

Critical Board Practices

Course Sophomore Pre-IB English

Content/Topic	MA and/or Pre-IB Curriculum Frameworks	Source documents and resources	Recommended Assessments
Summer Reading Essay Writing Oral Presentation	2.6 Analyze differences in responses to focused group discussion. 3.17 Deliver formal presentations for particular audiences 3.18 Create appropriate scoring guide 19.30 Write coherent compositions with a clear focus, rich detail, etc 20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, etc. 22.10 Use all conventions of standard English when writing and editing. 23.13 Organize ideas for a critical essay about literature with an original thesis statement, etc. 23.15 Craft sentences in a way that supports the underlying logic of the ideas.	1984 (George Orwell) Choice Books from Department-Generated Reading List	In-Class Essays Oral Presentation Rubric
Early American Short Stories How to Read Short Stories Hawthorne Biography Poe Biography American Romanticism Puritan Culture Personal Response Passage Commentary	2.6 Analyze differences in responses to focused group discussion. 8.33 Analyze patterns of imagery or symbolism and connect to themes. 3.18 Create appropriate scoring guide 9.6 Relate a literary work to primary source documents of its period or historical setting. 9.7 Relate a work to the seminal ideas of its time. 10.6 Identify and analyze characteristics of genres. 19.30 Write coherent compositions with a clear focus, rich detail, etc 22.10 Use all conventions of standard English when writing and editing. 23.13 Organize ideas for a critical essay about literature with an original thesis	"The Child of Snow" (Unknown) "Young Goodman Brown" (Hawthorne) "Rappaccini's Daughter" (Hawthorne) "The Tell-Tale Heart" (Poe) "Sinners In The Hands Of An Angry God" (J. Edwards) CLAMS/IPL Internet Sources	Passage Commentaries Journals Reading Quizzes Mastery Test In-Class Essays

	<p>statement, etc.</p> <p>23.15 Craft sentences in a way that supports the underlying logic of the ideas.</p>	Critical Essays	
<p><i>The Crucible</i></p> <p>Miller biography</p> <p>Theocracy</p> <p>How to Read Drama</p> <p>Personal Essay in Response to an Interactive Website/Virtual Witch Hunt</p> <p>How to Write a Research Paper</p> <p>Citing Print and Web Sources</p> <p>Summarize</p> <p>Paraphrase</p> <p>Direct Citation</p> <p>Revision and Editing</p>	<p>2.6 Analyze differences in responses to focused group discussion.</p> <p>3.18 Create appropriate scoring guide</p> <p>9.7 Relate a work to the seminal ideas of its time.</p> <p>10.6 Identify and analyze characteristics of genres.</p> <p>15.7 Evaluate how author's choice of words advances theme or purpose.</p> <p>17.7 Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.</p> <p>19.26 Write well-organized essays that have a clear focus, logical development, etc.</p> <p>19.27 Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, etc.</p> <p>19.30 Write coherent compositions with a clear focus, rich detail, etc.</p> <p>22.10 Use all conventions of standard English when writing and editing.</p> <p>24.5 Formulate open-ended research questions</p>	<p><i>The Crucible</i></p> <p>The Sturgis Writing Manual (Department Generated)</p> <p>CLAMS/IPL Internet Sources</p>	<p>Reading Quizzes</p> <p>Passage Commentaries</p> <p>The Personal Essay</p> <p>Examples of Summaries, Paraphrases and Direct Citations</p> <p>The Research Paper</p>
<p>Descriptive Essay</p> <p>The Five Paragraph Personal Essay</p> <p>Requirements and Guidelines</p> <p>Sample Essays</p> <p>Practice Essays</p> <p>Portfolio of Essays</p> <p>Revision and</p>	<p>2.6 Analyze differences in responses to focused group discussion.</p> <p>3.17 Deliver formal presentations for particular audiences.</p> <p>3.18 Create appropriate scoring guide.</p> <p>19.30 Write coherent compositions with a clear focus, rich detail, etc.</p> <p>20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, etc.</p> <p>22.10 Use all conventions of standard English when writing and editing.</p>	<p>The Sturgis Writer's Manual (Department Generated)</p> <p>Sample Essays</p>	<p>Portfolio of Essays</p>

Editing			
<p><i>The Scarlet Letter</i></p> <p>Hawthorne Biography</p> <p>American Romanticism</p> <p>Personal Response</p> <p>Passage Commentary</p> <p>Dramatic Presentation</p> <p>Thematic Essay</p>	<p>2.6 Analyze differences in responses to focused group discussion.</p> <p>3.17 Deliver formal presentations for particular audiences</p> <p>3.18 Create appropriate scoring guide</p> <p>8.33 Analyze patterns of imagery or symbolism and connect to themes.</p> <p>9.6 Relate a literary work to primary source documents of its period or historical setting.</p> <p>9.7 Relate a work to the seminal ideas of its time.</p> <p>10.6 Identify and analyze characteristics of genres.</p> <p>19.30 Write coherent compositions with a clear focus, rich detail, etc.</p> <p>20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, etc.</p> <p>21.9 Revise writing to improve style, word choice, sentence variety, etc.</p> <p>22.10 Use all conventions of standard English when writing and editing.</p> <p>23.14 Organize ideas for emphasis in a way that suits the purpose of the writer.</p> <p>23.15 Craft sentences in a way that supports the underlying logic of the ideas.</p>	<p><i>The Scarlet Letter</i></p> <p>Hawthorne Biography</p>	<p>Reading Quizzes</p> <p>Passage Commentaries</p> <p>Dramatic Readings</p> <p>In-Class Essays</p> <p>Mastery Test</p> <p>Creative Project</p>
<p>American Literature Paper</p> <p>The Five Paragraph Critical Essay: Structure and Process</p> <p>Essay Format</p> <p>Quotation Integration and Citation</p> <p>Editing</p> <p>Comparative Essay Writing</p>	<p>3.18 Create appropriate scoring guide</p> <p>5.27 Identify rhetorically functional sentence structure.</p> <p>5.28 Identify correct mechanics, usage, and sentence structure.</p> <p>5.30 Identify, describe, and apply all conventions of standard English.</p> <p>8.33 Analyze patterns of imagery or symbolism and connect to themes.</p> <p>15.7 Evaluate how author's choice of words advances theme or purpose.</p> <p>19.26 Write well-organized essays that have a clear focus, logical development, etc.</p> <p>22.10 Use all conventions of standard</p>	<p>The Sturgis Writing Manual (Department Generated)</p> <p><i>The Practical Writer</i> (writing/research text)</p> <p>Sample Essays and Rubric</p>	<p>Process, Structure, and Format Rubrics</p>

	English when writing and editing.		
Vocabulary Units Parts of Speech Synonyms Antonyms Analogies Idioms Sentence Structure	4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, etc. 4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related references to increase learning.	Vocabulary Selected from Course Reading Material	Bi-Monthly Vocabulary Tests Mastery Tests Per Semester
Grammar Units <ul style="list-style-type: none">• Punctuation• Pronoun Case• Parallelism• Active-Passive Voice• Agreement	5.27 Identify rhetorically functional sentence structure. 5.28 Identify correct mechanics, usage, and sentence structure. 5.30 Identify, describe, and apply all conventions of standard English.	<i>Warriner's</i> <i>The Fine Line</i> (text)	Quizzes Pre- and Post-Test Assessed in composition
Transcendentalism <ul style="list-style-type: none">• The Transcendental Club: Background and Biography• Personal Response• Understanding Non-Fiction• Understanding Poetry	10.6 Identify and analyze characteristics of genres. 11.7 Analyze and compare texts that express a universal theme. 13.26 Analyze and evaluate the use of evidence in an author's argument. 13. 27 Analyze, explain, and evaluate how authors use the elements of non-fiction to achieve purpose. 14.5 Identify and analyze the effects of sound, form, figurative language and dramatic structures of poems.	Emerson Selections: "Self-Reliance" "Nature" Thoreau Selections: "Civil Disobedience" "Walden" Transcendental Poetry from Dickinson, Emerson, Thoreau, Whitman	Discussion Journals Passage Commentary In-Class Essays Mastery Test

		Handouts	
<p><i>Ethan Frome</i></p> <p>Wharton Background and Culture</p> <p>Realism/Naturalism</p> <p>Personal Response</p> <p>Passage Commentary</p> <p>Understanding Imagery</p>	<p>8.33 Analyze patterns of imagery or symbolism and connect to themes.</p> <p>9.6 Relate a literary work to primary source documents of its period or historical setting.</p> <p>10.6 Identify and analyze characteristics of genres.</p> <p>12.6 Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.</p> <p>15.7 Evaluate how author's choice of words advances theme or purpose.</p> <p>22.10 Use all conventions of standard English when writing and editing.</p> <p>23.14 Organize ideas for emphasis in a way that suits the purpose of the writer.</p> <p>23.15 Craft sentences in a way that supports the underlying logic of the ideas.</p>	<p><i>Ethan Frome</i></p> <p>Handouts on Wharton and Culture</p> <p>Handouts on Realism/Naturalism</p>	<p>Reading Quizzes</p> <p>Journals</p> <p>In-Class Essays</p> <p>Passage commentaries</p> <p>Mastery Test</p>
<p><i>Of Mice and Men</i></p> <p>Steinbeck Background and The Depression</p> <p>Realism/Naturalism</p> <p>Personal Response</p> <p>Passage Commentary</p> <p>Understanding Style</p>	<p>8.33 Analyze patterns of imagery or symbolism and connect to themes.</p> <p>9.6 Relate a literary work to primary source documents of its period or historical setting.</p> <p>9.7 Relate a work to the seminal ideas of its time.</p> <p>10.6 Identify and analyze characteristics of genres.</p> <p>11.7 Analyze and compare texts that express a universal theme.</p> <p>12.6 Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.</p> <p>15.7 Evaluate how author's choice of words advances theme or purpose.</p> <p>19.30 Write coherent compositions with a clear focus, rich detail, etc.</p> <p>22.10 Use all conventions of standard English when writing and editing.</p>	<p><i>Of Mice and Men</i></p> <p>Handouts</p> <p>Critical Essays</p>	<p>Reading Quizzes</p> <p>Journals</p> <p>Passage Commentaries</p> <p>In Class Essays</p> <p>Mastery Test</p>
	<p>3.15 Analyze effective speeches made and prepare and deliver a speech containing</p>		<p>Oral Presentation</p>

<p><i>The Great Gatsby</i></p> <p>Fitzgerald Biography Roaring Twenties</p> <p>How to Study Criticism</p> <p>Passage Commentary</p> <p>Symbolism</p>	<p>some of these features.</p> <p>3.17 Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p> <p>9.6 Relate a literary work to primary source documents of its period or historical setting.</p> <p>9.7 Relate a work to the seminal ideas of its time.</p> <p>19.30 Write coherent compositions with a clear focus, rich detail, etc.</p> <p>21.9 Revise writing to improve style, word choice, sentence variety, etc.</p> <p>22.10 Use all conventions of standard English when writing and editing.</p> <p>23.14 Organize ideas for emphasis in a way that suits the purpose of the writer.</p> <p>23.15 Craft sentences in a way that supports the underlying logic of the ideas.</p> <p>25.5 Use group generated criteria for evaluating different forms of writing and explain why these are important before applying them.</p>	<p><i>The Great Gatsby</i></p> <p>Greenwood Electronic Media-Literature in Context: <i>The Great Gatsby</i></p> <p>Fitzgerald Biography</p> <p>Critical Essays</p> <p>Sample Speeches</p>	<p>on Topic</p> <p>Discussion</p> <p>Reading Quizzes</p> <p>Passage Commentaries</p> <p>Critical Essay</p> <p>Mastery Test</p> <p>Creative Project</p>
<p><i>Macbeth</i></p> <p>Shakespeare Biography and Culture</p> <p>Historical Perspectives</p> <p>Personal Response</p> <p>Passage Commentary</p>	<p>8.33 Analyze patterns of imagery or symbolism and connect to themes.</p> <p>9.6 Relate a literary work to primary source documents of its period or historical setting.</p> <p>9.7 Relate a work to the seminal ideas of its time.</p> <p>10.6 Identify and analyze characteristics of genres.</p> <p>11.7 Analyze and compare texts that express a universal theme.</p> <p>14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, etc.</p> <p>15.7 Evaluate how author's choice of words advances theme or purpose.</p>	<p><i>Macbeth</i></p> <p>Shakespeare Biography</p> <p>Shakespeare Video: A&E Biography</p> <p>History Text</p> <p><i>Macbeth</i> Video: (Roman Polanski)</p>	<p>Discussion</p> <p>Reading quizzes</p> <p>Passage Commentaries</p> <p>Dramatic Readings</p> <p>Mastery Test</p>
<p>American Poetry Unit</p>	<p>8.33 Analyze patterns of imagery or symbolism and connect to themes.</p> <p>10.6 Identify and analyze characteristics of</p>	<p>American Poetry (Selected Works by</p>	<p>Discussion</p>

<p>Poetic Devices Poetic Structure Poetry Writing</p>	<p>genres. 14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, etc. 15.7 Evaluate how author's choice of words advances theme or purpose. 22.10 Use all conventions of standard English when writing and editing. 25.5 Use group generated criteria for evaluating different forms of writing and explain why these are important before applying them.</p>	<p>X.J. Kennedy)</p>	<p>Poetry Project Creative Writing</p>
<p><i>The Catcher in the Rye</i></p>	<p>8.33 Analyze patterns of imagery or symbolism and connect to themes. 9.6 Relate a literary work to primary source documents of its period or historical setting. 9.7 Relate a work to the seminal ideas of its time. 10.6 Identify and analyze characteristics of genres. 11.7 Analyze and compare texts that express a universal theme. 12.6 Analyze, evaluate, and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes. 15.7 Evaluate how author's choice of words advances theme or purpose. 19.30 Write coherent compositions with a clear focus, rich detail, etc. 22.10 Use all conventions of standard English when writing and editing.</p>		

prepared by Karin Walsh, Sturgis Charter Public School 2005