



CARY ACADEMY

UPPER SCHOOL ENGLISH CURRICULUM

Address

Cary Academy
1500 N. Harrison Ave.
Cary, NC 27511

Phone

Administration: (919) 677-3873
Middle School: (919) 228-4600
Upper School: (919) 228-4544

Online

Email: info@caryacademy.org
Website: www.caryacademy.org



Upper School Curriculum

English 101: Grade 9–The Heroic Journey

Using texts that are both traditional and contemporary, The Heroic Journey exposes ninth-grade students to diverse cultural and literary viewpoints. Particular attention is given to physical and metaphorical journeys as dramatized in the literary texts. In addition, students explore a series of essential questions: What is the nature of humanity? How is power expressed? How do we understand and relate to our world? How and why do we tell stories? Students extend their reading and writing skills through exercises in close textual analysis, the study of vocabulary, small and large group discussions, individual and group projects, impromptu compositions and formal.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<ul style="list-style-type: none"> o <i>The Curious Incident of the Dog in the Night-Time</i> (summer reading) o Personal Narrative o Description Writing o Process Analysis o <i>Membean</i> Vocabulary Program o <i>NoRedInk</i> Grammar Program o Sentence Coordination o Sentence Patterns o <i>The Odyssey</i> 	<ul style="list-style-type: none"> o Continuation of <i>The Odyssey</i> o <i>The Journey of Ibn Fattouma</i> o Sentence Patterns o <i>Membean</i> Vocabulary Program o <i>NoRedInk</i> Grammar Program o Literary Analysis o Analytical Writing o Utopia Project 	<ul style="list-style-type: none"> o <i>Twelfth Night</i> o <i>In the Time of the Butterflies</i> o Literary Analysis o Analytical Writing o <i>Membean</i> Vocabulary Program o <i>NoRedInk</i> Grammar Program o Sentence Patterns

LITERATURE

Students explore a variety of cultures and philosophical ideas through various genres of literary texts. Through discussion and class activities, students continue to develop and refine their critical and creative thinking.

WRITING

Students learn methods of communicating their ideas through various methods of discourse: informal writing, collaborative projects, and literary analysis. They engage fully in the writing process, learning how to organize and support their ideas in a rhetorically effective manner.

GRAMMAR

Students engage in teacher-directed and self-paced grammar studies through the *NoRedInk* online grammar program. They learn to apply their understanding of grammatical concepts to their writing and speech.

VOCABULARY

Students engage in a customized, multi-modal vocabulary instruction through the *Membean* vocabulary program. They learn to incorporate their newly acquired words into both written and spoken forms.



Upper School Curriculum

English 201: Grade 9–The Heroic Journey

In *Identity and Change*, through careful textual exploration, tenth-grade students examine a series of compelling, often interlocking, themes: cultures in conflict, the reciprocal interplay between culture and identity, and the corrupting or regenerative nature of power. In exploring these themes, students examine the following essential questions: How is identity defined? How do individuals and societies change? As well, students hone their analytical skills by examining the way literary techniques inform meaning; in particular, students learn how to identify and assess diction, detail, imagery, syntax, and tone. As in ENG 101, students extend their reading and writing skills through the study of grammar and vocabulary, and through exercises in impromptu and formal composition: close textual analysis, personal essays, and creative writing.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<ul style="list-style-type: none"> o Summer Reading <i>The Book of Unknown Americans</i> by Cristina Henríquez o Cause/Effect o Comparison/Contrast o Textual Analysis o <i>A Doll's House</i> by Henrik Ibsen o Sentence Patterns o Subject/Verb and Pronoun/Antecedent Agreement o Membean Vocabulary Program 	<ul style="list-style-type: none"> o <i>Animal Farm</i>, George Orwell o Drama Genre Study o Collaborative Play Writing & Performance o Analytical and Persuasive Writing o Grammar (Mechanics and Usage) o Membean Vocabulary Studies o Independent Reading 	<ul style="list-style-type: none"> o Literature Circles o Analytical and Persuasive Writing o Poetry Writing and Digital Storytelling o Debate and Public Speaking o Grammar (Mechanics and Usage) o Membean Vocabulary Studies o Independent Reading

LITERATURE

Students explore a variety of cultures and philosophical ideas through various genres of literary texts. Through discussion and class activities, students continue to develop and refine their critical and creative thinking. Close textual analysis is emphasized.

WRITING

Students continue to utilize multiple methods of discourse: informal writing, collaborative projects, and literary analysis. Increased emphasis is given to the rigors of analytical writing: honing compelling thesis statements, crafting sharp topic sentences, and explicating well-chosen evidence.

GRAMMAR

Students engage in teacher-directed and self-paced grammar studies through *No Red Ink*. They learn to apply their understanding of grammatical concepts to their writing and speech.

VOCABULARY

Students engage in a customized, multi-modal vocabulary instruction through the *Membean* vocabulary program. They learn to incorporate their newly acquired words into both written and spoken forms.



Upper School Curriculum

English 300: American Literature

Throughout this course students study selected works of notable American authors as a means to explore the American experience over time. Students read works from a variety of great American authors encompassing genres which include poetry, short stories, drama, fiction, and non-fiction. The course focus is to explore how American values, beliefs, and stories shape our understanding of ourselves and others, as well as what characterizes the American voice. As students become more familiar with the distinct and diverse voices of American writers, they also develop their own writing voice and style by focusing on three particular writing standards: innovation and analysis, organization, and grammatical/rhetorical effectiveness. In addition to writing analytically and creatively, students will have opportunities to share their learning through the forms of visual representation, skits, and oral presentations.

ESSENTIAL QUESTIONS

1. What characterizes the American voice?
2. How do stories - those shared and those withheld - shape our identity and understanding of ourselves?
3. How do the values and beliefs of American culture influence individuals?
4. What is the American dream and is it a myth or a reality?
5. How can developing my critical reading and writing skills further shape and deepen my academic inquiry?

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<ul style="list-style-type: none"> o When I Was Puerto Rican o Independent Reading Project (The Glass Castle or The Things They Carried) o Classification and Division Essay o Definition Essay o Grammar mini-lessons o Voice Lessons o Vocabulary development through Membean 	<ul style="list-style-type: none"> o American Dream Poetry o A Raisin in the Sun o Independent Reading Project (The Bean Trees or Reservation Blues) o Analytical Essays o Their Eyes Were Watching God o Grammar mini-lessons o Voice Lessons o Vocabulary development through Membean 	<ul style="list-style-type: none"> o Satire o Slaughterhouse-Five o Analytical Essays o Grammar mini-lessons o Voice lessons o The Laramie Project o Grammar mini-lessons o Vocabulary development through Membean

LITERATURE

Students explore the complexities and diversity of the American experience by engaging with nonfiction, fiction, visual, and audiovisual texts. Through discussion and class activities, students develop their critical and creative thinking.

WRITING

Students further explore methods of communicating their ideas through various methods of discourse: informal writing, collaborative projects, and literary analysis. They engage fully in the writing process, continuing to develop organizational skills and supporting their ideas in a rhetorically effective manner.

GRAMMAR

Students continue to participate in teacher-directed and self-paced activities that review grammatical and mechanical rules which in turn further enhance their communication skills. They continue to apply their understanding of grammatical concepts to their writing and speech.

VOCABULARY

Students engage in a customized, multi-modal vocabulary instruction through the Membean vocabulary program. They learn to incorporate their newly acquired words into both written and spoken forms.



Upper School Curriculum

English 350: Advanced American Literature

This advanced English course is about language, about the significant difference between what language is saying (the message) and what it is doing (the purpose, attitude, and effects). That may be a departure from what you usually do in English class, so we will spend some time early in the course exploring what it means to look at a text in terms of its language, not just its ideas. We will study many forms of communications, from essays and speeches, to fiction and the principles of argument. Our study of language takes place in the context of American Literature and Social Life, and necessarily delves into the ideals that make us Americans and the social issues that challenge us to redefine our role as citizens. If you engage seriously in the core principles of the class and work to improve your understanding and skills, you will succeed in and out of the classroom when critically reading a text, image, situation and also on the Advanced English Language and Composition AP exam in May, which assesses your performance against the standards of a college Freshman English course.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<ul style="list-style-type: none"> ○ Focus on boldness of ideas: fables, family stories, that was then, this is now stories ○ The Things They Carried ○ Essay on TTTC ○ Song Review (focus on idea generation and vivid language) ○ Focus on analysis: analyze short passages ○ Novel of Choice ○ Analytical essay on novel of choice ○ American Values Unit Emerson’s Self-Reliance and American Scholar ○ Thoreau’s Where I Lived... ○ Art Museum visit and essay on a work of art ○ Styling sentences through syntactical patterns ○ Membean Vocabulary Program ○ Rhetorical devices and argument strategies, Monsanto Inc. 	<ul style="list-style-type: none"> ○ The Great Gatsby ○ Essay on The Great Gatsby ○ Film review (focus on visual elements) ○ Tone, Rhetorical Devices, Logical Fallacies ○ Analyzing visuals and a modern documentary film ○ Satire Analysis and Creative Writing ○ Styling sentences through syntactical patterns ○ <i>Membean</i> Vocabulary Program 	<ul style="list-style-type: none"> ○ Social Issues in America Independent Non-Fiction Reading Project (book and 2 articles) ○ Create précis for both articles; create synthesis packet of article excerpts on Social Idea project ○ Write essay on synthesis packet and grade fellow student’s essay (focus on elements of persuasive essay) ○ Present 4-min speech on Social Issue, identify logical fallacies ○ <i>Membean</i> Vocabulary Program ○ Styling sentences through syntactical patterns ○ AP prep work

RHETORIC

Students in this class primarily explore the world of rhetoric—style, argumentation, and discourse. Thus, fewer novels are read, and more non-fiction essays and visual works are analyzed. The course requires students to consider how texts convey specific meanings, tones, or moods. Through discussion and class activities, students develop independent critical and creative thinking.

WRITING

Students improve their writing by **developing their logical argumentation** of increasingly **bold ideas** and using more **vivid language** to express themselves. They learn to find ideas that compel them, so they can write from a position of strength. They also study how others **structure** and fashion their writing, engendering a growing awareness of stylistic decisions that finds its way into their own thinking and writing process, making their work less formulaic and more balanced, less predictable and more purposeful, less wordy and more eloquent.



CARY ACADEMY

RESEARCH & SPEAKING

Students read a non-fiction work and several articles about a social issue in America and present their findings to the class in a formal speech, along with a series of other research-oriented writings. This project prepares them for citizenry in our society.

VOCABULARY

Students engage in a customized, multi-modal vocabulary instruction through the *Membean* vocabulary program. They learn to incorporate their newly acquired words into both written and spoken forms.



Upper School Curriculum

English 476: Writing for Publication

This course meets two days each week during the first and second trimester. The course focus is upon the journalism aspect of *The Legacy*, our Cary Academy yearbook. Students write articles covering the athletic, academic, cultural and social sides of Cary Academy. Students are expected to undergo the process of research, interviews, authoring the article and editing their assignments.

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<ul style="list-style-type: none"> ○ Focus on boldness of ideas: fables, family stories, that was then, this is now stories ○ The Things They Carried ○ Essay on TTTC ○ Song Review (focus on idea generation and vivid language) ○ Focus on analysis: analyze short passages ○ Novel of Choice ○ Analytical essay on novel of choice ○ American Values Unit Emerson’s Self-Reliance and American Scholar ○ Thoreau’s Where I Lived... ○ Art Museum visit and essay on a work of art ○ Styling sentences through syntactical patterns ○ Membean Vocabulary Program ○ Rhetorical devices and argument strategies, Monsanto Inc. 	<ul style="list-style-type: none"> ○ The Great Gatsby ○ Essay on The Great Gatsby ○ Film review (focus on visual elements) ○ Tone, Rhetorical Devices, Logical Fallacies ○ Analyzing visuals and a modern documentary film ○ Satire Analysis and Creative Writing ○ Styling sentences through syntactical patterns ○ <i>Membean</i> Vocabulary Program 	<ul style="list-style-type: none"> ○ Social Issues in America Independent Non-Fiction Reading Project (book and 2 articles) ○ Create précis for both articles; create synthesis packet of article excerpts on Social Idea project ○ Write essay on synthesis packet and grade fellow student’s essay (focus on elements of persuasive essay) ○ Present 4-min speech on Social Issue, identify logical fallacies ○ <i>Membean</i> Vocabulary Program ○ Styling sentences through syntactical patterns ○ AP prep work

RHETORIC

Students in this class primarily explore the world of rhetoric—style, argumentation, and discourse. Thus, fewer novels are read, and more non-fiction essays and visual works are analyzed. The course requires students to consider how texts convey specific meanings, tones, or moods. Through discussion and class activities, students develop independent critical and creative thinking.

WRITING

Students improve their writing by **developing their logical argumentation** of increasingly **bold ideas** and using more **vivid language** to express themselves. They learn to find ideas that compel them, so they can write from a position of strength. They also study how others **structure** and fashion their writing, engendering a growing awareness of stylistic decisions that finds its way into their own thinking and writing process, making their work less formulaic and more balanced, less predictable and more purposeful, less wordy and more eloquent.



Upper School Curriculum

English 485: Reimagining Classic Literature

In Reimagining Classic Literature, we'll extend the definition of "text" to include film, and we'll apply the skills we usually associate with reading literature to analyzing film. In fact, the reading strategies of predicting, connecting, and inferring also characterize an engaged viewer of film. The works we'll study this year have been adapted into critically acclaimed films (*Into the Wild*, *One Flew Over the Cuckoo's Nest*, *Mudbound*, *The Woman in Black* for example) and series (Hulu's *The Handmaid's Tale*) and we'll study the book and the film in tandem, often questioning a filmmaker's choices in adaptation. As we read, watch, discuss, and write about these works throughout the year, we'll ask questions such as, "What characterizes a "broken" society? How do such societies affect the individuals who inhabit them? What choices in response / action do these individuals have?"

TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
<ul style="list-style-type: none"> o Summer Reading: <i>Into the Wild</i> by Jon Krakauer <ul style="list-style-type: none"> o Film: <i>Into the Wild</i> o Seminar Discussion o Journalistic/Memoir Style Writing o <i>The Handmaid's Tale</i> by Margaret Atwood <ul style="list-style-type: none"> o The Handmaid's Tale Hulu series o Intro. to film terminology o Storyboarding project o Seminar Discussion o Literary Analysis Essay o College Admissions Essays o <i>Membean</i> Vocabulary Program 	<ul style="list-style-type: none"> o One Flew Over the Cuckoo's Nest by Ken Kesey <ul style="list-style-type: none"> o Film: <i>One Flew Over the Cuckoo's Nest</i> o Screenplay Writing o Seminar Discussion o Literary Analysis Essay o <i>Mudbound</i> by Hillary Jordan <ul style="list-style-type: none"> o Film: <i>Mudbound</i> o Literary Analysis Essay o Seminar Discussion o <i>Membean</i> Vocabulary Program 	<ul style="list-style-type: none"> o Senior English Capstone Project o <i>The Woman in Black</i> by Susan Hill <ul style="list-style-type: none"> o Film: <i>The Woman in Black</i> o Seminar Discussion o Exploring the gothic horror genre

RHETORIC

Through the selected literary and film texts, students explore a variety of themes, especially those focused on how individuals accept, reject, escape, or transform their societies.

CLOSE READING

The course requires students to consider how texts convey a specific meaning, tone, or mood. Through discussion and class activities, students develop independent critical and creative thinking.

WRITING

Students hone their analytical and rhetorical skills through real-world writing opportunities, including the college essay, film pitch proposals, screenplay writing, etc. In all these writing scenarios, we will strive for: *Vividness of Language* (i.e. rhetorical effectiveness; an engaging voice; mechanical/grammatical accuracy); *Boldness of Thinking* (i.e. intriguing and original ideas; evidence of critical thinking; insightful and compelling conclusion); *Development of Ideas* (i.e. thorough yet precise and concise explanations; pertinent and compelling evidence); *Structure/Organization* (i.e. logical flow of ideas; effective transitions).

PROJECTS/COLLABORATION/PRESENTATION

Students enhance their understanding through collaborative learning, often in the form of modeling and project-based and/or performative activities.

VOCABULARY

Students engage in customized, multi-modal vocabulary instruction through the *Membean* vocabulary program. They learn to incorporate their newly acquired words into both written and spoken forms.



Upper School Curriculum

English 495: Creative Writing

This class is an opportunity to explore theories and practices of creative thinking through reading, writing, discussion, and sharing. We'll examine the essential elements of short fiction, dramatic writing for the stage and the screen, poetry, and non-fiction. We'll find out what makes a piece of writing successful, and we'll create original works in a variety of formats.

<p>TRIMESTER 1</p> <p>Summer Reading: On Writing: A Memoir of the Craft by Stephen King</p> <ul style="list-style-type: none"> o Literary biography: o Reflection on "What jazzes you as a reader?" o Student-generated example <p>Writer's Toolkit:</p> <ul style="list-style-type: none"> o The Writer's Journey by Christopher Vogler o Brainstorming Techniques o Reading Log o Membean Vocabulary Tool o Narrative Archetypes & Structural Conventions (crowd-sourced "practical guide" Wikis) o Elements of Fiction o Wordle & Many Eyes o 3 of 4 Projects (2-week cycle in any order) in 7 weeks <ul style="list-style-type: none"> o 1st Person Narrative o 3rd Person Narrative o One-Act Stage Play o Screenplay (TV pilot) <p>Writing with Purpose:</p> <ul style="list-style-type: none"> o Introspective Journaling o Exposure to Concerns of Wider Community (local & global): readings of choice; service to community o Project Coversheets <p>Drafting Process:</p> <ul style="list-style-type: none"> o Ideation Closed- & Open-Door o Writer's Review (cut 10%) o Revision / Iteration o Peer & Teacher Review 	<p>TRIMESTER 2</p> <p>Writer's Toolkit:</p> <ul style="list-style-type: none"> o Norton Anthology of Poetic Forms o Brainstorming Techniques o Reading Log o Membean Vocabulary Tool o Poetic Forms (crowd-sourced "practical guide" Wikis) o Modern Interpretation of Conventional Forms Discussion Boards o Elements of Poetry o Wordle & Many Eyes o Playing with form for Purposeful Effect o Membean Vocabulary Tool <p>Writing with Purpose:</p> <ul style="list-style-type: none"> o Introspective Journal o Exposure to Concerns of Wider Community (local & global): readings of choice; service to community o Project Coversheets o Each student creates a book of original poetry <p>Drafting Process:</p> <ul style="list-style-type: none"> o Ideation Closed- & Open-Door o Writer's Review (cut 10%) o Revision / Iteration o Peer & Teacher Review <p>Major Project (4 weeks)</p>	<p>TRIMESTER 3</p> <p>Senior English Capstone Project</p> <p>Writer's Toolkit:</p> <ul style="list-style-type: none"> o Memoir & Oral Storytelling: o The Moth Radio Hour o Brainstorming techniques o Reading Log o Membean Vocabulary Program o Wordle & Many Eyes <p>Writing with Purpose:</p> <ul style="list-style-type: none"> o Introspective Journal o Exposure to Concerns of Wider Community (local & global): readings of choice; service to community o Project Coversheets <p>Drafting Process:</p> <ul style="list-style-type: none"> o Ideation Closed- & Open-Door o Writer's Review (cut 10%) o Revision / Iteration o Peer & Teacher Review <p>Memoir: Past, Present, and Future</p> <ul style="list-style-type: none"> o Written & Oral
---	---	--

WRITING

Students hone their creative writing skills guided by Standards-Based Grading, a growth-oriented system that focuses on distinct elements of the writing process (within and across projects and genre):

- o Engagement in Class: readiness for F2F class; appropriate use of F2F & OOC class time, especially for writing; quality of



F2F & OOC discussion; writing process: adherence to drafting criteria & effective self-pacing; effective collaboration; appropriate and effective critique of peers' writing

- o Essential Skills: effective use of toolbox & aesthetic craftsmanship:
- o elements (narration, description, dialog, time, place, rhythm, rhyme)
- o language (vocabulary; rhetorical appeals, strategies, devices; poetic devices; Checkov's "gun"; "laying pipe"; imagery; symbol; metaphor; motif; irony; satire; sarcasm; humor; pacing...)
- o Structure: purposeful play with formal convention; fundamental understanding and command of genre forms
- o Boldness of Thinking: purposeful, impactful writing with original ideas; is it fresh?
- o Development of Ideas: polished readability -- Is it a page-turner? Does it move or excite the reader?
- o Innovation: varied material, intellectual and stylistic risks, bravery

READING/WRITER'S JOURNALS

Students independently read texts exemplifying the forms they are working on or which they otherwise find helpful as they write a given project. They reflect on the craft and elements of the texts read in their writer's journal, to which they also regularly add observations from their lives, snippets of dialog, free-writing, and other prewriting which may or may not lead to completed projects during the year.

PROJECTS/COLLABORATION

Students enhance their understanding of the elements and process of writing through collaborative learning in the form of writing workshops including formal and informal peer critique, and through project-based and/or performative activities.

VOCABULARY

Students engage in a customized, multi-modal vocabulary instruction through the Membean vocabulary program. They learn to incorporate their newly acquired words into both written and spoken forms.



Upper School Curriculum

English 500: Great Books

In Great Books, the advanced English course for seniors, students immerse themselves in traditional and contemporary masterworks of literature. The curriculum exposes students to a wide range of both time periods (Medieval, Renaissance, Modern, Postmodern) and genres (epic poems, novels, plays, essays, short stories), and as they make their way through these complex and compelling works, they're asked to craft nuanced arguments about their formal properties and their thematic content. As well, students engage in collaborative, project-based learning; hone their vocabulary skills through the use of Membean, an online vocabulary system that customizes learning for each student; examine documentary and cinematic narratives; learn independently through the Independent Reading Project and the Senior English Capstone Project; review strategies for the A.P. Literature and Composition Exam; and experiment with creative prompts and assignments.

<p>TRIMESTER 1</p> <p>Kazuo Ishiguro's <i>Never Let Me Go</i> (summer reading)</p> <ul style="list-style-type: none"> ○ <i>Never Let Me Go</i> essay <p>Dante Alighieri's <i>Inferno</i></p> <ul style="list-style-type: none"> ○ Medieval ideology background ○ <i>Inferno</i> mini-essay ○ <i>Inferno</i> personal hell memoir ○ <i>Inferno</i> collaborative project <p>John Gardner's <i>Grendel</i></p> <ul style="list-style-type: none"> ○ The monster as the "other" ○ Contemporary re-imagining of canonical texts ○ <i>Grendel</i>'s nihilistic worldview contrasted with Dante's Christian universe ○ Literary theories <p>Analytical writing review</p> <p>Styling sentences through syntactical patterns</p> <p>Membean Vocabulary Program</p>	<p>TRIMESTER 2</p> <p>Toni Morrison's <i>Beloved</i></p> <ul style="list-style-type: none"> ○ Realism as a literary genre / surrealism in literature ○ Historical context for slavery as institution ○ Free indirect style and point of view ○ Analysis of secondary criticism ○ <i>Beloved</i> essay (emphasizing use of primary and secondary evidence) <p>Albert Camus's <i>The Stranger</i></p> <ul style="list-style-type: none"> ○ Background on Camus's Existentialism ○ Camus's use of a "Hemingwayesque" style ○ Analysis of secondary criticism ○ Is Meursault a "monster"? Interrogation of the protagonist's morality <p>Roberto Bolaño's <i>Distant Star</i></p> <ul style="list-style-type: none"> ○ Background on Pinochet's military coup ○ Contrasting Bolaño's style with Camus's ○ Exploring the text's moral, aesthetic and political implications ○ Creative / collaborative culminating project <p><i>Membean</i> Vocabulary Program</p>	<p>TRIMESTER 3</p> <p>Senior English Capstone Project (half of trimester)</p> <ul style="list-style-type: none"> ○ Proposal writing and long-term project planning <p>A.P. Prep</p> <p>Jeanette Winterson's <i>The Passion</i></p> <ul style="list-style-type: none"> ○ Hybrid narratives: history meets magical realism ○ Michael Gondry's <i>Eternal Sunshine of the Spotless Mind</i> ○ Parallels between narrative and cinematic elements <p>Membean Vocabulary Program</p>
--	---	--



LITERATURE

Through their immersion in contemporary and canonical literary masterworks, students explore universal themes of the human experience (e.g. the prevalence of worldly temptations and the desire for redemption; the yearning for love and the oppressiveness of societal conventions; the complexity of consciousness and the human reliance on technology). In addition to exploring what these compelling works are suggesting about the human experience, students also assess how these texts use an array of literary techniques (e.g. point of view, style, syntax, diction, imagery, setting, characterization) to convey their themes.

WRITING

Students hone their analytical and rhetorical writing skills guided by Standards-Based Grading, a system that focuses on four distinct categories of expression: Vividness of Language (i.e. rhetorical effectiveness; an engaging voice; mechanical/grammatical accuracy); Boldness of Thinking (i.e. an intriguing and original thesis; profundity of critical thinking; insightful and compelling conclusion); Development of Ideas (i.e. thorough yet precise and concise explanations; logical flow of ideas; pertinent and compelling evidence; deft argumentation); Structure/Organization (i.e. clear intro/thesis; clear topic sentences; clear transitions).

RESEARCH

Students enrich their understanding of the literary works by reading, assessing, and using secondary criticism. In this way, students enter into recognized critical discourse as a conversation between the primary text and succeeding secondary texts, including their own essays. This skill prepares them for collegiate literary study involving close reading, independent research, and synthesis through writing.

PROJECTS/COLLABORATION

Students enhance their understanding of the literature through collaborative learning, often in the form of project-based and/or performative activities.

VOCABULARY

Students engage in a customized, multi-modal vocabulary instruction through the Membean vocabulary program. They learn to incorporate their newly acquired words into both written and spoken forms.