

## **Hunterdon Preparatory School English 9 Curriculum**

Students who attend the Hunterdon Preparatory School arrive with varied skill sets in English and their yearly curriculum is dictated by their abilities based on these skill sets. The curriculum for English 9 is taught in accordance with each student's goals and objectives as listed in their current IEPs. The 9<sup>th</sup> Grade English curriculum builds on the skill sets that individual students have developed prior to attending Hunterdon Prep and establishes the foundational tools for students to build upon throughout their high school career in reading, writing, listening, speaking, and conducting research. Students receive instruction in core language arts skills including grammar and usage, punctuation and spelling, vocabulary, and proper sentence and paragraph structure. The use of technology and computers is integrated into all facets of English instruction as well.

In reading, students are taught how to dissect a story by examining the core elements of a story. Students learn to recognize a story's plot, theme, setting, character development, conflict, climax, and resolution. Students also learn to compare and contrast how a common theme found in a variety of works of literature is explored by different authors. They are taught to recognize the author's "point of view", they are taught that over time authors often reference other authors and their works, and they are taught that authors include other forms of literary references such as symbolism to help enhance the theme and tone of a story. Throughout, students gain insight into the human condition, and they learn to draw evidence from literary or informational texts to use as support in their essay writing. Students are introduced to a unit on poetry which centers on epic poems, dramatic poems, lyrical poems, and sonnets.

Writing instruction in English 9 focuses on formal essay writing and the 5 paragraph essay. Students first learn to master the basic structure of a paragraph, and then move to the components of the 5 paragraph essay. One of the most important skill sets taught centers on pre-writing and the use of an outline to organize one's thoughts and to organize one's essay format. Students engage in narrative writing, persuasive writing, informative writing, and comparative essay writing in a variety of forms and lengths.

The research component of 9<sup>th</sup> Grade English instructs students on the importance of organizational skills and note taking. Students are required to complete a 3 page research paper which combines all 3 disciplines of reading, writing, and research. Students learn to synthesize multiple sources, they learn how to use citations, and they are taught the intricacies of plagiarism and how to avoid possible incidents of misusing the words of others.

Instructors teach different themes in English 9, and a major focus is the Holocaust. Teachers select both class novels and individual independent readings based on students' interests and major themes across the curriculum. See attached for the full list of books included.

### **COURSE OBJECTIVES**

- Students will use historical and literary documents to analyze themes and concepts.
- Students will identify techniques, details and sequence to improve their written narratives.
- Students will practice writing coherent, organized texts that are clear to others.
- Students will be able to cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- Students will determine the central ideas or conclusions of a text and be able to provide an accurate summary of the text.
- Students will read and understand personal essays, speeches, opinions, essays about art or literature, biographies, memoirs and historical sub-genres.
- Students will determine the meaning of symbols, key terms, and other words and phrases as they are used in a specific context and be able to use this vocabulary in their own writing.
- Students will analyze the author's purpose of a text and define the question the author seeks to address.
- Students will be able to translate quantitative or technical information expressed in words in a text into visual form.
- Students will translate information expressed visually or mathematically into words.
- Supports the author's arguments.
- Students will compare and contrast information presented in a text to those from other sources.
- Students will be expected to strengthen and revise their writing skills through editing and integrating elevated vocabulary.

- Students will use available technology to research and present given topics.
- Students will practice usage of capitalization, punctuation and spelling in written assignments and be able to edit their own work.
- Students will be encouraged to “polish” their written work by adding more complex phrases to increase interest to the audience.

### **English 9 Reading List**

- *Night* by Elie Wiesel
- *Dawn* by Elie Wiesel
- *The Giver* by Lois Lowry
- *The Diary of a Young Girl* by Anne Frank
- *The Boy in the Striped Pajamas* by John Boyne
- *Summer of My German Soldier* by Bette Greene
- *The Pearl* by John Steinbeck
- *I Know Why the Caged Bird Sings* by Maya Angelou

## **Hunterdon Preparatory School English 10 Curriculum**

Students who attend the Preparatory School arrive with varied skill sets in English, and their yearly curriculum is dictated by their abilities based on these skill sets. The curriculum for English 10 is taught in accordance with each student's goals and objectives as listed in their current IEP. The 10<sup>th</sup> Grade English curriculum builds on the skill sets that individual students have developed either prior to attending Hunterdon Prep, or while enrolled in the school, and establishes the foundational tools for students to develop throughout their high school career in reading, writing, listening, speaking, and conducting research. Students receive instruction in core language arts skills including grammar and usage, punctuation and spelling, vocabulary, and proper sentence and paragraph structure. The use of technology and computers is integrated into all facets of English instruction as well.

In English 10, students continue to hone their language arts literacy skills. Literary analysis becomes more in-depth as students examine the patterns found in literature across different cultures. Major literary themes such as "The Creation", "The Great Journey", "The Hero", "The Great Battle", "Fall From Grace", and "The Loss of Innocence", are studied in both fiction and nonfiction stories. A major course of study included in 10<sup>th</sup> grade English is Mythology, and students view both the Greek and Roman myths, as well as mythology from around the globe. Students participate more in small groups to engage in a wide range of collaborative discussions, and then present their findings to the class as they improve their speaking and listening skills in a clear, credible, and persuasive manner.

Writing instruction in English 10 focuses on writing for particular audiences, learning various strategies to assist in engaging the reader. Students participate in a combination of long range and short term writing assignments in order to convey complex ideas, concepts, and information, in a clear and accurate manner. One of the most important skill sets taught centers on developing the ability to revise and edit one's writing. Students engage in writing about both real and imagined experiences and events, and they use the knowledge they have gained from studying mythology to create their own myths and legends.

The research component of 10<sup>th</sup> Grade English focuses on students exploring and gathering information from historical accounts of myths in the past, and then locating evidence and examples of the same type of themes found in everyday life today in order to compare the similarities. Students are required to complete a five page research paper which combines all

three disciplines of reading, writing, and research. Students improve on their ability to synthesize multiple sources, their use of citations, and their ability to demonstrate valid reasoning.

As instructors explore different themes in English 10, they select both class novels and individual independent readings based on the needs and interests of the students. See attached for a complete list of reading material covered in English 10.

### **COURSE OBJECTIVES**

- Students will use historical and literary documents to analyze themes and concepts.
- Students will identify techniques, details and sequence to improve their written narratives.
- Students will practice writing coherent, organized texts that are clear to others.
- Students will be able to cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- Students will determine the central ideas or conclusions of a text and be able to provide an accurate summary of the text.
- Students will read and understand personal essays, speeches, opinions, essays about art or literature, biographies, memoirs and historical sub-genres.
- Students will determine the meaning of symbols, key terms, and other words and phrases as they are used in a specific context and be able to use this vocabulary in their own writing.
- Students will analyze the author's purpose of a text and define the question the author seeks to address.
- Students will be able to translate quantitative or technical information expressed in words in a text into visual form.
- Students will translate information expressed visually or mathematically into words.
- Students will assess the author's reasoning and evidence in a text to determine if it supports the author's arguments.

- Students will compare and contrast information presented in a text to those from other sources.
- Students will be expected to strengthen and revise their writing skills through editing and integrating elevated vocabulary.
- Students will use available technology to research and present given topics.
- Students will practice usage of capitalization, punctuation and spelling in written assignments and be able to edit their own work.
- Students will be encouraged to “polish” their written work by adding more complex phrases to increase interest to the audience.

### **Grade 10 Reading List**

- *Mythology: Timeless Tales of Myths and Heroes* by Edith Hamilton
- *The Perks of Being a Wallflower* by Stephen Chbosky
- *Of Mice and Men* by John Steinbeck
- *Into the Wild* by John Krakauer
- *Maus I* by Art Spiegelman
- *Mause II* by Art Spiegelman
- *The Kite Runner* by Khaled Housseini
- *Nine Stories* by J.D. Salinger
- *The Watsons go to Birmingham—1963* by Christopher Paul Curtis
- *The Little Prince* by [Antoine de Saint-Exupéry](#)
- *The Old Man and the Sea* by Ernest Hemingway

## **Hunterdon Preparatory School English 11 Curriculum**

Students who attend the Hunterdon Preparatory School arrive with varied skill sets in English, and their yearly curriculum is dictated by their abilities based on these skill sets. The curriculum for English 11 is taught in accordance with each student's goals and objectives as listed in their current IEPs. The 11<sup>th</sup> Grade English curriculum builds on the skill sets that individual students have developed either prior to attending Hunterdon Prep, or while enrolled in the school, and establishes the foundational tools for students to develop throughout their high school career in reading, writing, listening, speaking, and conducting research. Students receive instruction in core language arts skills including grammar and usage, punctuation and spelling, vocabulary, and proper sentence and paragraph structure. The use of technology and computers is integrated into all facets of English instruction as well.

In English 11, students continue developing fluency in reading, writing, speaking, and critical thinking skills in accordance with their IEP goals and objectives. This course includes the study of significant works of pre-twentieth century American authors, as well as works important to the twentieth century in both fiction and nonfiction. Wherever possible, attempts are made to place the key literary concepts into an historical context in order for students to witness the development and change of American writers as the country expanded and developed.

Connections are made on a continuous basis to establish the relevance of literature of the past to that of modern day America. Students journey through the development of American literature from the myths and writings of Native Americans through the time periods of Puritanism, Rationalism, Romanticism, Transcendentalism, Realism, Modernism, The Jazz Age, Contemporary Works and Postmodernism. As the material is extensive, the curriculum focuses on the characteristics of each literary time period and examples from the period dates. A special unit is included tracing the literature which focused on the development of the institution of slavery on up through the Civil War and The Civil Rights Movement.

Students engage in various writing assignments in English 11 including critiquing the writings from each time period in American history, as well as analyzing the purpose each specific time period served in the development of the country. Students learn to improve upon their ability to express their opinions through writing, paired with references to research based evidence and examples, in order to demonstrate their understanding of the subjects they are studying. Students experiment with writing fiction from the different time periods as though they were living during that time. Students also engage in a class-wide debate to practice their public speaking skills.

Classes are divided in half and students work together in their groups to research specific subtopics in order to present their arguments in a formal debate. In addition, students together read the play, “Romeo and Juliet” and compare contemporary films which depict the same story and themes.

As instructors explore different themes in English 11, they select both class novels and individual independent readings based on the interest of the students and the list of sources attached.

### **COURSE OBJECTIVES**

- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Students will be able to draw inferences from a text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text
- Students will be able to provide an objective summary of the text.
- Student will be able to analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
- Students will be able to identify elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings
- Students will be able to analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is elaborate or uncommon.
- Students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as aesthetic impact.



- Students will be able to identify satire, sarcasm, irony, or understatement in a text and how it adds to the meaning of the piece.
- Students will analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- Students will demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how to compare two or more texts from the same time period.

### **English 11 Reading List**

- *The Autobiography of Benjamin Franklin* by Benjamin Franklin
- *Rip Van Winkle* by Washington Irving
- *The Scarlet Letter* by Nathaniel Hawthorne
- *The American Short Story* by Thomas Parkes
- *Walden; or, Life in the Woods* by Henry David Thoreau
- “The Raven” by Edgar Allan Poe
- “Annabel Lee” by Edgar Allan Poe
- “Nature” by Ralph Waldo Emerson
- *The Adventures of Huckleberry Finn* by Mark Twain
- *The Call of the Wild* by Jack London
- *The Great Gatsby* by F. Scott Fitzgerald
- *A Raisin in the Sun* by Lorraine Hansberry
- *The Grapes of Wrath* by John Steinbeck
- *To Kill a Mockingbird* by Harper Lee
- *The Catcher in the Rye* by J.D. Salinger
- *The Color Purple* by Alice Walker
- *Romeo and Juliet* by William Shakespeare
- *The Freedom Writers Diary* by The Freedom Writers with Erin Gruwell

## **Hunterdon Preparatory School English 12 Curriculum**

Students who attend the Hunterdon Preparatory School arrive with varied skill sets in English, and their yearly curriculum is dictated by their abilities based on these skill sets. English 12 is a full-year, comprehensive course designed for students to continue developing fluency in their reading, writing, speaking, and critical thinking skills. Each student receives instruction based on the goals and objectives from their IEPs, as well as group instruction to promote a cooperative learning environment. The 12<sup>th</sup> Grade English curriculum builds on the skill sets that individual students have developed either prior to attending Hunterdon Prep, or while enrolled in the school, and further establishes the foundational tools for students to develop throughout their high school career. The use of technology and computers is integrated into all facets of English instruction as well.

In English 12, students examine the human experience in terms of people's roles in society and the individual's impact in the world. These issues are studied through novels, short stories, poems, films, essays, and news reports. This course includes the study of significant works of pre-twentieth century English authors, as well as works important to the twentieth century in both fiction and nonfiction. Students examine selections of English literature in comparison to literature from around the globe in terms of language, characters, meanings, and themes. The curriculum follows the development of literature from medieval times through Shakespeare, the Renaissance, the Victorian era, and into the Postmodernist period. Students also study the concepts of utopias and dystopias and investigate different authors' forecasts of the future. Topics include global climate change, warfare, and the expansion of technology, computers, and social media. In addition, students complete a unit on journalism which includes a focus on the newspaper and television media, and explores the concepts of biased versus unbiased reporting and the use of propaganda throughout the world.

The English 12 writing curriculum begins focusing on writing college admission essays and job resumes. Students also experiment with writing a fictional account of their own vision of a utopian or dystopian future. The completion of a 10 page major research paper, focusing on research techniques and evaluating information, is likewise one of the course's requirements. Students choose a topic that they are interested in learning about, and focus on writing a detailed outline in order to organize their paper and to learn how to expand on subtopics to give a more detailed report on their subject matter. Students complete a rough draft, and then proceed to improve on their editing and revising skills, as well as completing a detailed bibliography.

Students also create an artistic representation of their paper's topic and present their findings to the class.

As instructors explore different themes in English 12, they select both class novels and individual independent readings based on the list provided.

### **COURSE OBJECTIVES**

- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Students will be able to draw inferences from a text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text
- Students will be able to provide an objective summary of the text.
- Student will be able to analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
- Students will be able to identify elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings
- Students will be able to analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is elaborate or uncommon.
- Students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as aesthetic impact.

- Students will be able to identify satire, sarcasm, irony, or understatement in a text and how it adds to the meaning of the piece.
- Students will analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- Students will demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how to compare two or more texts from the same time period.

### English 12 Reading List

- *Beowulf*
- *Gulliver's Travels* by Jonathan Swift
- *Animal Farm* by George Orwell
- *1984* by George Orwell
- *Brave New World* by Aldous Huxley
- *Fahrenheit 451* by Ray Bradbury
- *Player Piano* by Kurt Vonnegut
- *The Hobbit* by J.R.R. Tolkien
- *The Book Thief* by Markus Zusak
- *Globe Fearon Literature Series Gold Level*
- *Hamlet* by William Shakespeare
- *Macbeth* by William Shakespeare
- *Frankenstein* by Mary Shelley
- *A Christmas Carol* by Charles Dickens
- *The Elephant Man* by Bernard Pomerance
- *The Kite Runner* by Khaled Housseini
- *The Life of Pi* by Yann Martel
- *Persepolis* by Marjane Satrapi
- *The Things They Carried* by Tim O'Brien
- *Tuesdays with Morrie* by Mitch Albom
- *The Five People You Meet in Heaven* by Mitch Albom
- *Miss Peregrine's Home for Peculiar Children* by Ransom Riggs
- *All Quiet on the Western Front* by Erich Maria Remarque



## **Hunterdon Preparatory School English 12+ Curriculum**

English 12+ is a course designed for students who choose to defer their diploma until after a fifth year of high school. Students attending our fifth year program at the Hunterdon Preparatory School will be expected to continue practicing the art of writing. Students will use informational text to hone their ability to comprehend while being challenged to demonstrate their mastery of given text in developing well-conceived opinions and inferences presented in grammatically correct, fluent and polished written format. They will examine their own writing styles and learn to construct meaningful text that will support their point of view. Their writing will have purpose.

Students will also be exposed to appropriate adult literature to strengthen comprehension, identify necessary listening behaviors and provoke valid research projects. They will gather relevant information from credible sources for both short and more sustained research projects. Students will gain confidence in the use of effective speech to convey information orally. As instructors explore different themes and genres in English 12+, they can select both class novels and individual independent reading assignments based on books included from the list at the end of this course description. Students are encouraged to continue reading fiction and nonfiction literature to further expand their knowledge base and to increase their reading fluency of more demanding prose. Students will recognize their audience and adjust their verbal and written responses to a variety of different audiences.

Student ability and motivation will always factor into instructional materials and methods. Assignments will be tailored to the individual career and college goals of each student, preparing them for entry to the adult world. Students will experience a wide variety of new vocabulary relevant to the workplace. Fifth year students who are interning in our local community will be introduced to the skills sets that include writing at their places of employment. They will acquire new vocabulary and phrases related to their structured learning experiences.

Students will sharpen their organizational skills and the study skills that work best for them. They will learn to employ strategies that can improve their executive functioning ability. Through video streaming, students will take notes, create outlines and try different graphic organizer methods. The use of technology will be a prominent factor as fifth year students

collaborate and share what goals they are working towards and accomplishing through their job sampling. They will prepare for the complexity of text at the college and career level and will learn to think more qualitatively about what they read and write. Their exposure to subgenres of exposition, argument and functional text will provide the readiness for the demands of the college or technical school classroom.

### **COURSE OBJECTIVES**

- Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Students will be able to draw inferences from a text, including determining where the text leaves matters uncertain.
- Students will determine two or more themes or central ideas of a text and analyze their development over the course of the text
- Students will be able to provide an objective summary of the text.
- Student will be able to analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
- Students will be able to identify elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Students will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings
- Students will be able to analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is elaborate or uncommon.
- Students will be able to analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as aesthetic impact.
- Students will be able to identify satire, sarcasm, irony, or understatement in a text and how it adds to the meaning of the piece.

- Students will analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- Students will demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how to compare two or more texts from the same time period.

### **12+ English Reading List**

- *Neither Wolf Nor Dog: On Forgotten Roads with an Indian Elder* by Kent Nerbern
- *The Autobiography of Malcom X* by Malcolm X with Alex Haley
- *The Autobiography of Martin Luther King, Jr.* by Martin Luther King Jr.
- *Oliver Twist* by Charles Dickens
- *Quiet: The Power of Introverts in a World That Can't Stop Talking* by Susan Cain
- *11/23/63: A Novel* by Stephen King
- *The Road* by Cormac McCarthy
- *Beloved* by Toni Morrison
- *The Other Wes Moore: One Name, Two Fates* by Wes Moore
- *Walden* by Henry David Thoreau
- *Cold Mountain* by Charles Frazier
- *Kitchen Confidential: Adventures in the Culinary Underbelly* by Anthony Bourdain
- *Fast Food Nation: The Dark Side of the All-American Meal* by Eric Schlosser
- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah
- *October Sky* by Homer H. Hickam