# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>1</td>
</tr>
<tr>
<td>English Department Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>9th Grade English Course Outline</td>
<td>4</td>
</tr>
<tr>
<td>English 10-2 Course Outline</td>
<td>6</td>
</tr>
<tr>
<td>English 10-3 Course Outline</td>
<td>8</td>
</tr>
<tr>
<td>English 10-Honors Course Outline</td>
<td>10</td>
</tr>
<tr>
<td>English 11-2 Course Outline</td>
<td>12</td>
</tr>
<tr>
<td>English 11-3 Course Outline</td>
<td>13</td>
</tr>
<tr>
<td>American Studies Course Outline</td>
<td>14</td>
</tr>
<tr>
<td>English 11-Honors Course Outline</td>
<td>15</td>
</tr>
<tr>
<td>World Literature Course Outline</td>
<td>16</td>
</tr>
<tr>
<td>British Literature Course Outline</td>
<td>17</td>
</tr>
<tr>
<td>European Studies Course Outline</td>
<td>18</td>
</tr>
<tr>
<td>English 12-AP English Literature and Composition Course Outline</td>
<td>19</td>
</tr>
<tr>
<td>Proficiency Standards for End-of-Grade Nine</td>
<td>21</td>
</tr>
<tr>
<td>Proficiency Standards for End-of-Grade Ten</td>
<td>25</td>
</tr>
<tr>
<td>English Literary Terms</td>
<td>30</td>
</tr>
<tr>
<td>Major Works for the High School English Classes</td>
<td>31</td>
</tr>
<tr>
<td>Sample Writing Assessments from the NHEIAP</td>
<td>33</td>
</tr>
<tr>
<td>Types of Writing Assigned By Grade</td>
<td>34</td>
</tr>
<tr>
<td>Writing Assessment Rubric</td>
<td>35</td>
</tr>
<tr>
<td>PRHS Reading List for Students Entering Grade 9 (Summer 2003)</td>
<td>37</td>
</tr>
<tr>
<td>PRHS Reading List for Students Entering Grade 10 English (Summer 2003)</td>
<td>39</td>
</tr>
<tr>
<td>PRHS Reading List for Students Entering Grade 11 English (Summer 2003)</td>
<td>41</td>
</tr>
<tr>
<td>PRHS Reading List for Students Entering Grade 12 English (Summer 2003)</td>
<td>43</td>
</tr>
<tr>
<td>PRHS Summer Reading/Writing Assignment for English 12-AP (Summer 2003)</td>
<td>45</td>
</tr>
</tbody>
</table>
English Department Curriculum

The English program is designed to improve the students’ awareness of the importance of the English language in their personal and career development. Competence in the skills of reading, writing, speaking, listening, and viewing is expected of every graduate. Instruction is designed to assist students in developing comprehension, critical thinking skills, coherence, cogency and fluency in the expression and communication of ideas.

All courses required for grades 9 and 10 place special emphasis on the NH Department of Education Curriculum Frameworks and every 10th grader participates in the NH Educational Assessment and Improvement Program (NHEIAP) which assesses curriculum delivery and student acquisition of the End of 10th Grade standards.

Literary works are selected for their excellence in content, style, and student interest. Through literature, students are encouraged to examine various social values, to develop an appreciation of various literary styles, and to view reading as an enjoyable activity. Students in all grades at all levels are expected to complete independent summer reading as well as reading assigned during the school year.

The English courses at PRHS are designed to offer every student a four-year program encompassing all aspects of English. Successful completion of the preceding level is required before going on to the next level.

All students must pass four full years of English (grades 9, 10, 11, 12) in order to graduate from Plymouth Regional High School.
# 9th Grade English Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>9th Grade English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>None</td>
</tr>
<tr>
<td>Course Description</td>
<td>9th grade English is a heterogeneous course required for all Freshmen. It is a survey course that covers literature of different time periods and countries and is organized by theme. Writing compositions and improving analytical skills will be emphasized in this course. Grammar and vocabulary are also integral parts of the 9th grade English curriculum. An Honors Option is available for those students who want to challenge themselves with a more rigorous course.</td>
</tr>
</tbody>
</table>
| English Text          | Elements of Literature: 3rd Course (Holt)  
Warriner's Grammar and Composition: 3rd Course |
| Units and Topics Covered | The Short-Story Collections  
Facing Monsters  
The Human Spirit  
Expect the Unexpected  
Discoveries  
The Nonfiction Collections  
A Place Called Home  
What I Think  
The Poetry Collections  
See the Miracles  
Imagine  
Modern Drama  
Opening Doors  
William Shakespeare  
The Destruction of Innocence  
The Epic  
The Perilous Journey |
| Required Titles       | The Odyssey  
Of Mice and Men  
Romeo and Juliet  
The Bean Trees  
The Miracle Worker |
| Honors Option, Additional Titles | To Kill a Mockingbird (summer reading)  
The Adventures of Huckleberry Finn  
Great Expectations  
Snow in August  
The Heart is a Lonely Hunter |
| Skills | Vocabulary that connects to each unit being studied  
Grammar  
Parts of speech (1st semester)  
Basic parts of a sentence (2nd semester)  
Literary terms |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>A variety of critical writing assignments, essays, projects, and research</td>
</tr>
</tbody>
</table>
| Assessments | Essay tests, objective tests, quizzes, papers, projects, oral presentations, homework (reading, journals, vocabulary sentences, grammar practice), class discussion  
Midterm Exam: 5% of grade for the year; will assess mastery of parts of speech  
Final Exam: 15% of grade for the year; 5% will assess mastery of parts of speech, parts of the sentence; 10% will assess mastery of literature, vocabulary and writing  
* Students must have an 88% for the year and must pass all Honors Option assessments to enter English 10-H. |
| At the end of this course, students will be prepared for: | English 10-2, 10-3, or 10 Honors |
# English 10-2 Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English 10-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>9th Grade English</td>
</tr>
<tr>
<td>Course Description</td>
<td>Much like ninth grade English, English 10-2 is a survey course that covers literature of different time periods and countries and is organized by theme. However, this is a remedial course, primarily designed to build skills. The aims of this course are to develop the students’ abilities to analyze what they read and to improve their reading, speaking, listening, viewing, and writing skills. This course covers a review and extension of grammar and literary terms from 9th grade. Students develop skills in vocabulary, punctuation, and correct usage. Composition projects cover the process of prewriting, writing, and rewriting. The literature read includes novels, short stories, poetry, plays and non-fiction.</td>
</tr>
</tbody>
</table>
| English Text       | *Elements of Literature: 3rd Course* (Holt)  
*Warriner's Grammar and Composition: 4th Course* |
| Units and Topics Covered | The Short-Story Collections  
Facing Monsters  
The Human Spirit  
Expect the Unexpected  
Discoveries  
The Nonfiction Collections  
We Remember  
A Place Called Home  
What I Think  
The Poetry Collections  
The Ways We Are  
Say It! |
| Required Titles    | *Julius Caesar*  
*Lord of the Flies*  
*The Pearl*  
*Animal Farm* |
| Skills             | Vocabulary that connects to each unit being studied  
Grammar  
Review parts of speech and parts of the sentence; introduce the phrase (1st semester)  
Mastery of parts of speech, parts of the sentence, and the phrase; introduce the clause (2nd semester)  
Literary terms  
Test-taking skills |
<p>| Writing            | A variety of critical writing assignments, essays, projects, and research |</p>
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Tests, class participation, homework, writing projects and academic writing journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam:</td>
<td>5% of grade for the year; will assess mastery of parts of speech, and parts of the sentence and the phrase</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>15% of grade for the year; 5% will assess mastery of parts of speech, parts of the sentence, the phrase, and the clause; 10% will assess mastery of literature, vocabulary, writing, and literary terms.</td>
</tr>
</tbody>
</table>

| At the end of this course, students will be prepared for: | English 11-2 and American Studies |
## English 10-3 Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English 10-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>9th Grade English</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>The year begins with a review of grammar skills. English 10-3 is a survey course that covers literature of different time periods and countries and is organized by theme. A variety of literary types will be read including drama, short stories, poems, non-fiction and novels. Students will do research and use the MLA style guide. Writing compositions and improving analytical skills will also be emphasized in this course. Outside reading will be required on an individual basis. Grammar, mechanics, and writing and viewing skills are reviewed and developed.</td>
</tr>
</tbody>
</table>
| **English Text**  | *Elements of Literature: 3rd Course* (Holt)  
*Warriner's Grammar and Composition: 4th Course* |
| **Units and Topics Covered** | **The Short-Story Collections**  
Facing Monsters  
The Human Spirit  
Expect the Unexpected  
Discoveries  
**The Nonfiction Collections**  
We Remember  
A Place Called Home  
What I Think  
**The Poetry Collections**  
The Ways We Are  
Say It! |
| **Required Titles** | *Animal Farm*  
*Julius Caesar*  
*Lord of the Flies*  
The Pearl |
| **Skills** | Vocabulary that connects to each unit being studied  
**Grammar**  
Review parts of speech and parts of the sentence; introduce the phrase (1st semester)  
Mastery of parts of speech, parts of the sentence, and the phrase; introduce the clause (2nd semester)  
**Literary terms**  
**Test-taking skills** |
<p>| <strong>Writing</strong> | A variety of critical writing assignments, essays, projects, and research |</p>
<table>
<thead>
<tr>
<th>Assessments</th>
<th>Essay tests, objective tests, quizzes, papers, class discussion, notebook checks, grammar practice, homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam:</td>
<td>5% of grade for the year; will assess mastery of parts of speech and parts of the sentence</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>15% of grade for the year; 5% will assess mastery of parts of speech, parts of the sentence, the phrase, and the clause; 10% will assess mastery of literature, vocabulary, writing, and literary terms.</td>
</tr>
</tbody>
</table>

| At the end of this course, students will be prepared for: | English 11-3 and American Studies |
# English 10-Honors Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English 10-Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Successful completion of 9 Honors Option</td>
</tr>
<tr>
<td>Course Description</td>
<td>In this course, critical thinking and independent work are emphasized. English 10 Honors moves at an accelerated pace. It is a survey course that covers literature of different time periods and countries and is organized by theme. Class discussion of the literature is an essential element of the course, and participation is required. Writing assignments will be frequent and will be primarily in the form of analytical essays. Latin and Greek roots form the basis for vocabulary study. English grammar and composition will include study of the parts of speech and the elements of the sentence, the phrase and the clause.</td>
</tr>
</tbody>
</table>
| English Text       | *Elements of Literature: 3rd Course* (Holt)  
*Warriner's Grammar and Composition: 4th Course* |
| Units and Topics Covered | The Short-Story Collections  
Facing Monsters  
The Human Spirit  
Expect the Unexpected  
Discoveries  
The Nonfiction Collections  
We Remember  
A Place Called Home  
What I Think  
The Poetry Collections  
The Ways We Are  
Say It! |
| Required Titles    | *Power of Myth*  
*Julius Caesar*  
*Lord of the Flies*  
*The Pearl*  
*Animal Farm* |
| Additional Required Titles | *A Tale of Two Cities*  
*The Little Prince*  
*Jane Eyre*  
*Things Fall Apart*  
*Nectar in a Sieve* |
| **Skills** | Weekly vocabulary lists based on study of Latin and Greek roots  
Grammar  
Review parts of speech and parts of the sentence; introduce the phrase (1st semester)  
Mastery of parts of speech, parts of the sentence, and the phrase; introduce the clause (2nd semester)  
Poetic devices  
Test-taking skills  
Literary terms |
|---|---|
| **Writing** | Critical analysis of short stories (examining use of literary devices)  
Critical analysis of each novel/play (focused primarily on theme)  
Occasional creative responses (letter, diary, poster, etc.)  
Explication of poetry  
Research paper  
Reading journals |
| **Assessments** | Essay tests, objective tests, quizzes, papers, projects, oral presentations, homework (reading, journals, vocabulary sentences, grammar practice), class discussion  
*Midterm Exam:* 5% of grade for the year; will assess mastery of parts of speech and parts of the sentence  
*Final Exam:* 15% of grade for the year; 5% will assess mastery of parts of speech, parts of the sentence, the phrase, and the clause; 10% will assess mastery of literature, vocabulary, writing, and literary terms. |
| **At the end of this course, students will be prepared for:** | English 11-Honors, English 11-3, and American Studies |
### English 11-2 Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English 11-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>English 9, 10</td>
</tr>
</tbody>
</table>

#### Course Description
Much like English 10-2, English 11-2 is designed for students who still require remediation of basic skills. It is a survey course in American literature. This course complements the U.S. History course that is also taken in the 11th grade. Vocabulary, usage, writing and critical listening and thinking skills are emphasized.

#### English Text
*The American Experience* (Prentice Hall)

#### Units and Topics Covered
- Beginnings to 1800
- American Romanticism 1800-1840
- American Renaissance 1840-1860
- New American Poetry & Rise of Realism 1850-1900
- The Moderns 1900-1950
- American Prose & Contemporary Literature 1950-Present

#### Required Titles
- *The Crucible*
- *Our Town*
- *The Great Gatsby*
- *The Color of Water*

*titles from the same literary time periods may be substituted*

#### Skills
- Vocabulary that connects to each unit being studied
- Usage and grammar

#### Writing
- A variety of critical writing assignments, essays, projects and research papers

#### Assessments
- Essay tests, objective tests, quizzes, papers, projects and oral presentations
- Mid term and final exams are a percentage of the grade for the year.

#### At the end of this course, students will be prepared for:
- World Literature
# English 11-3 Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English 11-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Course</strong></td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td><strong>Prerequisite(s)</strong></td>
<td>English 9, 10</td>
</tr>
<tr>
<td><strong>Course Description</strong></td>
<td>English 11-3 is a history-based course for college-bound students. The focus of the course is American literature and it complements the US history course taught in the 11th grade. The course is a chronological survey of literary works from the Native Americans to the writers of today. Novels, plays, short stories and poetry are read in the original form. Reading and writing assignments are extensive. Vocabulary and usage are important components, with an emphasis on SAT preparation. Students work on projects and papers independently but are expected to participate in class discussion and group work.</td>
</tr>
<tr>
<td><strong>English Text</strong></td>
<td><em>The American Experience (Prentice Hall)</em></td>
</tr>
</tbody>
</table>
| **Units and Topics Covered** | The New Land/Colonialism/Puritanism  
The Revolutionary Period  
American Romanticism  
New England Renaissance/Transcendentalism  
The Rise of Realism/Civil War  
Modernism  
Contemporary Age |
| **Required Titles** | *The Crucible*  
*The Great Gatsby*  
*Our Town*  
*The Color of Water*  
*Titles from the same literary time period may be substituted* |
| **Skills** | Vocabulary that connects to each unit being studied  
Usage and grammar |
| **Writing** | A variety of critical writing assignments, essays, projects, creative writing assignments, academic journals, and research papers |
| **Assessments** | Essay tests, objective tests, quizzes, papers, projects and oral presentations  
English rubric is used in grading writing assignments  
Midterm and final exams are a percentage of the grade for the year. |
| **At the end of this course, students will be prepared for:** | British Literature and European Studies |
American Studies Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>American Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Recommendation of 10th grade English/Social Studies teacher</td>
</tr>
</tbody>
</table>

**Course Description**
American Studies is a two credit, two period, interdisciplinary course that satisfies the requirements for both US History and English 11. It is taught by two teachers, one from the English department and one from Social Studies. American Studies is a heterogeneous course, open to all juniors. In the English portion of the course, students follow the standard American Literature curriculum; in the history portion they receive a standard US History course from the Civil War to the present day. In some areas, more emphasis will be placed on the social, cultural and artistic merits of the time period.

**English Text**
*The American Experience* (Prentice Hall)

**Units and Topics Covered**
The New Land?Colonialism / Puritanism
Revolutionary War
Romanticism
New England Renaissance / Transcendentalism
Realism / Civil War
Gilded Age
Modern Age
Contemporary Age

**Required Titles**
*The Crucible*
*Our Town*
*The Great Gatsby*
*The Color of Water*
*Titles from the same literary time period may be substituted*

**Skills**
Vocabulary that connects to each unit being studied
Usage and grammar

**Writing**
A variety of critical writing assignments, essays, projects, and research papers

**Assessments**
Essay tests, objective tests, quizzes, papers, projects, and oral presentations
English rubric is used in grading writing assignments
Midterm and final exams are a percentage of the grade for the year.

**At the end of this course, students will be prepared for:**
World Literature, British Literature, AP English Literature and Composition, or European Studies
## English 11-Honors Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English 11-Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>English 9, 10</td>
</tr>
</tbody>
</table>

### Course Description

English 11 Honors is a challenging, history-based course for students who are self-motivated lovers of language. The focus of the course is American literature and it complements the US history course that is taught in the 11th grade. The course is a chronological survey of literary works from the Native Americans to the writers of today. Novels, plays, short stories and poetry are read in the original form. Reading and writing assignments are extensive. Vocabulary and usage are important components, with an emphasis on SAT preparation. Students work on projects and papers independently but are expected to participate in class discussion and group work.

### English Text

*The American Experience (Prentice Hall)*

### Units and Topics Covered

- The New Land/Colonialism/Puritanism
- The Revolutionary Period
- American Romanticism
- New England Renaissance/Transcendentalism
- The Rise of Realism/Civil War
- Modernism
- Contemporary Age

### Required Titles

- *The Crucible*
- *Ethan Frome*
- *Our Town*
- *A Farewell to Arms*
- *The Great Gatsby*
- *Their Eyes Were Watching God*
- *The Color of Water*

*Titles from the same literary time period may be substituted*

### Skills

- Vocabulary and SAT preparation; usage and grammar

### Writing

- A variety of critical writing assignments, essays, projects, and research papers

### Assessments

- Critical, analytical papers, research papers, teacher made tests, quizzes, individual projects and presentations, creative writing assignments modeled on various genres studies.
- Midterm and final exams are a percentage of the grade for the year.

### At the end of this course, students will be prepared for:

- AP English Literature and Composition
# World Literature Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>World Literature [formerly English 12-2]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Recommendation of 11th grade teacher</td>
</tr>
<tr>
<td>Course Description</td>
<td>Much like English 11-2, this course is designed for students who continue to require remediation of basic skills. This is a survey course that covers world literature organized by culture. Vocabulary, usage, writing, and critical listening and thinking skills are emphasized.</td>
</tr>
<tr>
<td>English Text</td>
<td>[A world literature text to be chosen]</td>
</tr>
<tr>
<td></td>
<td>It's the Law; Rights &amp; Responsibilities Now That You Are Eighteen</td>
</tr>
<tr>
<td>Units and Topics Covered</td>
<td>Legal rights and responsibilities of young adults</td>
</tr>
<tr>
<td></td>
<td>Literatures and cultures covered</td>
</tr>
<tr>
<td></td>
<td>- Hebrew literature</td>
</tr>
<tr>
<td></td>
<td>- Middle Eastern</td>
</tr>
<tr>
<td></td>
<td>- Indian</td>
</tr>
<tr>
<td></td>
<td>- Far Eastern</td>
</tr>
<tr>
<td></td>
<td>- European</td>
</tr>
<tr>
<td></td>
<td>- Russian</td>
</tr>
<tr>
<td></td>
<td>- Latin American</td>
</tr>
<tr>
<td></td>
<td>- African</td>
</tr>
<tr>
<td></td>
<td>- Indigenous Peoples</td>
</tr>
<tr>
<td>Required Titles</td>
<td>Titles chosen at teacher's discretion</td>
</tr>
<tr>
<td>Skills</td>
<td>Vocabulary that connects to each unit being studied</td>
</tr>
<tr>
<td></td>
<td>Usage and grammar</td>
</tr>
<tr>
<td>Writing</td>
<td>A variety of critical writing assignments, projects, and research papers</td>
</tr>
<tr>
<td></td>
<td>Resume and cover letter writing</td>
</tr>
<tr>
<td>Assessments</td>
<td>Essay tests, objective tests, quizzes, papers, projects, and oral presentations</td>
</tr>
<tr>
<td></td>
<td>English rubric is used in grading writing assignments</td>
</tr>
<tr>
<td></td>
<td>Midterm and final exams are a percentage of the grade for the year.</td>
</tr>
</tbody>
</table>
British Literature Course Outline

Course Title  
British Literature  
(formerly English 12-3)

Length of Course  
1 year (1 credit)

Prerequisite(s)  
Recommendation of 11th grade teacher

Course Description  
This course is for the college-bound senior and covers many authors and writers in British literature. Students will write literary analysis and creative papers. These papers will reflect time periods, specific literature, and literary techniques of British literature. Students are graded on tests, writing projects, journals, and homework.

English Text  
British Literature (Prentice Hall)

Units and Topics Covered  
The Anglo-Saxon and Medieval Periods (The Middle Ages)  
(Beowulf)  
The Renaissance (Hamlet)  
The Restoration and 17th Century  
The Age of Reason  
The Romantic Age (Frankenstein)  
The Victorian Age (Wuthering Heights)  
The 20th Century

Required Titles  
Other approved 12th grade novels, plays, poetry, and videos (including those listed under units covered)

Skills  
Vocabulary that connects to each unit being studied  
Usage and diction

Writing  
A variety of critical writing assignments, projects, and research papers

Assessments  
Essay and objective tests, papers, presentations, quizzes, homework, class participation

Midterm Exam: 5% of grade for the year; will assess mastery of important terms for time periods studied.  
Final Exam: 15% of grade for the year; will assess mastery of the connection between history and literature of the time periods covered throughout the year.

At the end of this course, students will be prepared for:  
College freshman literature and writing courses
European Studies Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>European Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (2 credits)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Recommendation of 11th grade teacher</td>
</tr>
<tr>
<td>Course Description</td>
<td>European Studies is a heterogeneous course open to all seniors at PRHS. It is a two credit, two period, interdisciplinary course that satisfies the requirement for English 12 and provides an elective credit in social studies. This course is taught by two teachers, one a member of the history department and one a member of the English department. The overall curriculum for both English 12 and European history will be included in this course.</td>
</tr>
<tr>
<td>English Text</td>
<td>World Masterpieces (Prentice Hall)</td>
</tr>
<tr>
<td></td>
<td>Selections of short stories, novels, plays, poetry and video; teacher-generated handouts</td>
</tr>
<tr>
<td>Units and Topics Covered</td>
<td>Ancient Greece</td>
</tr>
<tr>
<td></td>
<td>Ancient Rome</td>
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<td></td>
<td>The Middle Ages</td>
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<td></td>
<td>The Renaissance</td>
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<td></td>
<td>The Enlightenment</td>
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<td></td>
<td>Romanticism and Realism</td>
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<td>The Modern World</td>
</tr>
<tr>
<td>Skills</td>
<td>Vocabulary that connects to each unit being studied</td>
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<tr>
<td></td>
<td>Usage and diction</td>
</tr>
<tr>
<td>Writing</td>
<td>A variety of critical writing assignments, essays, projects, and research papers</td>
</tr>
<tr>
<td>Assessments</td>
<td>Class participation, group involvement in projects and presentations, tests, papers, quizzes, homework</td>
</tr>
<tr>
<td></td>
<td>Midterm Exam: 10% of grade for the year; will assess understanding of the connections between the history and literature of the time periods covered to this point.</td>
</tr>
<tr>
<td></td>
<td>Final Exam: 10% of grade for the year; will assess understanding of the connections between the history and literature of the time periods covered throughout the year.</td>
</tr>
<tr>
<td>At the end of this course, students will be prepared for:</td>
<td>College freshman composition; College literature and history survey courses</td>
</tr>
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# English 12-AP English Literature and Composition Course Outline

<table>
<thead>
<tr>
<th>Course Title</th>
<th>English 12-AP English Literature and Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Course</td>
<td>1 year (1 credit)</td>
</tr>
<tr>
<td>Prerequisite(s)</td>
<td>Recommendation of 11th grade English teacher</td>
</tr>
<tr>
<td>Course Description</td>
<td>This Humanities AP course is an inquiry into man’s search for meaning and existence as seen through philosophy, religion, government, art, music, and, of course, literature. Much of the class is conducted as a seminar in which students are expected to teach and learn from each other as we explore literature from ancient Greece to the twentieth century. This is a rigorous course appropriate for the serious student of literature and ideas. Students have the option of taking the Advanced Placement Exam in English Literature and Composition in May for possible college credit.</td>
</tr>
<tr>
<td>English Text</td>
<td>Approved 12th grade novels, plays, poetry and videos, including those listed below</td>
</tr>
</tbody>
</table>
| Typical Titles | *Song of Solomon* | *The Stranger*  
*Frankenstein* | *A Prayer for Owen Meany*  
*The Awakening* | *Heart of Darkness*  
*Candide* | *The Canterbury Tales*  
*Hamlet* | *The Iliad*  
*Song of Roland* | *The Niebelungenlied*  
*Oedipus the King* | *The Rape of the Lock*  
*Dante’s Inferno* |
| Units and Topics Covered | The Golden Age of Greece (poetry, oratory, philosophy – emphasis on Platonic and Aristotelian ideas)  
Elements of Rhetoric  
Elements of Literature (fiction, drama, poetry) from the AP list  
The Epic  
The Novel  
The Poem  
Drama  
Music, art and film as literature/complement to literature |
| Skills | Preparation for the AP exam  
Literary terms from the AP list  
Advanced rhetoric |
| Writing | Formal critical analysis of literature  
Senior thesis (year-long research process culminating in paper in May)  
Occasional short responses to prompts (timed)  
Reading journals  
AP practice essays |
| Assessments | Essay tests, papers, oral presentations, AP practice tests (objective), quizzes, class participation |
Midterm Exam: 5% of grade for the year; will assess mastery of literary devices and close reading
Final Exam: 15% of grade for the year; will assess mastery of AP-level reading and writing

At the end of this course, students will be prepared for:

Freshman or advanced literature and writing at the college level
Proficiency Standards for End-of-Grade Nine
K-12 English Language Arts Curriculum Framework

How is this framework organized?
In this framework, five strands serve as the primary organizers. Each of these strands—reading; writing; speaking, listening, and viewing; literature; and English language uses—includes three major components:

Purpose Statements for each of the organizing strands.
These narrative statements explain why it is important for students to become literate individuals who understand and appreciate literature and are proficient as readers, writers, speakers, listeners, viewers, and English language users. They also provide a context for the delivery of instruction.

Curriculum Standards.
These standards for the end-of-grade nine closely parallel and add detail to the broad goals.

Proficiency Standards.
These standards of student achievement establish specific expectations for the assessment of cumulative learning (what students should know and be able to do) at the end-of-grade nine.

K-12 Broad Goals for English Language Arts
These goal statements establish general expectations of what New Hampshire students should know and be able to do in English language arts at the end-of-grade twelve. They will be attained as students acquire the facts, concepts, skills, and processes enumerated under each of the five organizing strands—reading; writing; speaking, listening, and viewing; literature; and English language uses—presented in this curriculum framework.

- Students will read fluently, with understanding and appreciation.
- Students will write effectively for a variety of purposes and audiences.
- Students will speak purposefully and articulately.
- Students will listen and view attentively and critically.
- Students will understand, appreciate, interpret, and critically analyze classical and contemporary American and British literature as well as literary works translated into English.
- Students will use reading, writing, speaking, listening, and viewing to:
  - gather and organize information;
  - communicate effectively; and
  - succeed in educational, occupational, civic, social, and everyday settings.

Reading
Purpose. The ability to read is essential for students to succeed as learners, both in school and throughout their lives, and to become contributing members of society. Students must be able to deal critically with a variety of complex texts including literary, narrative, content, informational, and practical works. Good readers combine the inclination to read with the ability to use monitoring and discussion to develop understanding. They employ multiple strategies and processes to understand the written word. Students cannot learn to read in a vacuum. A good reading program combines the use of assigned materials with the opportunity for students to select materials for themselves. Throughout their formal instruction in English language arts, students should read authentic materials including worthy examples of literature as well as texts that reinforce other areas of the school's curriculum.

Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.

Proficiency Standards
End-of-Grade 9 (Secondary)

In addition to the above, students will be able to:

- Adapt their reading style and rate and study skills to match their reading tasks.
- Use questioning, reviewing, revising, and rereading to monitor comprehension and enhance overall understanding.
- Demonstrate the ability to examine and adjust their level of comprehension by combining what they already know with what is new in what they read and their knowledge of both language and the context in which language is used.
- Mastery of recognition of the use of figurative, idiomatic, and symbolic language including sensory impressions, poetic license, personification, allusion, indigenous vocabulary, colloquialisms, regional and ethnic dialects, satire, paradox, irony, and allegory.
- Develop the ability and interest to read beyond assigned texts and intensively for personal and academic purposes.

Writing

Purpose. Through writing students transmit information and construct and communicate ideas. Good writers employ language successfully in a wide range of settings for academic, personal, occupational, and public uses. Writing is utilitarian in the fullest sense of the word, allowing a person to push forward with ideas and to move and influence others. Frequent writing practice across a variety of situations and tasks and in all subject areas enables students to refine and expand both their knowledge base and their thinking skills.

Curriculum Standard 2. Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

Proficiency Standards

End-of-Grade 9 (Secondary)

In addition to the above, students will be able to:

- Enhance their writing by using a variety of sources to provide background information, supporting details, and models of good writing.
- Use a variety of techniques to generate, draft, revise, edit, and publish texts.
- Understand and employ the elements of effective writing including purpose, topic development, organization, details, sentence structure, paragraphing, vocabulary, word choice, tone, and style.
- Use a variety of forms to develop ideas, share information, influence, persuade, create, and entertain (personal essay, research report, literary analysis).
- Use specific techniques, such as stating facts, relating anecdotes, drawing analogies, using metaphors, beginning with descriptions, using quotations, developing text, and using introductions and conclusions, to enhance the effectiveness of their writing.
- Identify strengths and weaknesses in writing and seek feedback to improve their writing.

Speaking, Listening, and Viewing

Purpose. Many of the skills used in reading and writing are first learned and practiced through oral language. Most children enter school with the basic ability to use language to understand and talk with others. However, they still have much to learn in order to become confident, responsible, clear, adaptive, and fluent communicators. Such learning is facilitated through instructional programs that intentionally provide for growth in speaking and listening and recognize that today much communication is transmitted through visual means. One of the most effective ways to develop communication skills is to stress speaking, listening, and viewing across the curriculum.
Curriculum Standard 3. Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.

Proficiency Standards

End-of-Grade 9 (Secondary)

In addition to the above, students will be able to:
- Use oral language skills in discussions with others to clarify ideas, solve problems, and make decisions.
- Use varied vocabulary in their spoken messages to enhance clarity and effectiveness.

Literature

Purpose. Literature provides a ready means for students to understand not only American culture but also the world in which they live. It provides students with the opportunity to gain an appreciation of the universality of human experience and a better understanding of themselves and others. By becoming familiar with carefully selected classical and contemporary American and British literature as well as literary works translated into English, students grow to appreciate America’s rich literary and cultural heritage.

Curriculum Standard 4. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Proficiency Standards

End-of-Grade 9 (Secondary)

In addition to the above, students will be able to:
- Demonstrate knowledge, understanding, and appreciation of literature from various cultures and times, written for a variety of purposes and in a variety of genres (see PRHS list).
- Understand that themes and events in literature often parallel real life.
- Identify literary themes and elements.

English Language Uses

Purpose. Students need to learn how to use language to communicate in multiple ways and for multiple purposes. To this end, the language processes of reading, writing, speaking, listening, and viewing must become integral parts of their lives and utilized as tools to enhance their lives aesthetically, intellectually, and economically. By systematically employing these interactive processes, students are able to gather needed information and to prioritize and organize not only this material but also the vast amount of data with which they are bombarded daily. The skillful use of these language processes provides students with the means of acquiring, constructing, and expressing knowledge in all school subjects and in all areas of human endeavor. In order to be successful, students must become powerful users of language.

Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

Proficiency Standards

End-of-Grade 9 (Secondary)

In addition to the above, students will be able to:
- Locate, compare, and synthesize information from multiple sources and information-retrieval systems.
- Understand the differences among fact, reasoned judgement, and opinion.
- Recognize complex structures, such as transitions, hierarchical relationships, and precis (concise summaries), to organize and analyze information.
- Employ questioning and paraphrase as aids in comprehending written texts, oral language, and audio-visual and graphic presentations.

**Curriculum Standard 6.** Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.

**Proficiency Standards**

**End-of-Grade 9 (Secondary)**

In addition to the above, students will be able to:
- Develop and sustain a solid line of argument supported by detailed examples and logical connections in order to clarify meaning.
- Present and explain positions orally and in writing, using visual aids when appropriate.
- Credit sources and cite references using MLA format.
- Recognize that individual communication styles often differ.
- Understand figurative, idiomatic, and symbolic language.
- Use the formal conventions of English to convey specific messages that are readily understood by others.
- Adjust their oral and written language so that it is appropriate to the situation, topic, purpose, and audience.
- Use graphic presentations of information provided in spoken or written form in order to enhance communication.

**Curriculum Standard 7.** Students will demonstrate competence in applying the interactive language processes of reading, writing, speaking, listening, and viewing to succeed in educational, occupational, civic, social, and everyday settings.

**Proficiency Standards**

**End-of-Grade 9 (Secondary)**

In addition to the above, students will be able to:
- Understand the use of language techniques such as labeling, ambiguity, vagueness, hedging, assigning arbitrary definitions, and unsupported arguments.
- Understand the use of framing with leading questions, negation, and marked words to influence the reader or listener or the type of response that is expected.
- Communicate objective and subjective estimates of probability and analyze the correct use of such estimates.
- Use language in solving problems and communicating solutions including listing alternatives and considering the pros and cons of each; restating problems; seeking information to reduce uncertainty; cause-effect analyses; brainstorming; and producing and labeling graphic presentations of problems and solutions.
- Recognize the aesthetic and intellectual aspects of an event, performance, or product.
Proficiency Standards for End-of-Grade Ten
K-12 English Language Arts Curriculum Framework

How is this framework organized?
In this framework, five strands serve as the primary organizers. Each of these strands—reading; writing; speaking, listening, and viewing; literature; and English language uses—includes three major components:

Purpose Statements for each of the organizing strands.
These narrative statements explain why it is important for students to become literate individuals who understand and appreciate literature and are proficient as readers, writers, speakers, listeners, viewers, and English language users. They also provide a context for the delivery of instruction.

Curriculum Standards.
These standards for the end-of-grade ten closely parallel and add detail to the broad goals.

Proficiency Standards.
These standards of student achievement establish specific expectations for the assessment of cumulative learning (what students should know and be able to do) at the end-of-grade ten.

K-12 Broad Goals for English Language Arts
These goal statements establish general expectations of what New Hampshire students should know and be able to do in English language arts at the end-of-grade twelve. They will be attained as students acquire the facts, concepts, skills, and processes enumerated under each of the five organizing strands—reading; writing; speaking, listening, and viewing; literature; and English language uses—presented in this curriculum framework.

- Students will read fluently, with understanding and appreciation.
- Students will write effectively for a variety of purposes and audiences.
- Students will speak purposefully and articulately.
- Students will listen and view attentively and critically.
- Students will understand, appreciate, interpret, and critically analyze classical and contemporary American and British literature as well as literary works translated into English.
- Students will use reading, writing, speaking, listening, and viewing to:
  - gather and organize information;
  - communicate effectively; and
  - succeed in educational, occupational, civic, social, and everyday settings.

Reading
Purpose. The ability to read is essential for students to succeed as learners, both in school and throughout their lives, and to become contributing members of society. Students must be able to deal critically with a variety of complex texts including literary, narrative, content, informational, and practical works. Good readers combine the inclination to read with the ability to use monitoring and discussion to develop understanding. They employ multiple strategies and processes to understand the written word. Students cannot learn to read in a vacuum. A good reading program combines the use of assigned materials with the opportunity for students to select materials for themselves. Throughout their formal instruction in English language arts, students should read authentic materials including worthy examples of literature as well as texts that reinforce other areas of the school's curriculum.

Curriculum Standard 1. Students will demonstrate the interest and ability to read age-appropriate materials fluently, with understanding and appreciation.
Proficiency Standards

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Demonstrate the ability to examine, adjust, and extend their level of comprehension by combining what they already know with what is new in what they read and their knowledge of both language and the context in which language is used.
- Analyze the use of figurative, idiomatic, and symbolic language including sensory impressions, poetic license, personification, allusion, indigenous vocabulary, colloquialisms, regional and ethnic dialects, satire, paradox, irony, and allegory.
- Demonstrate the ability and interest to read extensively beyond assigned texts and intensively for personal and academic purposes.

Writing

Purpose. Through writing students transmit information and construct and communicate ideas. Good writers employ language successfully in a wide range of settings for academic, personal, occupational, and public uses. Writing is utilitarian in the fullest sense of the word, allowing a person to push forward with ideas and to move and influence others. Frequent writing practice across a variety of situations and tasks and in all subject areas enables students to refine and expand both their knowledge base and their thinking skills.

Curriculum Standard 2. Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.

Proficiency Standards

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Use a variety of forms to develop ideas, share information, influence, persuade, create, and entertain (reflective essay, researched thesis, critical analysis).
- Use specific techniques, such as stating facts, relating anecdotes, drawing analogies, using metaphors, beginning with descriptions, using quotations, developing text, and using introductions and conclusions, to enhance the effectiveness of their writing.
- Identify strengths and weaknesses in writing and seek feedback to improve their writing.
- Edit to adjust their writing for a particular audience and to polish the text so that a reader can better understand the intended meaning.
- Write effectively for public audiences.

Speaking, Listening, and Viewing

Purpose. Many of the skills used in reading and writing are first learned and practiced through oral language. Most children enter school with the basic ability to use language to understand and talk with others. However, they still have much to learn in order to become confident, responsible, clear, adaptive, and fluent communicators. Such learning is facilitated through instructional programs that intentionally provide for growth in speaking and listening and recognize that today much communication is transmitted through visual means. One of the most effective ways to develop communication skills is to stress speaking, listening, and viewing across the curriculum.
Curriculum Standard 3. Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.

Proficiency Standards

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:
- Use oral language skills in discussions with others to clarify ideas, solve problems, make decisions, debate issues, and extend understandings.
- Use varied vocabulary in their spoken messages to enhance clarity and effectiveness.
- Support and defend their ideas in public forums.
- Demonstrate an understanding of complex spoken and audio-visual messages.
- Formulate and articulate appropriate oral responses to complex messages.

Literature

Purpose. Literature provides a ready means for students to understand not only American culture but also the world in which they live. It provides students with the opportunity to gain an appreciation of the universality of human experience and a better understanding of themselves and others. By becoming familiar with carefully selected classical and contemporary American and British literature as well as literary works translated into English, students grow to appreciate America’s rich literary and cultural heritage.

Curriculum Standard 4. Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Proficiency Standards

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:
- Demonstrate knowledge, understanding, and appreciation of literature from various cultures and times, written for a variety of purposes and in a variety of genres (see PRHS list).
- Analyze the ways that literature reflects the range of human experience.
- Analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.
- Identify, analyze, and interpret literary themes and elements.
- Stand apart from a text and consider it objectively by performing a range of tasks including critically evaluating; comparing and contrasting; understanding the impact of the organizational structure; and analyzing the use of such elements as satire, irony, humor, bias, redundancy, symbolism, analogies, metaphors, and poetic license.
- Critically analyze and evaluate texts for their practical, informational, or aesthetic value; for writer’s craft; for writer’s biases; and for the inherent ability of the work to communicate.

English Language Uses

Purpose. Students need to learn how to use language to communicate in multiple ways and for multiple purposes. To this end, the language processes of reading, writing, speaking, listening, and viewing must become integral parts of their lives and utilized as tools to enhance their lives aesthetically, intellectually, and economically. By systematically employing these interactive processes, students are able to gather needed information and to prioritize and organize not only this material but also the vast amount of data with which they are bombarded daily. The skillful use of these language processes provides students with
the means of acquiring, constructing, and expressing knowledge in all school subjects and in all areas of human endeavor. In order to be successful, students must become powerful users of language.

Curriculum Standard 5. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing, to gather and organize information in a variety of subject areas.

Proficiency Standards

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Analyze information for clarity, relevance, point of view, credibility, and supporting data.
- Analyze how well evidence supports a conclusion or thesis (a proposition that is maintained by evidence and argument).
- Use complex structures, such as transitions, hierarchical relationships, and precis (concise summaries), to organize and analyze information.
- Use cross referencing while gathering information.
- Critically evaluate written, spoken, audio-visual, and graphic messages.
- Employ questioning and paraphrase as aids in comprehending written texts, oral language, and audio-visual and graphic presentations.

Curriculum Standard 6. Students will demonstrate competence in using the interactive language processes of reading, writing, speaking, listening, and viewing to communicate effectively.

Proficiency Standards

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Develop and sustain a solid line of argument supported by detailed examples and logical connections in order to clarify meaning.
- Present, explain, and defend positions orally and in writing, using visual aids when appropriate.
- Credit sources and cite references using MLA format.
- Use figurative, idiomatic, and symbolic language.
- Use the formal conventions of English to convey specific messages that are readily understood by others.
- Adjust their oral and written language so that it is appropriate to the situation, topic, purpose, and audience.
- Use graphic presentations of information provided in spoken or written form in order to enhance communication.

Curriculum Standard 7. Students will demonstrate competence in applying the interactive language processes of reading, writing, speaking, listening, and viewing to succeed in educational, occupational, civic, social, and everyday settings.

Proficiency Standards

End-of-Grade 10 (Secondary)

In addition to the above, students will be able to:

- Use language skills to record observations, communicate hypotheses, and analyze information collected to determine if it supports an hypothesis.
- Communicate objective and subjective estimates of probability and analyze the correct use of such estimates.
- Understand the critical role written, audio-visual, and graphic materials play in preserving, expressing, and defining society's notion of itself.
- Interpret and execute directions, instructions, plans, models, and diagrams presented in a variety of forms including written, oral, graphic, or symbolic (such as mathematical symbols).
- Make and communicate informed decisions by examining options and anticipating consequences of actions.
- Recognize and respond to the aesthetic and intellectual aspects of an event, performance, or product.
- Transfer learning from one context to another by finding and communicating similarities, new uses for existing products, and practical applications of ideas or theories.
- Recognize and communicate strategies for solving problems and accomplishing objectives.
English Literary Terms

**Literary Terms – 9th Grade**

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
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<tbody>
<tr>
<td>alliteration</td>
<td>onomatopoeia</td>
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**Literary Terms – 10th Grade**

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<thead>
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<th>Term</th>
<th>Term</th>
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<tbody>
<tr>
<td>allegory</td>
<td>paradox</td>
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<tr>
<td>allusion</td>
<td>sarcasm / satire</td>
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<td>voice</td>
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<td>mood</td>
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<td>dramatic monologue</td>
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<tr>
<td>tragedy</td>
<td>free verse</td>
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<tr>
<td>diction</td>
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</tbody>
</table>


Major Works for the High School English Classes

Ninth Grade – Heterogeneous with Honors Option

- The Odyssey – All 9th Graders
- Of Mice and Men – All 9th Graders
- The Miracle Worker – All 9th Graders
- Romeo and Juliet – All 9th Graders
- The Bean Trees – All 9th Graders
- Great Expectations – Honors Required
- To Kill a Mockingbird – Honors Required
- Snow in August – Honors Required
- The Heart Is a Lonely Hunter – Honors Required
- Huck Finn – Honors Required

Teacher Choices for Supplementary Reading in Grade 9

House on Mango Street
When the Legends Die
A Separate Peace
Illustrated Man
Hiroshima

Death Be Not Proud
The Call of the Wild
Dracula
Dr. Jekyll and Mr. Hyde

Tenth Grade – Levels 2, 3, Honors

- Julius Caesar – All 10th Graders
- Lord of the Flies – All 10th Graders
- The Pearl – All 10th Graders
- Animal Farm – All 10th Graders
- A Tale of Two Cities – 10-3 and Honors Required
- A Connecticut Yankee in King Arthur’s Court – Honors Required
- The Little Prince – Honors Required
- Jane Eyre – Honors Required
- Things Fall Apart – Honors Required
- Sophie’s World – Honors Required
- Nectar in a Sieve – Honors Required

Teacher Choices for Supplementary Reading in Grade 10

The Tempest
A Midsummer Night’s Dream
I Heard the Owl Call My Name
Flowers for Algernon
Martian Chronicles
The Taming of the Shrew

The Time Machine
The Things They Carried
The Dogs of March
The Count of Monte Cristo
Johnny Got His Gun
Eleventh Grade - American Literature

- *The Crucible* – All 11th Graders
- *The Great Gatsby* – All 11th Graders
- *The Color of Water* – All 11th Graders
- *Our Town* – All 11th Graders

*titles from same literary time period may be substituted

Teacher Choices for Supplementary Reading in Grade 11

- Night
- The Catcher in the Rye
- Fahrenheit 451
- I Know Why the Caged Bird Sings
- The Crucible
- Ethan Frome
- The Grapes of Wrath
- The Scarlet Letter
- A Farewell to Arms
- The Thin Man
- Billy Budd
- Inherit the Wind
- My Antonia

On the Road
The Glass Menagerie
Thoreau in Jail
The Red Badge of Courage
Their Eyes Were Watching God
In Cold Blood
Into the Wild
String Too Short To Be Saved
The Last of the Mohicans
Death of a Salesman
Our Town
Letters from the Country

Twelfth Grade – Determined by Course and Teacher Selection

- One Hundred Years of Solitude
- The Power of Myth
- 1984
- A Day in the Life of Ivan Denisovitch
- To the Lighthouse
- Hamlet
- Macbeth
- King Lear
- Wuthering Heights
- Alice in Wonderland
- Heart of Darkness
- Silas Marner
- Tess of the D’Urbervilles
- Dubliners
- Rosencrantz and Guildenstern Are Dead
- Beowulf
- The Canterbury Tales
- The Prince
- Zen and the Art of Motorcycle Maintenance
- The Iliad
- Oedipus
- Antigone
- The Book of Job
- J.B.

- The Metamorphosis
- The Misanthrope
- The Merchant of Venice
- A Man for All Seasons
- Frankenstein
- Idylls of the King
- Lost Horizon
- My Fair Lady
- The Rime of the Ancient Mariner
- A Winter’s Tale
- Daughter of Time
- Song of Solomon
- The Nine Tailors
- The Rape of the Lock
- A Brave New World
- Candide
- David Copperfield
- The Inferno
- A Prayer for Owen Meany
- The Stranger
- Othello
- The Poisonwood Bible
- Memoirs of a Geisha

Creative Writing

- A Writer’s Reader
- The Sacred Pipe
- Grendel
- Damien

- The Last Unicorn
- Sleeping on the Wing
- An Eye for People
- Writing Fiction

- Writing Poetry
- Writing Down the Bones
- The Art and Industry of Sand Castles
- Writing the Memoir
Sample Writing Assessments from the NHEIAP

Writing Prompts – Students must write out, by hand, their response to a prompt. They are encouraged to think about what they want to write, to make notes or lists to help plan, draft all or part of the essay before copying the final draft into their answer booklet, and make any needed revisions to the draft. They are meant to complete this task in 60 minutes, but they have as much time as they need, usually a total of 90 minutes. This essay is scored according to the NHEIAP rubric, and our students have, in general, needed to be more thoughtful, to provide more details, to more fully develop their thoughts, and to spell better in order to improve their scores.

2002 Choose a book or movie that you think other people should read or view. Explain your choice.

2001 What do you think was the most important event of the last century? Explain the reasons for your choice.

2000 Describe one change that should be made to improve your school or town. Explain the reasons this change should be made.

1999 Think of a school event that was important to you. Describe this event and explain why it was important to you.

1998 Think of a person whom you respect. Describe this person to your reader and explain why you respect him or her.

1997 Think of a challenge that you have met successfully. Describe this challenge and how you responded to it.

1996 Think of a situation that turned out differently from what was expected. This could be an everyday happening, a special event, a historical occurrence, or an example from your reading. Describe this situation and explain how it turned out differently from what was expected.
## Types of Writing Assigned By Grade

<table>
<thead>
<tr>
<th>Type of Writing Assigned</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHEIAP sample essay and open-response practice</td>
<td>All</td>
<td>All</td>
<td>-</td>
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</tr>
<tr>
<td>Basic Essay Writing (sentences, paragraphs)</td>
<td>All</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Quick Writes/Academic Journals</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Critical Analysis: Literary Devices (symbols, setting, etc.)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Character Study/Analysis/Sketch</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Poetry Analysis/Literary Devices in Poetry/Formal Extrapolation</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Literary Devices in multi-media (music, film)</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Compare/Contrast within 1 work</td>
<td>All</td>
<td>All</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Reflective Essay</td>
<td>All</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Personal narrative/1st person narrative</td>
<td>All</td>
<td>-</td>
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<tr>
<td>Theme Identification</td>
<td>All</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Quotation Response (speaker, context of work, significance, etc.)</td>
<td>-</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Analysis of video vs. book</td>
<td>-</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Theme Analysis (philosophy, theory)</td>
<td>-</td>
<td>All</td>
<td>All</td>
<td>All</td>
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<tr>
<td>Persuasive Writing/Analysis</td>
<td>-</td>
<td>All</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Reflective/Position Essay</td>
<td>-</td>
<td>All</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Compare historical context with literature</td>
<td>-</td>
<td>3 H</td>
<td>All</td>
<td>3 AP</td>
</tr>
<tr>
<td>Compare/Contrast between 2 works (theme, author’s choices, etc.)</td>
<td>-</td>
<td>3 H</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Dialogue/Contemporize a scene from a play</td>
<td>-</td>
<td>-</td>
<td>All</td>
<td>All</td>
</tr>
<tr>
<td>Satire</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3 AP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>9 10 11 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposition</td>
<td>9 10 11 12</td>
</tr>
<tr>
<td>Narration</td>
<td>9 10 11 12</td>
</tr>
<tr>
<td>Persuasion</td>
<td>10 11 12</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>Electives</td>
</tr>
</tbody>
</table>
## Writing Assessment Rubric

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development</strong></td>
<td>Inappropriate response to thesis, or lacks thesis; no topic development</td>
<td>Undeveloped or vague thesis, theme, or topic</td>
<td>Rudimentary development of thesis, theme, or topic; limited in depth or clarity</td>
<td>Good development of thesis, theme, or topic; conclusion is more than a summary</td>
<td>Fully developed thesis, theme, or topic; writer draws a conclusion</td>
<td>Fully developed, original, insightful thesis, theme, or topic, &amp; conclusion</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Virtually no relevant details</td>
<td>Few relevant details</td>
<td>Details lack elaboration; important details omitted</td>
<td>Details are adequate &amp; relevant</td>
<td>Details are specific &amp; enhance development</td>
<td>Rich supporting details</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Lacks organization</td>
<td>Unclear organizational strategy</td>
<td>Organizational strategy includes transitions</td>
<td>Logical progression of ideas</td>
<td>Logical &amp; controlled organization from beginning to end; non-formulaic</td>
<td>Writer expresses relationships among ideas; careful &amp; subtle organization</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Many fragments &amp; run-ons</td>
<td>Poor sentence structure</td>
<td>Complete sentences; some sentence variety</td>
<td>Sentence variety &amp; patterns are appropriate for style &amp; effect</td>
<td>Sentence variety enhances style &amp; effect</td>
<td>Sentence variety enhances style &amp; effect</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Extremely limited vocabulary</td>
<td>Limited vocabulary</td>
<td>Appropriate vocabulary</td>
<td>Effective diction</td>
<td>Varied, precise diction</td>
<td>Sophisticated diction</td>
</tr>
<tr>
<td><strong>Grammar, Usage, Mechanics</strong></td>
<td>Errors in grammar, usage, &amp; mechanics interfere with communication</td>
<td>Errors in grammar, usage, &amp; mechanics are distracting</td>
<td>Errors in grammar, usage, &amp; mechanics disproportionate to length &amp; complexity of piece</td>
<td>Some errors in grammar, usage, &amp; mechanics</td>
<td>Few errors in grammar, usage &amp; mechanics</td>
<td>Mastery of grammar, usage &amp; mechanics</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Lacks purpose</td>
<td>Unclear purpose</td>
<td>Limited expression of purpose</td>
<td>Purpose is clearly expressed</td>
<td>Purpose is clearly expressed</td>
<td>Purpose is clearly expressed</td>
</tr>
</tbody>
</table>

Students and Parents,

This rubric has been designed to assist students and teachers in clarifying the strengths and weaknesses in a piece of writing, and to establish standards. Please be aware that writing assignments have requirements that are specific and that the grading of an assignment will take into...
account not only the strengths and weaknesses of the final written piece, but also whether or not other specified requirements have been met, and to what extent they have been met.

[Developed by PRHS English Department, February 2000]
Every student entering grade 9 at Plymouth Regional High School must read one book in its entirety over the summer from this list. Students electing to take the Honors option must read *To Kill A Mockingbird*. During the first few days of school students will be held accountable for their reading by means of a test, paper, or other evaluation to be assigned by their teachers. Only books on this list will count.

**Fiction**

- **Anderson, Laurie Halse. Speak**  A high school freshman girl must come to terms with the terrible events of a summer party.

- **Bauer, Joan. Hope Was Here**  Sometimes humorous story of sixteen-year-old Hope who works hard at a diner in rural Wisconsin where she and her aunt have settled.

- **Coman, Carolyn. Many Stones**  Berry and her father travel to South Africa together to attend a memorial service for her murdered sister.


- **Fleischman, Paul. Whirligig**  Brent Bishop must travel to four geographic corners of the country to erect whirligigs in memory of the person he killed while driving drunk.

- **Lee, Harper. To Kill A Mockingbird** *(Required for Honors)* Growing up in the racially-divided South, Scout Finch witnesses friendship, courage, and justice in this bittersweet classic.

**Nonfiction**

- **Calabro, Marian. Perilous Journey of the Donner Party, The**  Snowbound in the Sierras in 1846, some of the Donners paid a terrible price in order to survive the brutal winter.

- **Campbell, Bebe Moore. Sweet Summer: Growing Up With and Without My Dad**  Tells of the complex relationship of a father and daughter separated by divorce.

- **Cary, Lorene. Black Ice**  In 1972 a young Black girl from Philadelphia wins a scholarship to formerly all-White, all-male St. Paul’s prep school in New Hampshire.

- **Jones, K. Maurice. Say It Loud! The Story of Rap Music**  Intelligent, informative history of rap.

**Poetry**

- **Greenberg, Jan (Editor). Heart to Heart : New Poems Inspired by Twentieth-Century American Art**  The editor asked 43 poets to choose a piece of modern art and to write a poetic response to it.

- **Kenyon, Jane & Donald Hall (afterword). Otherwise: New and Selected Poems**  Fine work collected by the poet and her husband very shortly before her death in 1995. Many New Hampshire connections.

- **Lux, Thomas. New and Selected Poems of Thomas Lux: 1975 – 1995**  With humor and wit Lux comments on the everyday and the ordinary in down to earth poetry.
Pinsky, Robert & Maggie Dietz (Editors). *Americans' Favorite Poems: The Favorite Poem Project Anthology*. When he was poet laureate of the U.S., Pinsky asked people to send in their favorite poems. This is the result.
PRHS Reading List for Students Entering Grade 10 English (Summer 2003)

Every student entering grade 10 at Plymouth Regional High School must read one book in its entirety over the summer. During the first few days of school students will be held accountable for their reading by means of a test, paper, or other evaluation to be assigned by their teachers. Although books are recommended for each level, students entering English 10-2 may choose any book on the Grade 10 list. Similarly, students entering English 10-3 may read any book recommended for English 10-3 or English 10-Honors. Books other than those listed will not count.

Students entering English 10-Honors must read The Power of Myth and may choose additional titles.

Fiction (for 10-2 only)
Bauer, Joan. Rules of the Road Jenna Boller must drive her 73-year-old boss around the country which gives Jenna a chance to escape her father and Mrs. Gladstone a person to talk to about her scheming son.

Bloor, Edward. Crusader Virtual reality games, a dull job, her mother’s murder, and her own investigation into local hate crimes all help transform Roberta into the self-assured hero of this novel.

Nonfiction (for 10-2 only)
Armstrong, Lance & Sally Jenkins. It’s Not About the Bike: My Journey Back to Life This is the detailed story of world-class cyclist Lance Armstrong and his battle to beat cancer.

Morgenstern, Julie & Jessi Morgenstern-Colon. Organizing from the Inside Out for Teenagers Helps teens gain more free time by organizing their rooms, backpacks, schedules, lives, etc.

Poetry (for 10-2 only)
Haas, Robert (ed). Poet’s Choice: Poems for Everyday Life Robert Haas selected these as his favorites when he was poet laureate of the U.S. The poems cover a wide range of topics.

McNair, Wesley. The Town of No; & My Brother Running: Poems This is an accomplished poet writing in the New England tradition. His poems are clear, earthy, meaningful.

Fiction (For 10-2 and 10-3 only) (* This title is more challenging)
Vreeland, Susan. Girl in Hyacinth Blue Traces an “unknown” painting called Girl In Hyacinth Blue from its creation by the Dutch master Vermeer in the 17th century through successive owners and lives to the present day.

Werber, Bernard. Empire of Ants A science-fiction novel set in Paris but with ant heroes. Werber creates a finely detailed world that mirrors our own, much in the tradition of Watership Down or The Hobbit.

* Wilder, Thornton. The Bridge of San Luis Rey A village priest in 18th century Peru tells about victims of a bridge-collapse.

Nonfiction (for 10-2 and 10-3 only) (* This title is more challenging)
* Gould, Stephen Jay. Hen’s Teeth and Horse’s Toes Discussions of science, biology, life, etc. in clear, reasonable language.

Hawking, Stephen. A Brief History of Time: From the Big Bang to Black Holes (updated edition) Wormholes, time travel, wrinkles in the space-time continuum, all manner of macro- and microcosmic notions are approached in layman’s terms.

Kingsolver, Barbara. Small Wonder: Essays These essays are more like conversational jewels on a wide range of topics. Kingsolver’s voice is respectful of her reader; her insights are
intelligent and informed.

**Poetry** (for 10-2 and 10-3 only) (*This title is more challenging*)

Collins, Billy. *Nine Horses*. A Poet Laureate of the United States, Billy Collins has won critical acclaim and popular appeal. This collection of his poems is a verification of his capability and popularity.

* Heaney, Seamus & Ted Hughes, eds. *Rattle Bag, The*. Poems chosen from many places, times, and traditions

Jordan, Judy. *Carolina Ghost Woods*. This prize-winning poet combines detail, sound, and rhythm to create memorable and sometimes unsettling poems of family interactions, racial turmoil, violence.

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**Required for 10-Honors**

PRHS Reading List for Students Entering Grade 11 English (Summer 2003)

Every student entering grade 11 at Plymouth Regional High School must read one book in its entirety over the summer. During the first few days of school students will be held accountable for their reading by means of a test, paper, or other evaluation to be assigned by their teachers. Books are recommended for each section (11-2, American Studies, etc.). Students may only read from the books recommended for the section they are entering. For instance, only the books listed for students entering 11-3 will fulfill the summer reading requirement for students who enter English 11-3. Books other than those listed will not count.

Students entering English 11-Honors must read **String Too Short To Be Saved** and may choose additional titles.

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**Fiction** (for 11-2 only)

Gaines, Ernest. **A Lesson Before Dying** It is the late 1940’s in Louisiana. Two black men, one a teacher and the other a condemned murderer, form a bond in Cajun country.

Gibbons, Kaye. **Ellen Foster** Eleven-year-old Ellen Foster’s mother has died. It is too dangerous to live with her alcoholic father. Follow her in her search for recognition, dignity, and love.

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**Nonfiction** (for 11-2 only)

Hersey, John. **Hiroshima** Of all the stories that have been written about the dropping of atomic bombs, this one is certainly one of the most memorable.

Morris, Willie. **My Dog Skip** A Pulitzer-Prize winning author tells of a boy and his dog having adventures in the rural South of the 1940’s.

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**Poetry** (for 11-2 only)

Oliver, Mary. **New and Selected Poems** Winner of the 1992 National Book Award for Poetry.

Collins, Billy. **Sailing Alone Around the Room: New and Selected Poems** At first these poems by the national Poet Laureate appear simple, but they are truly, subtly, complex works that draw the reader deeper and deeper.

---

**Fiction** (For 11-2 and 11-3 only) (*This title is more challenging*)

Baker, Kevin. **Paradise Alley** Central to this book are the grisly 1863 Civil War draft riots encircled by love, history, and adventure.

* Millhauser, Stephen. **Martin Dressler: The Tale of an American Dreamer** A type of modern allegory about the fall of Martin Dressler as he rockets to material successes.

Smiley, Jane. **A Thousand Acres** In Iowa in 1979 a farmer decides to divide his land among his 3 daughters. Reminiscent of *King Lear*.

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**Nonfiction** (for 11-2 and 11-3 only) (*This title is more challenging*)


Didion, Joan. **Slouching Towards Bethlehem** Deadpan serious essays that present pictures of a people ill-at-ease with themselves and their times, chiefly 1960’s California.
* Dillard, Annie. **Pilgrim at Tinker Creek** Personal narrative chronicling a year of observations by a naturalist in her back yard.

**Poetry** *(for 11-2 and 11-3 only) (* This title is more challenging)*

Dugan, Alan. **Poems Seven: New and Complete Poetry** Among other accolades, Alan Dugan has won the National Book Award, the Pulitzer Prize, and the Grand Prize of the Yale Series of Younger Poets

* McClatchy, J. D. (ed.) **The Vintage Book of Contemporary American Poetry** The title says it all.

Rich, Adreinne. **Midnight Salvage: Poems 1995-1998** These poems are as constantly passionate and complex as the poet who crafted them.

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**Required for 11-Honors**

Hall, Donald. **String Too Short To Be Saved** Reflections from a boyhood spent on a farm.

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**Fiction** *(For American Studies only)*

Butler, Octavia E. **Kindred** A woman from present-day Los Angeles travels back in time to a plantation before the Civil War. There she is assumed to be a slave. Intense and emotional in parts.

Butler, Robert Olen. **Good Scent from a Strange Mountain, A** This collection of short stories examines how the reverberations of the Vietnam War affected people. This book was awarded the Pulitzer Prize.

**Nonfiction** *(For American Studies only)*

Agee, James & Evans, Walker (Illustrator). **Let Us Now Praise Famous Men** The author and photographer present the tenant farmers during the Great Depression. This book was developed from F.D. Roosevelt’s Works Progress Administration.

O’Brien, Tim. **If I Die in a Combat Zone: Box Me Up and Ship Me Home** Intense personal account of Vietnam War infantry.

**Poetry** *(For American Studies only)*

Dove, Rita. **Selected Poems** Lyrical, intense, poems that often tell stories by a former national Poet Laureate

David Lehman (Series Editor). **The Best American Poetry YEAR** (Annual book; Choose any of the last three years) A highly respected annual series with a new guest editor for each year.
PRHS Reading List for Students Entering Grade 12 English (Summer 2003)

Every student entering grade 12 at Plymouth Regional High School must read one book in its entirety over the summer. During the first few days of school students will be held accountable for their reading by means of a test, paper, or other evaluation to be assigned by their teachers. Books are recommended for each section (World Literature, European Studies, etc.). Students may only read from the books recommended for the section they are entering. For instance, only the books listed for students entering British Literature will fulfill the summer reading requirement for students who enter British Literature. Books other than those listed will not count. **Students entering English 12-AP must read three novels announced by the instructor and complete an assigned paper.**

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**Fiction (for World Literature only)**

**Nonfiction (for World Literature only)**
- Moody, Anne. *The Coming of Age in Mississippi* An important autobiography of growing up poor and Black in pre-Civil Rights South.
- Rawicz, Slavomir. *The Long Walk* Prisoners escape a Soviet labor camp in 1941. They march out of Siberia, through China, the Gobi Desert, Tibet, and over the Himalayas to British India.

**Poetry (for World Literature only)**
- Forche, Carolyn (ed.). *Against Forgetting: Twentieth-Century Poetry of Witness* Poetry that bears witness to human suffering worldwide.
- Nye, Naomi Shihab (ed.). *This Same Sky: A Collection of Poems from Around the World* Poems from 62 countries, 5 continents.

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**Fiction (For World Literature and British Literature only) (* This title is more challenging)**
- Gaarder, Jostein. *Sophie’s World: A Novel About the History of Philosophy* Sophie, not quite fifteen, receives a mysterious card in the mail asking, “Who are you?”. So begins Sophie’s contemplation of many central philosophical notions.
- Maguire, Gregory. *Wicked: The Life and Times of the Wicked Witch of the West* Where did Oz’s wicked witch come from? Why was she so wicked? There may be more to Oz than you know.

**Nonfiction (for World Literature and British Literature only) (* This title is more challenging)**
- Alder, Ken. *The Measure of All Things: The Seven-Year Odyssey and Hidden Error That Transformed the World* History, science, and adventure blend in this account of how the meter came to be.
- Aronson, Marc. *Sir Walter Raleigh and the Quest for El Dorado* High seas adventure, the intriguing court of Queen Elizabeth, unmapped territories, dashing spies -- what more could you want?
Gies, Frances & Joseph Gies. **Life in a Medieval Castle** Songs, journals, and other records let Medieval people speak through time to us in this interesting account.

**Poetry** (for World Literature and British Literature only) (**This title is more challenging**)
Browning, Elizabeth Barrett. **Sonnets from the Portuguese: A Celebration of Love** Elizabeth’s famed love poems together with her intimate correspondence with her future husband, the poet Robert Browning.


Tennyson, Alfred & Baron Tennyson. **Tennyson: Selected Poems** (Penguin Classics) Great works by one of the premiere poets of the Victorian age.

**12-AP Required Books and Paper -- Assigned by the Instructor** *(see separate sheet)*

**Fiction** (For European Studies only)
Costain, Thomas B. **The Black Rose** Walter of Gurnie, bastard son of an English peer, is forced to flee from Oxford for his part in the university riots of 1273. Inspired by Friar Bacon, he determines to travel to China.

Solzhenitsyn, Alexander. **One Day In The Life Of Ivan Denisovich** A detailed study of life in a Soviet gulag work camp.

**Nonfiction** (For European Studies only)
Mayle, Peter. **A Year In Provence** Learn about Gallic shrugs, truffle hunting, and how to pace yourself the French way by following the experiences of Peter Mayle and his wife and their year in the French countryside.

McCourt, Frank. **Angela's Ashes: A Memoir** Intense, personal, often sad, sometimes uplifting account of growing up poor and fatherless in early to mid twentieth-century Ireland.

** Poetry** (For European Studies only)
Brodsky, Joseph. **So Forth** Worldly and wise, this is the last collection of a Russian great (but written in English).

Levertov, Denise. **Light Up the Cave** This book combines original work by British / American poet Levertov, her translations of French poetry, and critical commentary.
Your summer assignment is to read the books listed below and respond (in an essay of no fewer than five typed paragraphs in the MLA format) to the question below. This essay is due on the first day the class meets.

*Song of Solomon* by Toni Morrison  
*A Prayer for Owen Meany* by John Irving  
*One Hundred Years of Solitude* by Gabriel Garcia Marques

Copies of *Song of Solomon* will be available in Mrs. Kochien’s room until June 17, after which the Guidance Office will distribute them. The other two titles can be found in local libraries, the college library, and, for those of you who wish to add some quality literature to your own collection, bookstores. When possible, I encourage the purchase of the works we read throughout the year; highlighting and marking in the margins enhances your close, active interaction with the text. If you have trouble locating any of these titles, please contact me via the school e-mail.

**Essay Question:**

To what degree are the narrative and descriptive styles of the above novels appropriate to the nature of their stories? How does the style enhance (or detract from) the effectiveness of the stories themselves? Consider such style elements as diction, sentence structure and length, specificity of detail, use of dialogue, and use of rhetorical devices.

Please keep careful notes as you read. I will collect them along with the essay.