

English

English as a Second Language

This course is designed to teach English to students who speak English as their second language. The course is designed to make the language comprehensible to the student by simplifying, adding context clues, teaching vocabulary and gesturing, for learning to take place. The ESL teacher teaches reading, writing, speaking, listening and culture of English. The course is followed by an NYSESLAT assessment test given each May of the school year to determine student's learning level of English as a second language. This test determines the language proficiency level for the following school year and the amount of ESL instruction needed for the student.

Reading

In English class, you learn how to *analyze* and *critique* what you read. This is not English class. In this class, with me as your guide, you will be going on a journey to improve your reading skills. Remember, the goal of this course is *not* to hone your ability to analyze and critique what you are reading – that's what you'll be doing in English class. Our goal in *this* course is to perfect both your ability to decode words – meaning read them aloud and pronounce them correctly – and your ability to comprehend them in context and understand what you are reading. To do this, we will work on expanding your knowledge, practice, and use of vocabulary, annotation, and paragraph and essay structure. You will practice these skills in class through small groups, teacher-guided instruction, and Independent Reading.

Practical Writing

The goal of this course is to help you develop your writing skills so that the thought of having to write a short essay, or a lab report, or a ten-page paper no longer sends you into a full-blown panic. I want to help you learn about your own writing style – from the type of language you prefer to use, to what surroundings (room, music, special pen, cat on your lap, dog at your feet, cup of tea by your elbow, etc.) help you do your best writing. If you've always struggled with writing, I want to help you learn how to organize your thoughts and streamline the process, partially by improving your mastery of the technical skills like punctuation and grammar, so that those skills come naturally, letting your focus more of your brain on the really important stuff – the content you are trying to write! In this class, as in much of life, the more you *practice* these skills, the more they will become second nature to you, until they feel completely effortless – at least, that's our goal!

English

English Grade 9

English class will be using www.letthemspeak.net where blogs will be stored and shared. As described above, in the course accomplishment section, blog content (written, video, or image) is written for the world, so it is not necessarily private. Therefore, cadets' work will be celebrated through our professional writing and publishable content on our cumulative blog and website. All content will be curated by me for appropriateness and professionalism. The goal is to have other educators and students, across the globe, learn from your cadet. Identifiable information, such as cadets' addresses, phone numbers, etc. will NOT be published through this mode of written communication. While traditional grading will be used for the first three categories, all other assignments will use a checkmark system: (√+) (√) (√-) and feed in to the last grade category in this list, entitled, "Daily Tasks."

- Journal (25%)
- Blogs/Website Content (25%)
- Essays (25%)
- Daily Tasks (25%)

English 10

The course work, for the college-bound student, will include units of study in literature, grammar, composition, public speaking, and language development. Novels will be selected from a recommended reading list. Two to three novels will be read during the school year. Written and oral reports will be required for these books. Proper public speaking techniques and practices will be taught and will be used in delivering the oral book reports, as well as other oral reports. Emphasis will be placed on vocabulary development and spelling throughout the academic year. Fundamentals of grammar will be reviewed and expanded. A research paper will be required of all students. The course concludes with a locally prepared final exam.

ENG 10H

This course emphasizes both the reading and comprehension of literature of multiple genres, as well as writing and critical thinking skills. Students are expected to regularly substantiate opinions, predictions and choices. The goal is to continue to ready students for college and career. Grammar, reading comprehension, spelling, grade-level writing, and vocabulary building are thoroughly treated for the purpose of giving the student the appropriate level of skills in self-editing and evaluation. Students will read a variety of texts and employ analysis, evaluation and creation for assessment.

English

English 11

Students in English 11 can expect to read and write with an emphasis toward the NYS Regents Comprehensive Examination in English. All students will be required to participate in discussion-based literature instruction and will be expected to write both long and short compositions that reflect understanding not only of a variety of texts, but also an understanding of the conventions of standard written English.

English 12

This year of English is a fast-paced, writing intensive, self reflecting course to produce college and career ready students. A few of the main topics that are included for study are goal driven and narrative writing, research writing, public speaking, literary analysis, film analysis, and Shakespeare. Students are also required to take on the task of reading independently outside of class and bringing that knowledge back to the classroom for discussion. This course is designed to get all of our students ready to leave high school with a good grasp of professional writing and a love of reading.

Creative Writing

Creative Writing is an introductory course into creative expression through poetry and prose. The hope is to provide students with as many opportunities as possible to be inspired to think outside the box. This class also offers students the appropriate guidelines needed to provide and accept constructive criticism.

Some of the writing done in this class is shared via Google Classroom with a small group of peers who work on projects together. The end goal is to have students develop a showcase of works; Written, Audio and On-line that can be used in their final portfolio.