

**Course:** The purpose of this quarter-long course is to expose students to the standards measured by the MCAS test. This course will offer a corrective program using high interest materials, fiction and non-fiction, that stress vocabulary development, inferential and critical comprehension/thinking, study skills, writing improvement and MCAS preparation.

**Rationale:** Granby Jr. Sr. High School fosters academic achievement, personal responsibility, and respect in order to develop conscientious and productive members of society.

**Course Description:** See Program of Study

**Materials:**

Chalkboard

Chalk

Transparencies

White Lined Paper

Colored Paper

Colored Pencils/Markers

Note Cards

MCAS Mentor Standards Based MCAS: ELA 10<sup>th</sup> Grade Course Guide

Gallo, ed. *Center Stage*. Harper, New York, 1990.

Collection of Poetry: Eve Merriam's "How to Eat a Poem," Ishmael Reed's "Beware: Do Not Read This Poem," Martha Scheiner's "I Heard a Scream in the Street," Robert Frost's "Nothing Gold Can Stay," "Love and a Question," and "The Road Not Taken," Edgar Allan Poe's "Annabel Lee," William Wordsworth's "Daffodils," William Blake "The Tiger," Shakespeare's "The Seven Ages of Man" and "Tomorrow and Tomorrow and Tomorrow" from *Macbeth*, and Elizabeth Barret Browning's "How Do I Love Thee?"

**Instructional Strategies:**

Lecture

Debate

Student-lead Discussions

Peer Teaching

Group Work

Formal/Informal Writing

**Assessments:** Course is Organized according to English Language Arts Standards. Students begin with a study of the frameworks to increase awareness of expectations. Afterwards, various writing and reading assignments stem from that framework study:

**ELA Standards of MA Frameworks:**

Language Standard 1: Discussion and Standard 2: Questioning, Listening, and Contributing  
Organize and run a formal debate: choose a controversial topic, pick teams,

establish a resolution, research and prepare arguments, debate the issue according to rules of Parliamentary Procedure. (Composition Strand #19, 20, 22, 24, 25)

Language Standard 3: Oral Presentations  
Write and speak with consideration of Audience, Purpose, and Information to be conveyed. Measured via oral presentations and written work. (Composition Strand #20, 21, 23, 25)

Language Standard 4: Vocabulary Development—Flash cards, Vocabulary Quizzes

Language Standard 5: Structure of Modern English and Literature Standard 7: Understanding the nature of written English – Understanding Grammatical constructions via flash cards, quizzes, and sentence corrections.

Language Standard 6: Formal and Informal English – Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles of different groups and individuals.  
Students will describe and analyze how the English language has developed – Study of prefixes, suffixes and roots. Assessed via flash cards and quizzes.

Literature Standard 8: Understanding a Text, Literature Standard 9: Making Connections and Literature Standard 15: Figurative Language – Poetry Packet – analyze poetry for theme, literary devices, and meaning.

Literature Standard 11: Theme – Poetry Packet: Assessed via class discussion, writing assignment and a test.

Literature Standards 10, 12, 13, 14: Genres of Literature assessed according to various writing assignments and quizzes.

Literature Standard 17: Dramatic Literature: Read, analyze, and tested on “Riding Out the Storm” and “Large Fears, Little Demons” from *Center Stage*. Students write their own one-act plays adhering to dramatic conventions. (Composition Standard 19, 20, 23)

Check appropriate box:

<input checked="" type="checkbox"/>	<b>Quarter Course</b>	<input type="checkbox"/>	<b>Semester Course</b>	<input type="checkbox"/>	<b>Year Long Course</b>	<input type="checkbox"/>	<b>A.P. Course</b>
-------------------------------------	-----------------------	--------------------------	------------------------	--------------------------	-------------------------	--------------------------	--------------------

<u>General Standard/Content*</u>	<u>Framework</u>	<u>Learning Objective</u>
<u>Standard 1</u>	1.4, 1.5	The learner will be able to: Know and apply rules for formal discussion, identify and practice techniques such as setting time limits for speakers
<u>Standard 2</u>	2.6	Analyze differences in responses to focused group discussion in an organized way
<u>Standard 8</u>	8.28, 8.29, 8.32, 8.33	Identify and Interpret imagery, symbolism, themes and give supporting evidence
<u>Standard 11</u>	11.5	Apply knowledge of the concept that a theme represents a view or comment on life, provide support from the text and identify themes
<u>Standard 14</u>	14.5	Identify, respond to, and analyze the effects of

<u>Standard 17</u>	17.7	sound, form, figurative language, graphics, and dramatic structure of poems. Identify and analyze how dramatic conventions support, interpret and enhance dramatic text.
--------------------	------	---

\* Though all standards are discussed throughout the course, those listed by specific standard receive a greater focus because of more comprehensive units.