

Expected Learning Results: English 9

With regard to **GRAMMAR & WRITING**, the department expects that students exiting English 9 will be able to...

- Identify, define, and use correctly the eight parts of speech.
- Exercise some meaningful sentence variety in their writing.
- Identify and be able to use correctly free modifiers, subordinate clauses, and independent clauses.
- identify and correct run-ons, fragments, agreement problems, and dangling modifiers in their writing.
- define the distinctions among and write in the four basic essay genres: narrative, descriptive, expository, and argumentative.
- identify and define the difference between textual evidence and textual analysis in published essays, classmates' essays, and their own essays.
- recognize, define, and compose a clear thesis statement.
- write sound analysis of appropriate examples in their essays.
- write text-specific analysis in their essays on literature.
- define and avoid in their own and classmates' writing faulty analysis.
- incorporate correctly structured parenthetical citations from primary sources into their essays on literature.
- smoothly introduce and correctly set up textual citations into their essays on literature or any essay involving direct quotations.
- cite sources in the appropriate form when quoting from poetry, short stories, plays, and novels in an essay on literature.
- define plagiarism and exercise academic integrity throughout the composition process and in all writing tasks.
- Practice strategies in research (i.e. Interviews, hands-on field work/observation, database electronic resources)

Moreau Catholic High School: English Department Learning Outcomes
Common Core Aligned

With regard to READING, the department expects that students exiting English 9 will be able to...

- read aloud with appropriate intonation and expression.
- read for literal meaning and demonstrate comprehension of a given text.
- read critically for inferential meaning with a demonstrated understanding of figurative language, symbolism, implied themes, point of view, and imagery.
- infer meaning of a new vocabulary from context clues in a given text.
- recognize, identify, and define the stages in plot structure within a given text of fiction.
- analyze character, setting, point of view, and theme in a piece of fiction.
- read closely and analytically in the four major literary genres.

With regard to SPEAKING, the department expects that students exiting English 9 will be able to...

- speak in formal and informal settings (from organized oral reports to participation in class discussion), both individually and in small groups.
- speak with a clear sense of audience, appropriate tone, and proper diction in all oral contributions to class.

With regard to LISTENING, the department expects that students exiting English 9 will be able to...

- exercise courtesy to every speaker.
- pick out the main ideas from a speech.
- respond with appropriate content to a speaker.
- take accurate notes on an oral presentation.

Expected Learning Results: English 10

With regard to **GRAMMAR & WRITING**, the department expects that students exiting English 10 will be able to...

- independently organize a multi-paragraph essay that is appropriate to the writing task, demonstrating an understanding of the subordinate structure paragraph.
- correctly cite primary and secondary sources in text.
- define and avoid plagiarism in all of its various forms.
- write an expository process essay on literature, from effective prewriting to final proofreading.
- write an effective and helpful peer response (content-based, open-ended questions) to a classmate's essay draft.
- revise and rewrite a series of drafts toward a final draft.
- write and proofread with a sense of clarity, unity, and specificity.
- write sentences in parallel structure when necessary or appropriate.
- combine sentences with appropriate subordination and coordination of ideas.
- write with sentence variety, using free modifiers (participial phrases, appositives, adjective phrases, absolutes).
- write analytically on each of the four major literary genres (either process essays or in-class timed writes).
- write with a sense of appropriate voice and tone for informal and formal writing tasks.
- write an explicit thesis that states a clearly defined claim (and is not by instruction the "3 point" thesis).
- refine strategies in independent research (i.e. know how and where to start, how to use library resources, etc.).

Moreau Catholic High School: English Department Learning Outcomes
Common Core Aligned

With regard to READING, the department expects that students exiting English 10 will be able to...

- read closely, analytically, and inferentially in each of the 4 major literary genres.
- draw common connections—thematic, stylistic—among works of literature, across genres and media, and to real life issues.
- define and read for connotative and denotative meanings of words, passages, whole texts.
- read with an understanding of diction and its nuances.
- identify voice, tone, mood, and attitude within a text.
- define and apply literary terminology appropriately.
- identify main ideas within a literary work.
- Identify and clarify the difference between valid opinion and guesswork, and between personal opinion and author’s intent.
- identify the relationship between and among textual evidence, textual analysis, and valid conclusions.

With regard to SPEAKING, the department expects that students exiting English 10 will be able to...

- prepare and deliver formal and informal speeches.
- speak in appropriate standard English when contributing to class discussion.
- speak extemporaneously with a sense of appropriate tone and diction in small groups and to whole class.

With regard to LISTENING, the department expects that students exiting English 10 will be able to...

- effectively evaluate and appropriately respond to another’s speech.
- recognize main ideas in any form of oral presentation.
- track, recollect, and build upon another’s oral contribution.
- take competent notes on another’s speech.

MEASURES FOR LEARNING: ENGLISH 11

With regard to **GRAMMAR & WRITING**, students exiting English 11 will be able to ...

- avoid – or identify and correct – gross errors in usage, mechanics, and grammar in their own writing
- learn and deliberately implement into their writing stylistic devices and choices
- explain the rules for and use correctly the semicolon, colon, common uses of the comma, the dash, parentheses, and quotation marks
- conceive and narrow an original topic for an essay on literature; develop their own essay topics after examining pieces of literature
- compose a complete, cohesive, well organized, and well developed in-class essay from a “cold question”
- write a concluding paragraph that does not simply restate or reword the introduction or main ideas of the body paragraphs but draws a logical conclusion from the evidence and analysis presented throughout the essay relating to the text
- write insightful, non-repetitive, and well-developed analysis
- weave textual references into analytical claims in complex sentence structures
- write with appropriate rhetorical devices, such as cumulative, balanced, and periodic sentences; purposeful tone; asides
- peer respond to the content and expression of a classmate’s draft

Moreau Catholic High School: English Department Learning Outcomes
Common Core Aligned

With regard to READING, students exiting English 11 will be able to ...

- annotate a text for meaning and understanding
- sustain independent close reading (homework assignments as well as in-class reading) with close attention to detail, author's intent, literary and rhetorical devices
- read for universal themes and ideas and connect those ideas to other works of literature and to real life
- recognize and discuss the humanizing qualities and universal themes within literature
- maintain an analytical reader's log (format determined by teacher's purpose)
- read for pleasure; have outside reading opportunities to develop a life long habit of close reading

With regard to SPEAKING, students exiting English 11 will be able to ...

- speak with a sense of appropriate tone, diction, and attitude in impromptu situations
- participate in whole-class and small group discussions
- articulate complex ideas clearly and with a sense of their audience

With regard to LISTENING, students exiting English 11 will be able to ...

- assimilate and respond thoughtfully to aural media presentations outside of their own personal taste
- respond helpfully and appropriately to classmates' readings, oral presentations, contributions to class discussion, and essays read aloud
- take accurate notes from any form of oral presentation, recognizing main ideas and essential information

MEASURES FOR LEARNING: ENGLISH 12

With regard to GRAMMAR & WRITING, students exiting English 12 will be able to ...

- write informal and formal essays with an accomplished sense of fluency, subordinate structure development, organization, and correctness
- write in a variety of tones appropriate to the task
- conceive and compose original essay questions, including prompt and instruction, for any type of essay: narrative, descriptive, expository, argumentative; personal or academic
- independently pace themselves throughout the process of composing an essay to meet deadlines
- independently conduct formal research (MLA format) using a variety of sources
- compose a correctly formatted Works Cited page (MLA style) for the variety of sources available: print, media, electronic
- convey ideas implicitly as well as explicitly in their writing
- appeal to a variety of audiences, using appropriate rhetorical devices, diction, tone, language
- write well-organized argumentation including a clearly stated and valid assertion, a well-reasoned defense, and a logical conclusion
- write independently with good writing habits in each step of the composition process

Moreau Catholic High School: English Department Learning Outcomes
Common Core Aligned

With regard to READING, students exiting English 12 will be able to ...

- form valid interpretations of symbols, metaphors, themes, author's purpose, tone and its significance, mood and its purpose in a variety of text and genres
- read diverse texts for comprehension of new and unfamiliar ideas and concepts; read to learn
- read and comprehend scholarly literary criticism and academic writing in a variety of disciplines
- critique and evaluate popular, literary, and academic texts
- recognize and interpret the purpose and significance of rhetorical devices in a given text
- make valid and responsible assertions about themes, characters, setting, point of view, and symbolism using textual evidence to defend those assertions
- distinguish between an author's implicit and explicit philosophical claims
- perceive and comprehend the thematic and stylistic connections among various works across time and cultures

With regard to SPEAKING, students exiting English 12 will be able to ...

- speak to a variety of audiences using appropriate voice, tone, diction, expression, and demeanor
- speak fluently in a variety of contexts: formal, informal, prepared, impromptu
- incorporate interesting and effective vocabulary, turns of speech, and rhetorical devices into their speech
- deliver individual and group oral presentations clearly and effectively

With regard to LISTENING, students exiting English 12 will be able to ...

- recognize strategies used by media to persuade, inform, condemn, recommend, entertain
- identify and follow the line of logic, both implicit and explicit, in spoken media
- critique and evaluate the content (bias, values, quality) of spoken media and speech