

Annandale High School

English Program of Studies

REVISED: April, 2008

Philosophy

The Annandale High School English program is designed to promote student achievement sequentially within the five strands of the Fairfax County POS, using a variety of materials and methods to accommodate various learning styles. The program addresses the cultural diversity of Annandale High School.

Program Overview

Students at each grade level are required to read core literary selections, complete a number of specific writing assignments, and incorporate appropriate grammatical concepts within their writing and speech. To insure consistency and growth in vocabulary development, the department adopted the use of Sadler-Oxford's *Vocabulary Workshop, Levels D, E, F, G* and in June 1996.

Annandale High School Literature Program

Statement of Philosophy: The AHS Literature Program is designed to offer students a variety of experiences with genre—short story, fiction, nonfiction, poetry, and informational/technical. The program includes traditional and contemporary selections, with consideration for our multi-cultural student population.

Overview of Program: Students at each grade level are required to read those selections identified as core readings. In addition, teachers and students may select any works identified as supplemental. A list of multicultural titles currently available in the school library, department bookroom, and reading resource library is attached to provide suggestions for independent choice novels.

9th Grade

CORE

The Odyssey (Homer)

To Kill A Mockingbird (Harper Lee)

Romeo and Juliet (William Shakespeare)

Six (6) short stories to include

“ The Necklace ” (Guy de Maupassant)

“ Plainswoman ” (Williams Forrest)

“ The Most Dangerous Game ” (Richard Connell)

“ The Cask of Amontillado ” (Edgar Allan Poe)

“ The Scarlet Ibis ” (James Hurst)

“ Where Have You Gone Charming Billy?” (Tim O’Brien)

Selected poetry, short stories, non-fiction, informational/technical selections

SUPPLEMENTAL

Animal Farm (George Orwell)

Cold Sassy Tree (Olive Ann Burns)

The House on Mango Street (Sandra Cisneros)

I Heard the Owl Call My Name (Margaret Craven)

I Know Why the Caged Bird Sings (Maya Angelou)

The Night of January 16th (Ayn Rand)

Oedipus (Sophocles)

The Pearl (John Steinbeck)

Raisin in the Sun (Lorraine Hansberry)

So Far from the Bamboo Grove (Yoko Kawashima Watkins)

Twelve Angry Men (Reginald Rose)

Independent choice novels

PRIMARY TEXT: The Language of Literature McDougal Littell Grade 9

10th Grade

CORE

Julius Caesar (William Shakespeare) or *Antigone* (Sophocles)

Lord of the Flies (William Golding) or A Gathering of Old Men (Ernest J. Gaines)

Night (Elie Wiesel)

Of Mice and Men (John Steinbeck)

Six (6) short stories to include:

“On the Rainy River” (Tim O’Brien)

“And of Clay Are We Created” (Isabel Allende)

“A Sound of Thunder” (Ray Bradbury)

“The Pit and the Pendulum” (Edgar Allan Poe)

Selected poetry, short stories, non-fiction, informational/technical selections

SUPPLEMENTAL

Bless Me, Ultima (Anaya Rudolpho)

Frankenstein (Mary Shelley)

Inherit the Wind (Jerome Lawrence, Robert E. Lee)

The Joy Luck Club (Amy Tan)

A Lesson Before Dying (Ernest J. Gaines)

The Old Man and the Sea (Ernest Hemingway)

The Sunflower (Simon Wiesenthal)

Thousand Pieces of Gold (Ruthanne Lum McCunn)

PRIMARY TEXT: The Language of Literature McDougal Littell Grade 10

11th Grade

CORE

At least ***one*** play and ***one*** novel from the following list:

The Crucible (Arthur Miller)

Death of a Salesman (Arthur Miller)

The Adventures of Huckleberry Finn (Mark Twain)

Ethan Frome (Edith Wharton)

The Great Gatsby (F. Scott Fitzgerald)

Their Eyes Were Watching God (Zora Neale Hurston)

From the primary text: The Language of Literature McDougal Littell a minimum of two works from the following time periods:

to 1750

1750-1800

1800-1840

1840-1855

1855-1865

Selected poetry, short stories, non-fiction, informational/technical selections

SUPPLEMENTAL

A Farewell to Arms (Ernest Hemingway)

Member of the Wedding (Carson McCullers)

Our Town (Thornton Wilder)

The Red Badge of Courage (Steven Crane)

The Woman Warrior (Maxine Hong Kingston)

PRIMARY TEXT: The Language of Literature McDougal Littell Grade 11

12th Grade

CORE

Beowulf

Becket (film adaptation)

The Canterbury Tales (Geoffrey Chaucer)

Macbeth (William Shakespeare)

Brave New World (Aldous Huxley) or 1984 (George Orwell)

Selected poetry, short stories, non-fiction, informational/technical selections

SUPPLEMENTAL

1984 (George Orwell)

Cry the Beloved Country (Alan Paton)

Dracula (Bram Stoker)

The Grass is Singing (Doris Lessing)

The Picture of Dorian Gray (Oscar Wilde)

Portrait of the Artist as a Young Man (James Joyce)

A Tale of Two Cities (Charles Dickens)

To the Lighthouse (Virginia Wolfe)

PRIMARY TEXT: The Language of Literature McDougal Littell Grade 12

ANNANDALE HIGH SCHOOL
English Writing Program
Revised August 2007

	NARRATIVE	DESCRIPTIVE	EXPOSITORY	PERSUASIVE	TIMED WRITING	DOCUMENTED ESSAY
9 T H	autobiography folktale/myth mock epic log (one of the above)	commercial poem feature article dialogue (one of the above)	annotation abstract (one of the above)	advertisement editorial (one of the above)	one required	literature-based research paper (minimum-two sources)
10 T H	optional	poem multi paragraph (one of the above)	analytical essay character analysis (both)	editorial presentation monologue review (one of the above)	one required	literature-based research paper (minimum-three sources)
11 T H	optional	optional	analytical essay (literature-based) compare/contrast essay (both)	documented essay (literature-based)	two required	literature-based research paper (minimum-four sources)
12 T H	optional	optional	college application essay or resume compare/contrast essay (literature- based) (both)	documented essay (literature-based)	two required	literature-based research paper (minimum-five sources)

Annandale High School
Language Study: Grammar and Vocabulary

Overview of Program: Students at each grade level are required to master those topics listed that are identified as CORE. The scope of these core elements of grammar at each grade level is designed to develop students' understanding of the essential elements and structure of the English language. Each grade level has additional elements identified as EXTENSIONS of the core requirements which teachers may choose to incorporate in classroom instruction.

Definition of terms

CORE: teacher-direct whole class instruction (required at grade level/taught for mastery)

EXTENSION: depending on class ability and mastery of core elements, teachers may extend students' understanding and application of the listed topics.

GRAMMAR

9th Grade

CORE:

- Parts of speech
- Transitive/intransitive verbs
- Fragments and run-ons
- Phrases and clauses
- Subject/Verb agreement
- Elements of the paragraph (topic sentence, supporting details, concluding sentence)
- Consistency of tense and point of view
- Transitions within paragraphs
- Capitalization/end punctuation

EXTENSION:

- Semicolon/colon
- Advanced internal punctuation (ellipses, quotations, dash, colon, and other manuscript formats as necessary in connection with teaching of the research paper)

10th Grade

CORE:

- Pronoun case form (nominative, objective possessive)
- Phrases and clauses
- Combining sentences
- Subject/Verb agreement
- Elements of paragraph form (parts of the paragraph, consistency of tense and point of view, transitions within paragraph)
- Transitions between paragraphs
- Consistency of voice/tone
- Semicolon/colon

EXTENSION:

- Advanced internal punctuation (ellipses, quotations, dash, colon, and other manuscript formats as necessary in connection with teaching of the research paper)

11th Grade

CORE:

Differentiation of relative pronoun and subordinating conjunction
Coordination and subordination
Parallel structure
Variety of sentence structure
Transitions between paragraphs
Variety of transitions between paragraphs
Active/passive voice
Increase in scope/detail of paragraph
Advanced internal punctuation (ellipses, quotations, dash, colon, and other manuscript formats as necessary in connection with teaching of the research paper)

EXTENSION:

Subject/verb agreement
Pronoun/antecedent agreement
Elements of the paragraph
Consistency of tense and point of view
Consistency of voice/tone

12th Grade

CORE:

Parallel sentence structure
Variety of sentence structure
Transitions between paragraphs
Variety of transitions between paragraphs
Active/passive voice
Increase in scope/detail of paragraphs

EXTENSION:

Subject/verb agreement
Pronoun/antecedent agreement
Consistency of tense and point of view

VOCABULARY

NOTE: In June 1996, to insure consistency and growth in vocabulary development, the English department adopted the use of Sadler-Oxford's Vocabulary Workshop, Levels D, E, F, G. This text will be used at all four grade levels; the following list recommends supplemental vocabulary activities for each grade level.

9th Grade

Greek prefixes/roots
Literature-based vocabulary

10th Grade

Latin prefixes/roots
Literature-based vocabulary

11th Grade

SAT vocabulary
Literature-based vocabulary

12th Grade

SAT vocabulary
Literature-based vocabulary

**Annandale High School
Program of Studies
Grammar and Mechanics Overview Chart**

Definition of terms

CORE: teacher-direct whole class instruction (required at grade level/taught for mastery)

EXTENSION: depending on class ability and mastery of core elements, teachers may extend students' understanding and application of the listed topics.

AS NEEDED: depending on students' mastery of grammatical concept, teachers may need to review

Applying Grammatical Concepts	9th Grade	10th Grade	11th Grade	12th Grade
Parts of Speech	core	as needed	as needed	as needed
• transitive/intransitive verbs	core	as needed	as needed	as needed
• pronoun case form		core	as needed	as needed
• relative pron. vs. subordinating conj.			core	as needed
Sentence Structure				
• fragments & run-ons	core	as needed	as needed	as needed
• phrases & clauses	core	core	as needed	as needed
• sentence combining		core	as needed	as needed
• coordination & subordination			core	as needed
• parallel structure			core	core
• variety of sentence structure			core	core
Agreement				
• subject/verb	core	core	extension	extension
• pronoun/antecedent		core	extension	extension
Writing				
• elements of the paragraph	core	core	extension	as needed
• consistency of tense & pt. of view	core	core	extension	extension
• transitions within paragraphs	core	core	extension	as needed
• transitions between paragraphs		core	core	core
• consistency of voice/tone		core	extension	as needed
• variety of trans. between para.			core	core
• active/passive voice			core	core
• increase in scope/detail of paragraph			core	core
Applying Mechanics				
• capitalization/end punctuation	core	as needed	as needed	as needed
• semi-colon & colon	extension	core	as needed	as needed
• advanced internal punctuation	extension	extension	core	as needed

Annandale High School Speaking and Listening

Philosophy of Program: Given the increasing need for effective oral communication skills and collaboration in the workplace, students must demonstrate understanding and proficiency in the elements of effective speaking and listening.

Overview of Program: The assumption is that in an active classroom speaking and listening occur on a daily basis. Much of this activity is informal in nature; therefore, **students at each grade level will be required to complete a minimum of two formally evaluated speaking/listening activities.** Activities must be selected from two of the three categories as outlined in the FCOS Program of Studies (cited below).

DISCUSSIONS

committee
conversation
debate
interview
seminar
simulation
small group
symposium

DRAMATIC ACTIVITIES

improvisation
monologue
oral interpretation
play performance
radio/television performance
readers' theater
role playing
skit
storytelling

SPEECH PRESENTATIONS

acceptance
announcement
book talk
commemoration
commencement
commentary
commercial
critique
demonstration
eulogy
farewell
information
introduction
nomination
persuasion
report
travelogue
welcome

Annandale High School Viewing

Philosophy/Overview of Program: In an increasingly technological world, visual literacy is paramount. Students need to view a variety of media in order to become discriminating and competent viewers. In addition to traditional viewing of film adaptations of literature, students will complete additional viewing activities as outlined in the FCPS Program of Studies.