

SALINE AREA SCHOOLS

COURSE OUTCOMES

LITERATURE 7

1. Recognize and identify various genres of literature.
 - a. Categorize and classify excerpts from literary selections according to genres.
 - b. List the identifying characteristics of each genre.
 - c. Identify examples of figurative language.
 - d. Define and recognize literary devices.

2. Critically evaluate the quality of literary works.
 - a. Interpret the authors' purposes.
 - b. Critically evaluate selections using established criteria.
 - c. Compare and contrast, identify problem/solution, and judge the works according to their past experiences.
 - d. Support their opinions and evaluations.

3. Compose samples of genres and write critical responses to selections read.
 - a. Identify characteristics of genres and incorporate into original samples.
 - b. Establish organizational patterns of writing to convey an understanding of selections read.

4. Demonstrate an appreciation of the various forms of literature and the authors' messages.
 - a. Form opinions about the selections read.
 - b. Initiate reading for personal enjoyment.

Enabling Skills

- 1) Distinguish one literary genre from another (poetry, fables, myths, folk tales, short stories, drama, and the novel).
- 2) Identify characteristics of each genre.
- 3) Read to find examples of figurative language (metaphor, simile, personification, hyperbole, etc.)
- 4) Read to find examples of literary devices (irony, satire, etc.).

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COURSE OUTCOMES

LITERATURE 8

1. Recognize and identify characteristics and genres of literature.
 - a. Identify examples of figurative language.
 - b. Categorize genres of literature.
 - c. Define literary devices.
 - d. Identify literary devices.

Task: Students will read literature grouped by genres.

Enabling Skills for Short Story - The student will need to know:

- 1) Elements of a short story.
 - setting
 - plot
 - character
 - theme
- 2) Literary devices used by authors.
 - flashback
 - allusion
 - point of view
 - surprise ending
 - foreshadowing
- 3) How figurative language implies meaning.
- 4) How to determine prose.
- 5) Subcategories
 - science fiction
 - fantasy
 - historical fiction

Enabling Skills for Poetry - The student will need to know:

- 1) How to determine if writing is verse.
 - stanza
 - lines
- 2) Literary sound devices used by poets.
 - rhythm
 - rhyme
 - alliteration
 - refrain
 - onomatopoeia
- 3) How to interpret figurative language.
 - simile
 - metaphor
 - imagery
 - personification

Literature 8 - Continued

- 4) Different types of poetry.
 - narrative
 - haiku
 - lyric
 - limerick
 - sonnet
 - concrete
 - free verse
 - ballad

Enabling Skills for Drama- The student will need to know:

- 1) How to read a script.
- 2) How to interpret stage directions.

Enabling Skills for Folklore - The student will need to know:

- 1) How to determine why/how the story relates to the region from which it originated.
- 2) How to classify types.
 - legend
 - myth
 - folk tale
 - ballad
 - yarn
 - tall tale
- 3) How to recognize authors' use and purpose of exaggeration.
- 4) How to determine types of conflict:
 - man vs. man
 - man vs. animal
 - man vs. nature/outside force
 - man vs. self

Enabling Skills for Nonfiction - The student will need to know:

- 1) How to classify types
 - biography
 - autobiography
 - memoir
 - letter
 - essay
 - narrative
 - article
- 2) What the historical perspective is.
- 3) How to recognize the author's voice.

Literature 8 - Continued

Enabling Skills for Novel - The student will need to know:

- 1) How to determine elements of the plot.
 - setting
 - conflict
 - rising action
 - climax
 - falling action
 - resolution
2. Critically evaluate literary works in writing.
 - a. Analyze author's approach.
 - b. Cite examples from literary piece (support opinions and evaluations).
 - c. Compare Contrast skills.
 - d. Identify problem (conflict) and solution (resolution).
 - e. Implement process of writing strategies.

Task: Students will evaluate literature selections read in class.

Enabling Skills for the Analytical Paper - The student needs to know:

- 1) Prewriting strategies.
- 2) How to describe literary concepts.
- 3) How to include quotations with citations (MLA).
- 4) How to evaluate plot, literary techniques.
- 5) How to address informed audience - no summarizing.
- 6) Revise using peer editing strategies.

Enabling Skills for Journal - The student will need to know

- 1) How to put themselves in a character's place.
- 2) How to openly critique a piece of literature.
- 3) How to free write.

Assessments:

- Compositions
 - Journal responses
3. Compose samples of genres read.
 - a. Write literature using established writing process.
 - b. Write various examples of genres.

Task: Students will write poetry.

Enabling Skills for Poetry Writing - The student will need to know:

- 1) How to write verse.
- 2) How to create a speaker for the poem.
- 3) How to use figurative language.
- 4) How to use sensory language.

Literature 8 - Continued

Task: Students will write folklore.

Enabling Skills for Writing Folklore - The student will need to know:

- 1) How to involve the culture of the audience.
- 2) How to use exaggeration creatively.
- 3) How to incorporate a moral/lesson.
- 4) Understand universal themes.

Assessments:

- Tall Tales
- Creative Units

4. Demonstrate an understanding of authors' messages.
 - a. Discuss interpretations of selection.
 - b. Extend reading for personal enjoyment.
 - c. Refer to text to support opinions.
 - d. Write theme in own words.

Task: Students will participate in various situations where their interpretations will be required.

Enabling Skills - The student will need to know how to:

- 1) Use appropriate vocabulary for literary discussion.
- 2) Select similar works from various and same author.
- 3) Recall details read.
- 4) Identify universal themes.

Assessment:

- Quiz
- Test
- Class Discussions

5. Demonstrate research skills.
 - a. Use library to locate primary resources.
 - b. Document research.
 - c. Use library to locate other works by authors read in class.

Enabling Skills:

- 1) How to use reference books.
- 2) How to use Readers Guide to Periodical Literature and/or Pro Quest (computer periodical guide).
- 3) How use card catalogues.
- 4) How to take notes on materials read.
- 5) MLA guidelines for text citations.
- 6) MLA guidelines for bibliographies.

SALINE AREA SCHOOLS COURSE OUTCOMES

MIDDLE SCHOOL READING ROTATION

1. Respond to a variety of oral, visual, written and electronic texts by making connections to their personal lives and the lives of others.
2. Integrate listening, viewing, speaking, reading and writing skills for multiple purposes and in varied contexts.
3. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, diversity and survival.

SALINE AREA SCHOOLS

COURSE OUTCOMES

ENGLISH 7

1. Express himself/herself effectively and accurately in writing using a variety of thinking patterns to reach logical conclusions.
 - a. Develop pre-writing strategies.
 - b. Organize ideas in outline form.
 - c. Prepare a topic sentence and a concluding sentence for paragraphs.
 - d. Revise, proofread, and "publish" the draft.
 - e. Recognize and avoid plagiarism.
 - f. Provide proper documentation as warranted in book reviews.

Task: Students will be given these modes of discourse: the paragraph and the book review.

Enabling Skills for the Paragraph - The student would need to know:

- 1) Pre-writing strategies such as webbing (also called clustering).
- 2) How to draft an outline.
- 3) What constitutes a topic sentence and its best placement.
- 4) What constitutes a paragraph.
- 5) How to develop paragraphs using each of these: facts, opinion, example, incident, reason, description, limitation of topic, and creative role playing.
- 6) Transitional words.
- 7) How to draw a conclusion.
- 8) Proofreading strategies.
- 9) Appropriate writing conventions.
- 10) How to use a rubric to analyze own/classmate's work.

Enabling Skills for the Book Review - The student would need to know:

- 1) What constitutes a title page.
- 2) How to summarize key incidents.
- 3) How to describe key characters.
- 4) How to incorporate quotations with documentation.
- 5) How to analyze critically what has been read by examining plot, characterization, author's writing style, vocabulary choice, pace of action, and the like.

2. Effective study skills strategies will be employed by the student.
 - a. Be able to select goals for each class.
 - b. Be able to set up a good study environment at home.
 - c. Be able to skim an assignment.
 - d. Be able to take precise and concise notes from written and verbal material.
 - e. Be able to summarize.
 - f. Be able to outline information to simplify.

Task: The student will practice good and efficient study strategies in his/her classes.

Enabling Skills for Study Skills: The student would need to know:

- 1) How to set a concrete, measurable goal.
- 2) What constitutes a good study environment.
- 3) Proper note taking strategies.
- 4) How to skim a chapter; SQ3R study method.
- 5) How to summarize written or oral material.
- 6) How to outline a chapter/story.

3. Effective usage of syntactical, grammatical, mechanical, spelling skills will be applied by the student.
 - a. Be able to formulate correct and appealing sentences.
 - b. Be able to employ correct and appropriate punctuation.
 - c. Be able to employ correct and appropriate capitalization.
 - d. Be able to utilize proper grammatical forms such as agreement and possessives.

Task: The student will continue to learn basic grammar skills.

Enabling Skills for Grammar and Syntax: The student will need to know:

- 1) The eight parts of speech.
- 2) What constitutes a sentence versus a fragment.
- 3) The four kinds of sentences: declarative, imperative, interrogative, exclamatory.
- 4) What a subject is.
- 5) What a predicate is.
- 6) How to capitalize.
- 7) How to punctuate.
- 8) How to form singular and plural possessives.

4. Apply appropriate and varied vocabulary in all modes of discourse.
 - a. Be able to use a dictionary to select appropriate meaning.
 - b. Be able to use a thesaurus.
 - c. Be able to improve vocabulary using either EDL WORD CLUES or teacher-prepared lists.
 - d. Be able to improve vocabulary through designated lists from literature: short stories, novels, myths, and the like.
 - e. Be able to present spoken and written information exhibiting effective word choice.

Task: The student will be given selected vocabulary to learn and use.

Enabling Skills: The student will need to know:

- 1) How to use a dictionary.
- 2) How to use a thesaurus.
- 3) How to read for context clues.
- 4) How to interpret analogies.
- 5) The difference between synonyms and antonyms.
- 5) The parts of speech.
- 6) How to memorize meaning.

5. Gather, organize, and present information in a purposeful manner for an audience.
 - a. Be able to select a topic appropriate to a given situation.
 - b. Be able independently to research a topic using interviews, print media, and electronic media.
 - c. Be able to take notes from various sources using prescribed format.
 - d. Be able to formulate a bibliography following Handbook procedures.
 - e. Be able to use correct voice, body language, and visual aids in oral presentation.

Task: The student will participate in a variety of speaking experiences with each requiring a higher level of independence and verbal presentation skills.

Enabling Skills: The student will need to know:

- 1) How to become an expert on a topic using research techniques:
 - Resource one/Reader's Guide
 - How to use the vertical file.
 - How to use the microfiche reader.
 - How to use the copy machine.
 - How to prepare flat visuals such as slides, overlays, maps, photos, drawings.
 - How to check out needed video/audio equipment.
 - 2) Cooperative teaming skills in preparing and presenting a quality panel discussion.
 - 3) How to support material with appropriate documentation.
 - 4) How to prepare a bibliography.
 - 5) How to present an effectively prepared commercial.
 - 6) How to present one of these: a reading in poetry, telling a story, reading a story to a young child, lip syncing.
 - 7) How to use the voice effectively in oral presentations.
 - 8) How to use appropriate gestures.
 - 9) How to be a critical reader and thinker.
 - 10) How to improve using peer, self, and instructor evaluation.
6. Be able to recognize, identify, and provide critical responses to the various types of genres of literature.
- a. Categorize and classify excerpts from literary selections according to genres.
 - b. List the identifying characteristics of each genre.
 - c. Identify examples of figurative language.
 - d. Define and recognize literary devices.
 - e. Use established organizational patterns of writing to convey an understanding of selections read.

Task: Students will read selections from a variety of genres, such as poetry, fables, myths, folk tales, short stories, drama, and the novel.

Enabling Skills: The student will need to:

- 1) Distinguish one literary genre from another (see B above).
- 2) Identify characteristics of each genre.
- 3) Read to find examples of figurative language (metaphor, simile, personification, hyperbole, etc.).
- 4) Read to find examples of literary devices (irony, satire, etc.)
- 5) Write critical responses to selections read in a prescribed format.
- 6) Demonstrate an appreciation of the various forms of literature and the authors' messages in a manner deemed appropriate by the instructor.
- 7) Be able to improve using peer, self, and instructor evaluations.

SALINE AREA SCHOOLS

COURSE OUTCOMES

ENGLISH 8

1. Express him/herself effectively and accurately in writing.
 - a. Develop pre-writing strategies.
 - b. Organize ideas in outline form.
 - c. Prepare a thesis and a concluding statement.
 - d. Revise, proofread, and "publish" the draft.
 - e. Recognize and avoid using plagiarism.
 - f. Provide proper documentation and bibliographical notation as warranted.

Task: Students will be given these modes of discourse: the essay and the autobiography.

Enabling Skills for the Essay - The student would need to know:

- 1) Pre-writing strategies such as clusters.
- 2) How to write an outline.
- 3) What constitutes a thesis.
- 4) What constitutes a paragraph.
- 5) How to write and develop topic sentences in body paragraphs.
- 6) Transitional words.
- 7) How to draw a conclusion.
- 8) The funnel-in method for the introduction.
- 9) The reverse funnel for the closing.
- 10) Proofreading strategies.
- 11) How to document with footnotes and bibliographies (as needed).
- 12) Appropriate writing conventions.

Enabling Skills for the Autobiography - The student would need to know:

- 1) How to map out an overall plan.
- 2) How to prepare a cover using color, design, and lettering.
- 3) What constitutes a title page.
- 4) Where to place a dedication.
- 5) How to do a table of contents.
- 6) How to plan and write a chapter following prescribed topics.
- 7) How to do a family tree.
- 8) How to read a map of the United States.
- 9) Optional: How to plan dividers and 2-page spreads.

2. Independent skills of research will be applied by the student.
 - a. Be able to select and research a topic using provided sources.
 - b. Be able to limit topic, take notes, and organize information according to an outline.
 - c. Be able to state the central idea in a thesis statement in the introduction.
 - d. Be able to support the thesis and draw a conclusion.

Task: The student will prepare a research paper.

Enabling Skills for the Research Paper: The student would need to know:

- 1) How to select and limit a topic.
- 2) How to use the card catalogue.
- 3) How to use a vertical file.
- 4) How to find books using the Dewey Decimal System.
- 5) How to use the Resource One and/or Reader's Guide.
- 6) How to use the microfiche readers.
- 7) How to take notes and organize them.
- 8) How to draft an outline.
- 9) How to write a thesis.
- 10) How to do in-text notations.
- 11) How to incorporate short and long body quotes.
- 12) How to write and develop topic sentences in body paragraphs.
- 13) How to write a bibliography.
- 14) What constitutes plagiarism.
- 15) How to use a copy machine.
- 16) How to be a critical reader and a critical thinker.
- 17) Appropriate writing conventions.

3. Gather, organize, and orally present information in a purposeful, multimedia manner.
 - a. Be able to gather data about an American personality from a variety of sources: biographies, magazines, newspapers, texts, encyclopedias, videos, filmstrips, etc.
 - b. Be able to analyze, evaluate, criticize techniques employed by the writers:
 - 1) Purpose (instruct, interpret, inspire, moralize, entertain, pay tribute?)
 - 2) Emphasis (personality, accomplishments, events of the day)
 - 3) Source (letters, diaries, memoirs, journals, commentaries, historical references, own writings)
 - 4) Style (expository, narrative)
 - 5) Accuracy/bias
 - c. Be able to present an interesting, informative talk using appropriate visuals - overlays, filmstrips, maps, inventions, diagrams, photos, drawings, videos, filmstrips, period costumes, food, demonstrations, music, song, dance, reenactments, etc.
 - d. Be able to use correct voice, gestures, and body language in the presentation.

Task: The student will select a biography about an American personality who, in some way, exerted an influence on American history and will prepare a multimedia, oral presentation.

Enabling Skills for the Multimedia Presentation: The student will need to know:

- 1) How to use the library.
 - 2) What a biography is and how it is filed under the Dewey Decimal System.
 - 3) How to use the Resource One and or Reader's Guide.
 - 4) How to use a filmstrip/video catalogue.
 - 5) How to use the microfiche reader.
 - 6) How to use the vertical file.
 - 7) How to use a copy machine.
 - 8) How to organize like materials; how to outline.
 - 9) How to prepare flat visuals such as slides, photos, overlays, maps, display boards.
 - 10) How to check out needed video equipment.
 - 11) How to use the voice effectively in an oral presentation.
 - 12) How to use appropriate gestures.
 - 13) How to use more than one source to prepare a presentation.
 - 14) How to be a critical reader and a critical thinker.
4. Effective usage of syntactical, grammatical, mechanical, and spelling skills will be applied by the student.
- a. Be able to formulate correct and appealing sentences.
 - b. Be able to employ correct and appropriate punctuation.
 - c. Be able to employ correct and appropriate capitalization.
 - d. Be able to utilize proper grammatical forms such as agreement and possessives.
 - e. Be able to apply rules and other devices taught governing the thirty pre-set spelling lists prepared for eighth graders.

Task: The student will continue to learn basic grammar skills.

Enabling Skills for Grammar and Syntax: The student will need to know:

- 1) The eight parts of speech.
- 2) What constitutes a sentence.
- 3) The four kinds of sentences: declarative, imperative, interrogative, exclamatory.
- 4) The 5 basic sentence patterns.
- 5) How to capitalize.
- 6) How to punctuate.
- 7) What a subordinate clause is.
- 8) How to conjugate a regular verb.

Enabling Skills for Spelling: The student will need to know:

- 1) Basic spelling rules.
- 2) The 100 commonly misspelled words (10 provided weekly).
- 3) Spelling strategies provided by the teacher.
- 4) Content area spelling words provided by staff (10 weekly).

5. Apply appropriate and varied vocabulary in all modes of discourse.
 - a. Be able to use the dictionary to select the appropriate meaning.
 - b. Be able to use a thesaurus.
 - c. Be able to improve vocabulary through designated lists from selected novels.
 - d. Be able to present spoken and written information exhibiting effective word choice.

Task: The student will be given vocabulary lists to learn and use.

Enabling Skills: The student will need to know:

- 1) How to use a dictionary.
- 2) The difference between synonym and antonym.
- 3) Parts of speech.
- 4) How to use a thesaurus.
- 5) How to memorize meaning.
- 6) How to use appropriate meaning in reading context.
- 7) How to incorporate newly learned words into writing.

6. Students will be active, critical readers.
 - a. Be able to paraphrase and summarize material read.
 - b. Be able to identify plot and define how it contributes to a novel.
 - c. Be able to analyze character motivation, identify what contributes to it, and justify own position with pertinent documentation from the text.
 - d. Be able to select a given topic and decide the parameters, analyze and evaluate the text, and write an essay about the reading providing supporting facts, examples, and opinions.
 - e. Be able to give oral and written feedback about the selection.

Task: The student will be assigned up to three novels to read.

Enabling Skills: The student will need to know:

- 1) Assigned vocabulary for the text.
- 2) Basic terminology such as theme, characterization, setting, stereotypes, plot, climax.
- 3) How to solve assigned problems in teams using teaming skills: facilitator, recorder, spokesman.
- 4) How to be a critical reader.
- 5) How to write an essay.

<p style="text-align: center;">SALINE AREA SCHOOLS COURSE OUTCOMES</p>
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ENGLISH 9A (HONORS ENGLISH)

1. Know and apply a variety of writing modes.
 - a. Write a paragraph indicating an understanding of the parts of a paragraph.
 - b. Write a multi-paragraph essay.
 - c. Recognize and write in various forms of exposition, including argumentative, compare-contrast, and descriptive.
 - d. Write creatively using figurative language.

2. Be an active, critical reader in various genres.
 - a. Read examples of nonfiction, such as essays, newspapers, biographies, and periodicals.
 - b. Read examples of fiction, such as short story, novel, poetry, and drama.
 - c. Analyze and interpret both fiction and nonfiction.
 - d. Recognize and identify basic literary terms.
 - e. Recognize cultural and individual diversity as reflected through literature.

3. Use a variety of resources to gather data.
 - a. Use library and other secondary source materials.
 - b. Produce primary source materials.
 - c. Use various media, such as print, film, and computer.

4. Use critical thinking skills in research, writing, and reading tasks.
 - a. Work in groups to generate discussion.
 - b. Evaluate and review written materials.
 - c. Draw conclusions from resource data.

5. Use correct manuscript form.
 - a. Use research guidelines as indicated in The Rough Draft (Saline Area Schools Style Handbook).
 - b. Produce literary comparisons and research.

6. Exercise problem-solving and teaming skills.
 - a. Participate in evaluation teams.
 - b. Produce an original publication, using both large and small group dynamics.

7. Employ various available technologies to develop products, access materials, and sharpen skills.
 - a. Produce an original publication, using computers, printers, scanners, xerox equipment, and other technologies, as available.
 - b. Create computer-generated research materials and revisions.

SALINE AREA SCHOOLS COURSE OUTCOMES

SENIOR SEMINAR

1. Students will develop more sophisticated reading skills and discuss the following skills in daily reaction papers
 - a. Tone especially in satire.
 - b. Unusual structure such as stream of consciousness or alternate points of view.
 - c. Benefits and limitations of certain genres.
 - d. Difference between literature of one era and another such as romantic and modern novels or ancient and modern poetry.
 - e. Difficulties involved in translating literature as well as the impact that translation makes on the work..

2. Students will demonstrate through discussion, written work and tests that they have an understanding of the historical influences which have been instrumental in the development of Western thought.

3. Students will further develop writing skills promoted in Research Seminar (a prerequisite course) by writing not only essays synthesizing information critical essays on certain works of literature.

4. Through discussion, essays and tests, students will demonstrate they they have an appreciation for the various and often conflicting approaches to life valued in the West such as romanticism vs. classicism and traditional Christianity vs. Machiavellian attitudes.

5. Students will develop creativity through :
 - a. Writng parodies of famous writers such as Moliere, Shakespeare and Dante.
 - b. Perfoming in role plays and skits.
 - c. Expressing themselves in creative writing, both poetry and prose.
 - d. Utilizing artistic skills to illustrate concepts.
 - e. Mastering forms of dance such as the minuet and waltz.

6. Students will demonstrate in discussions, activities, essays and tests that they have become culturally literate in the classics valued by Western culture by:
 - a. Recognizing and utilizing allusions.
 - b. Knowing the type of work, its author, time period and influence.

<p style="text-align: center;">SALINE AREA SCHOOLS COURSE OUTCOMES</p>
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ADVANCE PLACEMENT ENGLISH

1. Be a critical reader of a variety of literary genre.
 - a. Ask pertinent questions.
 - b. Recognize assumptions and implications.
 - c. Evaluate ideas.
 - d. Recognize relationships between form and content.

2. Organize and express original ideas.
 - a. Draw conclusions regarding themes independently.
 - b. Offer opinions in discussions and in written essays.

3. Demonstrate skills in both written and oral communication.
 - a. Express ideas in group discussion.
 - b. Summarize the ideas of other clearly and accurately.
 - c. Collect information, formulate ideas, determine relationships between ideas.
 - d. Organize and produce essays relative to readings and class discussions.
 - e. Maintain consistent tone, syntax, diction in written and oral communication.

4. Recognize literary devices and conventions.
 - a. Recognize and use devices, such as irony, satire, allusion, flashback, play within the play, framing.
 - b. Recognize and use figurative language, such as simile, metaphor, metonymy.
 - c. Read and use a variety of narration styles.

5. Demonstrate a sense of personal responsibilities for his/her own learning.
 - a. Seek out sources other than those presented.
 - b. Keep up with the work load independently.
 - c. Contribute to group efforts.
 - d. Engage in intelligent discussion, involving both active listening and constructive speaking.

6. Employ available technology to access information.
 - a. Utilize a variety of media to explore interpretations of literature.
 - b. Use computers and other technology to produce discussion of literature.