Research Paper

7th Grade

*paragraph level

*short research paper (2-4 pages)

*2-3 sources

* MLA format
  -in-text citations
  -works cited list
  -note cards (labeled properly)
  -avoiding plagiarism
    -paraphrasing/summarizing
    -quoting
    -Define/consequences
  -giving credit to sources
  -relevant information

*Research process
  -teach them use of professional sites and apply (proquest, prosearch, newsbank)
  -using the library
    -interlibrary loan
    -books/magazines
  -note taking skills
    -paraphrase on note cards
    -use common models to practice

*Topics
  -endangered animal
  -biography (common person)
  -how-to

Research: These are skills that we will emphasize to varying degrees in each grade level, beginning in 7th grade, and an overview of how we will teach these skills.

Overview:
--Paraphrasing and summarizing
--In text citations
--Plagiarism
--Using note cards
--Works cited page
--Research questions to guide students
--Finding valid sources using the Internet and the library
--Outlining

**MLA Skills**

**In text citations:**
- Class notes on how to do with practical examples
- Practice exercises in-class and as homework using a variety of sources, including common sources so we can compare results.
- Punctuation of in-text citations
- Students will practice with sources on their own topic, in-class and as homework, with teacher feedback.
- These skills will be taught in context and taught throughout the research process.

**Works cited page:**
- Students will understand the importance of an accurate works cited list
- Teach students how to create source note cards using correct MLA format
- Notes on proper format
- Students should receive copies of completed works cited pages to use as models
- Students will create practice entries/works cited list. Teachers will give feedback on these, checking for correct form and punctuation.

**Note cards:** In all grade levels, students will be taught a common way to label note cards and how to take quality notes. This is an important part of the research process:
- Labeling of note cards: topic and sub-topic in left hand corner; author (or code letter) and page number in the top right corner.
- How to take proper notes on cards, including paraphrasing, summarizing, and quoting.
- A source card will be created for each source using the proper MLA works cited form.
- How to separate information on the cards—the sources information and student analysis of that information. Options for student analysis: on the back of note cards or in a different color pen.
- Students will practice note cards on common sources in class and as homework. These will often be shared in class. Teachers will provide feedback to students on these practice cards.

**Paraphrasing, summarizing, and quoting:** These skills are vital to quality research and note taking, but students do not learn these by osmosis. Direct lessons and practice, including homework with teacher feedback, will be a vital aspect of how we teach research skills:
- In notes, define what each of these is, the similarities and differences.
- Exercises to practice each skill utilizing student models to share and evaluate with the class based on excerpts from common source. Also, utilization of current research topics and individual sources.
• Students will learn when to use relevant quotes, how to introduce them effectively in their papers, and how to use brackets and ellipsis dots when omitting words.
• Students will be taught various strategies for paraphrasing.
• Plagiarism discussed and modeled with examples of poor paraphrasing, summarizing, and quoting.

**Plagiarism:**

This will be defined each year for students. Examples of plagiarism, overt and subtle, will be modeled and discussed. Strategies for avoiding will be applied, especially as paraphrasing, quoting, and summarizing are concerned.

**8th Grade**

*paragraph level

* research paper (3-4 pages)

*3-6 sources
  - at least one book
  - professional websites encouraged

* MLA format
  - in-text citations
  - works cited list
  - note cards (labeled properly)
  - avoiding plagiarism
    - paraphrasing/summarizing
    - quoting
    - Define/consequences
  - giving credit to sources
  - relevant information

*Research process
  - teach them use of professional sites and apply (proquest, prosearch, newsbank)
  - using the library
    - interlibrary loan
    - books/magazines
  - note taking skills
    - paraphrase on note cards
    - using common models to practice

Topics:
  - real life biography
- biography (historical figure)
- current events
- mythology

**9th Grade**

*paragraph level*

* research paper (4-6 pages)

*3-6 sources*
  - at least one book
  - encourage professional websites

* MLA format*
  - in-text citations
  - works cited list
  - note cards (labeled properly)
  - avoiding plagiarism
    - paraphrasing/summarizing
    - quoting
    - Define/consequences
  - giving credit to sources
  - relevant information

*Research process*
  - teach them use of professional sites and apply (proquest, prosearch, newsbank)
  - using the library
    - interlibrary loan
    - books/magazines
  - note taking skills
    - paraphrase on note cards
    - using common models to practice

Topic:
  - Renaissance Era
  - pick your topic

**10th Grade**

*paragraph level*

*research paper (4-6 pages)*

*3-6 sources*
  - at least one book
  - encourage professional websites
* MLA format
  - in-text citations
  - works cited list
  - note cards (labeled properly)
  - avoiding plagiarism
    - paraphrasing/summarizing
    - quoting
    - Define/consequences
  - giving credit to sources
  - relevant information

* Research process
  - teach them use of professional sites and apply (proquest, prosearch, newsbank)
  - using the library
    - interlibrary loan
    - books/magazines
  - note taking skills
    - paraphrase on note cards
    - using common models to practice

Topics:
  - hot topics (abortion, death penalty, video games and violence, drinking age, etc.)
  - role models

11th Grade

* paragraph level

* research paper (4-6 pages)
  - informative or persuasive

* 3-6 sources
  - at least one book
  - encourage professional websites

* MLA format
  - in-text citations
  - works cited list
  - note cards (labeled properly)
  - avoiding plagiarism
    - paraphrasing/summarizing
    - quoting
    - Define/consequences
  - giving credit to sources
  - relevant information
*Research process
- teach them use of professional sites and apply (proquest, prosearch, newsbank)
- using the library
  - interlibrary loan
  - books/magazines
- note taking skills
  - paraphrase on note cards
  - using common models to practice

Topics:

12th Grade

*paragraph level

*research paper (6+ pages)
  - informative or persuasive

*3-6 sources
  - at least one book
  - encourage professional websites

* MLA format
  - in-text citations
  - works cited list
  - note cards (labeled properly)
  - avoiding plagiarism
    - paraphrasing/summarizing
    - quoting
    - Define/consequences
  - giving credit to sources
  - relevant information

*Research process
- teach them use of professional sites and apply (pro-quest, pro-search, newsbank)
- using the library
  - interlibrary loan
  - books/magazines
- note taking skills
  - paraphrase on note cards
  - using common models to practice
Writing: Literary Analysis

7th Grade
*Paragraph writing
  -multiple individual paragraphs
Topics:
  -conflict (man vs. nature etc.)
  -setting
  -point of view/perspective
  -poem analysis
  -character analysis (character trait paragraphs)
    -dynamic vs. static
    -round vs. flat
    -protagonist vs. antagonist
    -FOIL characters
    -hero vs. anti-hero
    -stock characters

*2-3 full length essays
  - (4-5 paragraphs)
Types of essays to be written:
  -Character analysis

*Journal Writing
  -Doesn’t always need to be used academically
  -Familiarize kids with literary ideas and terms
  -personal writing
  -response to real issues

*Implementation
  -Apply fundamentals related to paragraph and essay writing in literature analysis
  --introduce concept of thematic writing

8th Grade
*Paragraph writing
  -multiple individual paragraphs
Topics:
  -conflict (man vs. nature etc.)
  -setting
  -point of view/perspective
  -poem analysis
  -character analysis (character trait paragraphs)
    -dynamic vs. static
    -round vs. flat
- protagonist vs. antagonist
- FOIL characters
- hero vs. anti-hero
- stock characters

*2-3 full length essays
  - (4-5 paragraphs)
Types of essays to be written:
  - Character analysis
  - Thematic/main idea (more sophisticated)

*Journal Writing
  - Doesn’t always need to be used academically
  - Familiarize kids with literary ideas and terms
  - personal writing
  - response to real issues

*Implementation
  - Apply fundamentals related to paragraph and essay writing in literature analysis
  - More emphasis on abstract literary analysis

9th Grade
*Paragraph writing
  - multiple individual paragraphs
Topics:
  - conflict (man vs. nature etc.)
  - setting
  - point of view/perspective
  - poem analysis
  - character analysis (character trait paragraphs)
    - dynamic vs. static
    - round vs. flat
    - protagonist vs. antagonist
    - FOIL characters
    - hero vs. anti-hero
    - stock characters

*2-3 full length essays
  - (4-5 paragraphs)
Types of essays to be written:
  - Character analysis
  - Thematic/main idea (more sophisticated)
    - identifying and supporting their own theme

*Journal Writing
  - Doesn’t always need to be used academically
-Familiarize kids with literary ideas and terms
-personal writing
-response to real issues
-genre discussion

*Implementation
-Apply fundamentals related to paragraph and essay writing in literature analysis
-More emphasis on abstract literary analysis
-identifying and supporting their own theme
-creating and fostering independent/individual analysis and evaluation
-likes and dislikes- rate and support their evaluation of a book

*10th grade

*Paragraph writing
- multiple individual paragraphs

Topics:
- conflict (man vs. nature etc.)
- setting
- point of view/perspective
- poem analysis
- character analysis (character trait paragraphs)
  - dynamic vs. static
  - round vs. flat
  - protagonist vs. antagonist
  - FOIL characters
  - hero vs. anti-hero
  - stock characters

*2-4 full length essays
- (4-5 paragraphs)
Types of essays to be written:
- Character analysis
- Thematic
  - identifying and supporting their own theme
  - required to incorporate literary terms (symbolism, conflict, characterization, point of view)
  - modified or traditional Critical Lens
  - Poem and passage/poem and poem

*Journal Writing
- Doesn’t always need to be used academically
- Familiarize kids with literary ideas and terms
- personal writing
- response to real issues
- genre discussion
- focus on literary elements

*Implementation
- Apply fundamentals related to paragraph and essay writing in literature analysis
- More emphasis on abstract literary analysis
- Identifying and supporting their own theme
- Independent/individual analysis and evaluation
- Likes and dislikes - rate and support their evaluation of a book
- Evaluate other student work - constructive criticism

11th Grade

*Paragraph writing
- Multiple individual paragraphs

Topics:
- Conflict (man vs. nature etc.)
- Setting
- Point of view/perspective
- Poem analysis
- Character analysis (character trait paragraphs)
  - Dynamic vs. static
  - Round vs. flat
  - Protagonist vs. antagonist
  - FOIL characters
  - Hero vs. anti-hero
  - Stock characters

*4-6 full length essays
- (4-5 paragraphs)
Types of essays to be written
- Character analysis
- Thematic essay
  - Identifying and supporting their own theme
  - Required to incorporate literary terms (symbolism, conflict, characterization, point of view)
- Traditional Critical Lens (at least 2)
  - Blending literary terms becomes more pronounced
  - Agree and disagree
- Poem and Passage/Poem and Poem

*Journal Writing
- Doesn’t always need to be used academically
- Familiarize kids with literary ideas and terms
- Personal writing
- Response to real issues
- Genre discussion
*Implementation
- Apply fundamentals related to paragraph and essay writing in literature analysis
- emphasis on abstract literary analysis
- identifying and supporting their own theme
- independent/individual analysis and evaluation
- likes and dislikes- rate and support their evaluation of a book
- evaluate other student work

12th Grade

*Paragraph writing-not as emphasized
- multiple individual paragraphs

Topics:
- conflict (man vs. nature etc.)
- setting
- point of view/perspective
- poem analysis
- character analysis (character trait paragraphs)
  - dynamic vs. static
  - round vs. flat
  - protagonist vs. antagonist
- FOIL characters
- hero vs. anti-hero
- stock characters

*2-3 full length essays
- (4-5 paragraphs)

Types of essays to be written
- Character analysis
- Thematic essay
  - identifying and supporting their own theme
  - required to incorporate literary terms (symbolism, conflict, characterization, point of view)
- Literary criticism
  - in both film and literature

*Journal Writing
- Doesn’t always need to be used academically
- Familiarize kids with literary ideas and terms
- personal writing
- response to real issues
- genre discussion
*Implementation
- Apply fundamentals related to paragraph and essay writing in literature analysis
- emphasis on abstract literary analysis
- identifying and supporting their own theme
- independent/individual analysis and evaluation
- likes and dislikes- rate and support their evaluation of a book and or film
- evaluate other student work

Persuasion

7th Grade

*Paragraph level: students will write paragraphs focused on one reason to support their contention. This will enable them to learn the basics of persuasive writing. Topics will include things familiar to people their age. Class discussion and informal journal writing will often be the first steps in the writing process.

*Preparation Process: terms defined
- audience
- author’s purpose
- tone
- fact vs. opinion

*Define: What is an argument?
--Informative vs. persuasive writing
--Techniques/Methods of Persuasion:
  • Facts
  • Examples
  • Referring to an authority
  • Predicting the consequences
  • Answering the opposition

*Outline:
-- paragraphs, focused on one reason
-- use basic outline form
  • Topic stated, reason, and bullets with supporting details

*Oral:
- class discussions
- informal debate
- informal ‘presentations’

Notes on implementation:
- Paragraphs are 7-10 sentences
- Multiple drafts
- Notes on preparation and methods of persuasion
-Real world/ relevant issues:
  • cultural
  • school issues
  • politics
  • related to issues in literature read

-Argue opposite of what you believe as a way to develop persuasive skills

**8th Grade Persuasion**

*Paragraph level:* students will write paragraphs focused on one reason to support their contention. This will enable them to learn the basics of persuasive writing. Topics will include things familiar to people their age. Class discussion and informal journal writing will often be the first steps in the writing process.

*Essay:* One 4-5 paragraph multi-draft essay; each body paragraph will present one reason in support of their thesis. This essay will be the basis for the short formal oral presentation.

*Preparation Process:* terms defined
- audience
- author’s purpose
- tone
- fact vs. opinion

*Define:*

A. What is an argument?
   -- Informative vs. persuasive writing
   -- Techniques/Methods of Persuasion:
   • Facts
   • Examples
   • Referring to an authority
   • Predicting the consequences
   • Answering the opposition

B. Parts of a persuasive essay and techniques for each:
   -- **Introduction:**
     - Define the purpose
     - Possible techniques for to get the readers’ attention and to set up the argument:
       o Example
       o Illustration
       o Facts
       o Referring to an authority
   - Persuasive thesis statements defined and practiced
   -- **Body paragraphs:**
     - Each focused on a different reason in support of the thesis
- Topic sentences that relate directly back to the persuasive thesis
- Closing sentences that synthesize the points
- Students will have the option of making one of their paragraphs one that states a point of the opposition and answers/refutes that point

**Concluding paragraph:**
- Define the purpose
- Techniques:
  - some of the same techniques used in the introductions work well here as well.
  - Predicting the consequences
  - Solutions

**Outline:** Students will be required to outline their persuasive essays.
- Persuasive thesis stated
- Body paragraphs, focused on one reason
- Use basic outline form
  - Topic stated, reason, and bullets with supporting details

**Oral:**
- Class discussions
- Informal debate
- Informal ‘presentations’
- 3-4 minute persuasive speech with a visual

**Notes on implementation:**
- Paragraphs are 7-10 sentences in individual paragraphs and body paragraphs in essays
- Multiple drafts
- Notes on preparation, methods of persuasion, and parts of a persuasive essay
- Real world/relevant issues:
  - Cultural
  - School issues
  - Politics
  - Related to issues in literature read

- Argue opposite of what you believe as a way to develop persuasive skills
- Students will examine model paragraphs and essays, for the qualities they are expected to have in their own paragraphs and essays. Models written by professional and student writers will likely be examined, including paragraphs and essays written by students in class.
- More emphasis on answering the opposition paragraphs, including examining models, but students will probably not be required to write one in their essay. They may, however, be asked to write an individual paragraph as practice—either related to the essay topic or another topic discussed in class.
As in 7th grade, topics are often introduced through class discussion and informal debate, as the ability to persuade orally is closely related to the ability to persuade using writing.

**9th Grade**

*Paragraph level*: students will write paragraphs focused on one reason to support their contention. This will enable them to learn the basics of persuasive writing. Topics will include things familiar to people their age. Class discussion and informal journal writing will often be the first steps in the writing process.

*Essay*: 1-2 5 paragraph multi-draft essays; two body paragraph will present one reason in support of their thesis; one body paragraph will state and refute one point of the opposition. Possible use of a source or two to support their contentions, but their essays should still be based on their own reasons—and the source(s) should be used to back up their points.

*Preparation Process*: terms defined
- audience
- author’s purpose
- tone
- fact vs. opinion

*Define:*

A. What is an argument?
   --Informative vs. persuasive writing
   --Techniques/Methods of Persuasion:
   - Facts
   - Examples
   - Referring to an authority
   - Predicting the consequences
   - Answering the opposition

B. Parts of a persuasive essay and techniques for each:
   --Introduction:
   - Define the purpose
   - Possible techniques for to get the readers’ attention and to set up the argument:
     - Example
     - Illustration
     - Facts
     - Referring to an authority
   - Persuasive thesis statements defined and practiced
   --Body paragraphs:
   - Each focused on a different reason in support of the thesis
   - Topic sentences that relate directly back to the persuasive thesis
   - Closing sentences that synthesize the points
- Students will have the option of making one of their paragraphs one that states a point of the opposition and answers/refutes that point

-- **Concluding paragraph:**
- Define the purpose
- Techniques:
  - some of the same techniques used in the introductions work well here as well.
  - Predicting the consequences
  - Solution

**Outline:** Students will be required to create a formal outline their persuasive essays.
--persuasive thesis stated
-- body paragraphs, focused on one reason
-- use formal outline form
  - Topic stated, reason, and bullets with supporting details
-- if a source or sources are required, then this source information they will use should be included in the outline, including the MLA citation.

**MLA skills reviewed:**
-- Finding relevant sources using professional cites, such as those provided on the BOCES site. Advanced searches will be reviewed.
-- Reviewed: citing sources in the text and in a works cited
-- paraphrasing, quoting, and summarizing will be reviewed and practiced

**Oral:**
- class discussions
- informal debate
- informal ‘presentations’
  - one 4-5 minute formal presentation with at least 2 visuals; presentation will be based on an essay they write

**Notes on implementation:**
- Paragraphs are 7-10 sentences in individual paragraphs and body paragraphs in essays
- Multiple drafts
- Notes on preparation, methods of persuasion, and parts of a persuasive essay
- Real world/ relevant issues:
  - cultural
  - school issues
  - politics
  - related to issues in literature read
  - more controversial topics may be explored in 9th grade as well
- Argue opposite of what you believe as a way to develop persuasive skills

- Students will examine model paragraphs and essays, for the qualities they are expected to have in their own paragraphs and essays. Models written by professional and student writers will likely be examined, including paragraphs and essays written by students in class.

- More emphasis on answering the opposition paragraphs, including examining models, and students will probably be required to write one in their essay. They may also be asked to write an individual opposition paragraph as practice—either related to the essay topic or another topic discussed in class.

- As in 7th and 8th grade, topics are often introduced through class discussion and informal debate, as the ability to persuade orally is closely related to the ability to persuade using writing.

-- Use of sources will be up the teacher’s discretion, but is recommended. If used, they should not be overused, but students should use them to find a few key pieces of ‘evidence’ that will enable them to support their contentions more effectively. Of course, reviewing the basics of MLA research will be necessary.
**10th grade**

*Paragraph level:* students will write paragraphs focused on one reason to support their contention. This will enable them to learn the basics of persuasive writing. Topics will include things familiar to people their age. Class discussion and informal journal writing will often be the first steps in the writing process.

*Essay:* Two 5 paragraph multi-draft essays; two body paragraph will present one reason in support of their thesis; one body paragraph will state and refute one point of the opposition. Use of sources to support their contentions, but their essays should still be based on their own reasons—and the source(s) should be used to back up their points. MLA format used. (It is recommended that one of the persuasive essays be modeled after a persuasive Regents essay, or that an actual Regents essay assignment be expanded and used for this assignment.)

*Preparation Process:* terms defined
- audience
- author’s purpose
- tone
- fact vs. opinion

*Define:*

A. What is an argument?
   --Informative vs. persuasive writing
   --Techniques/Methods of Persuasion:
   • Facts
   • Examples
   • Referring to an authority
   • Predicting the consequences
   • Answering the opposition

B. Parts of a persuasive essay and techniques for each:
   --**Introduction:**
   - Define the purpose
   - Possible techniques for to get the readers’ attention and to set up the argument:
     o Example
     o Illustration
     o Facts
     o Referring to an authority
   - Persuasive thesis statements defined and practiced
   --**Body paragraphs:**
   - Each focused on a different reason in support of the thesis
   - Topic sentences that relate directly back to the persuasive thesis
   - Closing sentences that synthesize the points
   - Students will have the option of making one of their paragraphs one that states a point of the opposition and answers/refutes that point
**Concluding paragraph:**
- Define the purpose
- Techniques:
  - Some of the same techniques used in the introductions work well here as well.
  - Predicting the consequences
  - Solution

**Outline:** Students will be required to create a formal outline their persuasive essays.
- Persuasive thesis stated
- Body paragraphs, focused on one reason
- Use formal outline form
  - Topic stated, reason, and bullets with supporting details
- Source information they will use should be included in the outline, including the MLA citation.

**MLA skills reviewed:**
- Finding relevant sources using professional cites, such as those provided on the BOCES site. Advanced searches will be reviewed. If a former Regents essay is used, then students will be taught how to best use sources given.
- Reviewed: citing sources in the text and in a works cited
- Paraphrasing, quoting, and summarizing will be reviewed and practiced

**Oral:**
- Class discussions
- Informal debate; formal class debates
- Informal ‘presentations’
- One 5 minute formal presentation with several visuals; presentation will be based on an essay they write

**Notes on implementation:**
- Paragraphs are 7-10 sentences in individual paragraphs and body paragraphs in essays
- Multiple drafts
- Notes on preparation, methods of persuasion, and parts of a persuasive essay
- Real world/ relevant issues:
  - Cultural
  - School issues
  - Politics
  - Related to issues in literature read
  - More controversial topics may be explored in 10th grade as well; for example, the death penalty, abortion rights, euthanasia…
- Argue opposite of what you believe as a way to develop persuasive skills

- Students will examine model paragraphs and essays, for the qualities they are expected to have in their own paragraphs and essays. Models written by professional and student writers will likely be examined, including paragraphs and essays written by students in class.

- Students will be required to write a paragraph answering the opposition in each of their essays. They may also be asked to write an individual opposition paragraph as practice—either related to the essay topic or another topic discussed in class.

- As in previous grades, topics are often introduced through class discussion and informal debate, as the ability to persuade orally is closely related to the ability to persuade using writing. Journal writing should also be employed to generate ideas.

-- Sources should not be overused, but students should use them to find a few key pieces of ‘evidence’ that will enable them to support their contentions more effectively. Of course, reviewing the basics of MLA research will be necessary.

-- If a teacher uses a previous Regents Exam as the basis of a persuasive essay, it is recommended that this be done as the second persuasive essay. Students will then be able to apply their persuasive skills to the Regents. However, following the process approach (such as class discussion, outlining, and the drafting process) is also recommended for this essay.

-- One part of the course’s final examination may be a persuasive essay with sources. Focusing on a relevant, debatable issue in class at the end of the year, may be a good way to motivate students, especially if they have had good practice using these skills previously.

11th Grade:

*Paragraph level:* students will write paragraphs focused on one reason to support their contention. This will enable them to learn the basics of persuasive writing. Topics will include things familiar to people their age. Class discussion and informal journal writing will often be the first steps in the writing process.

*Essay:* 2-3 5 paragraph multi-draft essays; two body paragraph will present one reason in support of their thesis; one body paragraph will state and refute one point of the opposition. Use of sources to support their contentions, but their essays should still be based on their own reasons—and the source(s) should be used to back up their points. MLA format used. At least one of the persuasive essays be modeled after a persuasive Regents essay, or that an actual Regents essay assignment be expanded and used for this assignment. One will be written in classes, as timed writing exercise, to approximate the Regents Examination they will take in June.

*Preparation Process:* terms defined
-audience
-author’s purpose
-tone
-fact vs. opinion

*Define:

A. What is an argument?
--Informative vs. persuasive writing
--Techniques/Methods of Persuasion:
  • Facts
  • Examples
  • Referring to an authority
  • Predicting the consequences
  • Answering the opposition

B. Parts of a persuasive essay and techniques for each:
  --**Introduction:**
    -Define the purpose
    -Possible techniques for to get the readers’ attention and to set up the argument:
      o Example
      o Illustration
      o Facts
      o Referring to an authority
    -Persuasive thesis statements defined and practiced
  --**Body paragraphs:**
    -Each focused on a different reason in support of the thesis
    -Topic sentences that relate directly back to the persuasive thesis
    -Closing sentences that synthesize the points
    - One of their paragraphs will state a point of the opposition and answers/refute that point
  --**Concluding paragraph:**
    -Define the purpose
    -Techniques:
      o some of the same techniques used in the introductions work well here as well.
      o Predicting the consequences
      o Solution

*Outline: Students will be required to create a formal outline their persuasive essays.
  --persuasive thesis stated
  -- body paragraphs, focused on one reason
  --use formal outline form
    • Topic stated, reason, and bullets with supporting details
  --source information they will use should be included in the outline, including the MLA citation.
**MLA skills reviewed:**
--Finding relevant sources using professional cites, such as those provided on the BOCES site. Advanced searches will be reviewed. When a former Regents essay is used, then students will be taught how to best use sources given. Teachers should collaborate so as to expand students research skills: what types of sites and sources did they learn in previous grades and how can those be expanded?
--Reviewed: citing sources in the text and in a works cited
--paraphrasing, quoting, and summarizing will be reviewed and practiced

**Oral:**
- class discussions
- informal debate; formal class debates
  - informal ‘presentations’
- one 5-7 minute formal presentation with several visuals; presentation will be based on an essay they write

**Notes on implementation:**
- Paragraphs are 7-10 sentences in individual paragraphs and body paragraphs in essays
- Multiple drafts
- Notes on preparation, methods of persuasion, and parts of a persuasive essay
- Real world/ relevant issues:
  - cultural
  - school issues
  - politics
  - related to issues in literature read
  - more controversial topics may be explored in 11th grade as well; for example, the death penalty, abortion rights, euthanasia…

- Argue opposite of what you believe as a way to develop persuasive skills

- Students will examine model paragraphs and essays, for the qualities they are expected to have in their own paragraphs and essays. Models written by professional and student writers will likely be examined, including paragraphs and essays written by students in class. High quality Regents examinations written by McGraw students should be used as models when students write their persuasive ‘Regents’ essay.

- Students will be required to write a paragraph answering the opposition in each of their essays. They may also be asked to write an individual opposition paragraph as practice—either related to the essay topic or another topic discussed in class.

- As in previous grades, topics are often introduced through class discussion and informal debate, as the ability to persuade orally is closely related to the ability to persuade using writing. Journal writing should also be employed to generate ideas.
-- Sources should not be overused, but students should use them to find a few key pieces of ‘evidence’ that will enable them to support their contentions more effectively. Of course, reviewing the basics of MLA research will be necessary.

--When a teacher uses a previous Regents Exam as the basis of a persuasive essay, it is recommended that this be done as the second (or third) persuasive essay. Students will then be able to apply their persuasive skills to the Regents. However, following the process approach (such as class discussion, outlining, and the drafting process) is also recommended for this essay, although the actual essay should be written in class to approximate the Regents testing situation.

--One part of the course’s final examination may be a persuasive essay with sources. Focusing on a relevant, debatable issue in class at the end of the year, may be a good way to motivate students, especially if they have had good practice using these skills previously.

--2-3 persuasive essays are recommended this year as we are striving for mastery level on the Regents and beyond.

**12th Grade**

*Paragraph level:* students will write paragraphs focused on one reason to support their contention. This will enable them to learn the basics of persuasive writing. Topics will include things familiar to people their age. Class discussion and informal journal writing will often be the first steps in the writing process.

*Essay:* 2 5 paragraph multi-draft essays or longer persuasive research papers; in each, one body paragraph will state and refute one point of the opposition. Use of sources to support their contentions, but their essays should still be based on their own reasons—and the source(s) should be used to back up their points. MLA format used. It is suggested that students be given more options in topics, that is, that they be given at least one opportunity to explore a topic of their choice.

*Preparation Process:* terms defined  
- audience  
- author’s purpose  
- tone  
- fact vs. opinion

*Define:*

A. Techniques/Methods of Persuasion:  
- Facts  
- Examples  
- Referring to an authority  
- Predicting the consequences  
- Answering the opposition
B. Parts of a persuasive essay and techniques for each:

--**Introduction:**
- Define the purpose
- Possible techniques for to get the readers’ attention and to set up the argument:
  - Example
  - Illustration
  - Facts
  - Referring to an authority
- Persuasive thesis statements defined and practiced

--**Body paragraphs:**
- Each focused on a different reason in support of the thesis
- Topic sentences that relate directly back to the persuasive thesis
- Closing sentences that synthesize the points
- One of their paragraphs will state a point of the opposition and answers/refute that point

--**Concluding paragraph:**
- Define the purpose
- Techniques:
  - some of the same techniques used in the introductions work well here as well.
  - Predicting the consequences
  - Solution/call to action

*Outline*: Students will be required to create a formal outline their persuasive essays.
  --persuasive thesis stated
  -- body paragraphs, focused on one reason
  --use formal outline form
    - Topic stated, reason, and bullets with supporting details
  --source information they will use should be included in the outline, including the MLA citation.

*MLA skills reviewed:*
--Finding relevant sources using professional cites, such as those provided on the BOCES site. Advanced searches will be reviewed. what types of sites and sources did they learn in previous grades and how can those be expanded?
--Reviewed: citing sources in the text and in a works cited
--paraphrasing, quoting, and summarizing will be reviewed and practiced

*Oral:*
- class discussions
- informal debate; formal class debates
- informal ‘presentations’
- a formal presentation with several visuals is recommended; presentation will be based on an essay they write. This can also be based on a topic that is explored in a longer research paper.
Notes on implementation:
- Paragraphs are approximately 10 sentences in individual paragraphs and body paragraphs in essays
- Multiple drafts
- Notes on preparation, methods of persuasion, and parts of a persuasive essay
- Real world/ relevant issues:
  - cultural
  - school issues
  - politics
  - related to issues in literature read
  - more controversial topics may be explored in 12th grade as well; most school appropriate topics are acceptable

- Argue opposite of what you believe as a way to develop persuasive skills

- Students will examine model paragraphs and essays for the qualities they are expected to have in their own paragraphs and essays. Models written by professional and student writers will likely be examined, including paragraphs and essays written by students in class.

- Students will be required to write a paragraph answering the opposition in each of their essays. They may also be asked to write an individual opposition paragraph as practice—either related to the essay topic or another topic discussed in class.

- As in previous grades, topics are often introduced through class discussion and informal debate, as the ability to persuade orally is closely related to the ability to persuade using writing. Journal writing should also be employed to generate ideas.

-- Sources s used to find evidence that will enable them to support their contentions more effectively. Of course, reviewing the basics of MLA research will be necessary again.

-- One part of the course’s final examination may be a persuasive essay with sources. Focusing on a relevant, debatable issue in class at the end of the year may be a good way to motivate students, especially if they have had good practice using these skills previously.
Suggested McGraw Literature List: Grades 9-12

**9th Grade**

Waiting for the Rain 47  
The Wave 48  
The House on Mango Street 46  
Walkabout 59  
Romeo and Juliet 73  
Two Old Women 48  
Sarny 41  
Night John 49  
Friedrich 50  
Call of the Wild 59  
Of Mice and Men 75  
The Time Machine (50?)

**10th Grade**

Lord of the Flies 74  
The Crucible 17  
I Know Why the Caged Bird Sings 50  
When Legends Die 37  
The Natural 50  
Our Town 34  
Summer of My German Soldier 60  
Ivan Denisovich 19  
Hiroshima 48  
To Kill a Mockingbird 53  
A Lesson Before Dying 60  
Z for Zachariah 37  
A Midsummer Night’s Dream 29  
Twelve Angry Men

**11th Grade**

The Scarlet Letter 47  
Catch 22 48  
Night 43  
Frankenstein 89  
1984 43  
Slaughterhouse Five 57  
Dandelion Wine 46  
The Metamorphosis 60  
The Light in the Forest 55
The Merchant of Venice 33
The Old Man and the Sea 35
Treasure Island 75
Heart of Darkness 58
Macbeth 26
Richard III 32
Siddhartha 48
A Streetcar Named Desire 50
The Catcher in the Rye 46

12th Grade

A Separate Piece 79
The Great Gatsby 57
Speak 55
Angela’s Ashes
The Adventures of Huckleberry Finn
Hamlet 39
A Tale of Two Cities 84
A Raisin in the Sun 42
One Flew Over the Cuckoo’s Nest 37
Nine Stories 42
Staying Fat for Sarah Byrnes 63
Cyrano de Bergerac 60
Go Tell it on the Mountain 27
Who Will Tell my Brother 47

English Department Curriculum – Novel, short story, and poetry list. This list details what is currently used (the 2009-2010 school year).

Kring/Cowit

7th and 8th Grade Novels/Plays

- Choosing Up Sides
- A Day No Pigs Would Die
- Freak the Mighty
- The Hobbit
- Holes
- Max the Mighty
- Outsiders
- The Giver
- My Brother Sam is Dead
- Education of Little Tree
- Secret Garden
- Al Capone Does My Shirts
- The Pig Man
• Flowers for Algernon
• Tangerine

7th and 8th Grade Short Stories/Poetry
• 2002 Night Meeting
• The Rocket
• Eleven
• The A&P
• The Lottery
• Lose Now Pay Later
• The Man That Had No Eyes
• Medicine Bag
• A Ride Through Spain
• Trifles

• Langston Hughes
• Edward Guest
• Shell Silversteen

Wrisley
9th Grade Novels/Plays
• Night John
• Sarny
• Friedrich
• Romeo and Juliet
• Two Old Women
• The Call of the Wild

9th Grade Short Stories
• The Necklace
• The Cask of Amontillado
• The Most Dangerous Game
• The Tell-Tale Heart
• Lamb to Slaughter
• The 51st Dragon
• Dust Tracks on a Road
• The Raven
• El Dorado
• The Pit and the Pendulum
• Greek Myths
• The Odyssey

11th Grade English Novels/Plays
• Night
• Hamlet
• Catcher in the Rye
• Of Mice and Men
• Old Man and the Sea
• Treasure Island

Salloum

10th Grade Novels/Plays
• Twelve Angry Men
• To Kill A Mockingbird
• The Crucible
• Lord of the Flies
• And Then There Were None
• I Know Why the Caged Bird Sings

10th Grade Short Stories and Poems
• Thank You Mam’
• The Pin
• The Scarlet Ibis

• Thumbprints

11th Grade Honors Novels/Plays
• Oedipus Rex
• Tuesdays With Morrie
• Night
• A Lesson Before Dying
• Catcher in the Rye
• 1984
• A Day in the Life of Ivan Denosovich
• The Lion King

11th Grade Honors Short Stories/Poetry
• Wooing of Adrianne
• A Clean Well Lighted Place
• Sweet Potato Pie
• My Oedipus Complex
• Chicken Soup for the Soul
• Nobody But You
• Resume
• Thumbprints
• Butterfly
• Written in a Rail Car
Kring

12th Grade Novels/Plays

- Angela’s Ashes
- Curious Incident of a Dog in the Night Time
- Speak
- Staying Fat for Sarah Byrns
- A Raisin in the Sun
- Five People You Meet in Heaven
- Persepolys
- The Great Gatsby

12th Grade Short Stories

- The Hitchhiking Game
- A Christmas Memory
- The A&P
- The Story of an Hour
- Yellow Wallpaper

Cowit

12th Grade College English Plays/Novels

- Metamorphosis
- Sidartha
- Antigone
- American Dream
- Death of A Salesmen
- Waiting for Godot
- Macbeth/Othello
- Doll’s House
- Six Degrees of Separation

College English Short Stories

- Revelation
- Good Man Is Hard to Find
- Yellow Wallpaper
- The A &P
- A Very Old Man with Enormous Wings
- Bartleby the Scrivener
- Lost in the Fun House
- I Stand Here Ironing
- JD Salinger stories
- The Fat Girl
- Murphy’s Christmas
- What We Talk About When We Talk About Love
- The Chrysanthemums
- Shiloh
Big Bertha Stories

11th Grade Honors Curriculum Map

Texts to be taught:
Oedipus Rex
Night
A Lesson Before Dying
Catcher in the Rye
1984
A Day in the Life of Ivan Denisovich
Tuesdays With Morrie

Tuesdays With Morrie—summer reading (3 weeks)
- Journals assignments to be used for circle discussions
- Circle Discussions-seminar style
  * Every student responsible for asking a question or making an interesting statement that sparks discussion
- Exam in first week-must receive 85 or higher to stay in class
- Final Project:
  * Narrative: Write about a teacher that has changed your life—Pick one experience to write about. Will be submitted to Chicken Soup for the Soul. 3-5 pages
  * Give examples from Chicken Soup for the Soul
- Other skills to teach:
  * Imagery, dialogue, show vs. tell, strong verbs, active voice, introduction techniques
- Writer’s Workshop Critique
  * 2 students will be critiqued for every essay
  * Teach how to constructively criticize
  * Teach proofreading marks

Oedipus Rex (4-5 weeks)
- Read My Oedipus Complex
- Notes on tragedy/tragic hero/literary devices (listen and take notes)
- During reading: Creative essay—Write a story about your own tragic hero using criteria from notes above (3-5 pages)
- Go over family tree
- Quiz—Literary devices and tragedy criteria
- Final Project:
  1) Teach Regents Task—Poem/Passage
     My Oedipus Complex and Oedipus Rex
  2) Watch the Lion King and compare to Oedipus Rex

Night (3-4 weeks)
- History or Hitler, Nazi Germany, WWII (notes and videos) (2 days)
• Web quest-Holocaust terms
• Poems: Butterfly, Written in a Rail Car
• Analysis of text: journal responses (prompts for discussion)
• short paragraphs on literary devices
• Last video: Oprah/Wiesel video (2 days)
• Read interviews, excerpts from real Holocaust documents
• Write a letter to Wiesel on faith
• ? Holocaust Speaker?
• Final Project:
  *Critical Lens

**Catcher in the Rye**

• Historical Background on time period
• Notes-Taboo reading (banned book list)
• Read article from NY Times-is Holden Relevant?
• Esquire article-banned book
• Paragraphs: Symbolism (museum, baseball glove), point of view, conflict, people are phony/Holden IS phony
• Free writes: Why did Holden want to be the Catcher in the Rye? Where do you see phoniness in our world? Can you relate to Holden?
• Write a letter where you take Holden’s tone
• Final Project: Thematic Essay

**Research Paper**

**PERSUASIVE** - What is your goal/thesis? (3-5 pages)
• Hot Topics-students choose their research topic
  * abortion
  * death penalty
  * legalizing marijuana
  * investigative journalism
  * war in Iraq
  * Euthanasia
  * Lisa Ling’s sister arrested in N. Korea
  * September 11th conspiracy
  * Amber Alerts
  * Internet safety
  * phones in school
  * drunk driving
  * fuel economy
  * Global Warming