

# Catholic Central High School

August 2011

**Instructor:** Catherine Costantini  
English 1  
3<sup>rd</sup> Period  
[ccostantini@steubenvillecatholiccentral.org](mailto:ccostantini@steubenvillecatholiccentral.org)  
264-5538 ext. 304

## Course Overview:

This course offers freshmen a review of the basics of grammar as a means for developing their writing skills. Regular writing assignments are given as students learn to organize their thoughts and express themselves clearly and precisely. Students are also introduced to the various literary forms, including the short story, novel, poetry, play, nonfiction, and myth. Participation in class discussions is encouraged in response to each of the selections read. Freshmen will also learn the fundamentals of library research and will be guided in the use of the library materials.

## Goals of the Course:

- Development of a deep understanding of the structure of the English language.
- Review and mastery of the standard forms of correct usage of the English language and practice in using these in daily written work.
- Development of a more extensive writing vocabulary skills
- Practice in generating ideas for writing, selecting and arranging those ideas, determining appropriate means of expressing ideas, and evaluation and revision of the written product.
- Development of literal, interpretive, and critical comprehension reading skills through the study of various forms of literature.
- Introduction to a variety of literary terms and application of these terms to the study of the literature selections.
- Development of research skills from print and electronic sources to locate resources appropriate to the task and gather relevant information.

## Texts in Use/Resources

- Primary texts used:
  - *Language and Literacy* [Ohio Edition] Grade 9, Prentice-Hall Literature, c. 2011
  - *Writer's Choice: Grammar and Composition*, McGraw-Hill, 2009
  - *Vocabulary for the High School Student*, Amsco School Publications, Inc., c. 2004
- Supplementary Texts used:
  - *High School Writer's Handbook*
  - *The Call of the Wild*, by Jack London
  - The SRA Reading Lab – Reading for Understanding, Level C

## Course Requirements:

- Attendance within the requirements set by school policy; that is, no more than eight (8) absences per quarter unless due to extended illness (4 or more consecutive days) verified by a doctor's statement.
- Unit tests and quizzes in literature, grammar and vocabulary/homework assignments as needed
- Varied writing assignments in support of the literature and the development of the student's writing skills
- The study of *The Call of the Wild*

## Course Evaluation/Assessments

- Tests – announced 50%
- Quizzes – unannounced and announced 35%
- Homework as assigned 10%
- Participation 5%

**Units of Study:**

- Grammar
  - Parts of Speech
  - Parts of a Sentence
  - Phrases
  - Clauses
  - Correct usage
  - Punctuation and mechanics
- Writing:
  - The Writing Process
  - Writing Effective Paragraphs and Essays
  - Types of Writing: Narrative, Persuasive, Expository
  - Assorted portfolio assignments as needed to develop writing skills, rhetoric, and/or interest and appreciation
- Literature
  - Defining Literature
  - Themes in Literature
    - ❖ Can Truth change?
    - ❖ Is Conflict Necessary?
    - ❖ Is Knowledge the Same as Understanding?
    - ❖ How Does Communication Change Us?
    - ❖ Do Our Differences Define Us?
    - ❖ Do Heroes Have Responsibilities?
  - Literary Genres
    - ❖ Short Stories
    - ❖ Nonfiction
    - ❖ Drama
    - ❖ Poetry
    - ❖ The Epic
- Vocabulary:
  - Designed vocabulary study using context and structure cues
- Testing and reading skills:
  - Beginning preparation for the Ohio Graduation Test (OGT)
  - SRA lab work

**General Remarks:**

English 1 employs an extensive reading program incorporating various forms and styles of literature. In order to prepare for the analysis and discussion of these selections in class, students must commit themselves to reading these selections independently and thoroughly. This approach is meant not only to prepare the students for the study of literature in future English classes but also to hone their reading comprehension skills.

Instruction in and practice of basic skills in grammar, punctuation, and mechanics constitutes a large component of the course as well. This instruction is designed to encourage and support the development of composition skills that will allow the students to communicate clearly, precisely, and efficiently, a skill which they will need throughout their academic careers and beyond.