**Curriculum**

**English 9-10 International**

**Course Overview**

International English classes are designed for the non-native speaker of English who is working toward fluency in the English language. This class parallels regular Freshman and Sophomore English while meeting the needs of non-native speakers of English. The main focus of the course is the study of literature. Students are expected to develop an increasing ability to read closely and critically, and to respond actively to the literature by evaluating the works and formulating relevant questions and opinions about them. The students are also expected to improve their language skills through the study and application of vocabulary and grammar, the practice of writing and oral skills, and the improvement of reading comprehension. The students in this class are from both ninth and tenth grades and range in level of English language proficiency from Intermediate to Advanced Composition.

**Department Standards**

Students will:  
1. develop critical thinking skills that will encourage them to make connections between literature and both their own lives and other academic disciplines;  
2. develop an appreciation for literature through the comprehension and analysis of various genres;  
communicate their understanding and ideas effectively in a variety of written forms;  
3. articulate organized ideas through a variety of oral activities;  
expand and strengthen their vocabularies to enhance their ability to understand and communicate;  
4. learn and apply the standard conventions of the English language in both speaking and writing.

**Benchmarks**:

1.1 Respond to classic and contemporary texts in a variety of genres representing different traditions, time periods, and authors.

1.2 Understand and interpret texts in terms of specific literary and historical contexts.

1.3 Respond to texts as expressions of the spectrum of shared human experience.

1.4 Foster through reflection and creative thinking and expression, an awareness of the value of literature

2.1 Develop active reading and listening skills to identify and retain salient features and devices in texts.

2.2 Develop as a reader and listener for personal, social, and ethical purposes through independent and collaborative reading.

2.3 Construct meaning beyond the literal level by understanding and interpreting literary techniques and devices.

3.1 Develop language and writing skills in order to communicate ideas precisely and clearly in both oral and written form.

3.2 Understand and practice writing as a recursive process.

3.3 Express ideas about a variety of topics, in a variety of forms, and to a variety of audiences.

3.4 Develop the ability to explore and refine topics/questions; create a thesis; gather and analyse evidence; draw conclusions; and compose a response.

3.5 Use writing and speaking for personal growth.

4.1 Expand and strengthen use and understanding of an increasingly varied vocabulary that enhances the ability to communicate meaning effectively in multiple contexts.

4.2 Build upon knowledge and use of the standard structures and conventions of English grammar in order to speak, write, and think more effectively.

**Performance Indicators**

Students will demonstrate, through discussion and through written work, a growing ability to read literature beyond literal meaning.

Students will demonstrate a growing ability to read aloud with appropriate pacing, intonation, and expression.

Students will demonstrate a growing ability to read independently and to extract meaning of unknown vocabulary from context.

Students will identify common literary elements through discussion, example, and more formal written assessment.

Students will reflect on their own experiences in relation to themes and events in works of literature through discussion, journal writing, and more formal essays of literary analysis.

Students will demonstrate improvement in grammar, syntax, and word choice, through written assessment and class discussion.

Students will demonstrate a growing ability to formulate a clear thesis statement and to organize ideas coherently and with increasing sophistication in conventional essay form (assessed according to an established rubric shared with students prior to writing the essay).

Students will explore ideas and themes that relate to course materials through small group and whole class discussion and journal writing.

Students will demonstrate understanding of literature beyond literal meaning in reading discussion groups.

Students will collaborate cooperatively and exchange ideas effectively in small teacher-monitored reading groups.

Students will demonstrate understanding of literary themes through multi-media presentations.

Students will demonstrate an understanding of interpretation of dramatic texts through group performance

**Assessments**

Group presentations assessed according to an established rubric.

Individual oral presentations assessed according to an established rubric.

Written responses to teacher created study guides

Personal and creative writing and revised final drafts (using the writing process with both teacher and peer editing).

Expository essay writing (comparison-contrast, persuasive, opinion, and so on) assessed according to an established rubric.

Journal writing in response to themes and ideas in the works studied

Teacher monitored discussion of text in small reading groups

Student generated posters, pamphlets, and other visual means to represent theme/plot/characterization, and so on.

Reading check quizzes

Vocabulary quizzes and tests (vocabulary taken from the context of works studied)

In-class essays

Semester Exams

**Core Topics**

The short story

Identifying themes in literature

Basic literary elements

Techniques of characterization in fiction

Themes in literature in relation to the human experience

Personal writing prompted by themes and events in the works studied.

The global nature of themes in literature in relation to the human experience.

An exploration of the shaping of our own individual identity.

(Cycle A) Dictatorship vs. Democratic rule

An introduction to events leading up to World War II and the Holocaust (in conjunction with the World History International teachers).

Memoir vs. fiction

William Shakespeare: an introduction to his life and times

How elements and characters in a Shakespeare play can still be relevant to the modern reader

Reslience (referenced to the TASIS England Flourishing Program)

**Specific Content**

Learn the conventional standards and format for word processing academic writing in the UK and the USA.

Learn how to write coherent and cohesive paragraph answers to open ended questions.

Learn how to paraphrase and not just copy from the novel in order to use target vocabulary taken from context to show meaning and understanding of the word

Improve academic and personal writing through the writing process.

Identify themes and formulate thematic statements.

Analyze how writers create character both directly and indirectly.

Identify basic plot elements and common literary elements.

Research basic historical, cultural, and political backgrounds in order to better understand and evaluate their importance in relation to the literature being studied.

Devise effective thesis statements and organize expository essays

Understand the difference between informal and formal written language

Examine the genre of science fiction and the concept of dystopia (with PowerPoint)

Discuss target literature as a class and in small groups (teacher-monitored)

Use the writing process to improve writing skills

Identify themes and formulate thematic statements

Use context to select the correct definition of target vocabulary using Oxford Advanced Learner's Dictionary or similar

Respond to literature in a journal in the voice of one of the main characters in the novel in order to understand/explore character and motivation.

Collaborate in small groups on a project that examines the need for rules in our school

Argue, in a formal speech, for the retention, modification, or abolition of one specific rule.

Write a formal argumentative essay on the subject of a school rule

Compare a film or play version with the novel

Use context in the novel to select the correct definition of target vocabulary.

Research events leading up to the Second World War and Hitler's ideas in relation to the Holocaust (with PowerPoint)

Learn essential historical and political background information and vocabulary to understand the context of the literature.

Recognize basic Shakespearean vocabulary

Complete a Web Quest that introduces basic background to Shakespeare, his life and times

Research background information to the Shakespeare play (historical and geographical)

Compare a film version with the text in a comparison-contrast essay

Create a Shakespeare information pamphlet for a visiting group of US students who have never been to the UK

Practice reading Shakespeare aloud

Dramatize selected scenes from a Shakespeare play

Transcribe key quotations into modern English

Paraphrase excerpts from a Shakespeare play

**Resources**

