
- ◆ To demonstrate knowledge of past tense and past participle of irregular verbs
- ◆ To demonstrate understanding of basic and progressive forms of tenses
- ◆ To demonstrate understanding of conjugation of regular and irregular verbs in six tenses
- ◆ To understand progressive forms of verbs
- ◆ To know how to conjugate progressive forms of verbs
- ◆ To identify and use correctly active and passive voice
- ◆ To demonstrate how to form a passive verb phrase
- ◆ To understand the need to use the active voice whenever possible
- ◆ To demonstrate knowledge of how and when to use the passive voice
- ◆ To demonstrate knowledge of forms of troublesome verbs

## Standard 10

The student should be able to understand, recognize, and correctly use personal pronouns and their cases in a sentence.

### Objectives

- ◆ To understand and recognize the nominative, objective, and possessive cases
- ◆ To use correctly the nominative case for the subject of a verb and a predicate pronoun
- ◆ To use correctly the objective case for a direct object, indirect object, and an object of a preposition
- ◆ To use correctly the possessive case for pronouns that show ownership
- ◆ To use correctly *who* and *whom*
- ◆ To write with increasing accuracy when using pronoun case

## Standard 11

The student should get a grasp of the rules of agreement to determine its correct usage at different levels in a sentence.

### Objectives

- ◆ To recognize the number of nouns and pronouns
- ◆ To recognize the number of verbs
- ◆ To determine agreement with singular and plural subjects
- ◆ To determine agreement with compound subjects
- ◆ To determine agreement in sentences with unusual word order and with indefinite pronouns
- ◆ To determine agreement between personal pronouns and antecedents
- ◆ To avoid shifts in person and number
- ◆ To determine agreement between personal and indefinite pronouns

## Standard 12

The student should be able to understand the rules of the different degrees of modifiers and use them correctly as well as to identify and correct mistakes related to the usage of modifiers.

### Objectives

- ◆ To understand how to form the comparative and superlative degrees of one-or two-syllable modifiers
- ◆ To use more and most to form comparative and superlative forms of modifiers of three or more syllables
- ◆ To memorize comparative and superlative forms of irregular modifiers
- ◆ To understand the rules for using the comparative and superlative degrees
- ◆ To understand the rules of balanced comparisons
- ◆ To understand the rule of using other and else in comparing a member of a group to the rest of the group
- ◆ To demonstrate knowledge of forms of troublesome adjectives and adverbs

## III. Mechanics

Students should master the conventions of capitalization, punctuation, and spelling, and apply them accurately in their own writing.

## Standard 13

The student should be able to understand and correctly use the rules of punctuation in order to apply them in writing.

## Objectives

- ◆ To understand the correct usage of end marks, including periods, question marks, and exclamation points
- ◆ To understand the correct usage of commas, semicolons, and colons
- ◆ To understand the correct usage for quotation marks, underlining, and italics
- ◆ To understand the correct usage of hyphens and apostrophes
- ◆ To capitalize and punctuate correctly
- ◆ To clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation
- ◆ To write with increasing accuracy when using apostrophes in contractions and possessives

## Standard 14

The student should be able to understand and correctly use the rules of capitalization and apply them in writing.

## Objectives

- ◆ To understand the rules of capitalizing the first word in sentences
- ◆ To capitalize the first word in a quotation
- ◆ To capitalize the pronoun *I*
- ◆ To capitalize all proper nouns
- ◆ To capitalize each part of a person's full name
- ◆ To capitalize geographical names
- ◆ To capitalize the names of specific events and times
- ◆ To capitalize the names of various organizations, nationalities, and languages
- ◆ To capitalize religious references
- ◆ To capitalize most proper adjectives
- ◆ To capitalize a person's title
- ◆ To capitalize the first word and all other important words in titles of works
- ◆ To capitalize the first word in letter salutations and closings

# Literature A

## Standard 1

The student will acquire a good grasp of the more formal aspects of fiction within the context of the short story.

### Objectives

- ◆ To develop vocabulary and word identification skills
- ◆ To use a variety of reading strategies to comprehend a short story
- ◆ To get familiar with the basic vocabulary surrounding short stories: setting, plot, characters (main and secondary), theme (identification per se and classification as explicit or implicit), conflict (identification per se and classification as internal, external, or both), rising action, climax, falling action, resolution, point of view (identification per se and appreciation of the differences between telling a story from an involved perspective and telling it from a detached perspective)
- ◆ To express and support responses to the text.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures.
- ◆ To increase knowledge of the rules of grammar and usage

## Standard 2

The student should be able to read, comprehend, and interpret a short story and analyze setting

### Objectives

- ◆ To develop vocabulary and word identification skills.
- ◆ To use a variety of reading strategies to comprehend a short story.
- ◆ To express and support responses to the text.
- ◆ To analyze literary elements, and in this story more especially, that of setting and historical setting.
- ◆ To take advantage of the previous item and appreciate differences within fiction: one might find realistic, historical settings that make a story likely to take place and, in that sense, very close to non-fiction.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of the historical context in which this story is told: the American Civil War.
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 3

The student should be able to read, comprehend, analyze, and interpret a mystery short story focusing on basic elements of suspense.

### Objectives

- ◆ To develop vocabulary and word identification skills
- ◆ To use a variety of reading strategies to read, comprehend, and interpret mystery short stories.
- ◆ To express and support responses to the text.
- ◆ To analyze literary elements, and in this story more especially, that of foreshadowing and suspense in a plot.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures: learning about England at the turn of the nineteenth century.
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 4

The student should be able to read, comprehend, analyze, and interpret a first-person short story.

### Objectives

- ◆ To develop vocabulary and word identification skills.
- ◆ To use a variety of reading strategies to comprehend a first-person short story written as a diary.
- ◆ To express and support responses to the text.
- ◆ To analyze literary elements, and in this story more especially, those of characterization and point of view.
- ◆ To appreciate advantages and disadvantages in telling a story from a first-person point of view.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures: understanding minds unlike our own; how far can science go in the realm of the human spirit? How do we measure intelligence?
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 5

The student should be able to read, comprehend, analyze, and interpret a science fiction short story.

### Objectives

- ◆ To develop vocabulary and word identification skills.
- ◆ To use a variety of reading strategies to comprehend a science fiction short story
- ◆ To express and support responses to the text.



- ◆ To analyze literary elements, and in this story more especially, those of a science fiction short story.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures: what do we know of outer space?
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 6

The student should acquire an understanding of nonfiction through short and long works such as the autobiography and the essay.

### Objectives

- ◆ To read nonfiction selections
- ◆ To apply a variety of reading strategies for reading nonfiction, appropriate for reading these selections.
- ◆ To recognize literary elements used in these selections.
- ◆ To increase vocabulary.
- ◆ To learn elements of grammar and usage.
- ◆ To write in a variety of modes about situations based on the selections.
- ◆ To develop speaking and listening skills, by completing activities.

## Standard 7

The student should be able to read, comprehend, and interpret a reflective essay.

### Objectives

- ◆ To develop vocabulary and word identification skills.
- ◆ To use a variety of reading strategies to comprehend a reflective essay.
- ◆ To express and support responses to the text.
- ◆ To analyze reflective essay elements, and in this story more especially, that of the vignette.
- ◆ To imitate this type of essay.
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 8

The student should be able to read, comprehend, and interpret an informative essay.

### Objectives

- ◆ To develop vocabulary and word identification skills.

- ◆ To use a variety of reading strategies to comprehend an informative essay.
- ◆ To take advantage of this reading assignment to compare it to the former in terms of identifying, analyzing, and appreciating objective vs. subjective approaches in essay writing.
- ◆ To express and support responses to the text.
- ◆ To analyze non-fiction essay elements, and in this story more especially, that of the informative essay.
- ◆ To imitate this type of essay
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 9

The student should be able to read, comprehend, and interpret a travel essay.

### Objectives

- ◆ To develop vocabulary and word identification skills.
- ◆ To use a variety of reading strategies to comprehend a travel essay.
- ◆ To imitate this type of essay.
- ◆ To express and support responses to the text.
- ◆ To analyze literary elements, and in this essay more especially, those of description, tone, and irony.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures.
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 10

The student should be able to read, comprehend, and interpret an autobiographical slave narrative.

### Objectives

- ◆ To develop vocabulary and word identification skills.
- ◆ To use a variety of reading strategies to comprehend a short story.
- ◆ To express and support responses to the text.
- ◆ To analyze literary elements, and in this story more especially, that of autobiography within the context of slave narrative.
- ◆ To plan, prepare, organize, and present interpretations.
- ◆ To appreciate the challenges this genre presents with regards to (1) reconciling the factual, historical events with the emotional, personal responses of the author as both an observer and a participant of such events (2) identifying the purpose as the dramatic example an individual sets to trigger an unprecedented social response, but also, as the more subjective and at times unconscious need to express one's feelings and emotions to a receptive audience.

- ♦ To increase knowledge of other cultures and to connect common elements across cultures: slavery and abolitionism in the U.S. during the second half of the nineteenth century.
- ♦ To increase knowledge of the rules of grammar and usage.

## Standard 11

The student should be able to read and appreciate poetry, both through its objective and subjective elements, as well as to experiment with the genre.

### Objectives

- ♦ To read poetry
- ♦ To apply a variety of reading strategies, particularly strategies for reading poetry, appropriate for reading these selections.
- ♦ To recognize literary elements used in these selections.
- ♦ To increase vocabulary
- ♦ To learn elements of grammar and usage.
- ♦ To write in a variety of modes about situations based on the selections.
- ♦ To develop speaking and listening skills by completing activities.

## Standard 12

The student should be able to read, comprehend, and interpret a narrative poem.

### Objectives

- ♦ To develop vocabulary and word identification skills.
- ♦ To use a variety of reading strategies to comprehend a narrative poem.
- ♦ To express and support responses to the text.
- ♦ To analyze literary elements, and in this story more especially, that of characterization.
- ♦ To plan, prepare, organize, and present literary interpretations.
- ♦ To increase knowledge of other cultures and to connect common elements across cultures: the American Revolutionary War.

## Standard 13

The student should be able to read, comprehend, and interpret a soliloquy as a type of dramatic poetry.

### Objectives

- ♦ To develop vocabulary and word identification skills
- ♦ To use a variety of reading strategies to introduce students to Shakespearean versification.

- ◆ To express and support responses to the text.
- ◆ To analyze literary elements, and in this story more especially, that of a soliloquy.
- ◆ To appreciate the persuasive appeal as a rhetorical strategy as well as the insight into human relationships.
- ◆ To understand a soliloquy as an important element in tragedy, some of which basic notions will be provided.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures: England and the War of the Roses.
- ◆ To memorize and represent the soliloquy.
- ◆ To imitate and write a soliloquy.
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 14

The student should be able to read, comprehend, and interpret a novel, recognizing it as a type of fiction that expands the short story and yet possesses distinct peculiarities.

### Objectives

- ◆ To develop vocabulary and word identification skills
- ◆ To use a variety of reading strategies to comprehend a novel applying what has been learned about short stories as well as distinguishing what elements make a novel different from a short story.
- ◆ To express and support responses to the text.
- ◆ To analyze literary elements
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures
- ◆ To increase knowledge of the rules of grammar and usage

## Standard 15

The student should be able to read, comprehend, and interpret the novel as an extension of the short story.

### Objectives

- ◆ To develop vocabulary and word identification skills
- ◆ To use a variety of reading strategies to comprehend a novel applying what has been learned about short stories as well as distinguishing what elements make a novel different from a short story.
- ◆ To express and support responses to the text.

- ◆ To analyze literary elements, and in this story more especially, that of plot.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures:  
Britain at the turn of the nineteenth century, a vision from the West.
- ◆ To increase knowledge of the rules of grammar and usage.

## Standard 16

The student should be able to read, comprehend, and interpret a novel in its distinctive qualities.

### Objectives

- ◆ To develop vocabulary and word identification skills
- ◆ To use a variety of reading strategies to comprehend a novel applying what has been learned about short stories as well as distinguishing what elements make a novel different from a short story.
- ◆ To express and support responses to the text.
- ◆ To analyze literary elements, and genres, and in this story more especially, those of conflict and elements of the picaresque.
- ◆ To plan, prepare, organize, and present literary interpretations.
- ◆ To increase knowledge of other cultures and to connect common elements across cultures:  
Britain at the turn of the nineteenth century: the British Empire and the conflict between the East and the West.
- ◆ To increase knowledge of the rules of grammar and usage.