

ENGLISH

English 4

In Module One students begin the year by a close reading of the novel *Love That Dog* by Sharon Creech. Students follow the main character, Jack, as he learns about poetry and begins to write his own. Students closely read and analyze poems Jack reads, including “The Red Wheelbarrow” by William Carlos Williams and “Stopping by Woods on a Snowing Evening” by Robert Frost. Throughout this unit, students track what Jack is learning about poetry alongside their own learning through these close readings. In Module Two students will read, write, and speak about the topic of voting rights and responsibilities. In the first two units, students will read informational texts that focus on the women’s suffrage movement and the leadership of New Yorker Susan B. Anthony. Specifically, they will read firsthand and secondhand accounts of her arrest and trial for voting in a time when women were outlawed from doing so. Students then read *The Hope Chest* by Karen Schwabach, a historical fiction novel set in the weeks leading up to the passage of the 19th Amendment. They will continue to examine the idea of leaders of change and explore the theme “making a difference” by collecting evidence on how selected characters make a difference for others. After completing the novel, students will analyze this theme in selected passages of the novel and write an essay using evidence from the text to support their analysis. The 4th grade English curriculum is closely linked to the 4th grade Social Studies curriculum.

English 5

The grade 5 English Language Arts Common Core curriculum guides students through modules during their 5th grade year. Modules have a common goal of improving student’s overall fluency as a reader, becoming a close reader focused on key details, improving their writing and grammar skills, and developing a deeper understanding of the content. Students explore a variety of different literature such as informational texts (*The Most Beautiful Roof in the World* by Kathryn Lasky & *The Inuit Thought of It: Amazing Arctic Innovations* by Alootook Ipelli), historical documents (*The Universal Declaration of Human Rights*), historical fiction (*Esperanza Rising* by Pam Munoz Ryan). Students shift from learning how to read to using reading as a tool to learn during their 5th grade English experience.

English 6

The English 6 curriculum focuses on literature about adolescents who struggle with a variety of challenges. Students develop sensitivity for and a deeper understanding of issues regarding race, gender, and culture through exploration of literature.

Through a year-long emphasis on writing using the 6-Trait guidelines, students become familiar with the composition process from note taking and drafting to editing, proofreading, and recopying. Students study roots, prefixes, and suffixes to better comprehend vocabulary words and use the Orton-Gillingham method to guide the spelling and reading instruction. Students also use composition notebooks to keep track of reading strategies and their daily planners to keep track of outside reading on a daily basis. The reading list includes, but is not limited to, *Because of Mr. Terupt* (Buyea), *Out of My Mind* (Draper), *Counting by 7s* (Goldberg Sloan), *Petey* (Mikaelsen), *Wonder* (Palacio) and *Freak the Mighty* (Philbrick). Texts include *The Middle School Handbook* (Holt, Rinehart and Winston) and *Creating Writers Through 6-Trait Writing* (Pearson).

English 7

English 7 asks students to explore themselves and the world around them through the lens of literature. Therefore, independent reading will play a foundational role in the class; students are free to choose books from a diverse class library or bring them from home. Beyond independent reading, students will read texts as a class, which may include *Romeo and Juliet* and *The Giver*. Students will also participate in several Literature Circles, choosing from a set of books focusing on a central idea, like “Personal Struggle” or “Dystopian Fiction.” Throughout the year, students will write extensively and broadly, focusing on the process as much as the final product. Students should leave English 7 as readers, writers, and critical thinkers.

English 8

Students study a wide variety of novels, short stories, poems, plays, and essays to help them develop as readers, writers, speakers, and listeners. Units are thematically arranged so students may sample a diversity of writers and genres on the topics of the idea of story, coming of age, heroism, individuality, creativity, and the individual’s role in the community, which further broadens students’ perspectives. Comprehension of these texts arises from a combination of analytical and personal understanding to develop literary skills and personal relevance. Students grow as writers and practice various writing formulas and techniques endeavoring to use writing as a means to explore both themselves and the world around them. Assignments and projects lead students from concrete, literal thinking toward higher-order, abstract skills. Vocabulary and spelling are taught

within the context of the literature, and literary terms and verbal strategies are studied. Students research, interpret, polish, and perform a published or student-created literary piece to a large audience in a formal setting. Text include *A Midsummer Night's Dream* (Shakespeare 1998), short stories, student-selected novels and a selection of multicultural text including *All But My Life* (Klein 1998), *Samurai's Garden* (Tsukiyama 1996), *The Joy Luck Club* (Tan 1995), *Red Scarf Girl* (Jiang 1997), *My Ántonia* (Cather 1918), *Life of Pi* (Martel 2003), *Hotel on the Corner of Bitter and Sweet* (Ford 2009), *The Hate U Give* (Thomas 2017) *The Elements of Style* (Strunk and White), *The Middle School Handbook* (Holt, Rinehart, and Winston), and various contemporary short pieces.