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AUTHOR Haughey, Charles F.; And Others
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Programs; Instructional Program Divisions; *Literary
Criticism; Literary Genres; Reading Materials;
*Writing Skills
IDENTIFIERS *Project English

ABSTRACT

Information concerning Project English, which is being carried out at 14 universities and 1 State Department of Education through the support of the Office of Education, is provided in summary format. Project English is concerned with the development of English curriculum for Grades K through 12 and with the development of curriculum for Literature, Language, and Composition. The universities at which the project work is being conducted are Carnegie-Mellon, Florida State, Georgia, Hunter College - Gateway English, Indiana, Michigan, Nebraska, Northern Illinois, Northwestern, Ohio State, Oregon, Purdue, Western Reserve - Euclid Junior High School, and Minnesota. The non-university project work is being carried out by the Wisconsin State Department of Public Instruction. The ERIC accession numbers are given for project-developed materials available through the ERIC Document Reproduction Service, and addresses are provided for obtaining other project-developed published materials. (LS)

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PROJECT ENGLISH SUMMARIES

March 1970

Prepared by:
Research and Information Services for Education
Bucks-Montgomery Regional Planning Service
Charles F. Haughey
John M. Coulson
Elwood L. Prestwood,
Consultant in English

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117 W. Ridge Pi
Conshohocken, P
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and Evaluation,
John

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Reprinted and Distributed by:
Research and Information Services for Education
117 W. Ridge Pike
Conshohocken, Pennsylvania 19428
Richard R. Brickley
Project Director
In Cooperation with Bureau of Curriculum Development
and Evaluation, Pennsylvania Department of Education,
John L. Kennedy
Director

PROJECT ENGLISH SUMMARIES

Prepared by

**RESEARCH AND INFORMATION SERVICES FOR EDUCATION
AND
BUCKS-MONTGOMERY REGIONAL PLANNING SERVICE**

The summaries which follow provide information about many of the projects of Education, U. S. Department of Health, Education, and Welfare. Based upon materials available either through their publication or through the ERIC Document Reproduction Service, to give synopses of the content of the various projects so that anyone interested can secure a quick overview and can, if he wishes, compare one project with another.

The summaries should prove useful in helping teachers and curriculum developers determine what should be included in their English programs. They should be helpful in the selection of publications and microfiche made available by the various projects.

To assist in the evaluation of the materials produced by the various projects, available references of judgments made about them. As additional appraisals are included in the summaries.

**Charles F. Haughey
Director of Services**

**John M. Coulson
Associate Director**

March 1970
Reprinted December 1970

PROJECT ENGLISH SUMMARIES

Prepared by

**RESEARCH AND INFORMATION SERVICES FOR EDUCATION
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John M. Coulson
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Consultant in English

ERIC NUMBERS AND ADDRESSES FOR PUBLISHED MATERIALS

CARNEGIE-MELLON UNIVERSITY

5 volumes - A Senior High School Curriculum in English for Able College-Bound Students

United Business Service Co.
1302 Highland Bldg.
Pittsburgh, Pa. 15206

Summary Report ED 011966*
Textbooks published by Noble and Noble

FLORIDA STATE UNIVERSITY

ED 020934

UNIVERSITY OF GEORGIA

ED 026366 and ED 026367

HUNTER COLLEGE - GATEWAY ENGLISH

ED 003081, ED 015203

Textbooks published by Macmillan

INDIANA UNIVERSITY

ED 014493, ED 015199, ED 018434, ED 018433, ED 018432, ED 013804
Books available:

Indiana University Press
10th and Horton Streets
Bloomington, Indiana 47401

Teaching Literature in Grades Seven Through Nine
Teaching Literature in Grades Ten Through Twelve
Two Approaches to Teaching Syntax
What Is Language?

UNIVERSITY OF MICHIGAN

ED 010424, ED 016673

Fader, David, and Elton B. McNeil, Hooked on Books: Program and Proof
Paperback,

Berkeley Medallion Book
New York

UNIVERSITY OF MINNESOTA

ED 027315, ED 020930, ED 027317-027326

* ERIC microfiche number

UNIVERSITY OF NEBRASKA

ED 013806-013828, ED 019134, ED 020158

Elementary school materials available from:

University of Nebraska Press
215 Nebraska Hall
Lincoln, Nebraska 68508

Secondary school materials available from:

Nebraska Curriculum Development Center
231 Andrews Hall
The University of Nebraska
Lincoln, Nebraska 68508

NORTHERN ILLINOIS UNIVERSITY

ED 015173, ED 019258-019260

NORTHWESTERN UNIVERSITY

ED 016641-016645

OHIO STATE UNIVERSITY

ED 001241, ED 018424

UNIVERSITY OF OREGON

ED 010130-010160, ED 010803-010832, ED 015922-015944, ED 015895-015920
Textbooks for grades 7 and 8 available from:

Holt, Rinehart, and Winston, Inc.

PURDUE UNIVERSITY

ED 017486

Final report available from:

Mr. Floyd D. Frazier
University Editor's Office
Bldg. D
South Campus Courts
Purdue University
Lafayette, Indiana

Information about the units:

Mr. R. L. Davis
Associate Director
Division of Sponsored Programs
Purdue Research Foundation
Lafayette, Indiana 47907

WESTERN RESERVE UNIVERSITY - EUCLID JUNIOR HIGH SCHOOL

ED 016877, ED 017490-017497

Materials available from:

Project Upgrade
P.O. Drawer 771
Aiken, South Carolina 29801

WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION

ED 018410, ED 017485, ED 025524

Published materials available from:

Department of Public Instruction
State of Wisconsin
Madison, Wisconsin

All materials available at the time of the preparation of the summaries of the following projects:

| Project | Curriculum for | | | Litera |
|---|----------------|------------|--------------|--------|
| | Grades 1-6 | Grades 7-9 | Grades 10-12 | |
| Carnegie-Mellon University | | | x | x |
| Florida State University | | x | | x |
| University of Georgia | King - 6 | | | |
| Hunter College - Gateway English | | x | | x |
| Indiana University | | x | x | x |
| University of Michigan | | x | | x |
| University of Nebraska | x | x | x | x |
| Northern Illinois University | | | Grades 11-12 | |
| Northwestern University | | x | x | |
| Ohio State University | | | Grades 9-10 | |
| University of Oregon | | x | x | x |
| Purdue University | | Grade 7 | | x |
| Western Reserve University - Euclid Junior High School | | x | | x |
| Wisconsin State Department of Public Instruction | King - 6 | x | x | x |
| University of Minnesota | | x | x | |

* First number identifies the project as listed in the summaries

able at the time of the preparation of the summaries are included in the resués of

| | Curriculum for | | | Curriculum | | | Summary |
|--------------|----------------|------------|--------------|------------|----------|-------------|-------------|
| | Grades 1-6 | Grades 7-9 | Grades 10-12 | Literature | Language | Composition | Pages* |
| ty | | | x | x | x | x | 1-pp. 1-9 |
| | | x | | x | x | x | 2-pp. 1-8 |
| | Knq - 6 | | | | | x | 3-pp. 1-21 |
| English | | x | | x | | x | 4-p. 1 |
| | | x | x | x | x | x | 5-pp. 1-8 |
| | | x | | x | | x | 6-pp. 1-2 |
| | x | x | x | x | x | x | 7-pp. 1-30 |
| sity | | | Grades 11-12 | | x | | 8-p. 1 |
| | | x | x | | | x | 9-pp. 1-5 |
| | | | Grades 9-10 | | x | | 10-pp. 1-3 |
| | | x | x | x | x | x | 11-pp. 1-17 |
| | | Grade 7 | | x | x | x | 12-p. 1 |
| ty - hool | | x | | x | x | x | 13-pp. 1-8 |
| nt | Knq - 6 | x | x | x | x | x | 14-pp. 1-12 |
| | | x | x | | x | | 15-pp. 1-9 |

ies the project as listed in the summaries

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

| LITERATURE | LANGUAGE |
|---|---|
| <p><u>Unit:</u> "Introduction" de Maupassant, "Old Milon"* Yutang, "The Prisoner's Note"* Hussein, "Stream of Days"* Chekhov, "Bet"*</p> | <p><u>Unit:</u> "Form Classes" Nouns, verbs, adjectives, adverbs</p> |
| <p><u>Unit 1:</u> "Social Concerns" Dickens, <u>A Tale of Two Cities</u> Turgenev, "Biryuk"* Akutagawa, "Rashomon" Yutang, "Chastity" Po Chu-i, "Golden Bells,"* "Remem- bering Golden Bells,"* "The Prisoner"* Tagore, "My Lord, the Baby"* Nicol, "Return: Two Poems"* Abrahams, "Tell Freedom"* Ibsen, <u>An Enemy of the People</u>* Motokiyō, "The Dwarf Trees"* Remarque, <u>All Quiet on the Western Front</u>* Thomas, <u>A Child's Christmas in Wales</u></p> | <p><u>Unit:</u> "Structure Signal Words" Articles, demonstrative adjec- tives, prepositions, intensi- fying adverb</p> |
| <p><u>Unit 2:</u> "Love" Sierra, <u>The Cradle Song</u> de Maupassant, "Love: Three Pages from a Sportsman's Book"* Yutang, "Chienniāng"* Strindberg, "Half a Sheet of Paper" France, "Our Lady's Juggler"* Bible: "Book of Ruth,"* Selected Psalms,* Chapter 13, "I Corin- thians"* Tagore, "Hymn of Love to God,"* "Taj Mahal"* Franz, "Song of Praise to the Creator"* Merimee, <u>Carmen</u>* Rostand, <u>Cyrano de Bergerac</u>*</p> | <p><u>Unit:</u> "Sentence Patterns" Structural grammar 5 basic patterns: S-V, S-Vp, S-LV-Pa, S-VL-Pn, S-Va-0</p> |
| | <p><u>Unit:</u> "Modification" Words, phrases, clauses used as modifiers in the five basic sentence patterns</p> |
| | <p><u>Unit:</u> "Variation" Infinitives and gerunds as nouns (Class I)</p> |
| | <p><u>Unit:</u> "Variation" Noun clauses functioning as Class I</p> |
| | <p><u>Unit:</u> "Compounding" Compound structural units of sentences, compound sentence patterns</p> |
| | <p><u>Unit:</u> "Variation" Characteristics of verbs: in- flexion, tense forms, strong and weak verbs, transitive and intransitive, voice</p> |

* Included in Insight: The Experience of Literature, Noble and Noble

| | LANGUAGE | COMPOSITION |
|---|---|--|
| lon** s Note** of Days** | <u>Unit:</u> "Form Classes" Nouns, verbs, adjectives, adverbs | <u>Unit:</u> Topic: What is one of the most important qualities of Old Milton's character? Defend your choice with details from the story. |
| o Cities | <u>Unit:</u> "Structure Signal Words" Articles, demonstrative adjectives, prepositions, intensifying adverb | <u>Unit 1:</u> What is one of the most important qualities of Madame Defarge's (or Lucie's or Darnay's) character? Write a paragraph in which you use the following as your topic sentence: "Life as described in 'Tell Freedom' is physically hard." How did his social environment-- Paul or Dr. Stockmann--become disillusioned? Using specific details, write a paper on one aspect of a holiday scene. |
| s,** "Remem- * "The Prisoner" Baby** Poems** om** e People* rees** the Western | <u>Unit:</u> "Sentence Patterns" Structural grammar 5 basic patterns: S-V, S-Vp, S-LV-Pa, S-VL-Pn, S-Va-0 | |
| stmas in | <u>Unit:</u> "Modification" Words, phrases, clauses used as modifiers in the five basic sentence patterns | |
| g Three Pages from | <u>Unit:</u> "Variation" Infinitives and gerunds as nouns (Class I) | <u>Unit 2:</u> Compare the love of Ruth for Naomi with the love of Sister Joanna for Teresa. Compare the love of Cyrano with that of Don José for Carmen. |
| heet of Paper" uggler** ** Selected l Corin- | <u>Unit:</u> "Variation" Noun clauses functioning as Class I | |
| to God,** e to the Creator** | <u>Unit:</u> "Compounding" Compound structural units of sentences, compound sentence patterns | |
| gerac* | <u>Unit:</u> "Variation" Characteristics of verbs: inflection, tense forms, strong and weak verbs, transitive and intransitive, voice | |

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Unit 3: "Reality and Illusion"
Pirandello, "War," "A Character
In Distress"
Inber, "Maya"
Akutagawa, "In a Grove"
Lagerlof, The General's Ring

Unit 4: "Heroism"
Homer, The Iliad*
Bible: "Exodus,"* "Deuteronomy"*
Beowulf
The Song of Roland*
The Cid*
Shakespeare, Julius Caesar*
Plutarch's Lives (Caesar, Brutus)
Tolstoy, "Mateo Falcone,"
Master and Mann*

Unit 5: "Human Weakness"
de Balzac, "Christ in Flanders"
Pushkin, "The Queen of Spades"
de Maupassant, "A Coup D'Etat,"
"My Uncle Jules," "A Piece of
String"
Moliere, The Miser
Tolstoy, "How Much Land Does a
Man Need?"

* Included in Insight: The Experience of Literature, Noble and Noble
/ In Human Weakness/Reality and Illusion, Noble and Noble

LANGUAGE

COMPOSITION

Unit 3: How did the ring influence one of the characters in The General's Ring?

Unit 4: Richards says in his Introduction (p. 7) that the characters in The Iliad are more than life size. Choose one character from the book and show that this is true of him. Compare two heroes, for instance Achilles and the Cid. Contrast the kind of appeal used by Brutus to justify the murder of Caesar with the kind of appeal used by Anthony to condemn the murderers of Caesar.

Assuming that Andreevich is a hero, compare his kind of heroism with that of Moses, Hector, Achilles, Beowulf, Roland, the Cid, Caesar, or Brutus.

Unit 5: Is the trait of miserliness so exaggerated in Harpagon that we lose belief in the reality of his character? Explain.

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CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Bjornson, "The Father"
Nichol, "As the Night, the Day"

Unit 6: "The Search for Wisdom:
Lager of, "The Story of a Story"
Legod, "Sotho Boyhood"
Seboni, "Rammone Returns to the
Kalahari"
Schweitzer, Memories of Childhood
and Youth
de Saint-Expuery, Wind, Sand and
Stars
Camus, "The Plague"
Chu-i, "Chu-ch' en Village,"
"Watching the Reapers," "Passing
T'ien-men Street"
Selections of Haiku poetry
Rabearivelo, "Flute Players"
Bible: "Ecclesiastes," "The Parables
of Jesus"
Tolstoy, "What Men Live By"
Plato, The Apology of Socrates, The
Death of Socrates

ENGLISH (Grades 10-12)

GRADE 10 (3)

LANGUAGE

COMPOSITION

Day"

Story"

to the

Childhood

and and

"
Passing

ers"
The Parables

"
ates, The

Unit 6: Find and illustrate three concepts on which Schweitzer and Saint Expuery agree.
Choose a character from The Plague and show how he seems to be undergoing a search for wisdom.



CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

- Unit 1: "The American Puritan Attitude"
 Miller, The Crucible*
 Hawthorne, The Scarlet Letter,*
 "Young Goodman Brown"*
 Mather, "Observations of a Bewitched
 Child,"* "The Arrow Against Pro-
 fane and Promiscuous Dancing"*
 Ward, "The Simple Cobbler of
 Aggawam"*
 Shephard, "Thomas Shepard's Auto-
 biography"*
 Rowlandson, "A Narrative of
 Captivity"*
 Wigglesworth, "The Day of Doom"
 Wharton, Ethan Frome
 Robinson, "New England"*
- Unit 2: "The American Desire for Success"
 Franklin, The Autobiography (Selections)
 Howells, The Rise of Silas Lapham
 Miller, All My Sons
 Fitzgerald, The Great Gatsby
- Unit 3: "The American Idealism"
 Emerson, "The American Scholar,"*
 "Self-Reliance," "Days"*
 Thoreau, Walden*
 Bryant, "To a Waterfowl,"*
 "Thanatopsis"
 Holmes, "The Chambered Nautilus"*
 Longfellow, "Nature"*
 Lincoln, "The Gettysburg Address,"*
 "Second Inaugural Address"*
 Whitman, "Song of Myself"*
 Cather, O Pioneers
 Dickinson, Poems*
 Millay, "Love Is Not All,"*

- Unit: "Language and Culture"
- Unit: "Definition of Language"
 Use of nonsense materials to
 illustrate endings, signal
 importance of position
 Review of basic sentence
 patterns
 Intonational patterns
 Non-linguistic symbols
- Unit: "Dictionaries and Definition"
 Contrast and comparison of
Second and Third International
Dictionaries
 Usage notes in the two dict
 Kinds of definitions
 Status and functional label
- Unit: "What is Meaning?"
 Importance of context
 Denotation and connotation
 Metaphors
 Figurative language
- Unit: "Levels of Usage"
- Unit: "Dialect"

* Included in Insight: American Literature, Noble and Noble

H (Grades 10-12)

GRADE 11

LANGUAGE

COMPOSITION

Unit: "Language and Culture"

Unit: "Definition of Language"
Use of nonsense materials to illustrate endings, signal words, importance of position
Review of basic sentence patterns
Intonational patterns
Non-linguistic symbols

Unit: "Dictionaries and Definitions"
Contrast and comparison of Webster's Second and Third International Dictionaries
Usage notes in the two dictionaries
Kinds of definitions
Status and functional labels

Unit: "What is Meaning?"
Importance of context
Denotation and connotation
Metaphors
Figurative language

Unit: "Levels of Usage"

Unit: "Dialect"

Assignments

Unit 1: Explain relationship between Abigail's actions and the Puritan belief in witchcraft
Compare the integrity of Dimmesdale and Frome.
Develop plan for attending a certain type of college or a specific college.

Unit 2: Discuss a similarity and a difference between the business ethics of Lapham and those of Keller.
How do you interpret the word Great in The Great Gatsby?

Unit 3: Show why you agree or disagree with a quotation you choose from Emerson or Thoreau.
In what way does Alexandra's character exemplify American idealism?
Discuss one aspect of American idealism as developed in three literary works studied this year.

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Sandburg, "Chicago,"* "The People
Will Life On,"* "Skyscraper"*
Frost, "Mending Wall,"* "Two Tramps
in Mud Time,"* "Stopping by Woods
on a Snowy Evening,"* "The Tuft of
Flowers"*
cummings, "all ignorance toboggans
into know,"* "what if a much of a
which of a wind"*
Wilder, Our Town*

Unit 4: "The American Darker Spirit"
Poe, "The Fall of the House of Usher,"
"The Masque of the Red Death," "The
Cask of Amontillado," "The Raven,"
"Annabel Lee," "To Helen," "Ulalume"
Bierce, "The Boarded Window"
Jackson, "The Lottery"
Faulkner, "Wash"
Steinbeck, "Flight"
O'Neill, The Emperor Jones
Melville, Moby Dick
Jeffers, "Margrave"
Williams, The Glass Menagerie

Unit 5: "The American Social Conscience"
Sinclair, The Jungle
Twain, The Adventures of Huckleberry
Finn
Anderson, Winterset
Markham, "The Man with the Hoe"*
Mac Leish, "The End of the World"*
Lindsay, "Factory Windows"*
cummings, "next to of course god

* Included in Insight: American Literature, Noble and Noble

ENGLISH (Grades 10-12)

GRADE 11 (2)

LANGUAGE

COMPOSITION

people
Tramps
Woods
Tuft of
ogans
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of Usher,"
h," "The
Raven,"
"Ualume"

nce"
kleberry

oe"*
orld"*

god

ature, Noble and Noble

Unit 4: In what ways are Wash and Emperor Jones victims of society?
Choose a major character from Moby Dick and compare the conflict he faces with a conflict experienced by a person in real life.
Discuss the meanings of two symbols from Tom's last speech in The Glass Menagerie.
Write a short autobiographical sketch of approximately 350 words which might be used on a college application.

Unit 5: Choose three of Huck's conflicts and show how his resolution of them reveals his character.
Show how Babbitt's handling of one of his conflicts reveals his character.
Show how three works of literature in Unit 5 are critical of one aspect of American life.

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CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

america i,"* "pity this busy
monster, manunkind"*
Lewis, Babbitt

Unit 6: "The Modern American Quest for
Identity"
O'Neill, The Hairy Ape
Crane, The Red Badge of Courage
Whitehill, "The Day of the Last Rock
Fight"
Callisher, "In Greenwich There Are
Many Gravelled Walks"
Rooney, "Cyclists' Raid"
Wolfe, "The Four Lost Men"
Fitzgerald, "The Rich Boy"
Frost, "Birches," "The Road Not
Taken," "To Earthward"
Faulkner, The Unvanquished

* Included in Insight: English Literature, Noble and Noble

ades 10-12)

GRADE 11 (3)

LANGUAGE

COMPOSITION

Unit 6: Compare the reaction of Yank to Mildred with that of Henry to the Tattered Soldier. Show how one character studied found a positive answer to his quest for identity.

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Unit 1: "The Tale"
 Boccaccio, The Decameron (Selections)
Sir Gawain and the Green Knight
 Chaucer, The Canterbury Tales ("The
 Prologue,"* "Wife of Bath's Prologue
 and Tale,"* "Clerk's Prologue, Tale
 and Envoy," "Franklin's Prologue and
 Tale," "The Pardoner's Prologue and
 Tale"*
 Byron, "The Prisoner of Chillon"
 Conrad, The Secret Sharer*
 Maugham (ed.), "Introduction," Tellers
 of Tales

Unit 2: "Tragedy"
 Sophocles, King Oedipus*
 Shakespeare, Macbeth*
 Bronte, Wuthering Heights*
 Bradley, "The Substance of Shakes-
 pearean Tragedy"

Unit 3: "Lyric Poetry I"
 Suckling, "Out Upon It"*
 Shakespeare, "Let Me Not to the
 Marriage,"* "That Time of Year
 Thou Mayst in Me Behold,"* "Fear
 No More,"* "My Mistress' Eyes,"*
 "When in Disgrace"*
 Milton, "On His Blindness"*
 Drayton, "Since There's No Help"
 Marvell, "To His Coy Mistress"*
 Donne, "A Valediction: Forbidden
 Mourning,"* "Death, Be Not Proud"
 Jonson, "Song to Celia"

Unit: "Middle English"
 Nelson Francis, The History
 English and The English Lan-
 an Introduction
 Comparative language charts
 Anglo-Saxon and French contri-
 tions to English vocabulary

Unit: "Old English"
 Some problems in translating
 English to Modern English
 Old English characteristics
 Modern English

Unit: "Modern English"
 Borrowing new words
 Manufacturing new words
 Changes in meanings

Unit: "Rhetoric in Definition"
 Characteristics of Play and

Unit: "The Audience"
 Audiences addressed by adver

Unit: "The Rhetoric of Fiction"
 Variety of passages illustra-
 the art of rhetoric - "cons-
 accomplishing a specific pu-
 in writing"
 Effects of writing on reader

Unit: "The Rhetoric of Exposition"
 Effects which a piece of exp-
 tory writing can have upon
 reader

* Included in Insight: English Literature, Noble and Noble

LANGUAGE

COMPOSITION

- Unit: "Middle English"
Nelson Francis, The History of English and The English Language, an Introduction
Comparative language charts
Anglo-Saxon and French contributions to English vocabulary
- Unit: "Old English"
Some problems in translating Old English to Modern English
Old English characteristics in Modern English
- Unit: "Modern English"
Borrowing new words
Manufacturing new words
Changes in meanings
- Unit: "Rhetoric in Definition"
Characteristics of Play and Novel
- Unit: "The Audience"
Audiences addressed by advertisers
- Unit: "The Rhetoric of Fiction"
Variety of passages illustrating the art of rhetoric - "consciously accomplishing a specific purpose in writing"
Effects of writing on reader
- Unit: "The Rhetoric of Exposition"
Effects which a piece of expository writing can have upon a reader

Unit 1: Review topic sentence, subtopic, specific details
Topic: Write a concise, well-organized paragraph on one of the main characteristics of the Wife of Bath.
Topic: Contrast the kind of person the Captain is at the beginning of the story with the kind of person he is at the end of the story.

Unit 2: Several themes suggested dealing with Oedipus and Jocasta.
Topic: Who do you believe is more guilty, Macbeth or Lady Macbeth?
Topic: A generalization about tragedy applied to one of the readings.

Unit 3: Contrast the tone of "Song to Celia" with that of "My Mistress' Eyes."
State the theme of "Go, Lovely Rose" and show how the imagery Waller has chosen helps to support the main idea of the poem.

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Unit 4: "The Epic"
Beowulf*
Milton, Paradise Lost*

Unit 5: "Satire"
Shaw, Arms and the Man
Swift, Gulliver's Travels
Byron, Don Juan, Canto I
Sutherland, "The Nature of
Satire" from English Satire

Unit 6: "Lyric Poetry II"
Hardy, "Ah, Are You Digging on My
Grave?,"* "Neutral Tones"*
Keats, "La Belle Dame Sans Merci,"*
"Ode on a Grecian Urn"*
Browning, "My Last Duchess"*
Tennyson, "Ulysses"*
Eliot, "Journey to the Magi"*
Blake, "The Lamb,"* "The Tiger"*
Wordsworth, "Lines Composed a Few Miles
Above Tintern Abbey,"* "The World is
Too Much with Us"*
Shelley, "Ode to the West Wind,"*
"Ozymandias"*
Hopkins, "I Wake and Feel the Fell
of Dark"*

Unit 7: "The Novel"
Dickens, Great Expectations
Hardy, Far From the Madding Crowd

* Included in Insight: English Literature, Noble and Noble

LANGUAGE

COMPOSITION

Unit 4: Discuss for someone who has not read the first two books of Paradise Lost two characteristics of Satan as portrayed by Milton. Judging by Milton's portrayals of Adam and Eve, discuss his apparent convictions about the differences in character between man and woman.

Unit 5: Choose one book of Gulliver's Travels and show how you consider it relevant to our society today.

Unit 6: Point out two or three characteristics of the dramatic monologue, illustrating them by reference to three poems. Discuss "Ozymandias" or "The World Is Too Much With Us" in terms of idea, content, imagery, and tone.

Unit 7: How do the departures from realism in a Victorian novel contribute posi-

on My
erci,"*
er"*
a Few Miles
World is
nd,"*
e Fell
Crowd
ature, Noble and Noble

CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

LANGUAGE

Cecil, "As They Look to the Reader"
from Early Victorian Novelists
Cary, The Horse's Mouth
Greene, The Heart of the Matter

Unit 8: "Social Drama"
Barrie, The Admirable Crichton
Eliot, The Cocktail Party
Shaw, Man and Superman

* Included in Insight: English Literature, Noble and Noble

H (Grades 10-12)

GRADE 12 (3)

LANGUAGE

COMPOSITION

tively to its effect?
Regardless of your view
of Gulley, show how Cary
leads you to an under-
standing of his character.
Compare the technique of
character presentation
in one Victorian and one
modern novel.

Unit 8: Discuss the nature of one
element in The Cocktail
Party and show its relation-
ship to a central theme of
the play.
For the benefit of a student
who will be taking this
course next year, discuss
two or three works which
have been the most meaning-
ful to you.

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

"The Development and Testing of Approaches to the Teaching of English in the Junior High Schools of
Six junior high schools (two normal sized seventh grade classes in each) from four urban areas in
Florida 1964-1967.

3 CURRICULUM APPROACHES STUDIED:

Tri-Component Approach
Thematic Literature-Centered Approach
Cognitive Processes Approach

TESTS USED IN EVALUATION OF RESULTS

Objective Instruments

- (1) The Sentence Relationship Test by Ray O'Donnell of Florida State University
words in sentences with nonsense words substituted for nouns, verbs, adjectives
sentences: predication, complementation, coordination, modification, cross-
reference
- (2) Poetry Reading Test (4-option multiple-response demonstrating basic reading
vocabulary, interpretational abilities, forms of judgment)
- (3) Short Story Reading Test (similar to Poetry Reading Test)
- (4) Language Concepts Test (language concepts other than those associated with grammar)
- (5) Sentence Combining Test (expansion of short sentences into longer ones)

Subjective Instruments

- (1) Writing Problem #1 (argumentative composition requiring voicing and supporting
of about 150 words)
- (2) Writing Problem #2 (expository of a personal account of the implications of
a social issue)
- (3) Free Response to Short Story (John O'Hara's "Do You Like It Here?" One hour)
- (4) Free Response to Poetry (Fred Lape's "From This ~~the~~ Strength")

The Semantic Differential (in attitude index using bi-polar adjectives separated by a
horizontal line)

UDY CENTER PROJECT ENGLISH (GRADES 7-9)

ches to the Teaching of English in the Junior High School"

zed seventh grade classes in each) from four urban population centers in

each

by Ray O'Donnell of Florida State University (Structure relationship of
se words substituted for nouns, verbs, adjectives, adverbs in option
ementation, coordination, modification, cross-reference)

multiple-response demonstrating basic reading comprehension, limited technical
abilities, forms of judgment)

ilar to Poetry Reading Test)

age concepts other than those associated with grammatical systems)

nsion of short sentences into longer ones)

ive composition requiring voicing and supporting a specific kind of "protest"

y of a personal account of the implications of a term like "Mod.")

(John O'Hara's "Do You Like It Here?" One hour time limit)

Lape's "From This the Strength")

index using bi-polar adjectives separated by a graphic rating scale)

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

Rating of compositions on Paul Diederich's evaluation form: ideas, organization, punctuation, spelling, handwriting (10-point scale).

CONCLUSIONS

- (1) Some sort of organized approach to teaching English in the junior high school is necessary.
- (2) A carefully structured curriculum does not of itself guarantee effective instruction.
- (3) Teacher behavior (attitudes and awareness which a teacher brings to the classroom) has a critical effect on student performance.

CENTER PROJECT ENGLISH (GRADES 7-9)

(2)

evaluation form: ideas, organization, working, flavor, usage, punc-
cale).

o teaching English in the junior high is of importance.

does not of itself guarantee effective student performance.

wareness which a teacher brings to the student and subject matter)
performance.

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

The Tri-Component Approach

| LITERATURE | LANGUAGE | |
|--|--|-------------------------------------|
| Myth, legend, and folklore* Introduction to modern imaginative forms of literature | Semantics* Lexicography Morphology and syntax | Micro- |
| The novel--symbolism in fiction The short story--plot development Narrative poetry One-act play | Morphology and syntax Modern forms of oral commun- ication | Micro- Modern |
| Satire Drama Comedy The classical tragedy-- <u>Antigone</u> Lyric poetry | Grammar of transformed sentences Semantics | Rhetor- tion, tone, Oral p |

* Materials to be published by Silver Burdett

LANGUAGE

COMPOSITION

GRADE 7

Semantics*
Lexicography
Morphology and syntax

Micro-rhetoric*

GRADE 8

Morphology and syntax
Modern forms of oral communication

Micro-rhetoric
Modern forms of oral communication

GRADE 9

Grammar of transformed sentences
Semantics

Rhetoric and composition: Invention, ordering, strategy (voice, tone, and attitude)
Oral persuasion

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

Thematic Literature-Centered Approach

LITERATURE

The Unknown*
Qualities of Folk Heroes

Frontiers and Horizons
Far Away Places

Decisions
Courage

Teamwork
Team Leaders

Man in Action
Man and Nature

Relationships
Adolescents We Learn About

The Unknown*
Deeds and Qualities of Men and Myth

Frontiers and Horizons
The Village

Decisions
Responsibility

Teamwork
The Family

* Materials to be published by Silver Burdett

STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

(4)

ch

GRADE 7

GRADE 8

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

Man in Action
Man Among Enemies

Relationships
Close Adolescent Relationships

The Unknown*
Concern for the Unexplained

Frontiers and Horizons
Frontiers in Space

Decisions
Justice

Teamwork
The Team and the Individual

Man in Action
Man Alone

Relationships
Mirrors (relations with self)

*** Materials to be published by Silver Burdett**

TUDY CENTER PROJECT ENGLISH (GRADES 7-9)

(5)

GRADE 9

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

Cognitive Process Approach

Phase I

Structure and small units of meaning in language, literature, and composition characterization. Activities progressed from work in sentence and word structure. Methods for determining nouns.

Phase II

Small units of meaning. Importance of context.

Phase III

"The logic of classes and relationships"=organization. Shane by Schaefer

Phase IV

Problem-solving unit. Integrations of skills, subject matter, and perceptual reasoning. Problems of early adolescence.

Phase I

Positions of the word-class. Linguistic terminology. Operations in the re- development in the short story. Chronological development in narrative. S from general to specific in description. Details and examples and illustra paragraphs.

Phase II

Meaning through syntax. Interpretation and recognition of theme in literat figurative language, sensory words, connotations. Language as metaphor. P parison-contrast, cause and effect.

Phase III

Principle of relationship of structure and meaning. Linguistic and semanti by Annixter.

LUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

(6)

GRADE 7

meaning in language, literature, and composition. Literature: plot, setting, progressed from work in sentence and word structure to structure in literary nouns.

importance of context.

relationships"=organization. Shane by Schaefer

operations of skills, subject matter, and perception. Introduction to hypothetical adolescence.

GRADE 8

Linguistic terminology. Operations in the reading of prose (essay). Inference. Chronological development in narrative. Spatial order and development description. Details and examples and illustrations in building expository

interpretation and recognition of theme in literature. Emotional aspects of language, words, connotations. Language as metaphor. Patterns of time sequence, comparison effect.

structure and meaning. Linguistic and semantic nature of language. Sunflower

FLORIDA STATE UNIVERSITY CURRICULUM STUDY CENTER PROJECT ENGLISH. (GRADES 7-

Phase IV

Various literacy types and mass media demonstrating man's experiences.
by Lawrence.

Emphasis on awareness of the kinds of relational patterns which enable stud

Units:

- I. Perceiving Relationships
- II. Short Story
- III. Poetry
- IV. Perceiving Relationships
- V. Language: Sentence Relationships
- VI. Man and the World of Nature
- VII. Man and Man
- VIII. Man and Duty
- IX. Man and Self
- X. Perceiving Relationships
- XI. The Romantic Mode
- XII. The Comic Mode
- XIII. The Tragic Mode
- XIV. The Ironic Mode

CULUM STUDY CENTER PROJECT ENGLISH (GRADES 7-9)

(7)

and mass media demonstrating man's experiences. "The Rocking-Horse Winner,"

GRADE 9

kinds of relational patterns which enable students to hypothesize meaning.

ps

ps
relationships
Nature

ps

Florida State University Study Center Project English (Grades 7-9)

Appraisals:

Dr. G. Robert Carlsen, University of Iowa, in English Journal, October, 1967:

"Seems to find his (Jean Piaget's) work and ideas provocative ... only one Center has done a systematized evaluation ... three patterns of organization are being systematically tested in one. Furthermore, Florida is using the material produced elsewhere to see whether it works in a different context ... Florida finds that junior high school students are still rather unskilled beings, much more able to cope with the content of a piece of literature than with the process of seriously grappling with the Brunerian idea of the 'inner structure of the discipline'. Florida concludes that the idea is too foggy to be of much help in structuring a course.

Project English (Grades 7-9)

of Iowa, in English Journal, October, 1967:

get's) work and ideas provocative ... only one Center, Florida, that has attempted
ee patterns of organization are being systematically tested rather than the usual
ng the material produced elsewhere to see whether experiences are replicated in a
ds that junior high school students are still rather naive and half-formed human
th the content of a piece of literature than with its formalistic aspects. After
erian idea of the 'inner structure of the discipline' and the spiral curriculum,
s too foggy to be of much help in structuring a course of study."

University of Georgia English Curriculum Study Center (Grades K-6)

A Curriculum in Written Composition

Guides for teaching including a statement of objectives, content for each composing, and graded materials for teaching specifics that are related to growth. The curriculum is a spiral. Specific learning experiences are suggested for the development of each unit.

Unit: "Structuring a Composition"

To value personal verbal contributions to the activities of the class and
To become aware of sequence of events in narration
To recognize purpose in conversation

Unit: "Paragraph Development"

To perceive an incident as a unit
To relate an incident or familiar story in more than one sentence
To recognize sequence of events

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters (For Kindergarten and Grade 1)

To develop an understanding of the various purposes of personal letters
To use the friendly letter as an opportunity for imaginative writing
To use the personal letter as a social courtesy
To develop skill in using conventional letter writing form

Formal Correspondence: Business Letters

To understand that people can communicate across distance by writing letters
To realize that some letters come and go to people he knows

Unit: "Stories and Plays"

To become aware of the importance of the sequence of events in stories
To become aware of the relationship between time and mood in stories
To associate place with events in stories
To describe people through language and through role-playing

tion

ing a statement of objectives, content for each grade, illustrative experiences in
for teaching specifics that are related to growth of competency in writing. The
ic learning experiences are suggested for the development of each objective of each

on"

Contributions to the activities of the class and to play groups
e of events in narration
nversation

a unit
amiliar story in more than one sentence
vents

e Content of a Composition"

. and Grade 1)

g of the various purposes of personal letters
as an opportunity for imaginative writing
as a social courtesy
conventional letter writing form

Business Letters

can communicate across distance by writing letters
rs come and go to people he knows

ortance of the sequence of events in stories
ationship between time and mood in stories
ents in stories
language and through role-playing

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Poetry as a Writing Form" (For Kng. and Grade 1)

To enjoy hearing poetry read
To identify simple rhythm in poetry
To express ideas in vivid language
To participate in choral reading of poetry
To contribute to group writing of poetry

Unit: "Factual Reporting"

To distinguish between factual and imaginative representations
To develop the ability to report facts in chronological order

Unit: "The Development of Vocabulary"

Definition (For Kng. and Grade 1)

To understand that words have meanings that can be told to others
To define by dramatization and illustrations accompanied by verbal
To categorize familiar words according to meaning
To recognize that figurative language enhances meaning

Figurative Language (For Kng. and Grade 1)

To increase listening skills
To interpret effective comparisons
To develop skill in verbal description
To recognize some types of personification in literature

Dictionary

To show that a word stands for something
To show that a dictionary contains information about words

Unit: "History of the English Language" (For Kng. and Grade 1)

To understand that names or words are arbitrary sounds which have been
To understand that words may denote action
To understand that language is changed

Curriculum Study Center (Grades K-6)

King. (2)

" (For King. and Grade 1)

ad
in poetry
language
reading of poetry
writing of poetry

actual and imaginative representations
report facts in chronological order

vocabulary"

(Grade 1)

words have meanings that can be told to others
pictures and illustrations accompanied by verbal explanations
define words according to meaning
figurative language enhances meaning

(King. and Grade 1)

skills
make comparisons
verbal description
uses of personification in literature

stands for something
primary contains information about words

language" (For King. and Grade 1)

words are arbitrary sounds which have been agreed upon to symbolize things
they denote action
meaning is changed

University of Georgia English Curriculum Study Center (Grades K - 6)

Unit: "Language: Structure and Usage"

Morphology

To differentiate by use of context clues, designations of present
To understand the difference in word meaning when the prefix un is

The English Sentence

To make statements that describe

Usage and Dialect (Kng. and Grade 1)

To develop awareness of variations in usage
To recognize usages different from his own
To understand that some habits of usage are not acceptable as stand
To choose language in terms of audience and situation

Curriculum Study Center (Grades K - 6)

King. (3)

message"

of context clues, designations of present and past time
change in word meaning when the prefix un is added to an action word (verb)

Describe

(Grade 1)

variations in usage
different from his own
habits of usage are not acceptable as standard
forms of audience and situation

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

To become aware of the value of his own background of experience as a
To expand his experiences through exploration of his environment
To recognize that purpose for communication affects choice of content
To develop ability to maintain appropriate sequence of events in narra
To write short compositions independently

Unit: "Paragraph Development"

To experience the use of written language as a record of his own oral
To recognize the division into units in written language, the signals
to the units of meaning in his oral expression
To recognize the form of a paragraph and associate it with the word pa
To employ written composition for a variety of purposes, especially in

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

(See unit under Kng.)

Formal Correspondence: Business Letters

To understand that he can receive and send letters to someone unk
involving his wanting something
To recognize that formal writing is used in business writing
To recognize what is included on the envelope and why it is used

Unit: "Stories and Plays"

To become aware of the importance of sequence of events in stories
To become aware of the relationship between time and mood in stories
To associate place with events in stories
To be able to describe people through language and through role playin

Unit: "Poetry as a Writing Form"

(See content under Kng.)

Study Center (Grades K-6)

Grade 1

his own background of experience as a source of content for writing
exploration of his environment
communication affects choice of content
appropriate sequence of events in narration
independently

language as a record of his own oral expression
units in written language, the signals that divide the units, and their correspondence
with oral expression
recognize and associate it with the word paragraph
use a variety of purposes, especially in his dictation as the teacher writes

"The Art of a Composition"

Letters

write and send letters to someone unknown to him for special reasons, usually
something
writing is used in business writing
address on the envelope and why it is used

order of sequence of events in stories
relationship between time and mood in stories
types of stories
use of language and through role playing

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Factual Reporting"

- To extend ability to distinguish between fact and fantasy
- To prepare factual reports, oral and written, of his own experiences
- To observe for the purpose of reporting facts
- To decide what to include or omit in a report according to the purpose

Unit: "The Development of Vocabulary"

Definition

(See content under Kng.)

Figurative Language

(See content under Kng.)

Dictionary

- To locate and use words from a picture dictionary or word cards
- To identify antonyms
- To identify synonyms
- To learn the names of letters in the alphabet

Unit: "History of the English Language"

(See content under Kng.)

Unit: "Language: Structure & Usage"

Morphology

- To understand the meaning of the phrase more than one, the meaning of the noun inflection - s
- To understand the meaning of the term past tense and the meaning of the verb inflection - s
- To recognize the noun inflection - s and the verb inflection - s

The English Sentence

- To understand and use the term sentence and to identify simple sentences
- To differentiate between question and statement by noticing words
- To combine short sentences into single sentences
- To extend sentences

Study Center (Grades K-6)

Grade 1 (2)

between fact and fantasy
written, of his own experiences
ing facts
a report according to the purpose for writing

picture dictionary or word cards

n the alphabet

the phrase more than one, the meaning of the term plural, and the function of

the term past tense and the meaning of the verb inflection - ed
n - s and the verb inflection - ed in pupil's own writing

simple sentence and to identify simple sentences
on and statement by noticing word order and the "tone" of the language
single sentences

University of Georgia English Curriculum Study Center (Grades K-6)

Image and Dialect

(See unit under Kng.)

m Study Center (Grades K-6)

Grade 1 (3)

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

- To extend experiences through participation, observation and reading
- To recognize the relation between purpose and choice of content of composition
- To increase ability to express ideas
- To organize material into suitable units of expression

Unit: "Paragraph Development"

- To employ written composition for a variety of purposes
- To use sentence and paragraph units in his writing and to employ signals to indicate
- To refer to his meaning as the basis of division of written material into paragraphs

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

- To evaluate one's performance in letter writing
- To understand terminology used in reference to the components of personal letters
- To enjoy the letters of famous people

Formal Correspondence: Business Letters

- To understand that practical writing includes filling in forms as well as writing letters
- To understand that a business letter can go to an organization as well as to an individual
- To understand that the individual may be known but that the situation is not known in writing a business letter

Unit: "Stories and Plays"

- To develop understanding that there is a relationship between the time in which the story is set and the content and mood of the story
- To develop the understanding that there is a relationship between the place in which the story is set and the mood of the story
- To develop awareness that characters in a story may be presented in different ways, some more lifelike than others

participation, observation and reading
on purpose and choice of content of composition
ideas
able units of expression

for a variety of purposes
signals in his writing and to employ signals to indicate each
basis of division of written material into sentences and paragraphs

ment of a Composition"

choice in letter writing
used in reference to the components of personal letters
between people

Letters

Letter writing includes filling in forms as well as writing a business letter
A business letter can go to an organization as well as to an individual
The individual may be known but that the situation is business-like and requires

There is a relationship between the time in which a story takes place and the
content
that there is a relationship between the place - setting of a story and the content
Characters in a story may be presented in different ways and that some are more

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Poetry as a Writing Form"

- To enjoy poetry
- To choose purposefully pictorial language
- To expand experiences in choral reading of poetry
- To distinguish poetic form from prose form in literature
- To recognize poetic qualities in one's own writing

Unit: "Factual Reporting"

- To report science experiments in simplified problem-solving form
- To use sources to find answers to questions
- To follow directions and to give simple explanations and directions

Unit: "The Development of Vocabulary"

Definition

- To define familiar words by verbalizing and illustrating
- To recognize a word as a member of a meaning class
- To recognize levels of abstraction
- To distinguish between figurative and literal language

Figurative Language

- To learn to use similarities and differences of objects and people as a
- To use personification in description and refer to it by the term person
- To recognize and use for effect exaggerative expressions in everyday spe
- To appreciate the technique of exaggeration used by writers to produce v

Dictionary

- To learn to alphabetize by initial letter
- To understand and identify root words
- To learn to use a pronunciation key

Unit: "History of the English Language"

- To extend the understanding that language is an arbitrary system of symbolic
- To extend his understanding that language is changed over a period of time

Center (Grades K-6)

Grade 2 (2)

f poetry
m in literature
n writing

ed problem-solving form
ns
xplanations and directions

ing and illustrating
meaning class

d literal language

ferences of objects and people as aids in verbal description
n and refer to it by the term personification
gerative expressions in everyday speech
eration used by writers to produce vivid imagery

etter

s

is an arbitrary system of symbolic sounds
is changed over a period of time

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Language: Structure and Usage"

Morphology

- To understand the meaning of the terms possessive, possessive form, and noun inflection 's
- To understand the meaning of the terms present time and verb and the and -ing
- To develop an understanding of inflection of compound verbs

The English Sentence

- To understand the two main parts of a sentence, subject and predicate
- To understand simple uses of coordination
- To build sentences through modification and coordination

Usage and Dialect

- To recognize that language usage varies
- To recognize that usage of others may differ from his own
- To recognize that some habits of usage are not acceptable as standard
- To choose his own usage in terms of audience and the situation

Study Center (Grades K-6)

Grade 2 (3)

the terms possessive, possessive form, and noun and the meaning of the
the terms present time and verb and the meaning of the verb inflections -s
inflection of compound verbs

ts of a sentence, subject and predicate
ordination
ification and coordination

ge varies
ers may differ from his own
of usage are not acceptable as standard
ms of audience and the situation

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

- To expand background of experiences through participation, observation
- To increase ability to express ideas accurately and effectively
- To recognize the relation of choice of content to purpose and audience
- To choose appropriate form for content
- To recognize that a paragraph designates a unit of thought

Unit: "Paragraph Development"

- To divide his written compositions into sentences and paragraphs as
- To use a sequence of importance as a basis by which to organize his
- To continue to broaden his use of written language as his skill in

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

- To recognize opportunities for use of personal letters, to choose and consider the relationships among the writer, the content, and audience
- To use consistently the form of the letter and the conventions of maturity and knowledge
- To formulate simple rules for use as a check-list in improving the class as a group
- To use personal letters in imaginative writing

Formal Correspondence: Business Letters

- To identify many different practical writing situations that occur
- To recognize that it is the needs of the post office that develop and buying stamps
- To understand what is relevant to include in formal writing

Unit: "Stories and Plays"

- To develop understanding that there are several ways in which the time and place of a story is
- To designate several ways in which the place-setting of a story is
- To develop the understanding that there are different kinds of characters presented in different ways

Unit: "Poetry as a Writing Form"

- To enjoy and appreciate poetry

Composition"

of experiences through participation, observation and reading
to express ideas accurately and effectively
relation of choice of content to purpose and audience
the form for content
paragraph designates a unit of thought

oment"

en compositions into sentences and paragraphs as units of meaning
of importance as a basis by which to organize his oral and written language
when his use of written language as his skill in handwriting increases

for the Content of a Composition"

opportunities for use of personal letters, to choose voluntarily to write letters, and to
relationships among the writer, the content, and intended reader as basis for composing
ently the form of the letter and the convention of written language appropriate to his level
and knowledge
simple rules for use as a check-list in improving one's own letters and those written by
a group
letters in imaginative writing

ce: Business Letters

ny different practical writing situations that call for the same care as given business letters
that it is the needs of the post office that developed present practices for writing addresses
tamps
what is relevant to include in formal writing

s"

nding that there are several ways in which the time in which a story takes place is indicated
l ways in which the place-setting of a story is indicated
rstanding that there are different kinds of characters in stories and that these may be
erent ways

ing Form"

iate poetry

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Poetry as a Writing Form" (Continued)

- To enjoy & appreciate poetry
- To use language for effect
- To participate in the choral reading of poetry
- To recognize poetic qualities in one's own writing

Unit: "Factual Reporting"

- To extend understanding by use of problem-solving techniques
- To distinguish opinions from facts
- To make simple outlines for writing stories and reports
- To develop a simple form of note-taking

Unit: "The Development of Vocabulary"

Definition

- To develop word definitions
- To recognize words as members of a meaning class
- To recognize levels of abstraction in word meaning
- To distinguish between figurative and literal meaning
- To determine meaning of words derived from root words

Figurative Language

- To understand the terms "literal" and "figurative" language
- To enjoy using and to appreciate other's use of figurative language
- To recognize similes in literature and to use them in speech and writing

Dictionary

- To understand syllabication and primary accent
- To understand prefixes
- To learn to use a glossary
- To alphabetize to second and third letters

Unit: "History of the English Language"

- To understand that the language system includes stress patterns which change over time and that some stress patterns have changed over the years

Writing Form" (Continued)

create poetry
for effect
in the choral reading of poetry
rhetoric qualities in one's own writing

Writing"

Understanding by use of problem-solving techniques
opinions from facts
outlines for writing stories and reports
simple form of note-taking

Content of Vocabulary"

word definitions
view words as members of a meaning class
view levels of abstraction in word meaning
distinction between figurative and literal meaning
view meaning of words derived from root words

Language

understand the terms "literal" and "figurative" language
recognize and to appreciate other's use of figurative language in oral and written composition
use similes in literature and to use them in speech and writing

understand syllabication and primary accent
understand prefixes
use a glossary
analyze to second and third letters

Use of English Language"

understand that the language system includes stress patterns which help to give meaning to utterances and
understand how stress patterns have changed over the years

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "History of the English Language" (Continued)

To understand something of the history and purpose of our graphic...s
To understand that language is changed

Unit: "Language: Structure and Usage"

Morphology

To understand the forms of the verb be
To understand the functions of the verb be
To understand and identify auxiliaries
To understand the meanings of selected prefixes and the relation
base word

The English Sentence

To differentiate statements and requests or orders
To identify the changes in word order of subject and predicate
To recognize kernel sentences and extend them with descriptive

Sentence Structure

Five basic syntactic patterns of utterance or language structure
coordination, subordination
Base sentence patterns: (1) N + V, (2) N + V + N, (3) N + V +
(predicate adjective)
Transformations: questions, passives, possessions, subordination

Usage and Dialect

To understand that usage differs phonologically
To understand that usage differs morphologically
To understand that usage varies as vocabulary varies

Language" (Continued)

the history and purpose of our graphic system
is changed

Usage"

uses of the verb be
functions of the verb be
classify auxiliaries
functions of selected prefixes and the relationship of these to the meaning of the

statements and requests or orders
uses in word order of subject and predicate in the three types of sentences
statements and extend them with descriptive elements identified as modifiers

patterns of utterance or language structure: modification, predication, complementation,
inversion
: (1) N + V, (2) N + V + N, (3) N + V + PN (predicate nominative), (4) N + V + PA
)
statements, passives, possessions, subordinate clauses

usage differs phonologically
usage differs morphologically
usage varies as vocabulary varies

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "The Structure of Written Composition"

- To consider the purpose of writing and the audience in selection of form and content
- To limit a general topic by choosing a specific subject
- To develop the ability to describe
- To develop the ability to persuade
- To use comparison and contrast
- To use introduction, body, and conclusion of a composition

Unit: "Paragraph Development"

- To divide his composition into paragraphs with confidence and give simple reasons for the division
- To examine paragraphs in a variety of forms of printed material and state the purpose and the basis of organization
- To recognize logical and psychological bases for organizing discourse and for paragraphing

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

- To improve handwriting as a special example of courtesy to the intended recipient
- To distinguish the use of capitals in nouns like Mother, when used instead of names, groups, and titles of written materials
- To recognize specific instances of punctuation: Quotation marks with exacting care in letters and business letters; colon in business letters
- To practice the conventions for placement of the letter on the page and the envelope
- To practice proof-reading and editing his own and others' writing

Formal Correspondence: Business Letters

- To determine when a business letter should be written and to identify the purpose
- To use habitually the conventional form of the letter or to locate model letters
- To express himself clearly and concisely in many kinds of formal, practical writing

Stories and Plays

- To develop understanding that the same object or incident can be described in many different purposes
- To understand that details and words must be carefully chosen for effect
- To understand that narrative deals primarily with action, which consists of a series of events
- To understand that narrative has a beginning, a middle and an end

Study Center (Grades K-6)

Grade 4

tion"

and the audience in selection of form and organization
of a specific subject

clusion of a composition

graphs with confidence and give simple reasons for his decisions
of forms of printed material and state the basis of division into paragraphs

cal bases for organizing discourse and for dividing into paragraphs

of a Composition"

pecial example of courtesy to the intended reader

tails in nouns like Mother, when used instead of a name, buildings, special
n materials

s of punctuation: Quotation marks with exact words of speaker; comma in personal
; colon in business letters

er placement of the letter on the page and the address on the envelope

editing his own and others' writing

Letters

etter should be written and to identify the basis of his choice
onal form of the letter or to locate models and rules for forms
concisely in many kinds of formal, practical writing situations

the same object or incident can be described in different ways for different

words must be carefully chosen for effective description
deals primarily with action, which consists of a meaningful series of

has a beginning, a middle and an end

University of Georgia English Curriculum Study Center (Grades K-6)

Poetry as a Writing Form

- To increase enjoyment and appreciation of varied types of poetry
- To increase the ability to use vivid language
- To expand experience in choral reading
- To increase understanding of poetry as a writing form

Factual Reporting

- To extend writing experiences through research on questions of interest
- To write factual reports from reading
- To give simple directions
- To make reports of science experiments in more detailed form

Unit: "The Development of Vocabulary"

Definition

- To recognize words as members of a meaning class
- To recognize levels of abstraction in word meaning
- To distinguish between figurative and literal language

Figurative Language

- To understand metaphor as figurative language
- To identify metaphorical language in literature
- To understand that both figurative and literal language are useful and to each

Dictionary

- To develop understanding of information contained in each entry in the dictionary
- To develop skill in dictionary use: alphabetizing, using guide words, prefixes, and inflected forms, synonyms
- To recognize differences among dictionaries designed for different purposes

History of the English Language

- To extend understanding that language is an arbitrary system of symbolic communication
- To understand that words have histories
- To understand that words from other languages are a part of the English language

ent and appreciation of varied types of poetry
lity to use vivid language
e in choral reading
standing of poetry as a writing form

xperiences through research on questions of interest
ports from reading
ctions
science experiments in more detailed form
ocabulary"

as members of a meaning class
of abstraction in word meaning
een figurative and literal language

hor as figurative language
orical language in literature
both figurative and literal language are useful and to identify suitable occasions for

nding of information contained in each entry in the dictionary
dictionary use: alphabetizing, using guide words, pronunciation guides, root words
ms, synonyms
ferences among dictionaries designed for different purposes

language

nding that language is an arbitrary system of symbolic sounds
words have histories
words from other languages are a part of the English language

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Language: Structure and Usage"

Morphology

- To recognize variation in plural forms of nouns
- To understand and identify adjectives
- To understand the change in meaning of the adjective when the inflection
- To consider irregularities in verb form
- To identify adverbs as modifiers of verbs
- To understand the change in meaning of an adverb when the inflection -er

The English Sentence

- To recognize pronouns
- To recognize noun markers
- To identify kernel sentences in the pattern Noun-Verb
- To identify some uses of complementation
- To develop further the concept of modification

Usage and Dialect

- To understand that different levels of usage are appropriate in various k
- To recognize variations in formal written styles in poetry and in prose
- To develop a command of standard English
- To understand that one's own vocabulary is made up of words from many sou
- To understand that pronunciations of some words vary in different geograp
- To become familiar with methods which writers use to show dialect

and Usage"

on in plural forms of nouns
Identify adjectives
Change in meaning of the adjective when the inflection -er or -est is added
Priorities in verb form
As modifiers of verbs
Change in meaning of an adverb when the inflection -er or -est is added

Markers
Sentences in the pattern Noun-Verb
As of complementation
The concept of modification

Different levels of usage are appropriate in various kinds of situations
Tones in formal written styles in poetry and in prose
Use of standard English
One's own vocabulary is made up of words from many sources
Pronunciations of some words vary in different geographical areas
Use of methods which writers use to show dialect

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

To identify the purpose for writing and the characteristics of the audience
To select a subject and indicate the content of the composition through topic sentences
To use introduction, body, and conclusion to develop unit in the structure
To write simple expository material

Unit: "Paragraph Development"

To use a simple outline as a lead to paragraphing
To use topics in the form of topic sentences as a basis for developing paragraphs
To examine his paragraphs for unity as part of editing and improving composition
To examine paragraphs in a variety of printed materials to study how paragraphs are developed

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

To produce an attractive and creative personal letter on a definite topic
To construct sentences and paragraphs making use of topic sentences in the personal letter
To use a simple outline in organizing a personal letter
To use appropriate punctuation and capitalization in letters

Formal Correspondence: Business Letters

To extend his experience in letter writing and to express himself in various practical writing situations
To expect writing letters to become a part of his regular activities
To value his ability to communicate to others in writing and to see the value of written communication

Stories and Plays

To understand that description in narrative may be used to convey that an action occurs, the characters who participate in that action, and the setting
To understand that both narration and description are written from the point of view of a character
To understand that description may be conveyed through dialogue

Poetry as a Writing Form

To increase enjoyment and appreciation of poetry
To increase ability to use language for special effects

osition"

use for writing and the characteristics of the audience for each composition
and indicate the content of the composition through the phrasing of the subject
body, and conclusion to develop unit in the structure of the composition
itory material

ent"

ne as a lead to paragraphing
form of topic sentences as a basis for developing paragraphs
aphs for unity as part of editing and improving compositions
in a variety of printed materials to study how paragraphs are developed

or the Content of a Composition"

tractive and creative personal letter on a definitive theme
ences and paragraphs making use of topic sentences as a means of producing a unified
r
outline in organizing a personal letter
te punctuation and capitalization in letters

: Business Letters

perience in letter writing and to express himself clearly in many kinds of formal,
ing situations
g letters to become a part of his regular activities
lity to communicate to others in writing and to see the results of his writing

at description in narrative may be used to convey the time of action, the place in which
rs, the characters who participate in that action, and the action itself
at both narration and description are written from a point of view
at description may be conveyed through dialogue

orm

ymment and appreciation of poetry
ity to use language for special effects

University of Georgia English Curriculum Study Center (Grades K-6)

Poetry as a Writing Form (Continued)

- To express experience with choral reading of poetry
- To increase understanding poetry as a writing form

Factual Reporting

- To learn to outline main ideas and details
- To write stories with factual backgrounds
- To report research and experiments by problem-solving methods
- To develop ability to follow and give complex directions

Unit: 'The Development of Vocabulary'

Definition

- To recognize a word as member of a meaning class
- To recognize levels of abstraction in word meaning
- To distinguish between personalized and non-personalized meaning
- To recognize literal or figurative language and use each in appropriate

Figurative Language

- To extend understanding of the nature and use of figurative language
- To understand metonymy as a figure of speech, recognize the use of the term metonymy
- To recognize appropriate occasions for using figurative language and

Dictionary

- To understand changes in word meanings
- To develop an understanding of etymology

History of the English Language

- To relate current language to its historical antecedents
- To recognize and appreciate language variations of different individuals and the arbitrary nature of language
- To recognize and use the peculiar characteristics of written language and the auditory and visual components of oral communication

(Continued)

... with choral reading of poetry
... writing poetry as a writing form

... main ideas and details
... factual backgrounds
... and experiments by problem-solving methods
... to follow and give complex directions

... "vocabulary"

... as member of a meaning class
... of abstraction in word meaning
... when personalized and non-personalized meaning
... for figurative language and use each in appropriate situations

... of the nature and use of figurative language
... as a figure of speech, recognize the use of metonymy in literature, and use the

... appropriate occasions for using figurative language and for using literal language

... in word meanings
... understanding of etymology

Language

... language to its historical antecedents
... appreciate language variations of different individuals and groups, with emphasis on the
... of language
... the peculiar characteristics of written language as effective substitutes for the
... components of oral communication

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Language: Structure and Usage"

Morphology

To understand the meaning of the terms suffix and derived words; to understand the difference between a base word and its suffix; and to understand that the adjectives are classified according to the classification of a word

To understand the comparative and superlative forms of derived adjectives

To understand the comparative and superlative forms of derived adverbs

The English Sentence

To understand complementation in sentences of the pattern Noun-Verb

To understand subordination and the functions of prepositions, conjunctions

To understand coordination and the functions of conjunctions in coordination

Usage and Dialect

To evaluate the language of others in terms of its appropriateness

To analyze language in terms of its variations

To apply the principle of appropriateness to one's own usage

To understand the terms dialect, dialect geography and idiolect

To understand the factors affecting the development of regional dialects

To become familiar with the speech of the main dialect areas of the United States

To understand the use of dialect in literature

To recognize different social dialects within a particular geographical area

and Usage"

meaning of the terms suffix and derived words; to understand the meaning relationship
and its suffix; and to understand that the addition of a suffix often changes the
a word

comparative and superlative forms of derived adjectives
comparative and superlative forms of derived adverbs

documentation in sentences of the pattern Noun-Verb-Complement
determination and the functions of prepositions, conjunctions, and pronouns in subordination
determination and the functions of conjunctions in coordination

usage of others in terms of its appropriateness
usage in terms of its variations
evaluation of appropriateness to one's own usage
terms dialect, dialect geography and idiolect
factors affecting the development of regional dialects
comparison with the speech of the main dialect areas of the United States
evaluation of dialect in literature
identification of social dialects within a particular geographic dialect

University of Georgia English Curriculum Study Center (Grades K-6)

Unit: "Structuring a Composition"

- To identify purpose for writing and the characteristics of the audience
- To choose appropriate form for the content
- To organize the parts of a composition into a unified whole
- To establish and maintain a point of view in writing

Unit: "Paragraph Development"

- To use a topic sentence as the basis for developing a paragraph when it is appropriate
- To distinguish the writing situations in which topic sentences are suitable
- To recognize the variety of ways writers develop paragraphs and to try to use them in his own writing

Unit: "Choice of a Form for the Content of a Composition"

Personal Letters

- To produce attractive, courteous, interesting, well-planned and well-organized letters reflecting personality and based on consideration of the relationships among those involved
- To appreciate letters as an example of literary form - to be read for pleasure as well as for information
- To choose the personal letter as a form for his own creative writing

Formal Correspondence: Business Letters

- To recognize readily which kind of written response is appropriate
- To initiate occasions for formal writing
- To increase his ability to compose letters for a purpose, judge effectiveness and to evaluate effectiveness in his own writing

Stories and Plays

- To gain skill in describing as an observer from both a fixed point of view and from the point of view of a character
- To gain skill in narrating from the point of view of a character

Poetry as a Writing Form

- To increase enjoyment and appreciation of varied types of poetry
- To increase ability to use vivid language
- To expand experiences in choral reading
- To increase understanding of poetry as a writing form

and the characteristics of the audience for each composition
content
tion into a unified whole
of view in writing

is for developing a paragraph when it suits his purpose and content
ons in which topic sentences are suitable or unsuitable
riters develop paragraphs and to try out some of the ways as suitable to

et of a Composition"

ous, interesting, well-planned and well-written letters reflecting his own
onsideration of the relationships among writer, content, and intended reader
xample of literary form - to be read for enjoyment and appreciation as well

as a form for his own creative writing

Letters

nd of written response is appropriate to the situation
mal writing
ompose letters for a purpose, judge effectiveness, and improve form and
iting

as an observer from both a fixed point of view and a mobile point of view
om the point of view of a character

preciation of varied types of poetry
vid language
al reading
poetry as a writing form

University of Georgia English Curriculum Study Center (Grades K-6)

Factual Reporting

- To distinguish between biography and biographical fiction in reading
- To distinguish between factual news reports and expressed opinions
- To write news and express opinions on important issues
- To refine method of reporting research and experiments
- To refine note-taking techniques for main ideas and details
- To make outlines for reports and speeches
- To read for the purpose of identifying distortion of facts to change

Unit: "The Development of Vocabulary"

Definition

- To understand that personal experiences give special meanings to words
- To develop and test definitions
- To recognize levels of abstraction in word meaning
- To distinguish between denotation and connotation
- To recognize literal and figurative language and use each as is appropriate
- To identify and use clues in order to determine meaning

Figurative Language

- To understand that figurative language extends meaning by associating
- To understand that continued use in the same context of a figurative
acquire new meaning which becomes commonly accepted as a meaning in
use of language is one of the important ways by which language changes
- To understand that through figurative language the speaker or the writer
the concept as well as the concept itself
- To use in his writing figures of speech he himself develops from his
relationship
- To understand that people use figures of speech to overcome the limitations

Dictionary

- To understand that dialect differences cause multiple pronunciations
- To distinguish among colloquial, slang, and standard entries
- To learn to use dictionary explanatory materials

biography and biographical fiction in reading and writing
factual news reports and expressed opinions
express opinions on important issues
reporting research and experiments
techniques for main ideas and details
reports and speeches
of identifying distortion of facts to change meaning

ary''

personal experiences give special meanings to words
definitions
abstraction in word meaning
denotation and connotation
and figurative language and use each as is appropriate in his writing
uses in order to determine meaning

figurative language extends meaning by associating word referents in an unusual way
continued use in the same context of a figurative use of a word may cause it to
which becomes commonly accepted as a meaning in literal language; that figurative
one of the important ways by which language changes
through figurative language the speaker or the writer communicates his feeling about
the concept itself
figures of speech he himself develops from his own sensitivity to similarities and
he use figures of speech to overcome the limitations of the language

dialect differences cause multiple pronunciation listings in dictionaries
colloquial, slang, and standard entries
extra explanatory materials

University of Georgia English Curriculum Study Center (Grades K-6)

History of the English Language

- To understand processes through which words have been formed
- To recognize and use differences within a language both historical and
- To relate his own vocabulary expansion to the process of language expansion

Unit: "Language: Structure and Usage"

Morphology

- To understand the meaning of the term affix
- To understand the meaning of word parts in derived words constructed with
- understand the meaning of the parts as they relate to each other with
- To understand the difference between words and inflected words

The English Sentence

- To recognize qualifiers or intensifiers
- To recognize the sentences of the pattern Expletive-Verb-Noun
- To understand the term construction and to identify constructions with

Usage and Dialect

- To analyze speech or writing in terms of phonology, morphology, vocabulary
- To use language flexibly in terms of purpose, situation, and audience

through which words have been formed
differences within a language both historical and dialectal, for style variation
primary expansion to the process of language expansion

age"

of the term affix
of word parts in derived words constructed with more than one affix, and to
of the parts as they relate to each other within the derived word
difference between words and inflected words

intensifiers
of the pattern Expletive-Verb-Noun
construction and to identify constructions within sentences

ing in terms of phonology, morphology, vocabulary, syntax, and sentence patterns
in terms of purpose, situation, and audience

Hunter College - Gateway English (Grades 7-9)

Appraisal:

Dr. Albert R. Kitzhaber in College Composition and Communication, October, 1967:

"A high-interest curriculum for disadvantaged junior high school children."

Gateway English, a literature and language arts program for children in depressed Macmillan. Materials for estimated reading levels grades 5-7, grades 6-8, and grade 9. Includes four literature anthologies and a two-record set to accompany the anthologies.

Level I (Grades 5-7)

A Family Is a Way of Feeling
Stories in Song and Verse
Who Am I
Coping

Level II (Grades 6-8)

Striving
Creatures in Verse
Two Roads to Greatness
A Western Sampler

Level III (Grades 7-9)

People in Poetry
Rebels and Regulars
Something Strange
Justice

Grades 7-9)

lege Composition and Communication, October, 1967:

um for disadvantaged junior high school children."

and language arts program for children in depressed urban areas, published by
mated reading levels grades 5-7, grades 6-8, and grades 7-9. Each level includes
d a two-record set to accompany the anthologies.

ing

INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

LANGUAGE

- Unit: "Poetry Sequence"
 Folk Ballad
 "The Ballet of the Boll Weevil"
 "John Henry"
 "Sixteen Tons"
 "Tom Dula"
 "Titanic"
 "Jesse James"
 "Johnie Armstrong"
 "Frankie"
 "Lord Randal"
 "Barbara Allen"
- Unit: "Action and Narration"
 Benet, "The Devil and Daniel Webster"
 (The short story and the one-set
 play version)
 de Maupassant, "The Necklace"
 Poe, "The Tell-Tale Heart"
- Unit: "Novel Sequence"
 Krumgold, And Now Miguel
 Speare, The Witch of Blackbird Pond
 Richter, The Light in the Forest

- Unit: "What is Language?"
- Unit: "So What's a Dictio
 Denotations and con
 Pronunciation, spel
 cation, inflection
 speech, levels of
 literary allusions"
- Unit: "Grammar"
 Form words and stru
 Word relationship
 Affixes
 Basic sentence patt
 (2) N-LV-N, (3) N-
 VT-N, (5) N-VT-N-N
 Form and function
 Transformations: I
 Imperative, questi
 elements

LANGUAGE

COMPOSITION

Unit: "What is Language?"

Unit: "So What's a Dictionary For"
Denotations and connotations
Pronunciation, spelling, syllabi-
cation, inflections, parts of
speech, levels of usage, etymology,
literary allusions

Unit: "Grammar"
Form words and structure words
Word relationship
Affixes
Basic sentence patterns: (1) N-VI,
(2) N-LV-N, (3) N-LV-Adj., (4) N-
VT-N, (5) N-VT-N-N
Form and function
Transformations: There-expletive,
imperative, questions, compound
elements

evil"

iel Webster"
one-set

ace"

kbird Pond
Forest

INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

LANGUAGE

- Unit: "Poetry Sequence"
Lyric poetry (use of words)
 Sarett, "Four Little Foxes"
 Tennyson, "The Eagle"
 Dickinson, "A Narrow Fellow in the
 Grass"
 Coatsworth, "Swift Things Are Beautiful"
 Frost, "To Earthward," "A Hillside Thaw"
 Cummings, "In Just"
Haiku
- Unit: "Two History Plays"
 Sherwood, Abe Lincoln in Illinois
 Van Doren, The Last Days of Lincoln
- Unit: "Novel Sequence"
 Schaefer, Shane
 Steinbeck, The Red Pony
 Twain, The Adventures of Tom Sawyer
- Unit: "Classical Mythology"
 (Texts: Hamilton, Mythology for average
 and talented students; Coolidge, Greek
 Myths for less able students)
 of creation
 Nature myths
 Myths of heroes
 Mythology and literature

- Unit: "How Words Are Formed"
 Names
 Compounds
 Prefixes and suffixes
 Blends, manufactured word, a
 Onomatopoeic words
 Borrowed words
- Unit: "How Words Change Meaning in
 Historical development
 Context meaning changes
 Kinds of context
- Unit: "Grammar of English Sentence
 Form-word phrases
 Expansions
 Variations of the basic sent
be as the main verb, indirect
 complements
 Adverbial and adjectival phr
 Simple transformations: inve
 passive, there compound stru
 sentences, participial phras
 phrases, absolute phrases

LANGUAGE

COMPOSITION

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Foxes"
Fellow in the
ings Are Beauti-

Unit: "How Words Are Formed"
Names
Compounds
Prefixes and suffixes
Blends, manufactured word, acronyms
Onomatopoeic words
Borrowed words

"A Hillside Thaw"

Unit: "How Words Change Meaning in Time and Context"
Historical development
Context meaning changes
Kinds of context

in Illinois
ys of Lincoln

Unit: "Grammar of English Sentences"
Form-word phrases
Expansions
Variations of the basic sentence patterns:
be as the main verb, indirect-object, verbal
complements
Adverbial and adjectival phrases
Simple transformations: inversions, questions,
passive, there compound structures, complex
sentences, participial phrases, infinitive
phrases, absolute phrases

of Tom Sawyer

ology for average
Coolidge, Greek
udents)



INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

LANGUAGE

- Unit: "Poetry Sequence"
 Lyrics (metaphor, symbol, tone)
 Sandburg, "Prayers of Steel"
 Crane, "The Heart"
 Blake, "A Poison Tree"
 Millay, "Spring"
 Marquis, "Fate Is Unfair"
 Shapiro, "Auto Wreck"
 Shelby, "Ozymandias"
 Hopkins, "God's Grandeur"
- Unit: "Two Shakespearean Plays"
 Richard III
 Henry V
- Unit: "Novel Sequence"
 Steinbeck, The Pearl
 Dickens, Great Expectations
 Lee, To Kill a Mockingbird
- Unit: "Teaching the Odyssey"
 As an adventure story, as a symbolical narrative, or as an epic

- Unit: "An Introduction to Ph and to Morphemes Through Suffixes" (To be taught in segments each week during the year)
 Prefixes: Un-, a-, ab-, anti-, arch-, auto-, be-, counter-, de-, dis-, en-, hyper-, hypo-, inter-, micro-, mal-, mid-, mis-, neo-, non-, out-, over-, pre-, pro-, pseudo-, qu-, semi-, sub-, super-, syn-, ultra-, uni-, vice-
- Suffixes: -able, -acy & -ian, -ance & -ence, -ant & -ent, -arian, -a-, -dom, -ed, -ee, -eer, -ese, -esque, -ess, -et-, -hood, -ic, -ly, -ician, -ine & -in, -ing, -ish, -ite, -ition, -itious, -kin & -ikin, -le, -les-, -ment, -most, -ness, -o-, -some, -ster, -ward & -warder
- Unit: "The Grammar of English" Review of Grades 7 & 8
 The process of subordinating clauses
 Combining sentences
 Compound structures
 Punctuation
 Parallelism
 Combining different structures
 Adverbial and adjectival clauses
 Sentence completeness:
 dangling elements
 Comparisons
 Agreement
 Ambiguities

LANGUAGE

COMPOSITION

Unit: "An Introduction to Phonetic Alphabets and to Morphemes Through Prefixes and Suffixes" (To be taught in small segments each week during the year)

Prefixes: Un-, a-, ab-, ad-, ante-, anti-, arch-, auto-, be-, co- & com-, counter-, de-, dis-, en-, ex-, extra-, fore-, hyper-, hypo-, inter-, intra-, macro- & micro-, mal-, mid-, mis-, mono-, multi-, neo-, non-, out-, over-, pan-, para-, post-, pre-, pro-, pseudo-, quasi-, re-, retro-, semi-, sub-, super-, syn-, trans-, tri-, ultra-, uni-, vice-

Suffixes: -able, -acy, -age, -al, -an & -ian, -ance & -ence, -ancy & -ency, -ant & -ent, -arian, -ary, -ate, -ation, -dom, -ed, -ee, -eer, -en, -er, -ery & -ry, -ese, -esque, -ess, -ette, -fold, -ful, -hood, -ic, -ly, -ician, -ie & -y, -ify, -ine & -in, -ing, -ish, -ism, -ist, -istic, -ite, -ition, -itious, -ity, -ive, -ize, -kin & -ikin, -le, -less, -let, -like, -ly, -ment, -most, -ness, -ory, -ous, -ship, -some, -ster, -ward & -wards, -wise, -y

Unit: "The Grammar of English Sentences"
 Review of Grades 7 & 8
 The process of subordination and coordination
 Combining sentences
 Compound structures
 Punctuation
 Parallelism
 Combining different structures
 Adverbial and adjectival clauses
 Sentence completeness: fragments, comma splice, dangling elements
 Comparisons
 Agreement
 Ambiguities

INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

LANGUAGE

Unit: "Poetry"
(Poems as a result of a conscious or unconscious choice or system of choice)
"Sir Patrick Spens"
Hopkins, "Spring & Fall: To a Young Child," "Spring"
Dickinson, "The Morns Are Meeker Than They Were," "An Altered Look About the Hills," "I Dreaded That First Robin So"
Bryant, "To the Fringed Gentian"
Freneau, "The Wild Honey Suckle"
H. D., "Pear Tree"
Longfellow, "Nature"

Unit: "Short Story"
American with scene or setting emphasized
Hawthorne, "My Kinsman, Major Molineux"
Crane, "The Blue Hotel"
Anderson, "The Egg"
Steinbeck, "Flight"
Cheever, "The Country Husband"

Unit: "Drama"
Miller, The Crucible
O'Neill, The Emperor Jones
Williams, The Glass Menagerie

Unit: "Novels"
American with centrality of setting emphasized
McCullers, The Member of the Wedding
Crane, The Red Badge of Courage
Twain, Adventures of Huckleberry Finn

Unit: "American Dialects"
Unit: "Why Worry About M"
Review of earlier

LANGUAGE

COMPOSITION

Unit: "American Dialects"

conscious or
system of choice)

Unit: "Why Worry About Meaning?"
Review of earlier units

To a Young

re Meeker Than
Look About the
First Robin So"
Gentian"
Suckle"

Setting emphasized
Major Molineux"

usband"

nes
ageric

y of setting

f the Wedding
Courage
uckleberry Finn

Indiana University English Curriculum Study Center (Grades 7-12)

Literature

Unit: "Poetry"
(various kinds of comparisons)
Oldys, "On a Fly Drinking out of
His Cup"
Herbert, "Virtue," "Prayer,"
"The Pilgrim Age"
Donne, "A Lecture Upon the Shadow,"
"Holy Sonnet XIV"
Keats, "On First Looking Into Chapman's
Homer"
Dickinson, "Exultation Is the Going,"
"Hope Is the Thing with Feathers,"
"Success Is Counted Sweetest,"
"She Sweeps With Many-Colored Brooms"
Spencer, "Long-While I Sought to What I
Might Compare"
Wordsworth, "I Wondered Lonely as a Cloud"
Tennyson, "Tears, Idle Tears"
Shakespeare, "Sonnet LXIII"

Unit: "Short Story" (point of view, characterize
others, and omniscient narrathion)
Conrad, "Youth: A Narrative," "Heart of
Darkness"
Stevenson, "Markheim," "The Strange Case of
Dr. Jekyll and Mr. Hyde"
Lawrence, "The Rocking-Horse Winner"
Joyce, "Araby"
Mansfield, "Bliss"

Unit: "Drama"
Wilde, The Importance of Being Earnest

Language

Unit: "History of the Eng
J.N. Hook & E.G. Ma
English Language
Grammar and Use

Unit: "Lexicography from
Third"
The first Engli
The modern dict
The lexicograph
Webster's Third

Language

Unit: "History of the English Language"
J.N. Hook & E.G. Mathews, "Changes in the
English Language," in Modern American
Grammar and Usage

Unit: "Lexicography from Cawdrey to Webster's
Third"
The first English dictionary
The modern dictionary
The lexicographer
Webster's Third New International Dictionary

Shaw, Caesar and Cleopatra
Milton, Samson Agonistes
Shakespeare, I play

Unit: "Novels"

Swift, "Gulliver's Travels
Bronte, Wuthering Heights
Conrad, Heart of Darkness

Grade 11 (2)

Indiana University English Curriculum Study Center (Grades 7-12)

Literature

Language

Unit: "Poetry" (distinguishing between speaker and author)
Stevenson, "Looking Forward," "System"
e.e. cummings, "Next to of Course God Americal"
"Since Feeling Is First"
Robinson, "Cliff Klingenhogen," "Charles Carville's Eyes"
Browning, "Soliloquy of the Spanish Cloister,"
"My Last Duchess"
Herbert "Love"
Dickinson, "I Shall Know Why, When Time Is Over"
Donne, "Holy Sonnet VII"
Wordsworth, "Surprised by Joy-Impatient as the Wind"
Hardy, "To an Unknown Pamper Child"

Unit: "Nothing M
To acquaint
and import
help them
translatio
are of equ
of the ori

Unit: "Short Story" (modes of expressing the meaning, statement, or "moral" of the story)
Fable and Parable

Voltaire, "Memnon the Philosopher"
de Maupassant, "Love: Three Pages from a Sportsman's Book"

Pirandello, "War"
Symbolism and Allegory

Kofka, "In the Penal Colony"
Singer, "Gimpel the Fool"

Unit: "Drama"
Sophocles, Antigone

Language

ing between
orward," "System "
to of Course God America!"
First"
genhogen," "Charles
of the Spanish Cloister,"

Unit: "Nothing Moves Without Translation"
To acquaint students with the problems
and importance of translation and to
help them recognize that not all
translations of the same works of literature
are of equal value or truly representative
of the original work

ow Why, When Time

||"
d by Joy-Impatient as

Pamper Child"

of expressing the
r "moral" of the story)

Philosopher"
Three Pages from a

Y

enal Colony"
the Fool"

Moliere, The Misanthrope
Ibsen, Rosmerholm
Shakespeare, 1 play

Unit: "Novels"

Hesse, Siddhartha
Paton, Cry, the Beloved Country
Dostoevsky, Crime and Punishment

Grade 12 (2)

ope

ed Country
Punishment

University of Michigan Project English (Grades 7-9)

English for reluctant learners in every classroom
Learning based on the dual concepts of saturation and diffusion. Satur
with newspapers, magazines, and paperbound books that he comes to per
ends. Diffusion through every teacher in every classroom making the
student view writing as a means to all ends.

Literature

Newspapers (a set used three times a week)
Magazines (The Golden Magazine, Jack and Jill,
The Children's Digest, Highlights for Children,
Humpty Dumpty, Hot Rod, Motor Trend, Popular
Science, Popular Mechanics, Scientific
American, Field and Stream, Outdoor Life,
Sports Illustrated, Life, Look, Ebony, Jet,
Newsweek, Time, Negro Digest, Reader's
Digest, Science Digest, In, 'Teen, Seventeen,
Good Housekeeping, Hair Do, American
History Illustrated)

Paperbound books (approach to literature
social rather than literary)
Study guides for Shulman's West Side
Story, Frank's The Diary of a Young Girl
Reading list of 1,000 Paperback Books

Composition

A writing schedule
writing every other
Frequency of written
their length. Of
week period, one se
class instructor, c
student's English t
one set per week f

A journal kept by e
two pages each wee
and returned on Fr

A complete report of the project including description of tests for evaluation
Elton B. McNeill, Hooked on Books: Program and Proof. New York: Berkeley

ades 7-9)

ry classroom
f saturation and diffusion. Saturation through surrounding the student
erbound books that he comes to perceive them as pleasurable means to necessary
her in every classroom making the house of literacy attractive by having the
all ends.

Composition

week)
and Jill,
or Children,
, Popular
fic
Life,
ny, Jet,
r's
Seventeen,
n
ure
e
Girl
ks

A writing schedule which produces at least one piece of writing every other day in all subjects other than English. Frequency of written exercises far more important than their length. Of the 5 sets of papers received in every two-week period, one set per week read and commented upon by the class instructor, one set per two weeks passed on to the student's English teacher who corrects grammar and rhetoric, one set per week filed unread in student's folder.

A journal kept by each student to be used daily (minimum of two pages each week), turned in to English teacher on Thursday and returned on Friday to be assessed for quantity only.

description of tests for evaluating the program is in Fader, Daniel, and
gram and Proof. New York: Berkeley Medallion Books, 1968. \$.75.

University of Michigan Project English (Grades 7-9)

Appraisal

Dr. G. Robert Carlsen, University of Iowa, in English Journal, October, 1967:

"Program of free reading comes closer, perhaps, to allowing for student
others (English projects)."

Project English (Grades 7-9)

, University of Iowa, in English Journal, October, 1967:

reading comes closer, perhaps, to allowing for student discovery than that of any of the
acts)."

UNIVERSITY OF NEBRASKA CURRICULUM DEVELOPMENT CENTER: PROJECT ENGLISH (Grades 1-12)

The Elementary school program centers in the study of literature, not as a reading program, but often to be read aloud. It is designed to teach students (1) to comprehend the more complex forms of literature composed for young children, (2) to control these linguistic and literary forms, and (3) to comprehend consciously the more frequent grammatical conventions which they use in writing.

Units are sliding units; that is, the grade levels are suggested. It is important that standards be established within each classification:

The elementary school program in composition tries to give the student:

- (1) a sense of the expressive possibilities of the sound of language;
- (2) a capacity to manipulate syntactic patterns and to choose the "most desirable" patterns;
- (3) a capacity to manipulate simple rhetorical devices (metaphor, simile, etc.) and to consider the relation between speaker and audience affects one's handling of these devices;
- (4) a capacity to write in fictional modes analogous to those studied in literature and to transfer these modes of writing to these very gradually.

The language program is directed toward:

- (1) displaying to children that English is primarily a word-order language, that the order of words is often of the utmost importance;
- (2) giving children an understanding of the sound (phonology) of the language and of the relation of sound to meaning;
- (3) giving the students an understanding of the language's historical dimension and of the phonetic system;
- (4) giving the students an understanding of the extent to which punctuation is a reflection of segmental (pitch, stress, juncture) features of spoken discourse.

Formal study of linguistics not considered feasible for the elementary school.

COLUMBIA UNIVERSITY DEVELOPMENT CENTER: PROJECT ENGLISH (Grades 1-12)

centers in the study of literature, not as a reading program to teach skills, but as a program designed to teach students (1) to comprehend the more frequent oral and written conventions of language, (2) to control these linguistic and literary conventions in their own writing and (3) to use the more frequent grammatical conventions which they can handle in their speaking and

writing. The grade levels are suggested. It is important that the program follow the general sequence of development:

in composition tries to give the student:

1. a sense of the diverse possibilities of the sound of language;
2. a sense of syntactic patterns and to choose the "most desirable" syntactic pattern;
3. a sense of simple rhetorical devices (metaphor, simile, etc.) and a simple understanding of how con-
tact between speaker and audience affects one's handling of oral and written language;
4. a sense of fictional modes analogous to those studied in literature readings and to add more analytic
5. these very gradually.

is directed toward:

1. an understanding that English is primarily a word-order language, that the structure of English syntax is
of great importance;
2. an understanding of the sound (phonology) of the language its music;
3. an understanding of the language's historical dimensions and of the evolution of its spelling
4. an understanding of the extent to which punctuation is a written representation of the supra-
segmental (stress, juncture) features of spoken discourse.

It is considered feasible for the elementary school.

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

Unit: "Folk Tale"
"The Little Red Hen"
"The Three Billy Goats Gruff"
"The Gingerbread Boy"

Specific study of:

troll
creaked
groaned
thresh
burn

Unit: "Fanciful Tale"
Bannerman, Little Black Sambo
Potter, The Tale of Peter Rabbit
Sendak, Where the Wild Things Are

Play on descriptive words
Effective use of repetition
Action verbs

Unit: "Animal Story"
Gog, Millions of Cats
Kipling, "How the Rhinoceros
Got His Skin," "The Elephant's
Child"
Leaf, The Story of Ferdinand

Stress pattern of a refrain
Rhyming words
Metaphors and similes for compar
cats
Oral transformation of sentences
Alliterative phonology game
Awareness of other languages

Unit: "Adventure Story"
Ardizzone, Little Tim and the
Brave Sea Captain
Mac Donald, The Little Island

Dialect
Expression of one idea in several
Descriptive words and phrases in
stories
Animal communication

LANGUAGE

COMPOSITION

Specific study of:

troll
creaked
groaned
thresh
burn

Group story:

"This is the _____ that
Jane or Dick _____"
A tale about an animal that had
to do something by himself
A story about a family getting
somewhere
A tale about a person or animal
fooled by someone whom he left home

Play on descriptive words
Effective use of repetition
Action verbs

Dictation of individual or group
stories to:

Relate a sequence of events
Tell how the characters feel

Stress pattern of a refrain
Rhyming words
Metaphors and similes for comparing
cats
Oral transformation of sentences
Alliterative phonology game
Awareness of other languages

Stories about how the children got
their kittens
Stories about how some animal got the
way he is
Make up dialogue for dramatization of
a scene about Ferdinand
A story about an animal who does not
act as he is traditionally thought
to act

Dialect
Expression of one idea in several ways
Descriptive words and phrases in the
stories
Animal communication

Retelling story to determine time
sequence
Make up another adventure about Tim
Compose a "picture" in words of the
favorite season
Story about a trip to an island

LITERATURE

LANGUAGE

Unit: "Myth"
 "The Story of the First Woodpecker"
 "The Story of the First Butterflies"

Descriptive words, phrases, and sentences

Unit: "Fable"
 "The Dog and the Shadow"
 "The Town Mouse and the Country Mouse"

Adding endings to words like dog,
cat
 Rhyming with key words
 Words beginning with the same sound

Unit: "Other Lands and People"
 Matsuno, A Pair of Red Clogs

Words for the sounds of weather, shoes and boots
 Homonyms

Unit: "Biography"
 Lawson, They Were Strong and Good
 D'Aulaire, George Washington

Words beginning with "m" and "gr"
 Comparison of adjectives
 Concept of the sentence

GRADE 1 (2)

| LITERATURE | LANGUAGE | COMPOSITION |
|--|--|--|
| "The First Woodpecker" "The First Butterflies" | Descriptive words, phrases, and sentences | A nature myth: Why the _____ is _____. |
| "The Shadow" and the Country | Adding endings to words like <u>dog</u> , <u>cat</u> Rhyming with key words Words beginning with the same sound | A story about an animal with a characteristic such as greed or pride |
| "The People" of <u>Red Clogs</u> | Words for the sounds of weather, of shoes and boots Homonyms | A story about the clogs sent to Mako's granddaughter |
| "The Strong and" "The Weak" of <u>Washington</u> | Words beginning with "m" and "gr" Comparison of adjectives Concept of the sentence | Booklet about "you" or "me" Other stories about Washington |

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

Unit: "Folk Tale"
 "Little Red Riding-Hood"
 "The Story of the Three Little Pigs"
 "The Story of the Three Bears"

Rhymes
 Intonation patterns
 Change in words
 Sentence expansion

Unit: "Fanciful Tale"
 Dr. Seuss, And to Think That I Saw It on Mulberry Street

Descriptive phrases

Unit: "Animal Story"
 Anderson, Blaze and the Forest Fire
 Kipling, "How the Whale Got His Throat," "The Beginning of the Armadillos," "The Cat That Walked by Himself"

Synonyms
 Allusions to animals
 "-er" word ending
 Rhythm and rhyme
 Beginning "wh" sound
 Form classes

Unit: "Adventure Story"
 Dr. Seuss, The 500 Hats of Bartholomew Cubbins
 Dalglish, The Bears on Hemlock Mountain

Proper names
 Sensory diction

Unit: "Myth"
 "The Golden Touch"

Proper nouns

Unit: "Fable"
 "The Hare and the Tortoise"
 "The Ant and the Grasshopper"

Interrupters
 Stress and information patterns of imperative and interrogative sentences

(Grades 1-12)

GRADE 2

LANGUAGE

COMPOSITION

Rhymes
Intonation patterns
Change in words
Sentence expansion

Cumulative story using the devices
of repetition
Story about a boy meeting an animal
family in the woods

Descriptive phrases

Answers to "Now, what can I say when
I get home today?"
Stories about "And to Think That I
Saw It on _____ Street"

Synonyms
Allusions to animals
"-er" word ending
Rhythm and rhyme
Beginning "wh" sound
Form classes

Other endings for a story
Stories about how animals got their
tails, noses, ears, etc.

Proper names
Sensory diction

Composition of magicians' rhymes
An account of a story for a newspaper
Two versions of a letter for dif-
ferent audiences
Story about an errand

Proper nouns

Stories about the "golden touch"
today

Interrupters
Stress and information patterns
of imperative and interrogative
sentences

One retell the story while others
act it out in pantomime



LITERATURE

LANGUAGE

Unit: "Other Lands and People"
Yashima, Crow Boy

Alliteration
Pictorial and phonetic w

Unit: "Historical Fiction"
Mason, Caroline and Her
Kettle Named Maud

Form classes

GRADE 2 (2)

LANGUAGE

Alliteration
Pictorial and phonetic writing

COMPOSITION

How children in another land are
like or unlike American children

Form classes

Dialogue that reveals character
Sequence in a well-written para-
graph

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

Unit: "Folk Tale"
 "Mother Holle"
 "Cinderella"
 "The Sleeping Beauty in the
 Wood"

Stress and meaning
 A variety of sentence begin

Unit: "Fanciful Tale"
 Bishop and Wiese, The Five
Chinese Brothers
 Bemelmans, Madeline,
Madeline's Rescue

Expansion of sentences elem
 and phrasal structure

Unit: "Animal Story"
 Rounds, The Blind Colt
 Kipling, "How the Camel Got
 His Hump," "How the Leopard
 Got His Spots," "The Sing-Song
 of Old Man Kangaroo"

Dialect
 Noun inflections
 Form classes

Unit: "Adventure Story"
 Milne, Winnie-the-Pooh
 Atwater, Mr. Popper's
Penguins

Onomatopoeic names
 Different ways of forming
 plurals
 Manipulation of vowels and
 sonants

Unit: "Myth"
 "Daedalus and Icarus"
 "Clytie"
 "Narcissus"
 Trowbridge, "Darius Green
 and His Flying Machine"

Expansions

ISH (Grades 1-12)

GRADE 3

LANGUAGE

COMPOSITION

Stress and meaning
A variety of sentence beginnings

Original stories illustrative of
structural motifs common to folk
tales

Expansion of sentences elements
and phrasal structure

Magic characteristics of animals
A story paralleling one of the
Madeline books

Dialect
Noun inflections
Form classes

An animal caught in a storm
Writing pourquoi stories

Onomatopoeic names
Different ways of forming
plurals
Manipulation of vowels and con-
sonants

Stories about adventures with Winnie-
the-Pooh or a favorite toy
Writing "Pooh" rhymes

Expansions

Paragraphs on "If I could make some
wings for myself, I would..."

LITERATURE

LANGUAGE

Unit: "Fable"
 Grimm, "The Musicians of
 Bremen"
 Chaucer, Chanticleer and
the Fox

Rhymes containing riddles
 Stress patterns and meaning

Unit: "Other Lands and People"
 Lamorisse, The Red Balloon
 Fyleman, "The Balloon Man"

-ed as a suffix

Unit: "Historical Fiction"
 Dalgliesh, The Courage of
Sarah Noble

"Sign language"
 Intonation patterns

Unit: "Biography"
 Hogeboom, Christopher
Columbus and His Brothers

History of words

GRADE 3 (2)

LANGUAGE

COMPOSITION

Rhymes containing riddles
Stress patterns and meaning

Stories relating original fables

-ed as a suffix

Stories about the balloon as a
main character, an elf within a
balloon, another toy as a main
character

"Sign language"
Intonation patterns

Diary entries

History of words

Logbook of an imagined journey

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

Unit: "Folk Tale"
Carroll, Febold Feboldson

Figurative language
Dialect

Unit: "Fanciful Tale"
White, Charlotte's Web
Fyleman, "A Fairy Went
A-Marketing"

Paragraphs

Unit: "Animal Story"
Henry, Brighty of the Grand
Canyon

Hypenated words
Dialect

Unit: "Adventure Story"
McCloskey, Homer Price

Dialect
Proper sentence formations

Unit: "Myth"
Longfellow, "Hiawatha's
Fasting"
Warner, "Theseus and the
Minotaur," "Arachne"
Price, "Phaeton and the
Chariot of the Sun"

Word origins
Sentence expansions

Unit: "Fable"
Jacobs (ed.), The Fables
of Aesop

The passage of words through
several cultures

LANGUAGE

COMPOSITION

Figurative language
Dialect

Descriptions of a hero or leader
Description of an original hero
Tale about an ordinary person with
a problem similar to Feboldson's

Paragraphs

Riddles

Hyphenated words
Dialect

Completion of an unfinished animal
story

Dialect
Proper sentence formations

After an analysis of an episode in
Homer Price, class development of
its own story
Other adventures that Homer might
have had

Word origins
Sentence expansions

Compostion about heroes overcoming
threats of a monster

The passage of words through
several cultures

Group and individual fable creations

LITERATURE

LANGUAGE

Unit: "Other Lands and People"
Carlson, Brother for the
Orphelines

Differences in pronunciation
of various languages

Unit: "Historical Fiction"
Wilder, Little House on the
Prairie
Benet, "Western Wagons"
Edmonds, The Matchlock Gun

Similes and metaphors
Homonyms

Unit: "Biography"
Franchere, Willa
D'Aulaire, Leif the Lucky

Regional words
Prefixes and suffixes
Place names

GRADE 4 (2)

LANGUAGE

COMPOSITION

Differences in pronunciation
of various languages

Stories about the orphelines in
their new home

Similes and metaphors
Homonyms

A diary kept for a covered wagon
Journey years ago told by great
grandparents
Stories about present day child
called upon to be brave

Regional words
Prefixes and suffixes
Place names

A personal incident in life
Diary recorded on a sea voyage
Imaginary descriptions of unseen
lands

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

| | |
|---|---|
| <p><u>Unit:</u> "Folk Tale" Blair, "Pecos Bill, King of Texas Cowboys" Grimm, "Rapunzel," "The Woodcutter's Child," "The Three Languages"</p> | <p>Figurative language Dialects Sentence constructions that v from those used in everyday languages Alternate British spellings</p> |
| <p><u>Unit:</u> "Fanciful Tale" Anderson, "The Snow Queen" Lewis, <u>The Lion, the Witch, and the Wardrobe</u></p> | <p>Punctuation</p> |
| <p><u>Unit:</u> "Adventure Story" Pyle, <u>The Merry Adventures of Robin Hood</u> O'Dell, <u>Island of the Blue Dolphins</u></p> | <p>Middle English Similes Style</p> |
| <p><u>Unit:</u> "Myth" Warner, <u>Men and Gods</u></p> | <p>Comparisons Sentence beginnings Word origins</p> |
| <p><u>Unit:</u> "Fable" <u>Bidpar:</u> "The Poor Man and the Flask of Oil," "The Crow and the Partridge" <u>Jataka tales:</u> "The Turtle Who Could Not Stop Talking"</p> | <p>Antonyms and synonyms Form classes</p> |
| <p><u>Unit:</u> "Other Lands and People" de Angeli, <u>The Door in the Wall</u></p> | <p>Anglo-Saxon influences Transformations Four levels of stress</p> |

ISH (Grades 1-12)

GRADE 5

LANGUAGE

COMPOSITION

Figurative language
Dialects
Sentence constructions that vary
from those used in everyday
languages
Alternate British spellings

Tall tales
Limericks

Punctuation

Imaginary dialogues
"Fairy-fable"
An imaginary experience in a big
old mysterious house
A legend in verse form

Middle English
Similes
Style

Summaries of each chapter
Characterizations of the main
characters

Comparisons
Sentence beginnings
Word origins

Brief reports about characters
encountered in myths

Antonyms and synonyms
Form classes

Animal fables

Anglo-Saxon influences
Transformations
Four levels of stress

Symbolic writing

LITERATURE

LANGUAGE

Unit: "Historical Fiction"
Carr, Children of the Covered
Wagon
Latham, This Dear-Bought Land

Homonyms
Stress and juncture patterns
Parallel structure

Unit: "Biography"
Graham and Lipscomb, Dr.
George Washington Carver,
Scientist

GRADE 5 (2)

LANGUAGE

Homonyms
Stress and juncture patterns
Parallel structure

COMPOSTION

Two descriptions of a natural
object: one, realistic; the other,
as if it were to appear in a fairy
story
Diary entries
Letters written by main characters
in the text
Daydreams
Adventures on board a sailing ship

Short story about the first days
in school
Telegrams

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

| | |
|--|--|
| <p><u>Unit:</u> "Folk Tale" Davidson (ed.), <u>The Seven Voyages of Sinbad</u></p> | <p>Sentence structure differences Affixes</p> |
| <p><u>Unit:</u> "Fanciful Tale" Carroll, <u>Alice's Adventures in Wonderland and Through the Looking Glass</u> L'Engle, <u>A Wrinkle in Time</u></p> | <p>Vocabulary Metaphors Sentence definitions</p> |
| <p><u>Unit:</u> "Animal Story" Kjelgaard, <u>Big Red</u></p> | <p>Derivations of names of dogs Dialect</p> |
| <p><u>Unit:</u> "Adventure Story" Clemens, <u>The Adventures of Tom Sawyer</u></p> | <p>Rewriting sentences without changing meanings</p> |
| <p><u>Unit:</u> "Myth" Colum, <u>The Children of Odin</u> Tolkien, <u>The Hobbit</u></p> | <p>Germanic influences Origin of the names of the days of the week Semantics Dialects</p> |
| <p><u>Unit:</u> "Satiric Fable" Grahame, <u>The Wind in the Willows</u></p> | <p>Style Compounds of parts of sentences Multi-level sentences (developed fully in Grade 10)</p> |

ISH (Grades 1-12)

GRADE 6

LANGUAGE

COMPOSITION

Sentence structure differences
Affixes

The theme of generosity

Vocabulary
Metaphors
Sentence definitions

Compositions suggested by the text
Sense impressions
Metaphorical language in poetry

Derivations of names of dogs
Dialect

Original animal stories
Descriptions about changes in
season

Rewriting sentences without
changing meanings

Paragraphs on friendship
Imaginary adventures

Germanic influences
Origin of the names of the days
of the week
Semantics
Dialects

Letter describing an imaginary
trip to Asgard
Pretending to be Loki
A diary as Bilbo might have written
it
Nonsense or narrative poetry

Style
Compounds of parts of sentences
Multi-level sentences (developed
fully in Grade 10)

Assignments based on episodes
from the text
Descriptions of favorite foods

LITERATURE

LANGUAGE

Unit: "Other Lands and People"
 Dodge, Hans Brinker
 Clark, Secret of the
Andes

Dutch influence
 Form classes (sentence openers)
 Derivations
 Prefixes and suffixes

Unit: "Historical Fiction"
 Macleod, The Book of King
Arthur and His Noble Knights

Obsolescence

Unit: "Biography"
 Averill, Cartier Sails the
St. Lawrence

Indian influences
 Relative clauses
 Punctuation

Unit: "The Poetry of Robert Frost"
 Frost, You Come Too

GRADE 6 (2)

LANGUAGE

COMPOSITION

Dutch influence
Form classes (sentence openers)
Derivations
Prefixes and suffixes

Experiencing hardship imaginatively
Dialogue
Extended metaphors
Picturesque speech

Obsolescence

Discussions about heroes

Indian influences
Relative clauses
Punctuation

Imaginative logbook
Tall tales
Descriptions

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

Unit: "Making of Stories" (4 weeks)
Author composes as he writes.
 "The Song of Milman Parry"
 2 short passages from
The Odyssey
 Story of Finn from Beowulf
Author composes before the narrative occasion.
 "Hymn to Hermes"
 "Hercules & the Waggoner"
 Aesop, "Belling the Cat"
 The first supernatural change in Ovid's Metamorphosis
Author writes for a limited audience.
 de France, "The Honeysuckle"
 Chaucer, "Worthy Knight"
 Grimm, "The Clever Tailor",
 "The Miller's Daughter"
 Pruitt, "The Hell-Bound Train"
Writer is divorced from his audience.
 Dickens, "A Christmas Carol"
The making of lyrics.
 Hearn, "Oahidori"
 Blake, "A Poison Tree"
 Crane, "War Is Kind"
 Frost, "The Gift Outright",
 "Dedication for John F. Kennedy"
 Tennyson, "Ode on the Death of the Duke of Wellington"
 Masfield, "A Consecration"
 Kipling, "Recessional"

Unit: "Form Classes" (5 weeks)
 Linguistics as the science of language
 Use of nonsense words
 Inflectional suffixes
 Derivational suffixes
 Structure, or function, of words
 Form classes: noun, verb, adjective, adverb
 Functional shift of words (e.g., drive as a noun, verb, adjective)

Unit: "Spelling" (1 week)
 Development of the alphabet
 Word lists
 Common English spellings with phonemic symbols and standard dictionary symbols
 4 spelling rules

Unit: "Dictionary"
 History
 Discussion of Webster's Tenth New International
 Structure of dictionary

Unit: "The Meaning of Stories" (3 weeks)
The Haiku

LANGUAGE

COMPOSITION

(4 weeks)
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Beowulf
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ies (3 weeks)

Unit: "Form Classes" (5 weeks)
 Linguistics as the science of language
 Use of nonsense words
 Inflectional suffixes
 Derivational suffixes
 Structure, or function, words
 Form classes: noun, verb, adjective, adverb
 Functional shift of words
 (e.g., drive as a noun, verb, adjective)

Unit: "Spelling" (1 week)
 Development of the alphabet
 Word lists
 Common English spellings with phonemic symbols and standard dictionary symbols
 4 spelling rules

Unit: "Dictionary"
 History
 Discussion of Webster's Third New International
 Structure of dictionary

Program coordinated with literature and language
 More topics than can be assigned
 Thought and organization emphasized rather than mechanics
 Paragraph composition and its component sentences stressed
 Sentence functions: definition, explanation, example, comparison, analogy, description, narrative detail
 Opportunities for creative writing, exposition

LITERATURE

LANGUAGE

Allegorical Fables and Poems

Tolstoy, "The Mouse Who Lived Under the Granary" and "The Learned Son"

Lauren, "The Fox and the Grapes"

Crane, "The Blades of Grass," and "The Wayfarer"

Chaucer, "The Pardoner's Tale"

Symbolic Poems

Blake, "The Lamb" and "The Tiger"

Masefield, "Cargoes"

de la Mare, "The Listeners"

Sandberg, "Limited" and "Grass"

Shapiro, "Auto Wreck"

Frost, "Fire and Ice"

Wylie, "Parting Gift"

Thematic Poems

Crane, "The Heart" and "A Learned Man"

Blake, "The Sick Rose"

Fable and the Short Story

Maugham, "The Ant and the Grasshopper"

Weidman, "Sleeping Beauty"

Allegorical Stories

Forster, "Mr. Andrews"

Collier, "The Chaser"

Zemiatin, "God"

de la Mare, "The Riddle"

Thematic Stories

Bjornson, "The Father"

Perez, "If Not Higher"

Bradbury, "I See You Never"

de l'Isle-Adam, "The Doctor's Heroism"

Goldsmith, "The Disabled Soldier"

Zweig, "Kong at the Seaside"

Unit: "Myth Part 1: The Classical Myth" (8 weeks)

GRADE 7 (2)

LANGUAGE

COMPOSITION

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LITERATURE

LANGUAGE

Hamilton, Mythology
 Ovid, Metamorphosis
 Masefield, "The Surprise"
 Swift, "Baucis and Philemon"

Unit: "Religious Story Part 2:
 Ancient Hebrew Literature"
 (3 weeks)
 The Old Testament
 Chaucer, "Samson" in The
 Monk's Tale
 "Abraham and Isaac" from
The Chester Mystery Plays
 Betsky, "Hagar's Last Night
 at Abraham's"
 Langland, "Abraham and Moses"
 Blake, "The Lamb"

Unit: "Religious Story Part 3:
 American Indian Myth" (2 weeks)
 Weddle, "Sky Woman," "Evil-Minded
 and Good-Minded," "Raven's Deed,"
 "How Fire Came to the Earth"
 Schoolcraft, "Mon-Daw-Min, Or the
 Origin of Indian Corn"
 Weddle, "Island of the Dead",
 "Twins' Journey to the Sun"
 Homer, "Kingdom of the Dead"

Unit: "Stories of the American West"
 (2 weeks)
 Ballad: "The Wife Wrapped in
 a Wether's Skin," "Dandoo,"
 "The Buffalo Skinners," "Jesse
 James"
 Folklore of the Settlers and Their
 Descendants
 Novel: Shaefer, Shane
 Poetry: Lieterman, "I Am an
 American"; Yeoman, "Navajo
 Prayer"; Wood, "Brian O'Lin";
 Harte, "Chiquita"

GRADE 7 (3)

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LANGUAGE

COMPOSITION

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"Surprise"
and Philemon"

y Part 2:
Literature"

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Mystery Plays
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y Part 3:
Myth" (2 weeks)
man," "Evil-Minded
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of the Dead",
y to the Sun"
of the Dead"

American West"

ife Wrapped in
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kinners," "Jesse

Settlers and Their

, Shane
man, "I Am an
man, "Navajo
"Brian O'Lin";
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LITERATURE

LANGUAGE

Unit: "Autobiography" (4 weeks)
The Autobiography of Benjamin
Franklin

GRADE 7 (4)

LANGUAGE

COMPOSITION

in

UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

- Unit: "The Making of Heroes: The Nobleman in Western Culture" (8 weeks)
 Passages from Iliad (Achilles), Aeneid (Aeneas), Malory's La Mort D'Arthur (Sir Gawain and Sir Lancelot)
 Harte, "The Outcasts of Poker Flat"
Track A
 Crane, The Red Badge of Courage
Tracks A & B
 Boule, The Bridge Over the River Kwai
 Frank, The Diary of a Young Girl
 Lee, To Kill a Mockingbird
Tracks A, B, & C
 Hemingway, The Old Man and the Sea
Tracks B & C
 Rawling, The Yearling
 Washington, Up From Slavery
Track C
 Hope, The Prisoner of Zenda
 Scott, God Is My Co-Pilot
- Unit: "The Epic Hero" (4 weeks)
Tracks A & B
Beowulf
The Song of Roland
Track C
 Short passages from Beowulf
- Unit: "Journey Novel Hero: The Picaro" (4 weeks)
Track A
 Dickens, The Pickwick Papers

- Unit: "Syntax" (6 weeks)
 Inductive method
 Review of form class
 10 kernel sentences:
 (2) N-be-Adv., (3) N-be-Adv., (4) N-be-Adj., (5) N-be-Adv., (6) N-become-N, (7) N-give-N-N, (8) N-give-N-N, (9) N-N, (10) N-elect-N-N
 Headwords
 Finding patterns in subordinates
 Verbals
 Compounding elements
 patterns
- Unit: "Words and Their Meanings" (3 weeks)
 The nature of meaning for learning words, words
 Investigation to see context, exposure, verbal explanations
 In teacher's packet
 Theory of Meaning,
 "The Meaning of a Word"

LANGUAGE

COMPOSITION

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 Culture"
 (Achilles),
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 Over the
 f a Young
 ingbird
 Man and the
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 Slavery
 of Zenda
 Pilot
 eeks)
 Beowulf
 The
 ck Papers

Unit: "Syntax" (6 weeks)
 Inductive method
 Review of form classes
 10 kernel sentences: (1) N-V,
 (2) N-be-Adv., (3) N-V-Adj.,
 (4) N-be-Adj. (5) N-V-N,
 (6) N-become-N, (7) N-be-N,
 (8) N-give-N-N, (9) N-consider-
 N-N, (10) N-elect-N-N
 Headwords
 Finding patterns in sentences with
 subordinates
 Verbals
 Compounding elements of basic
 patterns

Unit: "Words and Their Meanings"
 (3 weeks)
 The nature of meaning: sources
 for learning words, how we learn
 words
 Investigation to secure meaning:
 context, exposure, examples,
 verbal explanations, dictionary
 In teacher's packet Ryle, "The
 Theory of Meaning," and Austin,
 "The Meaning of a Word"

At least one composition from each lit-
 erature unit relating to the central
 theme of the year's work - the heroic
 qualities of justice, courage, and
 control - to help students learn to
 write with honesty, to express ideas
 of value and to support them with evi-
 dence gained from reading and experience
 Ideas organized in logical sequence
 Investigation related to syntax
 Concentration on content, unity, and
 cohesion of the paragraph

LITERATURE

LANGUAGE

Tracks A & B

Cervantes, Don Quixote (abridged)
Le Sage, Gil Blas

Tracks A, B, & C

de Oni's translation of
Lazarillo de Formes
White, The Sword and the
Stone

Unit: "The Historical Novel Hero"
(4 weeks)

Track A

Dickens, A Tale of Two Cities
Tolstoy, War and Peace

Track B

Forbes, Johnny Tremain

Unit: "The Heritage of the Frontier"
(4 weeks) Choose one

Twain, Roughing It
Sandberg, Prairie Town Boy
Garland, A Son of the Middle
Border
Parkman, The Oregon Trail

GRADE 8 (2)

LANGUAGE

COMPOSITION

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UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

(Concept of genre)
Unit: "The Kinds: Attitude, Tone, Perspective"
Epigram
Limerick
The Parable
 "The Good Samaritan"
 "The Rich Man & Lazarus"
 "The Two Foundations"
The Fable
 de La Fontaine, "The Council Held by the Rats"
 Aesop, "Belling the Cat"
 Thurber, "The Little Girl and the Wolf"
The Pastoral
 Theocritus, "Daphnis and Damoetas"
 Herrick, "To the Maids That Walk Abroad"
 Swift, "A Gentle Echo on Woman"
The Ode
 Pindar, "The First Olympian"
 Shelby, "To a Skylark"
 Jerome, "Uncle Podger Hangs a Picture" from Three Men in a Boat
 White, "Mary White"
 Webb, "Birds in Flight"
 Excerpts from:
 Hudson, Birds in Town and Village
 Thoreau, Walden
 Gilbert, The Gondoliers
 Masters, Spoon River, Anthology

Unit: "The History of Language (Grade 8, 9, or 10)
 Picture of language as and continually changing
 A series of questions on foreign influences, v syntax of Early Modern Middle English, Old English"
Unit: "Dialect"
 Marckwardt, "Regional Variations"
 McDavid, "The Dialects of American English"
Unit: "Phonology" (3 weeks)
 Phonemic alphabet of Modern English
 Stress
 Pitch
 Juncture
Unit: "Syntax and the Rhetoric of the Sentence"
 Transformations
 Relocation (movement of tactical elements to clarify and exactness of definition)
 Elimination (tautology, extraneous or irrelevant)
 Expansion (illustration, definition, emphasis, and repetition)

LITERATURE

LANGUAGE

COMPOSITION

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| genre) mood, Tone, | <u>Unit:</u> "The History of Language" (Grade 8, 9, or 10) Picture of language as an orderly and continually changing phenomenon A series of questions: origins, foreign influences, word forms, syntax of Early Modern English, Middle English, Old English | <u>Unit:</u> "Uses of Language" Directive Informative Expressive Contractive Imaginative Cohesive Composition principles |
| "The Council Held the Cat" "The Little Girl and the Cat" | <u>Unit:</u> "Dialect" Marckwardt, "Regional and Social Variations" McDavid, "The Dialects of American English" | |
| "The Council Held the Cat" "The Little Girl and the Cat" | <u>Unit:</u> "Phonology" (3 weeks) Phonemic alphabet of Modern English Stress Pitch Juncture | |
| "The Council Held the Cat" "The Little Girl and the Cat" "The Council Held the Cat" "The Little Girl and the Cat" | <u>Unit:</u> "Syntax and the Rhetoric of the Sentence" Transformations Relocation (movement of syn- tactical elements to attain clarity and exactness of modi- fication) Elimination (tautologies, extraneous or irrelevant) Expansion (illustration, ampli- fication, emphasis, desirable repetition) | |
| "The Council Held the Cat" "The Little Girl and the Cat" | | |

LITERATURE

LANGUAGE

Unit: "Satire: Formal and Menippean"

Irony

Shelby, "Ozymandias"

Whitman, "When I Heard a Learned
Astronomer"

Southey, "The Battle of
Blenheim"

Sassoon, "Does It Matter?"

"They," "Base Details"

Parody

McGinley, "Death at Supper Time"

Longfellow, "The Children's Hour"

Direct attacks satire

Horace, "On Avarice"

Pope, "On Lousy Writers"

Animal fable satireAesop

Thurber, "The Rabbits Who
Caused All the Trouble"

Langland, "Belling the Cat"

Swift, "The Spider and The Bee"

Orwell, Animal Farm

"Human fable" satire

Cummings "of Ever-Ever Land i
speak"

Wibberley, The Mouse That
Roared

Unit: "Idea of a Play: The Greek,
The Renaissance, the Modern"
Aristophanes, The Frogs (selections)
Beaumont and Fletcher, Knight
of the Burning Pestle
Wilder, Our Town

Unit: "Comedy"
Excerpts from:
Connelly, The Green Pastures
Kerr, Our Hearts Were Young & Gay
Lindsay and Crouse, Life With
Father

GRADE 9 (2)

LANGUAGE

COMPOSITION

LITERATURE

LANGUAGE

Galbrarh and Carey, Cheaper by
the Dozen

Wilde, The Importance of Being
Earnest

Shaw, Arms and the Man

Shakespeare, Twelfth Night

Plautus, The Rope

Unit: "The Epic"

Rees translation of The Odyssey
(Rouse translation for slower
students)

Masefield, "The Surprise"

Grimm, "The Owl"

Tennyson, "Ulysses"

GRADE 9 (3)

LANGUAGE

COMPOSITION

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UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

Unit: "Man's Picture of Nature"
(11 weeks)
Science and religion
Einstein, "About Religion,"
"Religion and Science:
Irreconcilable?"
Weil, "Forms of the Implicit
Love of God"
American Indian tradition
Classical tradition
Greek nature myth: Odyssey,
Book XII
Renaissance nature myth:
Spencer, Faerie Queen, Book II
Roman nature myth: Virgil,
Aeneid, Books I & X
Ladder of love: excerpt from
Plato's Symposium
The piper at the gates of dawn:
excerpt from Grahame's The Wind
in the Willows
Hebraic - Christian tradition
Johnson, "The Creation"
Psalms 8, 18, 104
Matthew, Chapter 6
St. Francis, "The Canticle of
the Sun"
Excerpt from Dante's Divine
Comedy
Weil, Waiting for God
The age of reason
Berkeley, "Principles of Human
Knowledge"
Excerpts from Paley's Natural
Theology and Pascal's Notes on
Religion and Other Subjects

Unit: "The Rhetoric of the Sentence"
A new approach to rhetoric
(Christensen's)
The principles of addition
(modifiers)
Levels of structure
(multilevel sentences)

Unit: "The Rhetoric of the Paragraph"
Exposition
Coordinate, subordinate, and
mixed sequences in paragraphs

LANGUAGE

COMPOSITION

Unit: "The Rhetoric of the Sentence"
A new approach to rhetoric
(Christensen's)
The principles of addition
(modifiers)
Levels of structure
(multilevel sentences)

Unit: "Rhetoric: Induction and the
Whole Composition"
Kinds of writing
Kinds of problems in writing
Invention: Finding Something
to Say
Logic: Being Clear About What
You Need to Know
Arrangement: Finding a Way to
Say It
Composition exercises

Unit: "The Rhetoric of the Paragraph"
Exposition
Coordinate, subordinate, and
mixed sequences in paragraphs

LITERATURE

LANGUAGE

The romantic movement

Blake, "The Tiger," "The Lamb"

Keats, "To Autumn"

Wordsworth, "Lines Written in

Early Spring," "The Tables

Turned," "The World Is Too Much

with Us"

Byron, Childe Harold's Pil-

grimage, Canto IV, Stanza

CLXXVII

Coleridge, "Animal Poetae"

The modern dilemma

Crane, The Open Boat

Unit: "The Leader and the Group"
(9 weeks)

Golding, Lord of the Flies

Machiavelli, The Prince

Shakespeare, Julius Caesar

Kennedy, Profiles in Courage

Guareschi, The Little World

of Don Camillo

Passages from:

Aristotle, Ethics and Politics

Cicero, Laws and Republic

St. Augustine, The City of God

John of Salisbury, Policraticus

Machiavelli, Discourses

Locke, Second Treatise on Civil

Government

Jefferson, Letters, Collected

Writings

Unit: "Sin and Loveliness" (9 weeks)

Hawthorne, "Young Goodman Brown"

Conrad, "The Lagoon"

Steinbeck, The Pearl

Coleridge, "The Rime of the Ancient
Mariner"

Hardy, Return of the Native or

Tolstoy, Resurrection

GRADE 10 (2)

LANGUAGE

COMPOSITION

LITERATURE

LANGUAGE

Unit: "Tragedy" (9 weeks)
Ancient: Sophocles, Oedipus
the King
Book of Job
Elizabethan: Marlowe, Doctor
Faustus
Modern: Synge, "Riders to
the Sea"

GRADE 10 (3)

LANGUAGE

COMPOSITION

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UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

Unit: "Individualism and Nature"
(Transcendentalism)
Emerson, "The American
Scholar," "The Divinity
School Address," "Compensation,"
"Self-Reliance," "The Over-Soul"
Thoreau, Walden, "On the Duty
of Civil Disobedience"
Whitman, Leaves of Grass
(26 selected poems)
Dickenson, Poems, published
by Dell

Unit: "Sin and Loneliness"
Hawthorne, The Scarlet Letter
Melville, Billy Budd
Twain, The Adventures of
Huckleberry Finn
Faulkner, The Unvanquished

Unit: "Satire: American Materialism"
Lewis, Babbitt
Fitzgerald, The Great Gatsby
Eliot, The Waste Land
A study of satiric techniques

Unit: "Man and Nature: The Search
for Form"
Cather, My Antonia
Frost, Robert Frost's Poems,
published by Washington
Square Press

Unit: "'Meaning': Looking at the D
Analysis of several essays to
we say, to work with analogi
realize that there is more t
own ideas

ENGLISH (Grades 1-12)

GRADE 11

LANGUAGE

COMPOSITION

Unit: "Meaning": Looking at the Drift - The Meaning of the Whole"
Analysis of several essays to develop a method to learn to look at what we say, to work with analogies and contraries, to stress content, to realize that there is more than one point to the whole essay, to use our own ideas

on,"
soul"

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UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

LANGUAGE

Unit: "The Writer and the Class System:
The Social Novel"
Austen, Pride and Prejudice
Dickens, Great Expectations
Hardy, The Mayor of Casterbridge

Unit: "Senecan Revenge Tragedy"
Seneca, Thyestes
Kyd, The Spanish Tragedy
Shakespeare, Hamlet

Unit: "The Christian Epic"
Spenser, The Faerie Queene,
Book I
Milton, Paradise Lost

Unit: "Restoration and Augustan
Satire"
Direct attack
Dryden, "Essay on Satire," "On
Lazy Students and 'Rich Kids'"
Swift, "A Description of a
City Shower," "Verses on the
Death of Dr. Swift, D.S.P.D."
Pope, "To Augustus," "The First
Epistle of the First Book of
Horace," "The Second Satire of
the Second Book of Horace"
Human fable
Dryden, "The Nature of Menippean
Satire," "Absalom and Achitophel"
Swift, "The Tale of Peter, Martin,
and Jack" from a Tale of a Tub,
"A Modest Proposal," Gulliver's
Travels, Books I, II, III
Animal fable
Mandeville, "Fable of the Bees"
Dryden, The Hind and the Panther

(Grades 1-12)

GRADE 12

LANGUAGE

COMPOSITION

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LITERATURE

LANGUAGE

Swift, "The Fable of the Spider
and the Bee," Gulliver's Travels,
Book IV

Parody

Pope, The Rape of the Lock

Unit: "The Writer as Rebel and Prophet:
Poetry of the Early Nineteenth
Century"

Re-examination of nature

Blake, "The Lamb," "The Tiger"

Wordsworth, The Prelude, Book
VIII, "Tintern Abbey"

Coleridge, "The Lime Tree Bower
My Prison"

Keats, "To Autumn"

The revolt against society

Wordsworth, The Prelude, Books
IX, XI

Blake, "Holy Thursday," "The
Chimney Sweeper"

Shelly, Prometheus Unbound, Act
III, Sc. IV; Act IV, Sc. I

Byron, "The Prisoner of Chillon"

The function of poetry and the power
of imagination

Wordsworth, "Expostulation and
Reply," "The Tables Turned,"

The Prelude, Books XII, XIV

Coleridge, "The Eolian Harp,"
"Kubla Kahn"

Shelly, "To a Skylark"

The sonnet

Wordsworth, "London, 1802,"

"It is a Beauteous Evening,"

"Composed Upon Westminster Bridge"

Shelly, "England in 1819,"

"Ozymandias"

Keats, "When I Have Fears," "On

First Looking Into Chapman's Homer"

GRADE 12 (2)

LANGUAGE

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"On
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LITERATURE

LANGAUGE

The ode

Coleridge, "Dejection: An Ode"
Shelly, "Ode to the West Wind"
Keats, "Ode to a Nightingale,"
"Ode to a Grecian Urn"
Wordsworth, "On Intimations of
Immortality"

The metrical romance

Coleridge, "The Rime of the Ancient
Mariner," "Christabel"
Keats, "La Belle Dame Sans Merci,"
"The Eve of St. Agnes"

GRADE 12 (3)

LANGAUGE

COMPOSITION

University of Nebraska Project English (Grades 1-12)

Appraisals of project

Dr. Albert R. Kitzhaber in College Composition and Communication, October

"Fine elementary school materials, especially those in literature analysis and understanding fostered by the materials, the literary integ exhibit are quite as new in their way to mass public education, quite as tional grammar."

English (Grades 1-12)

College Composition and Communication, October, 1967:

materials, especially those in literature and composition ... the kind of literary
mastered by the materials, the literary integrity, and the careful sequence they
their way to mass public education, quite as much without precedent, as transforma-

NORTHERN ILLINOIS UNIVERSITY CURRICULUM CENTER PROJECT ENGLISH

"Materials and Methods for Teaching Structural and Generative Grammar"

Phonology

15-day unit in phonemics
Suprasegmental phonemes

Morphology

Parts of speech
Morphemics and vocabulary study
Derivational suffixes

History of the Language

History of the sounds of English (4 days)
Development of grammatical signals of Modern English (10 days)
Historical development of English spelling (5 days)
Etymology (10 days)

Transformational Grammar for High School

Introduction to transformational grammar (5 days)
Phrase structure rules (10 days)
Double-base and single-base transformations (5 - 20 days)
Transformational grammar and writing

Students reported materials in phonology and morphology useful in self-reactions as to the relevance of the history and transformational grammar, that transformational grammar had helped their students' writing, but not the reasons underlying their students' errors, and it made students more

TY CURRICULUM CENTER PROJECT ENGLISH

Teaching Structural and Generative Grammar" 566 pages developed

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ary study

of English (4 days)
tical signals of Modern English (10 days)
t of English spelling (5 days)

or High School

formational grammar (5 days)
s (10 days)
e-base transformations (5 - 20 days)
mar and writing

s in phonology and morphology useful in spelling, punctuation and diction. They had mixed
nce of the history and transformational grammar to their writing. Teachers could not say
mar had helped their students' writing, but it did give teachers an understanding of the
students' errors, and it made students more sensitive to these writing errors.

Northwestern University Curriculum Center in English (Grades 7-12)

Lessons in the Basic Processes in Composition

Ten lessons requiring students to examine writing models by professional writers
(Time: three two-week segments)

Classification and Individualization

Introductory Lessons - Stages of Observation, Classification, Individualization

- Lesson I - Classification: Its Meaning and Process
- Lesson II - Exercises in Classifying; Classifying Actions
- Lesson III - Using Classifying Details for Accurate Reporting
- Lesson IV - Review and Reinforcement
- Lesson V - The Communication Situation
- Lesson VI - Models on the Communication Situation
- Lesson VII - Classifying, Individualizing, and Writer's Intention
- Lesson VIII - Individualization
- Lesson IX - Reinforcing Exercises in Individualization
- Lesson X - Writer's Attitude and Choice of Terms

Composition

to examine writing models by professional authors and to write original compositions

tion

Observation, Classification, Individualization

Its Meaning and Process

ifying; Classifying Actions

Details for Accurate Reporting

cement

Situation

munication Situation

idualizing, and Writer's Intention

ses in Individualization

and Choice of Terms

Northwestern University Curriculum Center in English (Grades 7-12)

Lessons in the Basic Processes in Composition

Eight lessons requiring students to examine writing models by profes

Reporting Sensory Impressions

- Lesson I - Sensory Impressions
- Lesson II - Reporting Tactile Sensations
- Lesson III - Analysis for Sensory Impressions
- Lesson IV - Sounds
- Lesson V - Odor Sensations
- Lesson VI - Describing Movement
- Lesson VII - Remembered Impressions; Abstractions
- Lesson VIII - The Writing Process

Curriculum Center in English (Grades 7-12)

Grade 8

Unit in Composition

Students to examine writing models by professional authors and to write original compositions

Topics

Impressions
Tactile Sensations
Sensory Impressions

Impressions
Movement
Impressions; Abstractions
Process

Northwestern University Curriculum Center in English (Grades 7-12)

Lessons in the Writing Process (instruction in journalistic prose)

Unit: "Introduction to the Writing Process"

Oral language
Nature of words
Written language
Tracing the growth of an article

Unit: "The Journalistic Report" (5 lessons)

Simple forms of reporting

Unit: "The Journalistic Analysis" (11 lessons)

Analysis of Brier's "A Thunderbolt and Churchill"
Comparison of two analytic essays
Writing analyses

Unit: "The Journalistic Evaluation" (10 lessons)

Subject matter that can be developed in evaluative writing
Structural and organizational characteristics of evaluation
Logical process in evaluation
Criticizing one's own evaluative writing

Curriculum Center in English (Grades 7-12)

Grade 9

ess (instruction in journalistic prose)

Writing Process"

on article

ort" (5 lessons)

ng

alysis" (11 lessons)

Thunderbolt and Churchill"
ytic essays

uation" (10 lessons)

to be developed in evaluative writing
ational characteristics of evaluation
uation
evaluative writing

Northwestern University Curriculum Center in English (Grades 7-12)

Writer and Audience

A two-unit teaching guide presenting study notes and writing problems developed around students in establishing a voice, or "persona", and in identifying an effective audience.

Unit: "Identifying the Writer"

Character-revelation in plays

The author strikes a pose

Voice (persona) defines vision (writer's way of looking at things in general and the "things in general") in poetry and mass media

Young voices (student writers)

Unit: "Identifying the Audience"

A process described differently for four different audiences

The establishment of an audience

The development of one theme through several different materials

Different tones of one voice (adapting to different audiences)

The voices of public men

Center in English (Grades 7-12)

Senior High School

ating study notes and writing problems developed around writing models to help
ce, or "persona", and in identifying an effective audience

writer's way of looking at things in general and the specific subject as part of
and mass media

for four different audiences

rough several different materials
adapting to different audiences)

Northwestern University Project English (Grades 7-12)

Appraisal

Dr. Albert R. Kitzhaber in College Composition and Communication, October

"Excellent composition units ... systematic and perceptive instruction

Dr. G. Robert Carlsen, University of Iowa, in English Journal, October, 1961

"Northwestern suggests ... attention to the steps in the writing process, audience, and situation. There is also a healthy emphasis on establishing a context that will encourage experimentation with linguistic resources instead of a reliance on than frigid correctness. These developments seem to offer the most provocative

lish (Grades 7-12)

ge Composition and Communication, October, 1967:

ts ... systematic and perceptive instruction in the composing process."

ty of Iowa, in English Journal, October, 1967:

attention to the steps in the writing process and to interaction of style,
is also a healthy emphasis on establishing the kind of classroom environment
tion with linguistic resources instead of the kind that fosters little more
developments seem to offer the most provocative new ideas in composition."

OHIO STATE UNIVERSITY PROJECT ENGLISH (GRADES 9-10)

"The Effect of a Study of Transformational Grammar on the Writing of Ninth-Grade Students"

Two-year experiment at the Ohio State University School with 50 ninth-grade students. Samples of writing of the experimental and control group collected during three months of the experimental period and analyzed for (1) structural quality, (2) well-formed to malformed sentences, and (3) the trend in the frequency of errors occurred.

Prose Analysis for Assessment of the Grammatical Quality of Sentences

Embedding Transformations

Noun Expansion

1. Relative Clause (Be): I admire my English teacher, who is a scholar.
2. Adjective (by deletion and obligatory placement): A handsome lad.
3. Relative Clause (Have): The book which had no index.
4. With-phrase: A book with an index.
5. Relative Clause (Vb): The boy who scored the touchdown.
6. Cumulative Adjective (by deletion and optional placement): A small smile.
7. Compounds: He stepped into the building.
8. Genitive: The horse's mouth/The mouth of the horse

Noun Replacement

9. That + S as subject: That I am failing the course disturbs me.
10. (That) S as object: I know he is a diligent student.
11. WH and S as subject: What he has already learned astonishes me.
12. WH and S as object: I know what annoys him.
13. WH and Inf. as subject: What to visit at the Fair is a problem.
14. WH and Inf. as object: My cousin knows what to visit.
15. Nominal Inf. of Obligation: Here is a book for you to know.
16. Inf. as subject: To appear on television is an exciting experience.
17. Inf. as object: I tried to answer the question intelligently.
18. Inf. of purpose: The exercises are designed to help you.
19. Gerundive Nominal: Tom's hot-rodding disturbed his mother.
20. Gerundive Nominal of Purpose: I have a knack for getting into the car.
21. Abstractive Nominal: His eagerness to depart surprised me./I admire

PROJECT ENGLISH (GRADES 9-10)

Study of Transformational Grammar on the Writing of Ninth and Tenth Graders"

at the Ohio State University School with 50 ninth-graders (and as tenth graders).
of the experimental and control group collected during first three months and the last
of the experimental period and analyzed for (1) structural complexity, (2) the proportion of
formed sentences, and (3) the trend in the frequency and kinds of misoperations that

Assessment of the Grammatical Quality of Sentences

Transformations

Case (Be): I admire my English teacher, who is a scholar.
(deletion and obligatory placement): A handsome lad.
Case (Have): The book which had no index.
A book with an index.
Case (Vb): The boy who scored the touchdown.
Subjective (by deletion and optional placement): A smiling girl.
He stepped into the building.
The horse's mouth/The mouth of the horse

Subject: That I am failing the course disturbs me.
Object: I know he is a diligent student.
Subject: What he has already learned astonishes me.
Object: I know what annoys him.
Subject: What to visit at the Fair is a problem.
Object: My cousin knows what to visit.
Object of Obligation: Here is a book for you to know.
Subject: To appear on television is an exciting experience.
Object: I tried to answer the question intelligently.
Object: The exercises are designed to help you.
Nominal: Tom's hot-rodding disturbed his mother.
Nominal of Purpose: I have a knack for getting into trouble.
Nominal: His eagerness to depart surprised me./I admire the girl's reluctance to go.

OHIO STATE UNIVERSITY PROJECT ENGLISH (GRADES 9-10)

Adjective Expansion

22. Adjective and Inf.: You are free to get an education.
23. Adjective and That clause: I am happy that you have enrolled
24. Adjective and Gerundive: Lures are excellent for catching f

Verb Expansion

25. VTa: I caught him stealing the money.
26. VTb: I prevented him from stealing the money.
27. VTc: I advised him to return the money.
28. VTd: I considered him to be a thief.
29. VTe: I let him return the money.
30. VTf: I called him a fool.
31. VTg: I made him angry.
32. VTh: I put the car in the garage.
33. Vin and C: I kept on talking.

Adverbial Replacement

34. Adverbial Replacement in Loc, Tm, Mot, or Man: You may go wh
35. Adverbial Replacement (c): He is happy because she smiled at

Adverbial Expansion

36. Adverbial Expansion of Man and C: The lawyer spoke so rapidl

CONJOINING TRANSFORMATIONS

37. Conjoining: The boat sank but nobody drowned.

DELETING TRANSFORMATIONS

38. Common elements deletion: His lonely hotel seemed cold and h
39. WH and BE deletion: The boy who is starting at quarterback
40. Adverbial embedment deletion: As if he had been asked, he sa

SIMPLE TRANSFORMATIONS

41. Passive: The boy hit the ball. - The ball was hit (by the bo

GLISH (GRADES 9-10)

(2)

are free to get an education.
I am happy that you have enrolled.
Lures are excellent for catching fish.

ng the money.
n stealing the money.
urn the money.
be a thief.
e money.

e garage.
king.

Loc, Tm, Mot, or Man: You may go wherever you wish.
He is happy because she smiled at him.

n and C: The lawyer spoke so rapidly that he confused the jury.

nk but nobody drowned.

His lonely hotel seemed cold and his lonely hotel seemed damp.
boy who is starting at quarterback is in my class.
ion: As if he had been asked, he sat down to dinner with us.

ball. - The ball was hit (by the boy).

OHIO STATE UNIVERSITY PROJECT ENGLISH (GRADES 9-10)

42. It-Inversion: It is surprising that we won the game.
43. There-Inversion: There is a thief among us.
44. Question: Are you going to the game?
45. Negation: He did not see the mirage in the desert.
46. Negation-shift: I advised him not to enroll.- I didn't (di

The sentence evaluation techniques consisted of three scores: structure, error change (misapplication of a transformational rule where another is required, use where none is needed, omission of a required element).

CONCLUSIONS OF THE STUDY

1. High school students can learn the principles of generative grammar.
2. A knowledge of generative grammar enables students to increase the number of well-formed sentences they write.
3. Statistical analysis suggests, but does not prove, that the acquisition of generative grammar and an ability to produce well-formed sentences are related.
4. The grammar of English is never fully mastered.
5. A knowledge of generative grammar can enable students to improve their writing.

ENGLISH (GRADES 9-10)

Surprising that we won the game.

Who is a thief among us.

Why go to the game?

How do you see the mirage in the desert.

Why did he advise him not to enroll.- I didn't (did not) advise him to enroll.

Questions consisted of three scores: structural complexity, proportion of well-formed sentences (misapplication of a transformational operation, use of one transformation when none is needed, omission of a required transformation).

Students can learn the principles of generative grammar.

Generative grammar enables students to increase significantly the proportion of well-formed sentences they write.

Research suggests, but does not prove, that there is a relation between a knowledge of generative grammar and an ability to produce well-formed sentences of greater structural complexity.

Generative grammar is never fully mastered.

Generative grammar can enable students to reduce the occurrence of errors in their writing.

UNIVERSITY OF OREGON CURRICULUM CENTER (Grades 7-12)

LITERATURE

LANGAUGE

- Literature as expression of ideas. It has subject, form, and point of view.
- Unit: "What Goes on in Literature?"
 Southey, "Bishop Hatto"
 Russell, "The Price of the Head"
- Unit: "Traditional Ballads"
 "Get Up and Bar the Door"
 "The Wife of Usher's Well"
 "Barbara Allen's Cruelty"
 "Lord Randall"
 "Edward, Edward"
 "Johnnie Armstrong"
 "Sir Patrick Spens"
 "The Devil and the Farmer's Wife"
 "John Henry"
 "Gerry's Rocks"
 "The Tenderfoot"
- Unit: "Literary Ballads"
 Housman, "Farwell to Barn and Stack and Tree"
 Kipling, "Danny Deever," "Ballad of East and West"
 von Goethe, "The Erl-King"
 Service, "The Creation of Sam McGee"
 Noyes, "The Highway"
 Lanier, "The Revenge of Hamish"
 Browning, "The Pied Piper of Hamelin"
 Southey, "The Inchcape Rock"
 Tennyson, "The 'Revenge'"
 Morris, "The Haystack in the Floods"
 "Abdul Abulbal Amir"
- Unit: "Fables, Parables, and Proverbs"
 Aesop, "The Fox and the Grapes,"
 "The Hare and the Tortoise,"

- Transformation grammar
 Phrase rules
 Sentence
 Noun phrase
 Verb phrase
 Main verb phrase
 Auxiliary
 Tense
 Manner adverbials
 Place adverbials
 Time adverbials
 Dialects
 Usage (agreement and verb forms)
 Punctuation
 Spelling: rules, the apostrophe, troublesome pairs, word lists
 Dictionary

LANGUAGE

COMPOSITION

ion of
t, form,
rature?"
p"
f the Head"
oor"
Well"
lty"
rmer's Wife"

Barn and
r," "Ballad
King"
n of Sam

f Hamish"
iper of Hamelin"
e Rock"
ge"
in the Floods"

d Proverbs"
he Grapes,"
rtoise,"

Transformation grammar
Phrase rules
Sentence
Noun phrase
Verb phrase
Main verb phrase
Auxiliary
Tense
Manner adverbials
Place adverbials
Time adverbials
Dialects
Usage (agreement and verb forms)
Punctuation
Spelling: rules, the apostrophe,
troublesome pairs, word lists
Dictionary

Rhetoric as substance, structure, style
Journals
Observation (using the senses, des-
cription of people)
Comparison
Dialogue
Using one's own experiences in narr-
ation and description

LITERATURE

LANGUAGE

"The Ant and the Grasshopper,"
"The Lion and the Mouse," "The
Dog and the Wolf"
Krilof, "The Elephant in Favor"
Thurber, "The Birds and the Foxes"
St. Matthew, "The Sower"
St. Luke, "Prodigal Son"

Unit: "Mythology"

Greek

Drake, "The Creation," "The Golden
Age," "The War in Heaven," "The
Reign of Zeus," "Prometheus Creates
Man," "Prometheus Brings Fire to
Man," "The Punishment of Prometheus,"
"Pandora's Box," "Deucalion and the
Flood"
Groves, "The Labors of Heracles,"
"Orpheus," "Daedalus," "Bellerophon,"
"Jason and the Golden Fleece," "Perseus"

Norse

Coolidge, "The Creation," "The Fenris
Wolf," "Hymer's Caldron," "Thor and the
Giant King," "Baldur, the Beautiful"
"The Twilight of the Gods"

Unit: "The Folktale"

The Cinderella Theme

"Jack Frost" (Russian)
Yutang, "Cinderella" (Chinese)

The Beauty and the Beast Theme

"The Small-Tooth Dog" (English)
"The Frog Princess" (Russian)

The Ugly Duckling Theme

"The Enchanted Princess" (German)
"Ivan the Simpleton" (Russian)

Unit: "Short Stories"

Kipling, "The White Sea!"
Bradbury, "The Flying Machine"
Connell, "The Most Dangerous Game"

GRADE 7 (2)

LANGUAGE

COMPOSITION

ssshopper,"
use," "The

in Favor"
nd the Foxes"
er"
on"

" "The Golden
eaven," "The
ometheus Creates
rings Fire to
nt of Prometheus,"
eucalion and the
of Heracles,"
s," "Bellerophon,"
en Fleece," "Perseus"

on," "The Fenris
dron," "Thor and the
, the Beautiful"
Gods"

n)
(Chinese)
ast Theme
(English)
(Russian)
e
ess" (German)
(Russian)

deal"
Machine"
ngorous Game"

LITERATURE

LANGUAGE

Poe, "The Tell-Tale Heart"
Brown, "The Fifty-first Dragon"
Steinbeck, "The Gift"
Buck, "The Old Demon"
Saki, "The Interlopers"
Jackson, "Charles"
Daudet, "The Last Lesson"
Saroyan, "Locomotive 38, the
Ojibway"
Merimee, "Mateo Falcone"
Lessing, "Through the Tunnel"

GRADE 7 (3)

LANGUAGE

COMPOSITION

UNIVERSITY OF OREGON CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

LANGUAGE

Unit: "Narrative Poetry"
Auden, "The Quarry"
Scott, "Lochinvar"
Southey, "The Battle of Blenheim"
Arnold, "The Forsaken Merman"
Frost, "Out, Out--" "The Runaway"
Byron, "The Prisoner of Chillon,"
"The Destruction of Sennacherib"
Tennyson, "The Charge of the Light
Brigade," "The Lady of Shalott"
Noyes, "The Ballad of Dick Turpin"
Masefield, "Spanish Waters"
Longfellow, "The Skeleton in
Armor"
Keats, "La Belle Dame Sans Merci"

Unit: "Lyric Poetry"
Dickinson, "A Narrow Fellow in
the Grass," "Success Is Counted
Sweetest," "There Came a Wind"
Hardy, "The Man He Killed"
Coffin, "The Crystal Moment"
Frost, "Stopping by Woods on a
Snowy Evening," "Dust of Snow"
Masefield, "Sea-Fever"
Tennyson, "The Eagle," "Flower
in a Crannied Wall"
Longfellow, "The Tide Rises, the
Tide Falls"
"Psalm 104"
"Job" 39: 19-25
Eliot, "Prelude #1"
Keats, "The Grasshopper and
the Cricket"
de la Mare, "All but Blind"
Stephens, "The Shell"
Swenson, "The Centaur"
Wilbur, "Digging for China"
Sandburg, "Arithmetic"

Transformation grammar
Deep structure (kernel sentence)
Surface structure resulting from change
made in deep structure=transformation
Compounds
Deletions
Sentences within sentences: adjectives
Embedded sentences:
relative clauses,
place adverbials,
appositives,
possessives
Writing systems: picture, logographs
(Chinese), phonetic
Features of sounds
Usage: verb forms, pronoun agreement
Punctuation
Spelling: rules, troublesome pairs,
word lists

(Grades 7-12)

GRADE 8

LANGUAGE

Transformation grammar
Deep structure (kernel sentence)
Surface structure resulting from change
made in deep structure=transformation
Compounds
Deletions
Sentences within sentences: adjectives
Embedded sentences:
relative clauses,
place adverbials,
appositives,
possessives
Writing systems: picture, logographs
(Chinese), phonetic
Features of sounds
Usage: verb forms, pronoun agreement
Punctuation
Spelling: rules, troublesome pairs,
word lists

COMPOSITION

Rhetoric: substance, structure,
and style
Expository writing
Narrative writing
Creating humor
Creating suspense
Creating drama
Persuasion

LITERATURE

LANGUAGE

Unit: "Nonfiction"
Autobiography
Thomas, "Conversation About Christmas"
Lee, "The Kitchen"
Bowen, "Dancing in Daylight"
Stegner, "The Dump Ground"
Golding, "The English Channel"
Douglas, "Deep Water"
Travel and Adventure
Excerpts From:
Ridgway, Rowing the Atlantic
Nansen, Farthest North
Lindbergh, We
Byrd, Alone
de Saint-Expuery, Wind, Sand and Stars
Reportage
Excerpts from:
Churchill, The Battle of Britain
Murrow, In Search of Light
Lawrence, "Dawn Over Zero"
"United States War Department Release on New Mexico Test, July 16, 1945"

Unit: "The Short Story"
Bradbury, "The Fog Horn"
Stegner, "The Wolfer"
Poe, "The Cask of Amontillado"
Dahl, "The Wish"
Saki, "Sredni Vashtar"
Thurber, "The Greatest Man in the World"
Hawthorne, "The Gorgon's Head"
Benet, "By the Waters of Babylon"
Jackson, "The Break"

Unit: "Drama"
Glaspell, "Trifles"
Milne, "The Ugly Duckling"

GRADE 8 (2)

LANGUAGE

COMPOSITION

LITERATURE

LANGUAGE

Unit: "The Novel"
London, The Call of the Wild

GRADE 8 (3)

LANGUAGE

COMPOSITION

University of Oregon Curriculum Center (Grades 7-12)

Literature

- Unit: Ninth grade theme = the "Journey"
"Reorientation"
Crane "The Open Boat" "Fictionized Autobiography"
Twain, Roughing It (first 41 chapters)
- Unit: "Novel"
Hemingway, The Old Man & the Sea
- Unit: "The Short Story"
Cather, "Paul's Case"
Jacobs, "The Monkey's Paw"
Lardner, "Haircut"
Poe, "The Cask of Amontillado"
- Unit: "Lyric Poetry"
Dickinson, "A Narrow Fellow in the Grass,"
"There Is No Frigate Like a Book"
Frost, "Dust of Snow," "Stopping by Woods
on a Snowy Evening"
Holmes, "Nearing the Snow-Line"
Hood, "I Remember, I Remember"
Housman, "When I Was One-and-Twenty"
Hunt, "Jenny Kiss'd Me"
Keats, "On the Grasshopper & the Cricket,"
"On First Looking Into Chapman's Homer"
Longfellow, "Ultima Thule"
Masfield, "Sea Fever"
Poe, "Eldorado"
Shakespeare, "Winter"
Tennyson, "The Eagle"
Wordsworth, "She Dwelt Among the Untrodden Ways"
Yeats, "The Lake Isle of Innisfree"
- Unit: "Drama"
Shakespeare, The Merchant of Venice
- Unit: "Medieval Romance"
Legends of King Arthur
- Unit: "Myth"
The Fair Maid of Astolat

Literature

Grade theme = the "Journey"
 Orientation"
 e "The Open Boat" "Fictionized Autobiography"
 n, Roughing It (first 41 chapters)
 el"
 ngway, The Old Man & the Sea
 Short Story"
 er, "Paul's Case"
 obs, "The Monkey's Paw"
 ner, "Haircut"
 "The Cask of Armentillado"
 ic Poetry"
 kinson, "A Narrow Fellow in the Grass,"
 There Is No Frigate Like a Book"
 st, "Dust of Snow," "Stopping by Woods
 n a Snowy Evening"
 nes, "Nearing the Snow-Line"
 d, "I Remember, I Remember"
 sman, "When I Was One-and-Twenty"
 t, "Jenny Kiss'd Me"
 s, "On the Grasshopper & the Cricket,"
 On First Looking into Chapman's Homer"
 gfellow, "Ultima Thule"
 efield, "Sea Fever"
 . "Eldorado"
 kespeare, "Winter"
 hyson, "The Eagle"
 rsworth, "She Dwelt Among the Untrodden Ways"
 ts, "The Lake Isle of Innisfree"
 ama"
 kespeare, The Merchant of Venice
 dieval Romance"
 ends of King Arthur
 th"
 Fair Maid of Astolat

Language

Unit: "Lexicography"
 Need for dictionaries
 How lexicographies work
 Unit: "History of English"
 Language change
 Historical background of
 Early Modern English
 Early Modern English
 The vocabulary
 The grammar
 Unit: "Transformation Grammar"
 Expansion of transitive verbs
 Determiners
 Imperatives
 Questions
 The negative

University of Oregon Curriculum Center (Grades 7-12)

Composition

- Unit: "One Day, One Time, One
Exercises on chronological
use of observations, v
a lively manner, descri
Writing models from Twain
- Unit: "It's All in Knowing How
Process"
Explaining a process or
Writing models from Twain
- Unit: "Words, Meanings, Contexts"
Exercises which place words
contexts to show the
possible for single words
Literature examples: The
"Sale" by Miles, "Jabberwocky"
- Unit: "Generally Speaking"
The principles of generalization
qualification and support
Models: Roosevelt's "Hunting"
Pyle's "On the
Beebe's "The Journey"
Burder's "The C
Thurber's "What"
- Unit: "Flight of Fancy"
Acquaints the student with
of view, human and non-human
Models: "Storm on Land,"
Burton Raffel;
Murphy's "The P
Marcius's the I
and mehitabel,
Travels

Composition

- Unit: "One Day, One Time, One Place"
Exercises on chronological order,
use of observations, writing in
a lively manner, description, emphasis
Writing models from Twain and Dickens
- Unit: "It's All In Knowing How: A Unit on
Process"
Explaining a process or an event
Writing models from Twain and Dickens
- Unit: "Words, Meanings, Context"
Exercises which place words in different
contexts to show the range of meanings
possible for single words.
Literature examples: The Merchant of Venice,
"Sale" by Miles, "Jabberworky" by Carroll
- Unit: "Generally Speaking"
The principles of generalization,
qualification and support
Models: Roosevelt's Hunting the Grizzly,
Pyle's "On the Road to Berlin,"
Beebe's "The Jungle Sluggard,"
Burder's "The Children of Conformity,"
Thurber's "What a Lovely Generalization"
- Unit: "Flight of Fancy"
Acquaints the student with imagined points
of view, human and nonhuman
Models: "Storm on Land," "Translated by
Burton Raffel; Wovef's "Flush,"
Murphy's "The Peregrine Falcon,"
Marcius's the lives and times of archy
and mehitabel, Swift's Gulliver's
Travels

University of Oregon Curriculum Center (Grades 7-12)

| <u>Literature</u> | <u>Language</u> |
|--|--|
| Unit: "Shakespeare's <u>Julius Caesar</u> " <u>Julius Caesar</u> <u>Plutarch's Lives</u> (Caesar, Brutus, Mark Antony) | Unit: "History of English" Seventh Century English <u>Julius Caesar</u> Style, grammar, la Introduction to Middle |
| Unit: "Autobiography" Bowen, "Dancing in Delight" Churchill, "School Days" Koestler, "Ahor and Babo," "The Hour Glass" Lee, "The Kitchen" McCarthy, "A Tin Butterfly" O'Connor, "Christmas" Tolstoy, selections from <u>Childhood</u> , <u>Boyhood</u> , <u>Youth</u> | Unit: "Language" Phrase structure rules Transformation rules Phrase structure and t formation approaches the "reason" adverb, verbs, "embedding" a transformations, "th clauses, the imperat |
| Unit: "Twentieth Century Lyrics" Auden, "The Three Companions" Cummings, "Anyone Lived in a Pretty How Town" Fitzgerald, "Cobb Would Have Caught It" Hanson, "Poem," "Motorcyclists" Jeffers, "Salmon Fishing" Kizer, "The Great Blue Heron" Miles, "Sale" Ramson, "Bells for John Whiteside's Daughter" Reed, "Naming of Parts" Roethke, "Dollar," "Night Crow" Stafford, "Traveling Through the Dark," "Fall Wind" Thayer, "Lore," "Casey at the Bat" Wagoner, "The Man of the House," "The Fruit of the Tree" Williams, "Red Wheelbarrow" Updike, "Ex-Basketball Player" | |

(Grades 7-12)

Grade 10

Language

Unit: "History of English"
Seventh Century English
Julius Caesar
Style, grammar, language
Introduction to Middle English

Unit: "Language"
Phrase structure rules (rewrite)
Transformation rules
Phrase structure and trans-
formation approaches applied to
the "reason" adverb, complement
verbs, "embedding" and conjunctive
transformations, "that-noun"
clauses, the imperative

University of Oregon Curriculum Center (Grades 7-12)

Literature Contd.

- Unit: "Science & Poetry"
 Azinov, "Words of Science"
 Carson, "The Changing Year," "Earth's
 Green Mantle"
 Eddington, "The Milky Way & Beyond"
 Frost, "Fragmenting Blue," "Nothing
 Gold Can Stay," "Desert Places"
 Haldane, "On Being the Right Size"
 Hopkins, "Spring"
 Huxley, "Life's Improbable Likenesses"
 Jonson, "It Is Not Growing like a Tree"
 Keats, "On the Grasshopper & the Cricket"
 McDonald, "The Shape of Raindrops"
 Moore, "Legends of the Stars"
 Pyke, "The Shape of Snow-Flakes"
 Rothke, "Moss Gathering"
 Sauer, "Celestial Navigation by Birds"
 Stevens, "Anecdote of the Jar"
- Unit: "Twain's Huckleberry Finn"
- Unit: "Stevenson's The Strange Case of
 Dr. Jekyll and Mr. Hyde"
- Unit: "Short Stories"
 Bierce, "Jupiter Dope, Brigadier General"
 Crane, "A Mystery of Heroism"
 Galsworthy, "The Apple Tree"
 O'Henry, "A Double-Dyed Deceiver"
 Sillitoe, "On Saturday Afternoon"
 Stegner, "Butcher Bird"
 Wells, "The Country of the Blind"
- Unit: "Epic"
The Odyssey

Composition

- Unit: "Some Ac
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- Unit: "It's Li
 Metaphor
 Models:
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- Unit: "See Wha
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- Unit: "It Ri
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Composition

- Unit: "Some Achieve Greatness"
Describing a hero (Parrington's "A Folk Hero," De Voto's "Across the Wide Missouri," Untermeyer's "Albert Schweitzer: Reverence for Life")
- Unit: "It's Like This"
Metaphor and analogy
Models: Bacon's "Of Studies,"
Donne's "Meditations,"
Huxley's "A Liberal Education,"
part of a Patrick Henry speech
and a Franklin letter
- Unit: "See What I Mean?"
Meanings of words
Shakespeare's poem about winter in
Love's Labour's Lost,
"The Plodder Seam" (author unknown),
Eiseley's "How Flowers Changed the
World," "Johnny, I Hardly Knew Ye"
Shelley's "A Widow Bird Sate Mourning,"
Tennyson's "The Eagle," "Cockles &
Mussels" (author unknown), Shelley's
"Ozymandias"
- Unit: "Decisions, Decisions"
Lessons on assumptions, patterns of
deductive thinking, facts, & value
judgments
Models: Excerpt from Twain's The
Adventures of Huckleberry Finn,
Doyle's "The Speckled Band,"
Benchley's "Do Insects Think?,"
Krutch's "What Does Violence Say
About Man?"
- Unit: "It Rings True"
Imaginative writing that maintains

Earth's
Beyond"
Nothing
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Size"
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like a Tree"
the Cricket"
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University of Oregon Curriculum Center (Grades 7-12)

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Grade 10 (3)

Composition Contd.

credibility within the imagined
situation plausibility

Models: Chute's Shakespeare of
London, Shakespeare's
Julius Caesar, Clark's "The
Portable Phonograph," Bishop's
"The Reading Machine," Miksch's
"Shunpiking on the Moon"

University of Oregon Curriculum Center (Grades 7-12)

Literature

Unit: "Poetry"

A Way of Saying

Anonymous, "The Two Corbles"
Blake, "Holy Thursday"
Browning, "My Star"
Dickinson, "I Heard a Fly Buzz When
I Died," "My Life Closed Twice"
Donne, "A Validiction: Forbidding
Mourning"
Hopkins, "Spring & Fall: To a Young
Child"
Housman, "To an Athlete Dying Young"
Keats, "The Eve of St. Agnes,"
"To Autumn"
Poe, "The Raven"
Robinson, "Richard Cory"
Shakespeare, "Winter"
Tennyson, "Flower in the Crannied
Wall"
Walker, "Go Lovely Rose"

Search for Order

Baker, "Sonnet to My Mother"
Blake, "The Tiger"
Donne, "Song"
Eliot, "The Hollow Men"
Herrick, "Upon Julia's Clothes"
MacLeish, "The End of the World"
Meredith, "Lucifer in Starlight"
Shakespeare, "Sonnet 73," "Sonnet 85,"
"Sonnet 29"
Tennyson, "Ulysses"
Wordsworth, "Composed Upon Westminster Bridge"

Unit: "Prose Fiction"

Short Story

Collier, "The Chaser"
Forster, "The Other Side of the Hedge"
Hawthorne, "The Minister's Black Veil"
Jackson, "The Lottery"
Mansfield, "The Garden Party"
McCullers, "The Jockey"

Language

Unit: "The Theory of Deep Structure"
Deep structure in the im-
and passive sentence
nominalizations, ambiguities,
deletions

Unit: "Adverbials"
Prepositional phrases of
instrument, location,
reason, frequency, duration
Embedding adverbial clauses
adverbial phrases
Explanations of structure

Unit: "Derived Adjectives"
Structure of some words
"-ing" and "-en"
Embedding of derived adjectives

Language

Unit: "The Theory of Deep Structure"
Deep structure in the imperative
and passive sentence forms,
nominalizations, ambiguities,
deletions

Unit: "Adverbials"
Prepositional phrases of manner,
instrument, location, direction,
reason, frequency, duration
Embedding adverbial clauses in
adverbial phrases
Explanations of structured ambiguity

Unit: "Derived Adjectives"
Structure of some words ending in
"-ing" and "-en"
Embedding of derived adjectives

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sed Twice"
or bidding

To a Young

Dying Young"
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clothes"
e World"
arlight"
" "Sonnet 85,"

on Westminster Bridge"

e of the Hedge"
's Black Veil"

Party"

University of Oregon Curriculum Center (Grades 7-12)

Poe, "The Masque of the Red Death"
Salinger, "For Esme-With Love & Squalor"
Steele, "How Beautiful with Shoes"
Steinbeck, "The Chrysanthemums"
Thurber, "The Catbird Seat"

Novel

Fitzgerald, "The Great Gatsby"
Hardy, The Mayor of Casterbridge
Hawthorne, The Scarlet Letter

Unit: "Drama"

Tragedy

Ibsen, Ghosts
Shakespeare, Macbeth
Sophocles, Oedipus the King

Comedy

Shaw, Major Barbara
Sheridan, The Rivals

Composition

Unit: "Opinion in Writing"
Lessons on arriving
separating opinion
assertion, writing
Models: Shapely's
Adjustment, "Dilemma"
We Seven by Carl
Lewis's "The Law"
Casey's "The Masque"
"Faith, Knowledge"

Unit: "The Audience"
Knowledge and inter-
audiences
Models: Morris's
Constitution, Keats's
The American Comedy
Origins & Development
"Advice to a Novelist"
Orwell's "Shooting"

Unit: "Persuasion"
Lessons on deductive
proofs, kinds of
and emotional appeal
as an effective
Models: Henry's "The
Cumming's A Misadventure"
"Inaugural Address"
Autobiography,
Hoax & Other Bluffs

Unit: "Research Paper"
Theme: "The American
Today"
Research guide on
Nature of
Plagiarism
Presuppositions
Fact-finding
Reliability
Thesis development
Form for format

Composition

Unit: "Opinion in Writing & Speaking"
Lessons on arriving at an opinion,
separating opinion from fact and
assertion, writing honestly
Models: Shapely's "Man's Fourth
Adjustment," Dille's review of
We Seven by Carpenter et al.,
Lewis's "The Law of Right & Wrong,"
Casey's "The Mass Mind," Stevenson's
"Faith, Knowledge, & Piece!"

Unit: "The Audience"
Knowledge and interests of specific
audiences
Models: Morris's The First Book of the
Constitution, Kelly & Harbison's
The American Constitution: Its
Origins & Development, Golding's
"Advice to a Nervous Visitor,"
Orwell's "Shooting an Elephant"

Unit: "Persuasion"
Lessons on deductive and inductive logical
proofs, kinds of evidence, psychological
and emotional appeals, personal proof
as an effective persuasive instrument
Models: Henry's "Liberty or Death,"
Cumming's A Miscellany, Kennedy's
"Inaugural Address," Steffins
Autobiography, Mencken's The Bathtub
Hoax & Other Blasts & Bravos

Unit: "Research Paper"
Theme: "The American High School Student
Today"
Research guide on
Nature of research
Plagiarism
Presuppositions of research
Fact-finding
Reliability of opinions
Thesis development
Form for footnotes & bibliographies 11-13

University of Oregon Curriculum Center (Grades 7-12)

Literature

Unit: "Something New, Something Old"
Housman, "Wenlock Edge"

Youth and Age

"The Seafarer" translated by Spaeth
Conrad, Youth
Thomas, "Fern Hill"

The Nativity, Christian Tradition

"The Second Shepherd's Play" from the
Wakefield Cycle

Eliot, "The Journey of the Magi"
Yeats, "The Second Coming"

Conflict of Generations

King James version, "David & Absalom"
Miller, "All My Sons"
Hemingway, "Soldier's Home"
Ch'en "Putting the Blame on His Sons"

The Individual in Conflict with Society

Sophocles, Antigone
Koestler, Darkness at Noon

Unit: "Difficult Literature: A Reader's View"
Thurber, "You Could Look It Up"

Historical Distance

Anonymous, "Sumer Is Icumen In"
"I Corinthians 13"
Shakespeare, "The Seven Ages of Man"

Cultural Distance

Anonymous, "I Sing of a Maiden"
Pound, "Ballad of the Goodly Fere"

Personal Connotations

Barker, "Sonnet to My Mother"

Language

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Language

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A Reader's View"
ok It Up"
cumin In"
Ages of Man"
a Maiden"
bodly Fere"
other"
- Unit: "A Mature Attitude Toward Usage"
Lessons on usage in the high school English class, variations within Standard American English bases for judgments, a mature attitude toward usage. Lesson points up differences among American and British English, among American dialects, among usages on varying social levels and defines "good English"
- Unit: "Old English to Early Modern" (May be used in Grade 11)
Spelling, sounds, grammar, and vocabulary of Old and Middle English
Comparative philology

University of Oregon Curriculum Center (Grades 7-12)

Originality of the Author

Hopkins, "Pied Beauty"
Williams, "The Yachts"
Jeffers, "The Bloody Sire"
Rodgers, "Neither Here nor There"
Cummings, "What if a Much of a Which of
a Wind"

A Complex World

Williams, "The Use of Force"
Faulkner, "Barn Burning"
Albee, "The Sandbox"

Unit: "Hamlet"

Unit: "The Use & Overuse of Literary Convention"

Lyric Poetry

Guest, "Along the Paths of Glory,"
"A Plea"
Jeffers, "The Bloody Sire"
Owen, "Anthem for Doomed Youth"
Milton, "On His Blindness"
Keats, "On First Looking into Chapman's Homer"
Riley, "Longfellow, 1807-1907"
Arnold, "Shakespeare"

Short Stories

Anonymous, "Jim Bent, Deserter"
Steinbeck, "Flight"

Narrative Poetry

Keats, "The Eve of St. Agnes"

Drama

Williams, The Glass Menagerie

Unit: "The Place of Values in Literature"

Assumption of Values in a Literary Work

Blake, "The Lamb"
Clough, "Say Not the Struggle"
Hood, "The Song of the Stint"
Tennyson "Crossing the Bar"

Composition

Unit: "The Personal Voice"
Lessons on personal style,
records, appropriate

Unit: "The Rhetoric of Imagery"
Lessons on the imagination

Models: Hawthorne's "The
Bryant's "Thanatopsis"
Dickinson's "Afternoon
Feeling Comes," "The
Poker Flat," Bible
Unmerciful Servant

Unit: "The World of the Imagination"
Lessons on searching for
meaningful topics,
developing an appropriate
outlining, joining

Unit: "The Elements of Style"
Lessons on style as choice of
words, fresh word choice,
parallelism, balance
Models: Churchill's "The
Dickens' David Copperfield"
Catcher in the Rye
of Augie March

Composition

Unit: "The Personal Voice"

Lessons on personal styles, personal records, appropriate style

Unit: "The Rhetoric of Literature"

Lessons on the imagined world

Models: Hawthorne's "Rappaccini's Daughter,"
Bryant's "Thanatopsis,"
Dickinson's "After Great Pain a Formal
Feeling Comes," Harte's "The Outcasts of
Poker Flat," Bible, "The Parable of the
Unmerciful Servant"

Unit: "The World of the Writer"

Lessons on searching for a workable and meaningful topic, finding sources, developing an appropriate form through outlining, joining purpose to style

Unit: "The Elements of Style"

Lessons on style as character, metaphorical words, fresh words, sentence length, parallelism, balanced sentences, tone

Models: Churchill's "My Early Life,"
Dickens' David Copperfield, Salinger's
Catcher in the Rye, Bellow's The Adventures
of Augie March

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University of Oregon Curriculum Center (Grades 7-12)

Tolstoy, "Three Arshins of Land"
Vaughn, "The World"
Wordsworth, "The World Is Too Much With Us"

Conflict of Values

Arnold, "Dover Beach"
Conrad, "An Outpost of Progress"
Frost, "The Road Not Taken"
Hardy, "The Darkling Thrush"
Jeffers, "The Bloody Sire"
Melville, Billy Budd
Owen, "Duce et Decore Est"
Pritchett, "The Saint"
Tennyson, "O Yet We Trust"

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Grade 12 (3)

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University of Oregon Curriculum Center (Grades 7-12)

Appraisals

Dr. G. Robert Carlsen, University of Iowa, in English Journal, October, 19

"One has the feeling that kernel sentence patterns are about to take speech in being taught from pre-school through the senior year in high school re-emerged as the backbone of the composition program. The old terms of substance, structure, and style."

Center (Grades 7-12)

University of Iowa, in English Journal, October, 1967:

g that kernel sentence patterns are about to take the place of the eight parts of
rom pre-school through the senior year in high school ... classical rhetoric has
ne of the composition program. The old terms of inventio, disposito, and elocutio ...
ure, and style."

Project English at Purdue University

An integrated curriculum in literature, language and composition

"Opus-centered" units in a developmental sequence (in order of difficulty first in reading, writing, speaking, listening, and reasoning)

Units

Aesop's Fables

Frank, Diary of a Young Girl

Vidal, Visit to a Small Planet

Hersey, Hiroshima

Rawlings, The Yearling

Stevenson, Treasure Island

The Book of Esther

Longfellow, Evangeline

Shakespeare, A Midsummer Night's Dream

Homer, The Odyssey

Each unit provides activities that develop objectives in three categories:

Literature and Reading

- To increase eye-span, reduce regressions, develop skill in skimming
- To apprehend the chief facts about setting, characters, and story-line
- To read beneath the manifest story-line
- To recognize and discuss character foils
- To recognize genre and mode elements
- To recognize the worlds of human beings, super-humans, authorities
- To appreciate humor
- To recognize the epic conventions
- To recognize and appreciate the discipline of the poet
- To understand dialogue as the chief resource and limitation of the playwright
- To recognize and appreciate imagery, metaphor, symbolism, fable, allegory, irony

Language

- To recognize archaic language and dialects
- To recognize kernel sentence pattern subject-verb
- To recognize that meaning is signalled by word-order
- To recognize such basic patterns as S-V, S-V-O, S-V-iO-O, S-LV-Cn, S-LV-C adj.
- To recognize and compose such transformations as the negative, the interrogative, the passive, the emphatic
- To recognize poetic inversions
- To recognize determiners and how they signal nouns
- To recognize and understand how adjectives and adverbs enrich or fail to enrich S-V and S-V-O sentence patterns

University

Grade 7

in literature, language and composition

a developmental sequence (in order of difficulty from low to high) providing activities speaking, listening, and reasoning

Young Girl
All Planet

Island

Summer Night's Dream

activities that develop objectives in three categories, samples of which are listed below:

Reading

Language

Oral and Written Composition

reduce regressions,
skimming
of facts about set-
and story-line
manifest story-line
discuss character
and mode elements ...
of human beings,
priorities
conventions
appreciate the dis-
tinction as the chief
of the play-
appreciate imagery,
metaphor, fable, allegory,

To recognize archaic language,
dialects
To recognize kernel sentence-
pattern subject-verb
To recognize that meaning is
signalled by word-order
To recognize such basic patterns
as S-V, S-V-0, S-V-i0-0,
S-LV-Cn, S-LV-C adj.
To recognize and compose such
transformations as the nega-
tive, the interrogative, the
passive, the emphatic
To recognize poetic inver-
sions
To recognize determiners and
how they signal nouns
To recognize and understand
how adjectives and adverbs
enrich or fail to enrich
S-V and S-V-0 sentence patterns

To report orally on encyclopedi-
researched historical backgrounds
To interpret orally dialogue in
literary works
To present a one-point speech
To listen to a tape or recording as
a model for oral interpretation
To participate in panel discussions
To write a mock trial
To write dialogue for a radio play
To contribute to a newsletter
To keep a diary or journal
To compose fables, haikus
To distinguish statements of fact
from statements of opinion
To compose thesis statements
To develop two-phase outlines
To write expository-interpretive
compositions

EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

LITERATURE

Unit: "Courage" (For Honor Students)
Short Stories
 Donis, "Fear"
 Gale, "Bill"
 Gill, "Truth & Consequences"
 Maloney, "A Toast to Captain Jerk"
 Morrow, "Child Pioneer"
 Ross, "Cemetery Path"
 Stephenson, "Leningen Versus the Ants"
Drama
 Hall & Middlemass, "The Valiant"
Novels
 Boullé, The Bridge Over the River
Kwai
 Gunther, Death Be Not Proud
 Tolstoy, The Raid
Poetry
 Betjeman, "Inevitable"
 Frazee-Bower, "Courage"
 Hardy, "The Man He Killed"
 Kipling, "Gunga Din," "If"
 Yeats, "An Irish Airman Forsees
 His Death"
Essays
 Brown, "The Fifty-first Dragon"
 Gordon, "The Neglected Art of Being
 Different"
 Hemingway, "Chapter 6," Death in the
Afternoon
 Kennedy, Profiles in Courage
 Plato, The Apology
 Pollock, "One Thing Not to Fear"
 (Teacher outline of Aristotle's Ethics)

Unit: "Allegory and Symbolism" (For Honor Students)
Short Stories
 Dahl, "The Wish"
 Poe, "Masque of the Red Death"

LANGUAGE

Unit: "Syntax"
 Referent & symbol
 Levels of abstraction
 Denotation & connotation
 Reports, false reports, & judgments
 Written advertisements

Unit: "Definition and Etymology"
 Definition by analysis
 Definition by a synonym
 Definition by demonstration
 Definition by context
 Etymology

Unit: "Form Classes" (May be used in
 grades 8 and 9)
 Taxonomic classification
 Classification according to position
 in sentence and inflection
 ending
 Verbs
 Nouns & pronouns
 Phrase markers (prepositions)
 Conjunctions and clause markers
 Sentence patterns (Roberts, E
Sentences
 Adjectives and adverbs
 Derivational suffixes

LANGUAGE

COMPOSITION

- Unit: "Syntax"
Referent & symbol
Levels of abstraction
Denotation & connotation
Reports, false reports, & judgments
Written advertisements
- Unit: "Definition and Etymology"
Definition by analysis
Definition by a synonym
Definition by demonstration
Definition by context
Etymology
- Unit: "Form Classes" (May be used in grades 8 and 9)
Taxonomic classification
Classification according to position in sentence and inflectional ending
Verbs
Nouns & pronouns
Phrase markers (prepositions)
Conjunctions and clause markers
Sentence patterns (Roberts, English Sentences)
Adjectives and adverbs
Derivational suffixes

Use of literature to stimulate the development of ideas for student compositions, to identify concepts which can be applied in new situations, to learn about particular methods of skilled writers in works that can be used as models in particular writing problems
Writing as a creative process
Composition as the purposeful organizing of materials in order to satisfy the needs and desires of the composer

EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

Fables

Aesop, Aesop's Fables

Poetry

Bishop, "The Fish"

Crane, "Blades of Grass," "The Heart," "A Learned Man," "The Wayfarer"

Eliot, "The Love Song of J. Alfred Prufrock" (Lines 15-22)

Frost, "Fire and Ice," "Nothing Gold Can Stay"

Sandburg, "Grass"

CT ENGLISH (Grades 7-9)

Grade 7 (2)

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EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

LITERATURE

Unit: "Characterization"

Poetry

Bryner, "A Farmer Remembers Lincoln"
Whitman, "Oh Captain, My Captain"

Short Stories

Brown, "Balder and the Mistletoe"

Coolidge, "Theseus"

Daly, "Sixteen"

Doyle, "The Adventure of the
Blue Carbuncle"

Duvernois, "Clothes Make the Man"

Eaton, "A Lad of India"

Forbes, "Mama and The Graduation
Present"

Hale, "Man Without a Country"

Holbrook, "America's Ethan Allen"

Holmes, "The Last Leaf"

Irving, "The Legend of the Moor's
Legacy"

Partridge, "Boys Will Be Boys"

Shapiro, "Strong But Quirky"

Shippen, "Joe Magarac"

Stevenson, "The Bottle Imp"

Stinetorf, "Camel Boy"

West, "A Gentlemen Repays a Loan"

Wilmot-Buxton, "Rustem and Sohrab"

Short Prose Selections

Dickens, passages from David

Copperfield

Hahn, "Francie at Boarding School"

Lincoln, "A Letter to Mrs. Bixby"

Sandburg, "Abe Lincoln Grows Up"

Films

"Developing Your Character" (Coronet)

"The Man Without a Country" (Young
America)

Unit: "Coming of Age"

Short Stories

Forbes, "Mama and the Graduation Present"

LANGUAGE

Unit: "Semantics"

Euphemism

Propaganda

Name calling and glittering
generality

Transfer as a propaganda device

Testimonial

Plain folks and bandwagon

Techniques of propaganda

Persuasive techniques

Unit: "Dialects" (May be used in
grade 7)

Kinds of differences in language

Pronunciation

Dialect geography

Slang

Technical language

Pygmalion

Class publication

LANGUAGE

COMPOSITION

Unit: "Semantics"

Euphemism
 Propaganda
 Name calling and glittering
 generality
 Transfer as a propaganda device
 Testimonial
 Plain folks and bandwagon
 Techniques of propaganda
 Persuasive techniques

Unit: "Dialects" (May be used in
 grade 7)

Kinds of differences in language
 Pronunciation
 Dialect geography
 Slang
 Technical language
Pygmalion
 Class publication

Use of literature to stimulate the
 development of ideas for student
 compositions, to identify con-
 cepts that can be applied by the
 students, to use literary models
 to solve particular writing prob-
 lems
 Writing as a creative process
 Composition as the purposeful
 organizing of materials in order
 to satisfy the needs and desires
 of the composer
 Persuasive techniques in writing

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EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

Headley, "Brace Yourself"
Hutchinson, "A Girl Likes to Be Liked"
Kotkov, "Joey's Ball"
Lardner, "I Can't Breathe"
Medary, "Printer's Pie"
Shaw, "Strawberry Ice Cream Soda"
Steffens, "I Get a Colt to Break In"
Street, "Weep No More, My Lady"
Thomson, "A Fight He Could Not Win"

Drama

Eastman, "Bread"
Lawrence and Lee, "Inside a Kid's
Head"
McCullers, The Member of the Wedding

Novel

Forbes, Johnny Tremain

Unit: "Allegory and Symbolism" (For Honor
Students)

Short Stories

de Maupassant, "Love, Three Pages
from a Hunter's Diary"
Poe, "The Masque of the Red Death"
Pyle, "King Arthur and Sir Gawain"

Essays

"Sunyavada Doctrine of Relativity"
Locke, "An Essay Concerning Human
Understanding"
Plato, "The Allegory of the Cave"
Ward, "Twelfth Night: an Allegorical
Interpretation"

Drama

Schute, "Tales from Shakespeare"
Shakespeare, Twelfth Night

Novel

Hemingway, The Old Man and the Sea

Poetry

Frost, "Birches," "Mending Wall,"
"Sand Dunes," "Spring Pools,"
"Stopping by Woods on a Snowy
Evening," "The Road Not Taken,"
"Tree at My Window"

H (Grades 7-9)

Grade 8 (2)

EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

LITERATURE

- Unit: "The Outcast"
Short Stories
Crane, "The Blue Hotel"
Gail, "The Charivari"
Gorky, "Her Lover"
Harte, "The Outcasts of Poker Flat"
Matheson, "Born of Man and Woman"
Parker, "Clothe the Naked"
Peretz, "The Outcast," "The Seventh Candle"
Poetry
Field, "Tulips and Addresses"
Hughes, "Brass Spittoons"
Robinson, "Mr. Flood's Party"
Rosenberg, "The Jew"
Sassoon, "Does It Matter?"
Thomas, "The Hunchback in the Park"
Novels
Gallico, The Snow Goose
Lee, To Kill a Mockingbird
- Unit: "Man and Culture"
Short Stories
Akutagawa, "Rashomon"
Burkhart, "Mama"
Glick, "Number One Bad Boy"
Linn, "The Intrigue of Mr. S. Yamanto"
Lawnsbery, "Baboushka"
Martin, "Ellie's Furnishing"
Stinetorf, "Camel Boy"
Novels
Buck, The Good Earth
Landon, Anna and the King of Siam
Richter, The Light in the Forest
- Unit: "Protest"
Magazine Articles

LANGUAGE

- Unit: "Change in the English Language"
Why language changes
Accidental change
Intentional innovations
Indo-European language family
Historic changes
Germanic language family
Loan words
Semantic changes
- Unit: "Semantics"
Generalizations, assumptions, inductive proof
Deductive syllogisms
Logical fallacies
Propaganda techniques
Evidence
Argumentation
- Unit: "Syntax"
Transformations of basic sentence patterns
Parallel structures
Moveable patterns (adverbs, adverbial clauses)
Noun clusters
Adjective clauses
Noun clauses
Verbals

OBJECT ENGLISH (Grades 7-9)

Grade 9

LANGUAGE

- Unit: "Change in the English Language"
 Why language changes
 Accidental change
 Intentional innovations
 Indo-European language family
 Historic changes
 Germanic language family
 Loan words
 Semantic changes
- Unit: "Semantics"
 Generalizations, assumptions,
 inductive proof
 Deductive syllogisms
 Logical fallacies
 Propaganda techniques
 Evidence
 Argumentation
- Unit: "Syntax"
 Transformations of basic sentence
 patterns
 Parallel structures
 Moveable patterns (adverbs, adver-
 bial clauses)
 Noun clusters
 Adjective clauses
 Noun clauses
 Verbals

COMPOSITION

The development of student compositions through literature: stimulation of idea development, identification of useful concepts, utilization of literary models to improve one's own writing.
 Writing as a creative process.
 Composition as the purposeful organizing of materials in order to satisfy the needs and desires of the composer.

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EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

- "Days of Violence in the South,"
Newsweek, May 29, 1961.
- "Do you Swear?," The New Republic,
April 13, 1959.
- "In Anger, Sorrow, Fear, the Voices
Rise Against the Micromicrocuries,"
Newsweek, Oct. 2, 1961.
- "The Spell of That Old Quack Magic,"
Life, Jan. 12, 1962.
- "What Has Happened to Law and Order
in the United States?," Look, July
3, 1962.
- "Who Is Fighting the Loyalty Oath,"
American Mercury, May, 1960.
- Gang, "Perez, Pro and Con," Newsweek,
October 2, 1961.
- Kennedy, "Let's Get Rid of College
Loyalty Oaths!" Coronet, April, 1960.

Essays

- Hoppe, "Sad Story, Happy Ending," "A
Happy Ending," "A Sense of Loss"
- Wylie, "Science Has Spoiled My
Supper"

Short Stories

- Crane, "A Foreign Policy in Three
Glimpses"
- Galsworthy, "Quality"
- Prentice, "Oklahoma Race Riot"
- White, "The Parable of the Family
Which Dwelt Apart"

Poetry

- Crane, "War Is Kind"
- Cummings, "Pity This Busy Monster,
Manunkind"
- Frost, "Departmental"
- MacLeish, "Burying Ground by the Ties"
- Markham, "The Man With the Hoe"
- Oppenheim, "Bread and Roses,"
"Pittsburgh"
- Wright, "Between the World and Me"

the South,"
61.

New Republic,

ar, the Voices
romicrocuries,"
61.

Quack Magic,"

Law and Order
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Loyalty Oath,"
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Roses,"

World and Me"

EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

Drama

Excerpts from Ibsen's A Doll's House

Novels

Excerpts from Burdick and Wheeler's Fail Safe and Sinclair's The Jungle

Music

Anonymous, "John Henry" (Columbia)
Dylan, "Blowin' in the Wind" (Columbia)
Guard, et al., "The Merry Minuet" (Capitol)
Guthrie, "The Dying Miner" (Folkway)
Hall, "The Literacy Test Song" (Folkway)
Ledbetter, "Bourgeois Blues" (Folkway)
Reynolds, "The Rand Hymn" (Folkway)
Seeger and Hays, "Where Have All the
Flowers Gone?" (Columbia)

Unit: "Survival"

Short Stories

Harte, "The Outcasts of Poker Flat"
Kipling, "Baa, Baa Black Sheep"
Stephenson, "Leiningen Versus the Ants"

Essays

Baldwin, "The Sinking of the Ocean Queen"
Drake, "Fifteen Seconds to Live"
Summers, "Conquerors of the River"

Drama

Eastman, "Bread"
Galbraith, "The Brink of Silence"
Hall and Middlemass, "The Valiant"
Strong, "The Drums of Oude"
Wilde, "The Finger of God"

Novels

Bottle, The Bridge Over the River Kwai
Hulme, The Nun's Story
Nordoff and Hall, Men Against the Sea

Unit: "Symbolism" (For Honor Students)

Poetry

Coleridge, The Rime of the Ancient Mariner
Cummings, "anyone lived in a pretty how town"
de la Mare, "The Listeners"
Fitzgerald, The Rubaiyat of Omar Khayam

's A Doll's House

ck and Wheeler's
clair's The Jungle

enry" (Columbia)
the Wind" (Columbia)
Merry Minuet" (Capitol)
Miner" (Folkway)
Test Song" (Folkway)
ous Blues" (Folkway)
Hymn" (Folkway)
here Have All the
olumbia)

s of Poker Flat"
Black Sheet"
gen Versus the Ants"

ng of the Ocean Queen"
onds to Live"
s of the River"

nk of Silence"
, "The Valiant"
of Oude"
of God"

Over the River Kwai
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or Students)

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lived in a pretty how town"
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EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

Frost, "Stopping by Woods on a Snowy Evening"
Lindsay, "Abraham Lincoln Walks At Night"
Masefield, "A Consecration"
Masters, "Abel Melveny"
Noyes, "The Highwayman"
Robinson, "Richard Cory"
Sandburg, "Cool Tombs," "Grass"
Stevens, "Thirteen Ways of Looking at a Blackbird"
Tennyson, "Crossing the Bar," "Flower in the Crannied Wall," "The Charge of the Light Brigade"
Whitman, "Oh, Captain, My Captain"
Wilde, "The Ballad of Reading Gaol"
Wylie, "Prophecy"

Drama

Everyman

Novels

Golding, Lord of the Flies

Steinbeck, The Pearl

Essay

Clardi, "Robert Frost: The Way to the Poem"

CT ENGLISH (Grades 7-9)

Grade 9 (4)

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English Curriculum Center of the Department of Public Instruction of Wisconsin

Literature

(Selections arranged in order of
widening literary awareness)

Mother Goose

Wright, The Real Mother Goose
Tudor, Mother Goose
Rojankovsky, The Tall Mother Goose
Brooke, Ring O'Roses

Poetry

Stevenson, "The Swing," "My Shadow,"
"The Friendly Cow"
Brooke, "Johnny Crow's Garden"
Rosetti, "Who Has Seen the Wind?"
Field, "Doorbells"
Bacmeister, "Goloshes"
Barueh, "The Merry-Go-Round"
Aldis, "Hiding," "Little"
Leer, "The Owl & the Pussycat"
Milne, "Sneezles," "Politeness"
Roberts, "Firefly," "The Worm"
Foller, "The Three Little Kittens"
Fyleman, "The Birthday Child"
Chute, "Drinking Fountain"
Moore, "The Night Before Christmas"
Stevenson, "Time to Rise"
Rossetti, "What Is Pink?"
Field, "The Animal Store," "Roads,"
"The Duel"
Milne, "Puppy and I," "Missing"
Fyleman, "Mice"
Stevenson, "The Wind"
Rosetti, "Boat Sail on the Rivers"
Field, "Taxis"
De la Mare, "Someone"
Aldis, "Snow"
Teasdale, "April"

Language

Development of a classroom dialect
Vocabulary building
Semantics (symbol is not the referent)
Experimenting with sentence structure
(linguistic blocks), building
sentence patterns and changing
word order

Language

Composition

order of
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r Goose
Mother Goose

Development of a classroom dialect
Vocabulary building
Semantics (symbol is not the referent)
Experimenting with sentence structure
(linguistic blocks), building
sentence patterns and changing
word order

Imaginative writing
Letter writing beginning in third
grade: friendly letters, notes
of appreciation, thank you notes
for personal gifts
Language structure: sentence
sense and simple paragraphs
Capitalization and punctuation:
capitals for sentence beginnings,
proper names; and punctuation
and apostrophes for omitted
letters
Spelling

"My Shadow,"
Garden"
the Wind?"
Round"
le"
ussycat"
liteness"
he Worm"
tle Kittens"
Child"
ain"
re Christmas"
se"
k?"
re," "Roads,"
"Missing"
the Rivers"

Wisconsin English Curriculum Center(Grades K-12)

Kilmer, "Easter"
Field, "Why Do Bells of Christmas Ring?"
Menotti, Amahl and the Night Visitors
Milne, "Market Square," "If I Were a King"
Turner, "The Little Road"
Stevenson, "The Land of Story Books,"
"Windy Nights"
Field, "The Visitor," "City Rain"
De la Mare, "Silver"
Wynne, "Indian Children"
Teasdale, "The Falling Star"
Farjeon, "The Night Will Never Stay"
Kilmer, "Trees"
Sandburg, "Primer Lesson"
E-Yeh-Shure, "Beauty"
Milne, "Spring Morning," "The King's
Breakfast"
Blake, "The Lamb"
Sarett, "Four Little Foxes"
Bible, "Twenty-third Psalm"
Frost, "The Runaway"
Fyleman, "The Goblin"
(The majority of the above poems can be found
in Thompson's Silver Pennies & Arbuthnot's
Time for Poetry)

Picture Stories

Gag, Millions of Cats
Lanski, The Little Auto
Burton, Mike Milligan & His Steam Shovel
Tresselt, White Snow, Bright Snow
Potter, The Tale of Peter Rabbit
Eichenberg, Dancing in the Moon
McCloskey, Make Way for Ducklings
Gramatky, Little Foot
Flack, Ask Mr. Bear, Wait for William
Udry, A Tree Is Nice
Sendak, Where the Wild Things Are
Piper, Little Engine That Could
Ardizzone, Little Tim & the Brave Sea Captain
Petersham, The Box with the Red Wheels

lum Center(Grades K-12)

Grades K-3 (2)

Christmas Ring?"
Night Visitors
"If I Were a King"
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Story Books,"

City Rain"

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I Never Stay"

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"The King's

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ove poems can be found
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His Steam Shovel
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& the Brave Sea Captain
the Red Wheels

Wisconsin English Curriculum Center(Grades K-12)

Ward, The Biggest Bear
Berg, ed., Little Red Hen
Flack, The Story About Ping
Geisel, And to Think That I Saw It on Mulberry Street
Milne, Winnie-the-Pooh
Anglund, A Friend Is Someone Who Likes You
Burton, The Little House
Milne, The House at Pooh Corner
Lindman, Snipp, Snapp, Snurr & the Red Shoes
Leaf, The Story of Ferdinand
Lattimore, Little Pear
Buff, Dash and Dart
McCloskey, Blueberries for Sal
Bemelmans, Madeline
Clark, The Poppy Seed Cakes
Yashima, Crow Boy
Lanson, Rabbit Hill
De Angeli, Yoki Wondernose
Henry, Justin Morgan Had a Horse
Williams, Velveteen Rabbit
Dagliesh, The Bears on Hemlock Mountain
Politi, Song of the Swallows, Little Leo
Clark, In My Mother's House
Buff, Dancing Cloud
Bishop, Five Chinese Brothers
Saint-Exupery, The Little Prince
Reyher, My Mother Is the Most Beautiful Woman
In the World
Wilder, Little House in the Big Woods
McCloskey, Homer Price
Thurber, Many Moons
White, Charlotte's Web
Carroll, Alice's Adventures in Wonderland

Folk Tales

Brooks, The Story of the Three Bears, The Story
of the Three Little Pigs
Brown, Three Billy Goats Gruff
Hutchinson, The Little Red Hen & the Grain
of Wheat
Nestrick, ed., Gingerbread Boy

K-12)

Grades K-3(3)

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Wisconsin English Curriculum Center (Grades K-12)

Benstead, Chicken Little
Grimm Bros., Sleeping Beauty, Shoemaker & the Elves
Aesop, The Hare and the Tortoise
Andersen, The Ugly Duckling
Brown, Cinderella
Harris, Uncle Remus: His Songs & Sayings
Chappell, Hansel & Gretel
Collodi, Pinocchio
Baum, The Wizard of Oz
Brown, ed., Dick Whittington & His Cat, Stone Soup
Saxe, The Blind Men & the Elephant
Andersen, The Emperor's New Clothes

Bible Stories

Petersham, illustrators, The Christ Child
Jones, ed., Small Rain
Barnhart, "Moses & the Bulrushes," "Joseph
& His Brothers," "David & Goliath"
De Angeli, arranger & illustrator, The Old
Testament

es K-12)

Grades K-3(4)

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t, Stone Soup

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Wisconsin English Curriculum Center (Grades K-12)

Literature

(Arranged by themes or types in order of deepening awareness)

Understanding of Human Relationships

Cleary, Henry Huggins
Wilder, Little House in the Big Woods
Estes, The Middle Moffat
Dalgiesch, The Courage of Sarah Noble
Sperry, Call It Courage
Edmonds, The Matchbook Gun
Seredy, The Good Master

Soaring on the Imaginative Wings of Fantasy

White, Charlotte's Web
Norton, The Borrowers
O'Dell, Island of the Blue Dolphins
Grahame, Wind in the Willows

Literature That Springs From the People

Sellen, Adventures With the Gods
Buff, The Apple & the Arrow
Lang, trans., All Baba & The Forty Thieves,
Sinbad the Sailor
Jacobs, ed., Dick Whittington & His Cat,
The Fables of Aesop
Malcolmson, ed., Song of Robin Hood
Ruskin, King of the Golden River
Andersen, The Little Mermaid
Cowlander, The Cow-Tail Switch & Other West
African Stories
Guillot, Grishka & the Bear
Hunt, Better Known as Johnny Appleseed
Forbes, America's Paul Revere
Benson, Stories of Gods & Heroes
Felton, New Folk Tales of Pecos Bill

Friends in Nature

Kipling, How Mowgli Entered the Wolf Pack

Language

Development of a classroom dialect

Developing an awareness of language (readying the pupil for formal study of language in grades 7 through 9): 2-part nature of English sentences & the agent-receiver pattern (transitive verb-direct object)

Prefixes and suffixes

Semantics (simple relations between words, thinking, & the world in which the child lives)

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Grades 4-6

Language

Composition

Development of a classroom dialect

Development of sensory awareness of pupil's world

Developing an awareness of language (readying the pupil for formal study of language in grades 7 through 9): 2-part nature of English sentences & the agent-receiver pattern (transitive verb-direct object)

Note taking, outlining, summarizing

Writing experiences: personal experiences, editorials and news stories, reviews of books and radio and television programs, directions and simple explanations, business and social letters, announcements and advertisements, well-constructed answers to questions in all areas of study

Prefixes and suffixes

Semantics (simple relations between words, thinking, & the world in which the child lives)

Areas of good composition: unity, continuity, form (organization), sentence structure (levels of subordination), diction, tone (individuality of style)

Mechanics: commas setting off words of the speaker in direct quotations, "yes" & "no," series, direct address, bibliography; colon in salutations of letters; apostrophe to show possessive; hyphen to show syllabication

Spelling

Dictionary skills

Wisconsin English Curriculum Center (Grades K-12)

Martignoni, ed., The Illustrated Treasury of
Children's Literature
George, Vision, the Mink
Henry, King of the Wind
North, Rascal

Man & the Infinite

Fitch, One God, the Way We Worship Him
Barnhart, The Lord Is My Shepherd

Understanding Cultures: Other Times & Other Places

Holling, Paddle to the Sea
Brink, Caddie Woodlawn
Krumgold, And Now Miguel
Clark, Secret of the Andes
Spyri, Heidi
Van Stockum, The Cottage of Bantry Bay

Understanding Through the Gift of Laughter

Mac Gregor, Miss Pickerell Goes to Mars
Stong, Honk: the Moose
Butterworth, The Enormous Egg
Lofting, The Story of Dr. Dolittle
Felton, New Tall Tales of Pecos Bill
Lawson, Ben and Me
McCloskey, Homer Price

Understanding Ourselves Through the Lives
of Others

D'Aulaire, Buffalo Bill
Holbrook, America's Ethan Allen
Peare, Mary McLeod Bethune

Poems "To Help Young Spirits Soar"

Hunt, "Abou Ben Adhem"
Millay, "Afternoon on a Hill"
Daley, "Casey at Bat"
Wilson, "Casey's Revenge"
Silverstein, "The Clam"

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Grades 4-6(2)

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Wisconsin English Curriculum Center (Grades K-12)

Bennett, "The Flag Goes By"
Sandburg, "Fog"
Behn, "Halloween"
Fyleman, "Have You Seen the Fairies?"
Dickinson, "I Never Saw a Moon"
Lindsay, "Johnny Appleseed"
Turner, "Lincoln"
Riley, "Little Orphan Annie"
Scott, "My Native Land"
Rasmussen, "Our Astronauts"
Longfellow, "Paul Revere's Ride"
Browning, "Pied Piper of Hamelin"
Masefield, "Sea Fever"
Field, "Something Told the Wild Geese"
Frost, "Stopping by Woods"
Stevenson, "Where Go the Boats?"

(Grades K-12)

Grades 4-6(3)

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Wisconsin English Curriculum Center (Grades K-12)

Literature

Novels

Alcott, Little Women
Clemens, The Adventures of Tom Sawyer
Dickens, Great Expectations or
David Copperfield
Forbes, Johnny Tremain
Gipson, Old Yeller
Kipling, Captains Courageous
Knight, Lassie Come - Home
London, Call of the Wild
Rawlings, The Yearling
Richter, Light in the Forest
Schaefer, Shane
Stevenson, Treasure Island
Street, Good-by My Lady
Verne, Twenty-Thousand Leagues Under
the Sea
Wyss, The Swiss Family Robinson

Adventure Stories

Heyerdahl, Kon-Tiki

Short Stories

Clemens, "Celebrated Jumping Frog of
Calaveras County"
Dickens, "A Christmas Carol"
Doyle, Best Known Stories of Arthur
Conan Doyle
Great Stories from the Bible
Holt, "The Man Without a Country"
Irving, "Legend of Sleepy Hollow,"
"Rip Van Winkle"
Kipling, "Rikki-Tikki-Tavi"
Lamb, Tales From Shakespeare
de Maupassant, "The Necklace"
Poe, "The Gold Bug"
Porter, "The Ransom of Red Chief"
Ruskin, "King of the Golden River"
Stockton, "The Lady, or the Tiger?"

Language

Sentence patterns (kernel sent

1. NP + Vi
2. NP + Vt + NP
3. NP + Vb + NP or Adj.
4. NP + Vs + Adj.
5. NP + be + Adj.
6. NP + be + NP
7. NP + be + Adv.-p.

Transformations

Single base (questions, nega
imperatives, sentences beg
with expletive there, the
object, passives)

Double base (embedding one s
within another, deletions,
reductions, coordination)

Classification of words (for
and function groups)

Grammar as it relates to lit

Usage (standard and nonstand

Semantics (verbal context, e
context, physical context)

Origin of language

(Grades K-12)

Language

Sentence patterns (kernel sentences)

1. NP + Vi
2. NP + Vt + NP
3. NP + Vb + NP or Adj.
4. NP + Vs + Adj.
5. NP + be + Adj.
6. NP + be + NP
7. NP + be + Adv.-p.

Transformations

Single base (questions, negatives, imperatives, sentences beginning with expletive there, the indirect object, passives)

Double base (embedding one sentence within another, deletions, possessives, reductions, coordination)

Classification of words (form classes and function groups)

Grammar as it relates to literature

Usage (standard and nonstandard)

Semantics (verbal context, experiential context, physical context)

Origin of language

Grades 7-9

Composition

Imaginative writing dealing with mysterious, bizarre, or fantastic subjects; use of observation

Development of figurative language

Haiku, tanka, cinquain, rhymed couplets, tercet, quatrain as poetic forms

Drama as a form of composition

Informative writing: business and personal letters, notices, inquiries, minutes, requests, records

Mechanics: semicolon, colon, quotation marks, hyphen, commas - all uses; capitalization; manuscript form

Wisconsin English Curriculum Center (Grades K-12)

Biography

Frank, The Diary of a Young Girl
Meadowcroft, Boy's Life of Edison
Moody, Little Britches
Nicolay, Abraham Lincoln

Essays

Franklin, "The Whistle"
Hawthorne, "The Great Stone Face,"
"Pine Tree Shillings"
Keller, "Three Days to See"
Leacock, "My Financial Career"
Lincoln, "Gettysburg Address"
Teale, "Wings"
White, "Mary White"

Mythology - Folklore - Legend

Andersen, The Nightingale
Arabian Nights
Colum, Adventures of Odysseus,
Tale of Troy
Hamilton, Mythology
Lanier, Boys King Arthur
Pyle, Merry Adventures of Robin Hood

Poetry

Benet, "The Mountain Whippoorwill,"
"Nancy Hanks," "Thomas Jefferson"
Browning, "The Pied Piper of Hamelin"
Frost, "The Pasture," "The Runaway"
Longfellow, "Paul Revere's Ride,"
"Hiawatha"
Lowell, "The Vision of Sir Launfal"
Masefield, "Sea Fever"
Noyes, "The Highwayman"
Sandburg, "The Makers of Speed"
Sarett, "Four Little Foxes"
Tennyson, "Bugle Song"
Short lyrics from contemporary poets

-12)

Grades 7-9(2)

Wisconsin English Curriculum Center (Grades K-12)

Literature

Novels

Twain, Huck Finn
A Dickens novel
Hardy, The Mayor of Casterbridge, Return of the Native
Austen, Pride & Prejudice
Eliot, Silas Marner, Adam Bede
Hawthorne, The Scarlet Letter, The House of Seven Gables
Rølvaag, Giants in the Earth
or
Cather, My Antonia
Crane, The Red Badge of Courage
Choice of: Hemingway, The Old Man & the Sea
Wilder, The Bridge of San Luis Rey
Steinbeck, The Pearl
Wharton, Ethan Frome
Choice of: Remarque, All Quiet on the Western Front
Paton, Cry, the Beloved Country
Dostoevski, Crime & Punishment

One contemporary novel

Short Stories

Irving, Hawthorne, Poe, Hemingway, Benet,
Chekhov, Faulkner, Lardner, London, Saki,
Saroyan, Steinbeck, R.L. Stevenson,
Maugham, Conrad, de Maupassant

Biography

Bowen, Yankee from Olympus
Boswell, Life of Johnson (selections)
Sandburg, Abraham Lincoln (one volume)
Franklin, Autobiography (selections)
Twain, Autobiography of Mark Twain

Selected Speeches and Documents from American Letters

Language

Structural expansion as composition
Sentences developed by c
by subordination
Mixed sentences, contain
cordination and subordi

Vocabulary building (14
to the meanings of 14,0

Synonyms

Semantics (language as a
symbols, communication
like referents for both
listener, meaning influ
intention and attitude
and listener)

Nature of abstraction, p

Usage (levels)

Dialects

Historical development o
language

Paragraph structure and
(coordinate and subordi
sequence paragraphs)

um Center (Grades K-12)

Grades 10-12

Language

Composition

Structural expansion as related to composition
Sentences developed by coordination, by subordination
Mixed sentences, containing coordination and subordination

Narrative: student experiences, autobiographical sketch, friendly letters, verse writing, one-act play

Vocabulary building (14 words as keys to the meanings of 14,000 words)

Description: integration with narrative and argumentative writing

Synonyms

Argumentation: report writing, reviews, precis, letters of application, models, letters of complaint, essays, literary analysis

Semantics (language as a set of symbols, communication demanding like referents for both speaker and listener, meaning influenced by the intention and attitude of the speaker and listener)

Journalism

Nature of abstraction, propaganda

Usage (levels)

Dialects

Historical development of the English language

Paragraph structure and expansion (coordinate and subordinate and mixed sequence paragraphs)

erbridge, Return

n Bede
etter, The House

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Old Man & the Sea
idge of San Luis Rey
Pearl
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Quiet on the Western

he Beloved Country
ime & Punishment

emingway, Benet,
er, London, Saki,
Stevenson,
assant

us
(selections)
n (one volume)
(selections)
Mark Twain

ments from American Letters

Wisconsin English Curriculum Center (Grades K-12)

Essays

Bacon, Emerson, E.B. White, Thurber, Addison & Steele, Thoreau, Leacock, Benchley

Drama

Sophocles, Antigone
Shakespeare, Julius Caesar, Macbeth, Hamlet
Shaw, Pygmalion or Arms and the Man or
Saint Joan
Wilder, Our Town
A quality modern play

American Poetry

Benet, Bryant, Dickinson, Markham, Masters,
Millay, Emerson, Frost, Holmes, Lanier, Lindsay,
Poe, Robinson, Sandburg, Whitman

English Poetry

Arnold, Auden, Blake, Brooke, Browning, Burns,
Byron, Chaucer, Coleridge, de la Mare, Donne
Gray, Hardy, Housman, Keats, Lovelace, Milton,
Owen, Shakespeare, Shelley, Tennyson

Modern Poetry

um Center (Grades K-12)

Grades 10-12(2)

te, Thurber, Addison &
k, Benchley

ar, Macbeth, Hamlet
and the Man or

, Markham, Masters,
Holmes, Lanier, Lindsay,
Whitman

ooke, Browning, Burns,
e, de la Mare, Donne
ats, Lovelace, Milton,
ey, Tennyson

University of Wisconsin English Curriculum Center (Grades K-12)

Appraisal

Dr. G. Robert Carlsen, University of Iowa, in English Journal, October,

"Classical rhetoric has re-emerged as the backbone of the composition disposito, and elocutio ... become 'attention to choice of appropriate s writing.'"

Curriculum Center (Grades K-12)

University of Iowa, in English Journal, October, 1967:

re-emerged as the backbone of the composition program. The old terms of inventio,
became 'attention to choice of appropriate subjects' and 'interesting forms of

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

A broad study of language in grades seven through twelve. The nature of language examined concepts: (1) language is learned behavior developed from a biogenetic potential in a community produces language, which continually changes & varies to meet the community's needs; (2) language is a system of conventional symbols; (3) language is a system of conventional oral symbols. Units include teaching procedures, worksheets, sample lectures as needed.

Unit: "Introduction to the Study of Language"

How we learn a language

Visual codes: hand signals, semaphore codes, traffic lights, e.g.

Audible codes: Morse, sirens, e.g.

Secret language

Language codes: symbols for sounds, alphabet

Possible origins of language

Personal and social importance of language

Materials: Excerpt from Through the Looking Glass by L. Carroll and excerpts from Helen Keller

Unit: "Changes in the Meaning of Words"

Mapmaking

Abstraction ladders and Venn diagrams

Specialization and generalization

Comparison of words from Samuel Johnson's Dictionary with present-day usage

Materials: Connell, "The Most Dangerous Game"; Hayakawa, Language in Thought and Action; People in Quandries; Postman, The Language of Discovery; Swift, "A Voyage to Laputa"

Unit: "The People Who Study Language"

Language as central to human activity: scope of communications (e.g., anthropology, linguistics)
Hypothetical letters used to illustrate solutions to communication problems

Materials: James Marshall's Walkabout & Bowen's Return to Laughter

CT ENGLISH CENTER (Grades 7-12)

GRADE 7

grades seven through twelve. The nature of language examined in terms of three general learned behavior developed from a biogenetic potential in a cultural context; (2) the which continually changes & varies to meet the community's changing & differing needs; conventional oral symbols. Units include teaching procedures, discussion questions, s needed.

Study of Language"

als, semaphore codes, traffic lights, e.g.
sirens, e.g.

s for sounds, alphabet
language

importance of language

om Through the Looking Glass by L. Carroll and excerpts from The Story of My Life by

g of Words"

d Venn diagrams

eralization

om Samuel Johnson's Dictionary with present-day usage

The Most Dangerous Game"; Hayakawa, Language in Thought and Action; Wendell,

s; Postman, The Language of Discovery; Swift, "A Voyage to Laputa" in Gulliver's

Language"

human activity; scope of communications (e.g., anthropology, psychology, linguistics, rhetoric)

used to illustrate solutions to communication problems

hall's Walkabout & Bowen's Return to Laughter

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "Introduction to Transformational Grammar"

Use of tree diagrams to stress part-to-whole and specific-to-general relationships
Grammar as a base for symbolic logic
Distinction between structural and semantic and phonological
Simple phrase-structure operations
Introduction to such terms as deep structure, base phrase marker, surface
deep grammar, binary expansion

Unit: "Syntactic Relationship, Introductory Materials"

Some concepts developed: classification an activity in abstraction, people
pertinent to them and therefore there are as many classifications as
fying language elements humanly significant, parts of speech classes
noting certain operational characteristics.
Phrase structure rules

TER (Grades 7-12)

GRADE 7 (2)

grammar"
to-whole and specific-to-general relationships

semantic and phonological

structure, base phrase marker, surface structure, descriptive grammarian,

by Materials"
on an activity in abstraction, people categorize according to specifications
there are as many classifications as there are people, activity of classi-
significant, parts of speech classes of words sorted out by consistently
characteristics.

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "Our System of Spelling"

Reasons for irregularities of English spelling: basis in late Middle English
effect of the invention of printing, changes in pronunciation, borrowing
46 phonemes, 26 graphemes
Regular, semi-regular, irregular spellings
Spelling reform impractical

Unit: "Language Varies with Approach"

Similarities & differences between spoken & written language
Inherent & conventional characteristics of speech
Inherent & conventional characteristics of written language
Formal & informal language
Standard & non-standard language
Situations to illustrate use of varying degrees of speech formality
Materials: Faulkner, The Sound and the Fury; Malmstrom, Language in Society

Unit: "Structures of Time, Mode, Manner, & Causality"

Existence of an infinite number of English sentences
Many changes in sentence form possible from a few basic transformations
Importance of auxiliary verb in tenses and moods
Verb phrase usually modified by an adverb of manner
Invert & matrix sentences
Insights into computer programming

Unit: "Structures of Specification, Place & Number"

General concepts, the extension of reference of nouns affected by determiner
the noun itself, transformational rules operating in subject-verb agreement
formation of the passive, transformational rules sometimes differ from
rules governing number related primarily to the subject of the sentence
intonation pertain to the entire sentence, choice of an intonation pattern
formational rules

... CENTER (Grades 7-12)

GRADE 8

... English spelling: basis in late Middle English spelling, Middle English dialects,
... printing, changes in pronunciation, borrowings from other languages

... spellings

... en spoken & written language

... ristics of speech

... ristics of written language

... varying degrees of speech formality

... and the Fury; Malmstrom, Language in Society; Warren, All the King's Men

... r, & Causality"

... of English sentences

... ssible from a few basic transformations

... tenses and moods

... an adverb of manner

... ng

... ace & Number"

... of reference of nouns affected by determiner as well as by the semantic content of

... tional rules operating in subject-verb agreement similar to those operating in

... transformational rules sometimes differ from dialect to dialect, phonological

... ted primarily to the subject of the sentence, phonological rules governing

... ntire sentence, choice of an intonation pattern may force use of certain trans-

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "Language Varies with Backgrounds & Interests"

Language a code - a system of human speech sounds
Variances in language
Adapting language behavior to meet a variety of communica
Critical - Thinking skills needed for rational response
Language differences based on age, sex, educational background
Writers' use of language related to rural backgrounds

Unit: "Changes in the Meaning of Words"

Ways in which meanings change
Interpersonal relationships & social values influencing
Word and its referent
Referential & expressive meaning
Status & literary custom changes and their effect upon
Influence of Norman invasion on meaning
Occurrence of radiation of meaning
Euphemism, hyperbole, and folk etymology and their effects
Materials: Allen, Readings in Applied English Linguistics
Meneker, The American Language; Laird, The Miracle

Unit: "Approaches to Grammar"

Survey of changes in the study of language
Greek concern for logic and rhetorical analysis (Aristotle)
18th - century's concern for purification & preservation
Ward, Charles Coote, Thomas Sheridan)
19th - century historical and comparative studies (T. L. Wharton)
(McGuffey's Readers)
Present interest in transformational grammar (Robert

Unit: "A Historical Study of the English Lexicon"

Use of old words in new senses
Coinage of new words from established root words
Relationship of lexical changes to historical development

es with Backgrounds & Interests"

e - a system of human speech sounds

language

age behavior to meet a variety of communication situations

inking skills needed for rational responses to emotive language

ferences based on age, sex, educational background, occupation, & avocation

f language related to rural backgrounds & interests of characters

e Meaning of Words"

meanings change

relationships & social values influencing change

referent

expressive meaning

ary custom changes and their effect upon meaning

orman invasion on meaning

radiation of meaning

erbole, and folk etymology and their effect upon meaning

len, Readings in Applied English Linguistics; Dean & Wilson, Essays on Language & Usage;

The American Language; Laird, The Miracle of Language

Grammar"

ges in the study of language

for logic and rhetorical analysis (Aristotle and Dionysius Thrax)

's concern for purification & preservation of language (Samuel Johnson, Robert Lowth, William

les Coote, Thomas Sheridan)

historical and comparative studies (T.R. Lounsbury, Fitzedward Hall) & concern for "proper usage"

's Readers)

st in transformational grammar (Robert S. Wachal & Noam Chomsky)

Study of the English Lexicon"

ds in new senses

words from established root words

f lexical changes to historical developments (wars, scientific & technological advances, historical

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movements, invasions, colonization)

Materials: Asimov, Words of Science; Bough, A History of the English
"Portrait of the Language as a Young Satellite" in Illinois English
Magazine, March 2, 1962; Weber, An Anthology of American Humor

SH CENTER (Grades 7-12)

GRADE 9 (2)

tion)
science; Bough, A History of the English Language; Carroll, "Jalberwocky";
as a Young Satellite" in Illinois English Bulletin, November, 1960; Time
Weber, An Anthology of American Humor

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "The Nature of Meaning in Language"

Complexity of linguistic meaning

Relationships among linguistic symbols, their referents, their interpre

Word-referent relationship; denotation & connotation

Dimensions of extra-linguistic meaning

Primacy of spoken language

Construction of a student communication model as a means of stressing t

Materials: Bradbury, "The Kilimanjaro Machine," selections from the wo

Hayakawa

Unit: "The Modes & Functions of Discourse"

Rhetorical uses of language

Modes of language: informing, inquiring, persuading, establishing socia

Student development of a model that proceeds from exposition to evocati

Materials: selections from Fogarty, Frye, John F. Kennedy, Grady, Crane

Franklin D. Roosevelt, Martin Luther King, Swift, Vanderbilt

Unit: "The Language of Exposition"

Comparison of the referential language of Thomas Huxley with the expres

The language of reports

Organization of expository writing; introduction; conclusion; unity, em

Modes of exposition: description, illustration, comparison & contrast, c

Unit: "Learning Our Language"

Ways in which people learn language

Levels of language learning: physical bases of speech; psychological ba

morphological, and syntactic categories; cultural bases - the Whor

ships of language with culture, thought, personality, & reality

Materials: Brown, Words and Things, selections from works of Francis N

JECT ENGLISH CENTER (Grades 7-12)

GRADE 10

g in Language"

stic meaning

inguistic symbols, their referents, their interpreters, & the social milieu

onship; denotation & connotation

inguistic meaning

guage

dent communication model as a means of stressing the symbolization processes of language

"The Kilimanjaro Machine," selections from the works of Wendt, Vanel, Packard, Laird,

s of Discourse"

anguage

forming, inquiring, persuading, establishing social contact, evoking

f a model that proceeds from exposition to evocation

from Fogarty, Frye, John F. Kennedy, Grady, Crane, Adali Stevenson, Moss, Peter George,

evelt, Martin Luther King, Swift, Vanderbilt

sition"

erential language of Thomas Huxley with the expressive language of Poe

ts

itory writing; introduction; conclusion; unity, emphasis, coherence of the body

description, illustration, comparison & contrast, classification, causality, definition

e"

learn language

arning: physical bases of speech; psychological bases - the perception of phonological,

nd syntactic categories; cultural bases - the Whorf-Sapir hypothesis concerning relation-

e with culture, thought, personality, & reality

ords and Things, selections from works of Francis Nelson, Hayes, Hockett

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: "Language Varies by Place: American English"

Historical basis for dialect differences from the time of early colonists
Speech characteristics of major dialect areas; pronunciation, vocabulary,
Influences of other languages on American English
Methods of linguistic geographers
Dialect in the literature of Lowell, Harris, Harte, Hay
"Americanism"

Unit: "The Language of Persuasion"

Recognizing, evaluating, & using persuasive discourse
The writer or speaker as persuasive agent, hero, or model
Discourse as a tool of persuasion: abstraction levels, logical & psychological
The audience and persuasion

Unit: "The Nature & Evaluation of Argument"

Evaluating argument, constructing logical & reasonable discourse (Stephen
claim"
Ethical standards of free speech and inquiry
Nature of proof
Lines of argument: causality, generalization, analogy
Varieties: fact & opinion
Tests for logical adequacy: clarity, internal & external consistency
Materials from Lippman, David Lloyd George, Mark Twain to be analyzed

Unit: "An Outline of Grammatical Elements"

Bound & free morphemes & ways of combining them in word formation
Inductive presentation of nouns, verbs, adjectives, adverbs in phrases &
Transformation of basic sentence patterns: questions, negatives, complex
objects, passive voice
Complex basic syntactic patterns of predication, complementation, modification

ENGLISH CENTER (Grades 7-12)

GRADE 11

"American English"
Dialect differences from the time of early colonists
Major dialect areas; pronunciation, vocabulary, grammar, and meanings assigned to words
Writers on American English
Writers
Writers of Lowell, Harris, Harte, Hay

"Persuasion"
Using persuasive discourse
Persuasive agent, hero, or model
Persuasion: abstraction levels, logical & psychological methods of language manipulation
Persuasion

"The Structure of Argument"
Constructing logical & reasonable discourse (Stephen Toulmin's model of "evidence-warrant-
claim" structure)
Speech and inquiry

Causality, generalization, analogy
Opinion
Evidential adequacy: clarity, internal & external consistency, verifiability
Writers David Lloyd George, Mark Twain to be analyzed

"The Elements"
Ways of combining them in word formation
Nouns, verbs, adjectives, adverbs in phrases & sentences
Sentence patterns: questions, negatives, complex sentences, indirect objects, predicate
Sentence
Patterns of predication, complementation, modification, & coordination

UNIVERSITY OF MINNESOTA PROJECT ENGLISH CENTER (Grades 7-12)

Unit: " A Historical Study of English Phonology, Morphology, & Syntax"
Language change in Old, Middle, & Modern English versions of "The Prodigal Son"
Vowel changes from time of Chaucer to present
Morphological differences in various versions of "The Lord's Prayer" & differences
Effect of past & present cultural subgroups on morphology

Unit: "The Language of Evocation"
Language used to evoke an experience
Evocative language of literature
Evocation not related to language or literature: ritual
Writing classified as descriptive-referential, pure-referential, pragmatic referential
Figurative language
T. S. Eliot's concept of the "objective correlative"
Evocative language in Golding's Lord of the Flies

Unit: "The Social & Psychological Implications of Language"
Definitions of language
Man's unique symbol-making ability
Language in social interactional, as a reflection of culture, as related to
Levels of usage
Stereotyping by language

Unit: "The Evaluation of Persuasive Discourse"
Standards involving Kenneth Burke's pentad: act, scene, agent, agency, purpose
Types of persuasive discourse: speech or article, discourse of a person, discourse of an institution
Questions for evaluating persuasive discourse
Analysis of Douglas Mac Arthur's "Address to Congress"

SH CENTER (Grades 7-12)

GRADE 12

h Phonology, Morphology, & Syntax"
, & Modern English versions of "The Prodigal Son"
ucer to present
arious versions of "The Lord's Prayer" & different versions of The Canterbury Tales
ral subgroups on morphology

rience
re
age or literature: ritual
ive-referential, pure-referential, pragmatic referential

bjective correlative"
s Lord of the Flies

mplications of Language"

lity
al, as a reflection of culture, as related to reality, in the process of communication

Discourse"
urke's pentad: act, scene, agent, agency, purpose
speech or article, discourse of a person, discourse of a movement
asive discourse
-s "Address to Congress"

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Appraisals

Dr. Albert R. Kitzhaber in College Composition and Communicati

"Six-year curriculum in language - a rounded and humane v

Dr. G. Robert Carlsen, University of Iowa, in English Journal,

"Devoted exclusively to this concept (language as an inst
studied as a part of general education of all young people) ha
number of units."

tzhaber in College Composition and Communication, October, 1967:

curriculum in language - a rounded and humane view of language."

rlsen, University of Iowa, in English Journal, October, 1967:

clusively to this concept (language as an institution...a subject-matter content to be
t of general education of all young people) has developed the most detailed and the greatest
"