

# High School English Grades 9-12

## Greetings High School Parents!

In Harford County Public Schools (HCPS), we are committed to ensuring that every child graduates having received an outstanding education. We know that you as parents are integral to this process and want you to know the role that the Maryland College and Career-Ready Standards (MCCRS) serve in the implementation of our curriculum.

## What does it mean to be College and Career-Ready in English?

The Harford County Public Schools English curriculum, which is based on the MCCRS, is comprised of a set of literacy objectives that sequentially prepare students to successfully gain admission to college and engage in the challenges of higher education and the workplace.

The skills and knowledge captured in the English Language Arts (ELA) standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also provide a vision of what it means to be a literate person who is prepared for success in the 21<sup>st</sup> century.



## What will lessons look like in the classroom?

Teachers are encouraged to create engaging and interactive lessons, integrating technology when appropriate. Students will read a variety of literary and informational texts and engage in collaborative discussion. Our teachers provide the best environment for learning so that our children grow as learners but also gain the content and skills necessary to become productive members of our workforce and society.

## How can you support your child at home?

As you review this brochure, think about ways you can support your child's learning at home. Over the course of child's high school career, he or she will need to take a minimum of four credits of coursework in English. We need your help as we implement our curriculum and hold students to the highest standards of academic performance. Through a strong partnership with you, we will ensure that your child is fully prepared for success in school, work, and life.

## Capacities of a Literate Individual

Literate individuals...

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

*ELA Introduction to CCSS*

# A Sample of What Your Child May Learn in 9<sup>th</sup> and 10<sup>th</sup> Grades

## READING

### Key Ideas and Details

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Craft and Structure

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- Analyze how an author's choices concerning how to structure a text, order events within it, and create such effects as mystery, tension, or surprise.
- Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

### Integration of Knowledge and Ideas

- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- Analyze how an author draws on and transforms source material in a specific work.

### Range of Reading and Level of Text Complexity

- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## WRITING

### Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects to answer a question, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# A Sample of What Your Child May Learn in 11<sup>th</sup> and 12<sup>th</sup> Grades

## READING

### Key Ideas and Details

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

### Craft and Structure

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly beautiful.
- 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 its aesthetic impact.
- Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

### Integration of Knowledge and Ideas

- Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
- Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### Range of Reading and Level of Text Complexity

- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

## WRITING

### Text Types and Purposes

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects to answer a question, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Parent Checklist for Supporting Your High School Student in English

- Have a positive attitude toward reading, writing, speaking, and listening.
- Set high expectations.
- Discuss the novels, stories, and texts being read in class.
- Find opportunities to read and write in everyday life.
- Analyze characters' motivations in movies, TV shows, and other media.
- Create quiet work spaces at home for study, writing, reading, and reflection.
- Allow access to computers and other appropriate technology when doing research and creating written products and presentations.
- Allow your child to argue a viewpoint with relevant evidence and demonstrate a response with your own evidence.
- Demonstrate that you use Standard English in writing and speaking when appropriate.
- Monitor homework.
- Make mistakes a part of learning.
- Encourage enrollment in challenging courses.



### What English assessments and advanced courses might my child take during the 2014-15 school year?

PARCC	English 10 (Graduation Requirement)
Grades 10-11	PSAT
Grades 10-12	SAT
AP Courses	AP English Language and Composition English Literature and Composition



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