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)
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

Reprinted
Research and Information Services for Education
117 W. Ridge Pike
Conshohocken, PA
Richard D. Proctor
In Cooperation with
Research and Evaluation
John H. White
PROJECT ENGLISH SUMMARIES
March 1970

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
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 Center, they are intended to give synopses of the content of the various projects so that anyone interested in the English language can quickly obtain a quick overview and can, if he wishes, compare one project with another and determine what should be included in their English programs. They should be helpful in assisting in the evaluation of the materials produced by the various projects and in the use of 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
PROJECT ENGLISH SUMMARIES

Prepared by

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

...provide information about many of the projects in English funded by the Office of Health, Education, and Welfare. Based upon the Project English materials available by the various projects, the summaries do include the materials produced by the various projects. As additional appraisals are published, they will be in-
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 014433, ED 015199, ED 018434, ED 018433, ED 018432, ED 013804
Books available:
Indiana University Press
10th and Morton 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 015673
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 013866-013828, 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 015773, ED 019238-019260

NORTHEASTERN 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:

<table>
<thead>
<tr>
<th>Project</th>
<th>Curriculum for</th>
<th>Grades 1-6</th>
<th>Grades 7-9</th>
<th>Grades 10-12</th>
<th>Liter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnegie-Mellon University</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Florida State University</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Georgia</td>
<td></td>
<td></td>
<td></td>
<td>Kng - 6</td>
<td></td>
</tr>
<tr>
<td>Hunter College - Gateway English</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indiana University</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>University of Michigan</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Northern Illinois University</td>
<td>Grades 11-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern University</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>Grades 9-10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Oregon</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Purdue University</td>
<td>Grade 7</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Western Reserve University - Euclid Junior High School</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Wisconsin State Department of Public Instruction</td>
<td>Kng - 6</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* First number identifies the project as listed in the summaries.
Table at the time of the preparation of the summaries are included in the resumes of

<table>
<thead>
<tr>
<th>Curriculum for</th>
<th>Curriculum</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-6</td>
<td>Grades 7-9</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td>English</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Knq - 6</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Knq - 6</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>English</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Knq - 6</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Graded 9-10</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Grade 7</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Knq - 6</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

*Please note, the project as listed in the summaries
LITERATURE

Unit 1: "Social Concerns"
- Dickens, A Tale of Two Cities
- Turgenev, "Rashomon"
- Yutang, "Chastity"
- Po Chu-I, "Golden Bells," "Remembering Golden Bells," "The Prisoner"
- Tagore, "My Lord, the Baby"
- Nicol, "Return: Two Poems"
- Akutagawa, "Rashomon"
- Yutang, "Old Milon"
- Hussein, "Cry, the Beloved Country"
- Chekhov, "The Bet"
- Akutagawa, "Rashomon"
- Yutang, "Chastity"
- Po Chu-I, "Golden Bells," "Remembering Golden Bells," "The Prisoner"
- Tagore, "My Lord, the Baby"
- Nicol, "Return: Two Poems"
- Akutagawa, "Rashomon"
- Yutang, "Old Milon"
- Hussein, "Cry, the Beloved Country"
- Chekhov, "The Bet"

Unit 2: "Love"
- Sierra, The Cradle Song
- de Maupassant, "Love: Three Pages from a Sportsman's Book"
- Yutang, "Old Milon"
- Strindberg, "Half a Sheet of Paper"
- France, "Our Lady's Juggler"
- Bible: "Book of Ruth," "Selected Psalms," Chapter 13, "I Corinthians"
- Tagore, "Hymn of Love to God"
- Franz, "Song of Praise to the Creator"
- Nerlisse, Carmen
- Rostand, Cyrano de Bergerac

LANGUAGE

Unit: "Form Classes"
- Nouns, verbs, adjectives, adverbs

Unit: "Structure Signal Words"
- Articles, demonstrative adjectives, prepositions, intensifying adverb

Unit: "Sentence Patterns"
- Structural grammar 5 basic patterns: S-V, S-Vp, S-LV-Pa, S-VL-Pn, S-Va-0

Unit: "Modification"
- Words, phrases, clauses used as modifiers in the five basic sentence patterns

Unit: "Variation"
- Infinitives and gerunds as nouns (Class 1)

Unit: "Variation"
- Noun clauses functioning as Class 1

Unit: "Compounding"
- Compound structural units of sentences, compound sentence patterns

Unit: "Variation"
- Characteristics of verbs: inflection, tense forms, strong and weak verbs, transitive and intransitive, voice

* Included in Insight: The Experience of Literature, Noble and Noble
INTER IN ENGLISH (Grade 10-12)

GRADE 10

LANGUAGE

Unit: "Form Classes"
Nouns, verbs, adjectives, adverbs

Unit: "Structure Signal Words"
Articles, demonstrative adjectives, prepositions, intensifying adverb

Unit: "Sentence Patterns"
Structural grammar 5 basic patterns: S-V, S-Vp, S-LV-Pa, S-VL-Pn, S-Va-0

Unit: "Modification"
Words, phrases, clauses used as modifiers in the five basic sentence patterns

Unit: "Variation"
Infinitives and gerunds as nouns (Class I)

Unit: "Variation"
Noun clauses functioning as Class I

Unit: "Compounding"
Compound structural units of sentences, compound sentence patterns

Unit: "Variation"
Characteristics of verbs: inflection, tense forms, strong and weak verbs, transitive and intransitive, voice

COMPOSITION

Unit: Topic: What is one of the most important qualities of Old Milon's character? Defend your choice with details from the story.

Unit 1:
What is one of the most important qualities of Madame Defarge's (or Lucile'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.

Unit 2:
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.
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, "War and Peace"
- "Human Weakness"

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
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.
LIWITURE

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

Unit 6: "The Search for Wisdom:
Lagerof, "The Story of a Story"
Legod, "Sotho Boyhood"
Seboni, "Rammone Returns to the Kalahari"
Schweitzer, Memories of Childhood and Youth
de Saint-Exupery, Wind, Sand and Stars
Camus, "The Plague"
Chu-lí, "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
Unit 6: Find and illustrate three concepts on which Schweitzer and Saint Exupery 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

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 Profane and Promiscuous Dancing"
- Ward, "The Simple Cobbler of Agawam"
- Shephard, "Thomas Shepard's Autobiography"
- 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"

Language

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 Definitions"
- Contrast and comparison of Second and Third International Dictionaries
- Usage notes in the two dictionaries
- 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
UNIT 1: "Language and Culture"
- Use of nonsense materials to illustrate endings, signal words, importance of position
- Review of basic sentence patterns
- Intonational patterns
- Non-linguistic symbols

UNIT 2: "Definition of Language"
- Importance of context
- Denotation and connotation
- Metaphors
- Figurative language

UNIT 3: "Levels of Usage"
- Status and functional labels

UNIT 4: "Dialect"

Assignments:

UNIT 1: Explain the relationship between Abigail's actions and the Puritan belief in witchcraft.

UNIT 2: Compare the integrity of Dimmesdale and Frome.

UNIT 3: Develop a plan for attending a certain type of college or a specific college.

UNIT 4: Discuss a similarity and a difference between the business ethics of Lapham and those of Keller.

UNIT 5: How do you interpret the word "Great" in *The Great Gatsby*?

UNIT 6: Show why you agree or disagree with a quotation you choose from Emerson or Thoreau.

UNIT 7: 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

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"

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
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.
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"
Calisher, "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
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.
LITERATURE

Unit 1: "The Tale"
- Boccaccio, The Decameron (Selections)
- Sir Gawain and the Green Knight
- 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 Shakespearean 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"

LANGUAGE

Unit: "Middle English"
- Nelson Francis, The History of English and The English Language
- Comparative language charts
- Anglo-Saxon and French contributions 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 illustrating the art of rhetoric - "cons
- Effects of writing on reader

Unit: "The Rhetoric of Exposition"
- Effects which a piece of exp
- reader

* Included in Insight: English Literature, Noble and Noble
LANGUAGE

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

COMPOSITION

Unit 1: Review topic sentence, sub-topic, specific details
Topic: Write a concise, well-organized paragraph on one of the main characteristics of the Wife of Bath.

Unit 2: Several themes suggested dealing with Oedipus and Jocasta.
Topic: Who do you believe is more guilty, Macbeth or Lady Macbeth?

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

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

Unit 5: "Satire"
- Shaw, Arms and the Man
- Swift, Gulliver's Travels
- Byron, Don Juan, Canto 1
- 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

24
**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-
CARNEGIE CURRICULUM STUDY CENTER IN ENGLISH (Grades 10-12)

LITERATURE

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
Regardless of your view of Gulley, show how Cary leads you to an understanding 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 relationship 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 meaningful to you.
"The Development and Testing of Approaches to the Teaching of English in the Junior High School"

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: predication, complementation, coordination, modification, cross-
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 situation)
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 is the Strength")

The Semantic Differential (an attitude index using bi-polar adjectives separated by a
The Project English (Grades 7-9) in the teaching of English in the Junior High School involves seventh-grade classes in each from four urban population centers in each.

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

Multiple-response demonstrating basic reading comprehension, limited technical abilities, forms of judgment (Similar to Poetry Reading Test)

Age concepts other than those associated with grammatical systems

Expansion of short sentences into longer ones

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

Writing 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, tuition, spelling, handwriting (10-point scale).

CONCLUSIONS

(1) Some sort of organized approach to teaching English in the junior high level is essential.

(2) A carefully structured curriculum does not of itself guarantee effective teaching.

(3) Teacher behavior (attitudes and awareness which a teacher brings to the classroom) has a critical effect on student performance.
evaluation form: ideas, organization, working, flavor, usage, punctuation.

Teaching English in the junior high is of importance. It does not of itself guarantee effective student performance. Awareness which a teacher brings to the student and subject matter performance.
<table>
<thead>
<tr>
<th>Literature</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myth, legend, and</td>
<td>Semantics*</td>
</tr>
<tr>
<td>folklore*</td>
<td>Lexicography*</td>
</tr>
<tr>
<td>Introduction to</td>
<td>Morphology and syntax</td>
</tr>
<tr>
<td>modern imaginative</td>
<td>Micro-Morphology and syntax</td>
</tr>
<tr>
<td>forms of literature</td>
<td>Micro-Morphology and syntax</td>
</tr>
<tr>
<td>The novel--symbolism in fiction</td>
<td>Morphology and syntax</td>
</tr>
<tr>
<td>The short story--plot development</td>
<td>Modern forms of oral communication</td>
</tr>
<tr>
<td>Narrative poetry</td>
<td></td>
</tr>
<tr>
<td>One-act play</td>
<td></td>
</tr>
<tr>
<td>Satire</td>
<td>Grammar of transformed sentences</td>
</tr>
<tr>
<td>Drama</td>
<td>Semantics</td>
</tr>
<tr>
<td>Comedy</td>
<td>Rhetorical tone</td>
</tr>
<tr>
<td>The classical tragedy--Antigone</td>
<td>Oral poetry</td>
</tr>
<tr>
<td>Lyric poetry</td>
<td></td>
</tr>
</tbody>
</table>

* Materials to be published by Silver Burdett
LANGUAGE

Semantics*  
Lexicography*  
Morphology and syntax

COMPOSITION

GRADE 7  
Micro-rhetoric*

GRADE 8  
Morphology and syntax  
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
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
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. 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

Phase II
Meaning through syntax. Interpretation and recognition of theme in literal and figurative language, sensory words, connotations. Language as metaphor. Comparison-contrast, cause and effect.

Phase III
Principle of relationship of structure and meaning. Linguistic and semantic by Annixter.
GRADE 7

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

rtance of context.

relationships^organziation. Shane by Schaefer

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

GRADE 8

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

pretation and recognition of theme in literature. Emotional aspects of language, words, connotations. Language as metaphor. Patterns of time sequence, com-

structure and meaning. Linguistic and semantic nature of language. Sunflower
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 students to:

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

GRADE 9

kinds of relational patterns which enable students to hypothesize meaning.
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 a systematized evaluation ... three patterns of organization are being systematical one. Furthermore, Florida is using the material produced elsewhere to see whether or different context ... Florida finds that junior high school students are still rather beings, much more able to cope with the content of a piece of literature than with 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 cur.
of Iowa, in *English Journal*, October, 1967:

...met's work and ideas provocative ... only one Center, Florida, that has attempted
the patterns of organization are being systematically tested rather than the usual
the material produced elsewhere to see whether experiences are replicated in a
that junior high school students are still rather naive and half-formed human
the content of a piece of literature than with its formalistic aspects. After
arian 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. Specific learning experiences are suggested for the development of the curriculum is a spiral. Specific learning experiences are suggested for the development of the curriculum in a spiral.

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 Kng. 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
Curriculum Study Center (Grades K-6)  

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

The contributions to the activities of the class and to play groups of events in narration conversation

A unit familiar story in more than one sentence events

The Content of a Composition" (and Grade 1)

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 come and go to people he knows

Importance of the sequence of events in stories relationship between time and mood in stories 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 verbs
- 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)

- Reading of poetry
- Singing of poetry
- Verbal and imaginative representations
- Report facts in chronological order
- "Vocabulary" (For Kng. and Grade 1)
- "Words have meanings that can be told to others"
- "Words are arbitrary sounds which have been agreed upon to symbolize things"
- "Denote action"
- "Is changed"
- "Language" (For Kng. and Grade 1)
- "Comparisons"
- "Verbal description"
- "Tastes of personification in literature"
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 stan
To choose language in terms of audience and situation
of context clues, designations of present and past time
ence in word meaning when the prefix un is added to an action word (verb)

describe

1) variations in usage
tent from his own
habits of usage are not acceptable as standard
ms 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
history of his own 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 narr
To write short compositions independently

Unit: "Paragraph Development"

To experience the use of written language as a record of his own oral
language
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 un
involved with his wants and desires
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

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

language as a record of his own oral expression

a variety of purposes, especially in his dictation as the teacher writes

letters

- give and send letters to someone unknown to him for special reasons, usually

- thing

- is used in business writing

- on the envelope and why it is used

of sequence of events in stories

between time and mood in stories

through 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 - ed
To recognize the noun inflection - s and the verb inflection - ed

The English Sentence

To understand and use the term sentence and to identify simple sentences
To differentiate between question and statement by noticing word order
To combine short sentences into single sentences
To extend sentences
When fact and fantasy
written, of his own experiences
using facts
- a report according to the purpose for writing

- picture dictionary or word cards

- in 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
  in - s and the verb inflection - ed in pupil's own writing

- 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.)
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 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
To understand that a business letter can go to an organization as well as an individual
To understand that the individual may be known but that the situation is not necessarily a business letter

Unit: "Stories and Plays"

To develop understanding that there is a relationship between the time in which the story was composed and mood of the story
To develop the understanding that there is a relationship between the place in which the story was composed and mood of the story
To develop awareness that characters in a story may be presented in different lifelike forms than others
lum Study Center (Grades K-6)  

Grade 2  

Participation, observation and reading  

In purpose and choice of content of composition  

Deas  

ie units of expression  

For a variety of purposes  

Its in his writing and to employ signals to indicate each  

asis of division of written material into sentences and paragraphs  

ent of a Composition"  

ce in letter writing  

ed in reference to the components of personal letters  

ous people  

Letters  

Writing includes filling in forms as well as writing a business letter  

ss letter can go to an organization as well as to an individual  

idual may be known but that the situation is business-like and requires  

ere is a relationship between the time in which a story takes place and the  

t there is a relationship between the place - setting of a story and the content  

ers in a story may be presented in different ways and that some are more
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 sp
To appreciate the technique of exaggeration used by writers to produce

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
Grades K-6

Poetry

In literature

Problem-solving forms

Explanations and directions

Using and illustrating meaning class

Literal language

References of objects and people as aids in verbal description and refer to it by the term personification gerative expressions in everyday speech

Rhetoric used by writers to produce vivid imagery

Literary

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 -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
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

parts of a sentence, subject and predicate coordination

age 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 a basis for organization
- To use a sequence of importance as a basis by which to organize his written composition
- To continue to broaden his use of written language as his skill increases

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

Personal Letters
- To recognize opportunities for use of personal letters, to choose the relationships among the writer, the content, and the 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 development
- To recognize that it is the needs of the post office that determine what goes into formal writing
- 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 text is organized
- To designate several ways in which the place-setting of a story is presented in different ways
- To develop the understanding that there are different kinds of characters

Unit: "Poetry as a Writing Form"
- To enjoy and appreciate poetry
lish Curriculum Study Center (Grades K-6)

Grade 3

Composition

Practice of experiences through participation, observation and reading

- to express ideas accurately and effectively
- to form choice of content to purpose and audience
- a paragraph designates a unit of thought

In compositions into sentences and paragraphs as units of meaning

- a kind 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

- for the form of the letter and the convention of written language appropriate to his level

Example rules for use as a check-list in improving one's own letters and those written by

- a group

Business Letters

Any 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

- the stamps

- what is relevant to include in formal writing

Understanding that there are several ways in which the time in which a story takes place is indicated

- ways in which the place-setting of a story is indicated

Understanding that there are different kinds of characters in stories and that these may be

different ways

Ding Form

Late 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
  that some stress patterns have changed over the years
English Curriculum Study Center (Grades K-6) Grade 3 (2)

Writing Form* (Continued)

Write poetry
for effect
in the choral reading of poetry

criticize qualities in one's own writing

ting*

standing by use of problem-solving techniques

opinions from facts

outlines for writing stories and reports

dle form of note-taking

nt of Vocabulary*

word definitions

e words as members of a meaning class

e levels of abstraction in word meaning

ish between figurative and literal meaning

e meaning of words derived from root words

age

md the terms "literal" and "figurative" language

ing and to appreciate other's use of figurative language in oral and written composition

e similes in literature and to use them in speech and writing

nd syllabication and primary accent

nd prefixes

use a glossary

to second and third letters

e English Language*

at the language system includes stress patterns which help to give meaning to utterances and
ss patterns have changed over the years
Unit: "History of the English Language" (Continued)

To understand the history and purpose of our graphic...
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 relationship of 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, subordinations

Usage and Dialect

To understand that usage differs phonologically
To understand that usage differs morphologically
To understand that usage varies as vocabulary varies
Curriculum Study Center (Grades K-6)

Grade 3 (3)

The history and purpose of our graphic system is changed.

Usage:

- Identify auxiliaries of selected prefixes and the relationship of these to the meaning of the
- Identify auxiliaries of selected prefixes and the relationship of these to the meaning of the
- Identify auxiliaries of selected prefixes and the relationship of these to the meaning of the

- In word order of subject and predicate in the three types of sentences and extend them with descriptive elements identified as modifiers
- In word order of subject and predicate in the three types of sentences and extend them with descriptive elements identified as modifiers
- In word order of subject and predicate in the three types of sentences and extend them with descriptive elements identified as modifiers

Patterns of utterance or language structure: modification, predication, complementation, and variation:

(1) N + V, (2) N + V + N, (3) N + V + PN (predicate nominative), (4) N + V + PA

- Ge differs phonologically
- Ge differs morphologically
- Ge 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 style
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 divisions
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 form

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 of groups, and titles of written materials
To recognize specific instances of punctuation: Quotation marks with examples of letters and business letters; colon in business letters
To practice the conventions for placement of the letter on the page and paragraphing
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 situation or purpose
To use habitually the conventional form of the letter or to locate model
To express himself clearly and concisely in many kinds of formal, practical

Stories and Plays

To develop understanding that the same object or incident can be described in 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 events
To understand that narrative has a beginning, a middle and an end
and the audience in selection of form and organization of a specific subject.

The audience should be selected with care, as it affects the choice of subject and form. Students are expected to choose a specific subject and present it in 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. The division is based on logical bases for organizing discourse and for dividing into paragraphs.

Example of a composition:

A special example of courtesy to the intended reader is in nouns like Mother, when used instead of a name, buildings, special materials. Punctuation marks are used for clarity: quotation marks with exact words of speaker; comma in personal pronouns; colon in business letters.

Placement of the letter on the page and the address on the envelope editing his own and others' writing.

The letter should be written and to identify the basis of his choice of the letter or to locate models and rules for form. Concisely in many kinds of formal, practical writing situations, the same object or incident can be described in different ways for different purposes.

Punctuation marks serve a practical purpose of indicating the reader of what the writer has to say. They are used for clarity and to indicate the writer's intended meaning.

The same object or incident can be described in different ways for different purposes. Words must be carefully chosen for effective description.

Feats primarily with action, which consists of a meaningful series of events as 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, part 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 symbols
To understand that words have histories
To understand that words from other languages are a part of the English
nt and appreciation of varied types of poetry
ility to use vivid language
e in choral reading
anding of poetry as a writing form
periences 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
irical language in literature
both figurative and literal language are useful and to identify suitable occasions for

ning of information contained in each entry in the dictionary
ictionary use: alphabetizing, using guide words, pronunciation guides, root words
ms, synonyms
ences among dictionaries designed for different purposes
anguage
iding that language is an arbitrary system of symbolic sounds
ords have histories
ords 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 changes
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 changes

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 contexts
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 sources
To understand that pronunciations of some words vary in different geographic areas
To become familiar with methods which writers use to show dialect
Curriculum Study Center (Grades K-6)  

Grade 4 (3)  

---

- **Inflected Nouns**
  - plural forms of nouns

- **Adjectives**
  - changing meaning of adjectives when the inflection -er or -est is added
  - as modifiers of verbs
  - changing meaning of an adverb when the inflection -er or -est is added

- **Verbs**
  - sentences in the pattern Noun-Verb

- **Complementation**
  - the concept of modification

---

- Different levels of usage are appropriate in various kinds of situations.
  - Forms in formal written styles in poetry and in prose.
  - Of standard English.
  - A person's own vocabulary is made up of words from many sources.

- Pronunciations of some words vary in different geographical areas.
  - 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 form
To use introduction, body, and conclusion to develop unit in the structuring
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 content
To examine paragraphs in a variety of printed materials to study how paragraphs are constructed

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
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 clearly in practical writing situations
To expect writing letters to become a part of his regular activity
To value his ability to communicate to others in writing and to see

Stories and Plays

To understand that description in narrative may be used to convey situations
To understand that action occurs, the characters who participate in that action,
To understand that both narration and description are written from different perspectives

Poetry as a Writing Form

To increase enjoyment and appreciation of poetry
To increase ability to use language for special effects
Grade 5

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.

Entertainment

Form of topic sentences as a basis for developing paragraphs for unity as part of editing and improving compositions. In a variety of printed materials to study how paragraphs are developed.

For the Content of a Composition

Atractive and creative personal letter on a definitive theme sentences and paragraphs making use of topic sentences as a means of producing a unified outline in organizing a personal letter.

E punctuation and capitalization in letters: Business Letters

Experience in letter writing and to express himself clearly in many kinds of formal, living situations. Letters to become a part of his regular activities. Ability to communicate to others in writing and to see the results of his writing.

Description in narrative may be used to convey the time of action, the place in which events, 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.

Form and appreciation of poetry. Ability to use language for special effects.
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 occasions

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 term metonymy
To recognize appropriate occasions for using figurative language and metonymy

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' speech
To recognize the arbitrary nature of language
To recognize and use the peculiar characteristics of written language and its auditory and visual components of oral communication
with choral reading of poetry

ding poetry as a writing form

ain ideas and details

f factual backgrounds

and experiments by problem-solving methods

o follow and give complex directions

ulary"

as member of a meaning class

of abstraction in word meaning

en personalized and non-personalized meaning

or figurative language and use each in appropriate situations

ing of the nature and use of figurative language

y as a figure of speech, recognize the use of metonymy in literature, and use the

ate occasions for using figurative language and for using literal language

s in word meanings

anding of etymology

nguage

nguage to its historical antecedents

iate language variations of different individuals and groups, with emphasis on the

language

the peculiar characteristics of written language as effective substitutes for the

omponents of oral communication
Unit: "Language: Structure and Usage"

Morphology

To understand the meaning of the terms suffix and derived words; to understand the relationship between a base word and its suffix; and to understand that the adjective is a derived word.

To understand the comparative and superlative forms of derived adjectives.

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 dialect.
To become familiar with the speech of the main dialect areas of the English-speaking world.
To understand the use of dialect in literature.
To recognize different social dialects within a particular geographical area.
Curriculum Study Center (Grades K-6)  Grade 5 (3)  

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

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

- Usage of others in terms of its appropriateness
- In terms of its variations
- Use of appropriateness to one's own usage
- Norms dialect, dialect geography and idiolect
- Actors affecting the development of regional dialects
- With the speech of the main dialect areas of the United States
- Use of dialect in literature
- Interaction 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 needed
- To distinguish the writing situations in which topic sentences are suitable
- To recognize the variety of ways writers develop paragraphs and to try out 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-written letters, taking into consideration the personalities and interests of both the writer and the reader
- To appreciate letters as an example of literary form - to be read for its content 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 a given situation
- To initiate occasions for formal writing
- To increase his ability to compose letters for a purpose, judge effectively 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

**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
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

t of a Composition

ous, interesting, well-planned and well-written letters reflecting his own
nsideration of the relationships among writer, content, and intended reader
ample 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
pose 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

eciation 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 limits

Dictionary

To understand that dialect differences cause multiple pronunciation
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
as opinions on important issues
writing research and experiments
techniques for main ideas and details
ports and speeches
of identifying distortion of facts to change meaning

arya"

onal experiences give special meanings to words
initions
abstraction in word meaning
otation and connotation

figurative language and use each as is appropriate in his writing
es in order to determine meaning

figurative language extends meaning by associating word referents in an unusual way
ined use in the same context of a figurative use of a word may cause it to
hich becomes commonly accepted as a meaning in literal language; that figurative
e of the important ways by which language changes
ugh figurative language the speaker or the writer communicates his feeling about
s the concept itself
ures of speech he himself develops from his own sensitivity to similarities and
le use figures of speech to overcome the limitations of the language
ect differences cause multiple pronunciation listings in dictionaries
loquial, slang, and standard entries
ory 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 expan

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 wi
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, vocabul
to use language flexibly in terms of purpose, situation, and audience
In Grades 6 (3), students should:

1. Through which words have been formed references within a language both historical and dialectal, for style variation.
2. By expansion to the process of language expansion.
3. Of the term affix.
4. Of word parts in derived words constructed with more than one affix, and to the parts as they relate to each other within the derived word.
5. Of the parts as they relate to each other within the derived word.
6. Between words and inflected words.
7. Intensifiers of the pattern Expletive-Verb-Noun construction and to identify constructions within sentences.
8. Intensifiers 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 grades 7-9, and 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
And language arts program for children in depressed urban areas, published by matched reading levels grades 5-7, grades 6-8, and grades 7-9. Each level includes a two-record set to accompany the anthologies.
INDIANA UNIVERSITY ENGLISH CURRICULUM STUDY CENTER (Grades 7-12)

LITERATURE

Unit: "Poetry Sequence"
- Folk Ballad
  - "The Ballet of the Boll Weevil"
  - "John Henry"
  - "Sixteen Tons"
  - "Tom Dula"
  - "Titanic"
  - "Jesse James"
  - "Johnnie 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

LANGUAGE

Unit: "What is Language?"

Unit: "So What's a Dictionary?"
- Denotations and connotations
- Pronunciation, spelling, inflection
- Levels of speech, literary allusions

Unit: "Grammar"
- Form words and structure
- Word relationship and function
- Affixes
- Transformations: imperative, questions elements
CULUM STUDY CENTER (Grades 7-12)

LANGUAGE

Unit: "What is Language?"

Unit: "So What's a Dictionary For"
Denotations and connotations
Pronunciation, spelling, syllabication, 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,
Form and function
Transformations: There-expletive, imperative, questions, compound elements

COMPOSITION

GRADE 7

GRADE 7

1

.1.,01,...WIt' .1,00,

CULUM STUDY CENTER (Grades 7-12)

LANGUAGE

Unit: "What is Language?"

Unit: "So What's a Dictionary For"
Denotations and connotations
Pronunciation, spelling, syllabication, 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,
Form and function
Transformations: There-expletive, imperative, questions, compound elements

COMPOSITION

GRADE 7
LITERATURE

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"

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)
Nature myths
Myths of heroes
Mythology and literature

LANGUAGE

Unit: "How Words Are Formed"
Names
- Compounds
- Prefixes and suffixes
- Blends, manufactured word, and acronym
- Onomatopoetic words
- Borrowed words

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

Unit: "Grammar of English Sentence"
Form-word phrases
- Expansions
- Variations of the basic sentence
- Be as the main verb, indirect complements

Adverbial and adjectival phrases
Simple transformations: inverse passive, there compound structures, participial phrases, absolute phrases
LANGUAGE

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

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

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, more compound structures, complex
- Sentence
- Participial phrases, infinitive
- Phrases
- Absolute phrases

COMPOSITION

"A Hillside Thaw"
- "How Words Are Formed"
- "How Words Change Meaning in Time and Context"
- "Grammar of English Sentences"

"In Illinois"
- "How Words Are Formed"
- "How Words Change Meaning in Time and Context"
- "Grammar of English Sentences"

"The Adventures of Tom Sawyer"
- "How Words Are Formed"
- "How Words Change Meaning in Time and Context"
- "Grammar of English Sentences"

"Coolidge, Greek"
- "How Words Are Formed"
- "How Words Change Meaning in Time and Context"
- "Grammar of English Sentences"
LITERATURE

Unit: "Poetry Sequence"
   Lyrics (metaphor, symbol, tone)
   Sandburg, "Prayers of Steel"
   Crane, "The Heart"
   Blake, "A Poison Tree"
   Hillay, "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

LANGUAGE

Unit: "An Introduction to Pho and to Morphemes Through Prefixes: Un, a, ab, anti, arch, auto, be, counter, de, dis, en, hyper, hypo, inter, micro, mal, mid, mis, near, non, out, over, pre, pro, pseudo, semi, sub, super, sue, ultra, uni, vice"
   Suffixes: -able, -acy & -ian, -ance & -ence, -ant & -ent, -arian, -dom, -ed, -ee, -er, -ese, -essen, -ess, -et, -hood, -ic, -ier, -ies, -ine & -in, -ing, -ish, -ite, -ition, -itious, -kin & -kin, -le, -ment, -most, -ness, -some, -ster, -ward & -ward

Unit: "The Grammar of English"
   Review of Grades 7 & 8
   The process of subordinating sentences
   Compound structures
   Punctuation
   Parallelism
   Combining different structures
   Adverbial and adjective sentence completeness: dangling elements
   Comparisons
   Agreement
   Ambiguities
LANGUAGE

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

COMPOSITION

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

93
LITERATURE

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 Merrier 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 Holineux"
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

LANGUAGE

Unit: "American Dialects"

Unit: "Why Worry About P"
Review of earlier
conscious or
stem of choice)

Unit: "American Dialects"

"Why Worry About Meaning?"
Review of earlier units

To a Young
Meeker Than
Look About the
First Robin So"
Gentian"
Suckle"

setting emphasized
Major Molineux"
husband"

Hayes
Nagerio

of setting
of the Wedding
Courage
Huckleberry 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"
- Shakspeare, "Sonnet LXIII"

Unit: "Short Story" (point of view, characterize others, and omniscient narration)

- 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 English Language"

- J.N. Hook & E.G. Ma, English Language Grammar and Usage

Unit: "Lexicography from Third"

- The First English Dictionary
- The modern dictionary
- The lexicographer
- Webster's Third

96
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, 1 play

Unit: "Novels"
Swift, "Gulliver's Travels"
Bronte, Wuthering Heights
Conrad, Heart of Darkness
Indiana University English Curriculum Study Center (Grades 7-12)

**Literature**

**Unit:** "Poetry" (distinguishing between speaker and author)
- Stevenson, "Looking Forward," "System"
- e.e. cummings, "Next to of Course God America"
- "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:** "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**

**Unit:** "Nothing M To acquaint and import help them translate are of equi... of the ori..."
Language

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.
<table>
<thead>
<tr>
<th>playwright</th>
<th>title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moliere</td>
<td>The Misanthrope</td>
</tr>
<tr>
<td>Ibsen</td>
<td>Rosmerholm</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>play</td>
</tr>
<tr>
<td>Hesse</td>
<td>Siddhartha</td>
</tr>
<tr>
<td>Paton</td>
<td>Cry, the Beloved Country</td>
</tr>
<tr>
<td>Dostoevsky</td>
<td>Crime and Punishment</td>
</tr>
</tbody>
</table>

Unit: "Novels"
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. Saturate
with newspapers, magazines, and paperbound books that he comes to per-
cepts. 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
Frequency of written
one set per week for
A journal kept by each
and returned on Fr
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 length or L5, of the 5 sets of papers assigned in every 2 weeks, one set per week, and one set per week. 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.

Composition

Saturation through surrounding the student with reading books that he can't help absorbing. The student needs a sense of ownership of the book, so that he would read it through in order to satisfy his curiosity and then think about the book in class the next day. The teacher should ask questions that will make him think and make him read more the next day.

Satisfaction is obtained by reading the book for an hour or more per day. However, the teacher should not insist on reading all parts of the book. Instead, he should encourage the students to read what interests them most. This will help them learn to read for themselves, which is the ultimate goal of reading instruction.
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 d
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
facts)."
The Elementary school program centers in the study of literature, not as a reading program often to be read aloud. It is designed to teach students (1) to comprehend the more of literature composed for young children, (2) to control these linguistic and literature, and (3) to comprehend consciously the more frequent grammatical conventions which they use in their writing.

Units are sliding units; that is, the grade levels are suggested. It is important not to lose 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" order of the relations within them;
3. a capacity to manipulate simple rhetorical devices (metaphor, simile, etc.)
4. a capacity to write in fictional modes analogous to those studied in literature.

The language program is directed toward:

1. displaying to children that English is primarily a word-order language, that the order of the phrases and clauses are often of the utmost importance;
2. giving children an understanding of the sound (phonology) of the language in order to talk to each other and hear what others say;
3. giving the students an understanding of the language's historical dimension, such as phonetic changes, the development of words, the way in which language has been used in different times and places;
4. giving the students an understanding of the extent to which punctuation is used, and the segmental (pitch, stress, juncture) features of spoken discourse.

Formal study of linguistics not considered feasible for the elementary school.
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 among children, (2) to control these linguistic and literary conventions in their own writing, and (3) to control the more frequent grammatical conventions which they can handle in their speaking and writing. It is suggested that the grade levels are suggested. It is important that the program follow the general sequence of instruction:

In composition, it tries to give the student:

- A sensitivity to the possibilities of the sound of language;
- An understanding of the relationship between speaker and audience affects one's handling of oral and written language;
- An understanding of the extent to which punctuation is a written representation of the suppressional and juncture features of spoken discourse.

These are considered feasible for the elementary school.
**UNIT 5 STUDY GUIDE**

**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 comparing 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 ways
- Descriptive words and phrases in stories
- Animal communication
<table>
<thead>
<tr>
<th>Specific study of:</th>
<th>Group story:</th>
</tr>
</thead>
<tbody>
<tr>
<td>troll</td>
<td>&quot;This is the_________ that Jane or Dick______________&quot;</td>
</tr>
<tr>
<td>creaked</td>
<td>A tale about an animal that had to do something by himself</td>
</tr>
<tr>
<td>groaned</td>
<td>A story about a family getting somewhere</td>
</tr>
<tr>
<td>thresh</td>
<td>A tale about a person or animal fooled by someone whom he left home</td>
</tr>
<tr>
<td>burn</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group story:</th>
<th>Dictation of individual or group stories to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play on descriptive words</td>
<td>Relate a sequence of events</td>
</tr>
<tr>
<td>Effective use of repetition</td>
<td>Tell how the characters feel</td>
</tr>
<tr>
<td>Action verbs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group story:</th>
<th>Dictation of individual or group stories to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress pattern of a refrain</td>
<td>Relate a sequence of events</td>
</tr>
<tr>
<td>Rhyming words</td>
<td>Tell how the characters feel</td>
</tr>
<tr>
<td>Metaphors and similes for comparing cats</td>
<td></td>
</tr>
<tr>
<td>Oral transformation of sentences</td>
<td></td>
</tr>
<tr>
<td>Alliterative phonology game</td>
<td></td>
</tr>
<tr>
<td>Awareness of other languages</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group story:</th>
<th>Dictation of individual or group stories to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialect</td>
<td>Relate a sequence of events</td>
</tr>
<tr>
<td>Expression of one idea in several ways</td>
<td>Tell how the characters feel</td>
</tr>
<tr>
<td>Descriptive words and phrases in the stories</td>
<td></td>
</tr>
<tr>
<td>Animal communication</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group story:</th>
<th>Dictation of individual or group stories to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retelling story to determine time sequence</td>
<td>Relate a sequence of events</td>
</tr>
<tr>
<td>Make up another adventure about Tim</td>
<td>Tell how the characters feel</td>
</tr>
<tr>
<td>Compose a &quot;picture&quot; in words of the favorite season</td>
<td></td>
</tr>
<tr>
<td>Story about a trip to an island</td>
<td></td>
</tr>
</tbody>
</table>
### LITERATURE

<table>
<thead>
<tr>
<th>Unit: &quot;Myth&quot;</th>
<th>&quot;The Story of the First Woodpecker&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Story of the First Butterflies&quot;</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE

<table>
<thead>
<tr>
<th>Descriptive words, phrases, and sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adding endings to words like dog, cat</td>
</tr>
<tr>
<td>Rhyming with key words</td>
</tr>
<tr>
<td>Words beginning with the same sound</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: &quot;Fable&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Dog and the Shadow&quot;</td>
</tr>
<tr>
<td>&quot;The Town Mouse and the Country Mouse&quot;</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit: &quot;Other Lands and People&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matsuno, A Pair of Red Clogs</td>
</tr>
</tbody>
</table>

| Words for the sounds of weather, shoes and boots |
| Homonyms |

<table>
<thead>
<tr>
<th>Unit: &quot;Biography&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lawson, They Were Strong and Good</td>
</tr>
<tr>
<td>D'Aulaire, George Washington</td>
</tr>
</tbody>
</table>

<p>| Words beginning with &quot;m&quot; and &quot;gr&quot; |
| Comparison of adjectives |
| Concept of the sentence |</p>
<table>
<thead>
<tr>
<th>NATURE</th>
<th>LANGUAGE</th>
<th>COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The First Woodpecker&quot;</td>
<td>Descriptive words, phrases, and sentences</td>
<td>A nature myth: Why the ___ is ___</td>
</tr>
<tr>
<td>The First Butterflies&quot;</td>
<td>Adding endings to words like dog, cat</td>
<td>A story about an animal with a characteristic such as greed or pride</td>
</tr>
<tr>
<td>The Shadow&quot; and the Country</td>
<td>Rhyming with key words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Words beginning with the same sound</td>
<td></td>
</tr>
<tr>
<td>Red Clogs&quot;</td>
<td>Words for the sounds of weather, of shoes and boots</td>
<td>A story about the clogs sent to Hako's granddaughter</td>
</tr>
<tr>
<td>People&quot;</td>
<td>Homonyms</td>
<td></td>
</tr>
<tr>
<td>Are Strong and the Washington&quot;</td>
<td>Words beginning with &quot;m&quot; and &quot;gr&quot;</td>
<td>Booklet about &quot;you&quot; or &quot;me&quot;</td>
</tr>
<tr>
<td></td>
<td>Comparison of adjectives</td>
<td>Other stories about Washington</td>
</tr>
<tr>
<td></td>
<td>Concept of the sentence</td>
<td></td>
</tr>
<tr>
<td>Unit: &quot;Folk Tale&quot;</td>
<td>Rhymes</td>
<td>Intonation patterns</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>&quot;Little Red Riding-Hood&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The Story of the Three Little Pigs&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The Story of the Three Bears&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: &quot;Fanciful Tale&quot;</th>
<th>Descriptive phrases</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Seuss, <em>And to Think That I Saw It on Mulberry Street</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: &quot;Animal Story&quot;</th>
<th>Synonyms</th>
<th>Allusions to animals</th>
<th>&quot;-er&quot; word ending</th>
<th>Rhythm and rhyme</th>
<th>Beginning &quot;wh&quot; sound</th>
<th>Form classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson, <em>Blaze and the Forest Fire</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kipling, &quot;How the Whale Got His Throat,&quot; &quot;The Beginning of the Armadillos,&quot; &quot;The Cat That Walked by Himself&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: &quot;Adventure Story&quot;</th>
<th>Proper names</th>
<th>Sensory diction</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Seuss, <em>The 500 Hats of Bartholomew Cubbins</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dalgliesh, <em>The Bears on Hemlock Mountain</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: &quot;Myth&quot;</th>
<th>Proper nouns</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Golden Touch&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit: &quot;Fable&quot;</th>
<th>Interrupters</th>
<th>Stress and information pattern of imperative and interrog sentences</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;The Hare and the Tortoise&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;The Ant and the Grasshopper&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 1-12</td>
<td>GRADE 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE</strong></td>
<td><strong>COMPOSITION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhymes</td>
<td>Cumulative story using the devices of repetition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intonation patterns</td>
<td>Story about a boy meeting an animal family in the woods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence expansion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive phrases</td>
<td>Answers to &quot;Now, what can I say when I get home today?&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stories about &quot;And to Think That I Saw It on _____ Street&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synonyms</td>
<td>Other endings for a story</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allusions to animals</td>
<td>Stories about how animals got their tails, noses, ears, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;-er&quot; word ending</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhythm and rhyme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning &quot;wh&quot; sound</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper names</td>
<td>Composition of magicians' rhymes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory diction</td>
<td>An account of a story for a newspaper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two versions of a letter for different audiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Story about an errand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper nouns</td>
<td>Stories about the &quot;golden touch&quot; today</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interrupters</td>
<td>One retell the story while others act it out in pantomime</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LITERATURE</td>
<td>LANGUAGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit: &quot;Other Lands and People&quot;</td>
<td>Alliteration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yashima, Crow Boy</td>
<td>Pictorial and phonetic words</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit: &quot;Historical Fiction&quot;</td>
<td>Form classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mason, Caroline and Her Kettle Named Maud</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>COMPOSITION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alliteration</td>
<td>How children in another land are like or unlike American children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictorial and phonetic writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form classes</td>
<td>Dialogue that reveals character</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sequence in a well-written paragraph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Folk Tale&quot;  &quot;Mother Holle&quot;  &quot;Cinderella&quot;  &quot;The Sleeping Beauty in the Wood&quot;</td>
<td>Stress and meaning A variety of sentence beginnings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Fanciful Tale&quot;  Bishop and Wiese, <em>The Five Chinese Brothers</em>  Bemelmans, <em>Madeline, Madeline's Rescue</em></td>
<td>Expansion of sentences elements and phrasal structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Animal Story&quot;  Rounds, <em>The Blind Colt</em>  Kipling, &quot;How the Camel Got His Hump,&quot; &quot;How the Leopard Got His Spots,&quot; &quot;The Sing-Song of Old Han Kangaroo&quot;</td>
<td>Dialect Noun inflections Form classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Adventure Story&quot;  Milne, <em>Winnie-the-Pooh</em>  Atwater, <em>Mr. Popper's Penguins</em></td>
<td>Onomatopoetic names Different ways of forming plurals Manipulation of vowels and sonants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Myth&quot;  &quot;Daedalus and Icarus&quot;  &quot;Clytie&quot;  &quot;Narcissus&quot;  Trowbridge, &quot;Darius Green and His Flying Machine&quot;</td>
<td>Expansions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE</strong></td>
<td><strong>COMPOSITION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Stress and meaning  
A variety of sentence beginnings | Original stories illustrative of structural motifs common to folk tales |
| Expansion of sentence 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 consonants | Stories about adventures with Winnie-the-Pooh or a favorite toy  
Writing "Pooh" rhymes |
<p>| Expansions | Paragraphs on &quot;If I could make some wings for myself, I would...&quot; |</p>
<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit:</strong> &quot;Fable&quot;</td>
<td>Rhymes containing riddles</td>
</tr>
<tr>
<td>Grimm, &quot;The Musicians of Bremen&quot;</td>
<td>Stress patterns and meaning</td>
</tr>
<tr>
<td>Chaucer, Chanticleer and the Fox</td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Other Lands and People&quot;</td>
<td>-ed as a suffix</td>
</tr>
<tr>
<td>Lamorisse, The Red Balloon</td>
<td></td>
</tr>
<tr>
<td>Fyleman, &quot;The Balloon Man&quot;</td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Historical Fiction&quot;</td>
<td>&quot;Sign language&quot;</td>
</tr>
<tr>
<td>Dalgliesh, The Courage of</td>
<td>Intonation patterns</td>
</tr>
<tr>
<td>Sarah Noble</td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Biography&quot;</td>
<td>History of words</td>
</tr>
<tr>
<td>Hogeboom, Christopher Columbus and His Brothers</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>COMPOSITION</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Rhymes containing riddles</td>
<td>Stories relating original fables</td>
</tr>
<tr>
<td>Stress patterns and meaning</td>
<td></td>
</tr>
<tr>
<td>-ed as a suffix</td>
<td>Stories about the balloon as a main character, an elf within a balloon, another toy as a main character</td>
</tr>
<tr>
<td>&quot;Sign language&quot; Intonation patterns</td>
<td>Diary entries</td>
</tr>
<tr>
<td>History of words</td>
<td>Logbook of an imagined journey</td>
</tr>
<tr>
<td>Unit</td>
<td>Text</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>&quot;Folk Tale&quot;</td>
<td>Carroll, Febold Feboldson</td>
</tr>
<tr>
<td>&quot;Fanciful Tale&quot;</td>
<td>White, Charlotte's Web, Fyleman, &quot;A Fairy Went A-Marketing&quot;</td>
</tr>
<tr>
<td>&quot;Animal Story&quot;</td>
<td>Henry, Brighty of the Grand Canyon</td>
</tr>
<tr>
<td>&quot;Adventure Story&quot;</td>
<td>McCloskey, Homer Price</td>
</tr>
<tr>
<td>&quot;Myth&quot;</td>
<td>Longfellow, &quot;Hiawatha's Fasting&quot;</td>
</tr>
<tr>
<td></td>
<td>Warner, &quot;Theseus and the Minotaur,&quot; &quot;Arachne&quot;</td>
</tr>
<tr>
<td></td>
<td>Price, &quot;Phaeton and the Chariot of the Sun&quot;</td>
</tr>
<tr>
<td>&quot;Fable&quot;</td>
<td>Jacobs (ed.), The Fables of Aesop</td>
</tr>
</tbody>
</table>

**Figurative language**

**Dialect**

**Paragraphs**

**Hyphenated words**

**Dialect**

**Proper sentence formations**

**Word origins**

**Sentence expansions**

**The passage of words through several cultures**

122
<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>COMPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figurative language</td>
<td>Descriptions of a hero or leader</td>
</tr>
<tr>
<td>Dialect</td>
<td>Description of an original hero</td>
</tr>
<tr>
<td></td>
<td>Tale about an ordinary person with a problem similar to Feboldson's</td>
</tr>
<tr>
<td>Paragraphs</td>
<td>Riddles</td>
</tr>
<tr>
<td>Hyphenated words</td>
<td>Completion of an unfinished animal story</td>
</tr>
<tr>
<td>Dialect</td>
<td></td>
</tr>
<tr>
<td>Proper sentence formations</td>
<td>After an analysis of an episode in Homer Price, class development of its own story</td>
</tr>
<tr>
<td></td>
<td>Other adventures that Homer might have had</td>
</tr>
<tr>
<td>Word origins</td>
<td>Composition about heroes overcoming threats of a monster</td>
</tr>
<tr>
<td>Sentence expansions</td>
<td></td>
</tr>
<tr>
<td>The passage of words through several cultures</td>
<td>Group and individual fable creations</td>
</tr>
<tr>
<td>LITERATURE</td>
<td>LANGUAGE</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Other Lands and People&quot;</td>
<td>Differences in pronunciation of various languages</td>
</tr>
<tr>
<td>Carlson, Brother for the Orphelines</td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Historical Fiction&quot;</td>
<td>Similes and metaphors</td>
</tr>
<tr>
<td>Wilder, Little House on the Prairie</td>
<td>Homonyms</td>
</tr>
<tr>
<td>Benet, &quot;Western Wagons&quot;</td>
<td></td>
</tr>
<tr>
<td>Edmonds, The Matchlock Gun</td>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Biography&quot;</td>
<td>Regional words</td>
</tr>
<tr>
<td>Franchere, Willa</td>
<td>Prefixes and suffixes</td>
</tr>
<tr>
<td>D'Aulaire, Leif the Lucky</td>
<td>Place names</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>COMPOSITION</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Differences in pronunciation</td>
<td>Stories about the orphelines in their new home</td>
</tr>
<tr>
<td>of various languages</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Similes and metaphors</td>
<td>A diary kept for a covered wagon journey years</td>
</tr>
<tr>
<td>Homonyms</td>
<td>ago told by great grandparents</td>
</tr>
<tr>
<td></td>
<td>Stories about present day child called upon to</td>
</tr>
<tr>
<td></td>
<td>be brave</td>
</tr>
<tr>
<td>Regional words</td>
<td>A personal incident in life</td>
</tr>
<tr>
<td>Prefixes and suffixes</td>
<td>Diary recorded on a sea voyage</td>
</tr>
<tr>
<td>Place names</td>
<td>Imaginary descriptions of unseen lands</td>
</tr>
</tbody>
</table>

125
<table>
<thead>
<tr>
<th>LITERATURE</th>
<th>LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit: &quot;Folk Tale&quot;</strong>&lt;br&gt;Blair, &quot;Pecos Bill, King of Texas Cowboys&quot;&lt;br&gt;Grimm, &quot;Rapunzel,&quot; &quot;The Woodcutter's Child,&quot; &quot;The Three Languages&quot;</td>
<td>Figurative language&lt;br&gt;Dialects&lt;br&gt;Sentence constructions that vary from those used in everyday languages&lt;br&gt;Alternate British spellings</td>
</tr>
</tbody>
</table>
| **Unit: "Fanciful Tale"**<br>Anderson, "The Snow Queen"
Lewis, *The Lion, the Witch, and the Wardrobe* | Punctuation |
| **Unit: "Adventure Story"**<br>Pyle, *The Merry Adventures of Robin Hood*
O'Dell, *Island of the Blue Dolphins* | Middle English<br>Similes<br>Style |
| **Unit: "Myth"**<br>Warner, *Men and Gods* | Comparisons<br>Sentence beginnings<br>Word origins |
| **Unit: "Fable"**<br>Bidpai: "The Poor Man and the Flask of Oil," "The Crow and the Partridge"
Jataka tales: "The Turtle Who Could Not Stop Talking" | Antonyms and synonyms<br>Form classes |
| **Unit: "Other Lands and People"**<br>de Angeli, *The Door in the Wall* | Anglo-Saxon influences<br>Transformations<br>Four levels of stress |
### Figurative Language
- Tall tales
- Limericks

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

### Sentence Constructions
- Summaries of each chapter
- Characterizations of the main characters

### Alternate British Spellings
- Brief reports about characters encountered in myths

### Punctuation
- Middle English
- Similes
- Style

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

### Brief Reports
- Brief reports about characters encountered in myths

### Word Origins
- Antonyms and synonyms
- Form classes

### Style
- Animal fables

### Comparisons
- Comparisons
- Sentence beginnings
- Word origins

### Symbolic Writing
- Symbolic writing

### Transformations
- Anglo-Saxon influences
- Transformations
- Four levels of stress
LITERATURE

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

LANGUAGE

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

COMPOSITION

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

<table>
<thead>
<tr>
<th>Sentence structure differences</th>
<th>Affixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Metaphors</td>
</tr>
<tr>
<td>Sentence definitions</td>
<td></td>
</tr>
<tr>
<td>Derivations of names of dogs</td>
<td>Dialect</td>
</tr>
<tr>
<td>Rewriting sentences without</td>
<td></td>
</tr>
<tr>
<td>changing meanings</td>
<td></td>
</tr>
<tr>
<td>Germanic influences</td>
<td></td>
</tr>
<tr>
<td>Origin of the names of the</td>
<td></td>
</tr>
<tr>
<td>days of the week</td>
<td></td>
</tr>
<tr>
<td>Semantics</td>
<td></td>
</tr>
<tr>
<td>Dialects</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td></td>
</tr>
<tr>
<td>Compounds of parts of</td>
<td></td>
</tr>
<tr>
<td>sentences</td>
<td></td>
</tr>
<tr>
<td>Multi-level sentences (developed</td>
<td></td>
</tr>
<tr>
<td>fully in Grade 10)</td>
<td></td>
</tr>
</tbody>
</table>

### COMPOSITION

<table>
<thead>
<tr>
<th>The theme of generosity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compositions suggested by the text</td>
</tr>
<tr>
<td>Sense impressions</td>
</tr>
<tr>
<td>Metaphorical language in poetry</td>
</tr>
<tr>
<td>Original animal stories</td>
</tr>
<tr>
<td>Descriptions about changes in season</td>
</tr>
<tr>
<td>Paragraphs on friendship</td>
</tr>
<tr>
<td>Imaginary adventures</td>
</tr>
<tr>
<td>Letter describing an imaginary trip to Asgard</td>
</tr>
<tr>
<td>Pretending to be Loki</td>
</tr>
<tr>
<td>A diary as Bilbo might have written it</td>
</tr>
<tr>
<td>Nonsense or narrative poetry</td>
</tr>
<tr>
<td>Assignments based on episodes from the text</td>
</tr>
<tr>
<td>Descriptions of favorite foods</td>
</tr>
<tr>
<td>LITERATURE</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Other Lands and People&quot;</td>
</tr>
<tr>
<td>Dodge, <em>Hans Brinker</em></td>
</tr>
<tr>
<td>Clark, <em>Secret of the Andes</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Historical Fiction&quot;</td>
</tr>
<tr>
<td>Macleod, <em>The Book of King Arthur and His Noble Knights</em></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;Biography&quot;</td>
</tr>
<tr>
<td>Averill, <em>Cartier Sails the St. Lawrence</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Unit:</strong> &quot;The Poetry of Robert Frost&quot;</td>
</tr>
<tr>
<td>Frost, <em>You Come Too</em></td>
</tr>
<tr>
<td>LANGUAGE</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>Dutch influence</td>
</tr>
<tr>
<td>Form classes (sentence openers)</td>
</tr>
<tr>
<td>Derivations</td>
</tr>
<tr>
<td>Prefixes and suffixes</td>
</tr>
<tr>
<td>Obsolescence</td>
</tr>
<tr>
<td>Indian influences</td>
</tr>
<tr>
<td>Relative clauses</td>
</tr>
<tr>
<td>Punctuation</td>
</tr>
</tbody>
</table>

**GRADE 6 (2)**

133
UNITED STATES OF AMERICA
PROJECT ENGLISH (Grades 1-12)

UNITED STATES OF AMERICA
PROJECT ENGLISH (Grades 1-12)

LITERATURE

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, "Gahidlo!
- 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"
- Masefield, "A Conssecration"
- Kipling, "Recessional"

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

UNITED STATES OF AMERICA
PROJECT ENGLISH (Grades 1-12)

LANGUAGE

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

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

Unit: "Dictionary"
History
- Discussion of Webster's Thesaurus
- New International Dictionary of the English Language
- Structure of dictionary

134
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)
- Functional change of words
- Limited Edition
- Beowulf
- The Cat
- Natural change
- Phosphorous

Unit: "Spelling" (1 week)
- Development of the alphabet
- Word lists
- Common English spellings with phonemic symbols and standard dictionary symbols
- 4 spelling rules
- "The Cat in the Hat"
- "Green Eggs and Ham"
- "Outright"
- "The Death of a Salesman"
- "Recreation"
- "Tonal"

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

"Grades 1-12"
LITERATURE

Allegorical Fables and Poems
- Tolstoy, "The House 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"
- Hyle, "Parting Gift"

Thematic Poems
- Crane, "The Heart" and "A Learned Man"
- Blake, "The Sick Rose"

Fable and the Short Story
- Naugham, "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"

nit: "Myth Part 1: The Classical Myth" (8 weeks)
The text is not legible due to the quality of the image. It appears to contain a mix of phrases such as "mice," "elephant," "Tiger," and "grass."
LITERATURE

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)
"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"

LANGUAGE
LOGY

"Surprise" and Philemon"

Part 2:

Literature"

"East of the River"

Part 3:

Myth" (2 weeks)

"Evil-Minded Man," "Raven's Deed,"

"Dawn of the Dead"; Or the

"Spirit of the Sun"

"Navajo Man, "I Am an

Settlers and Their" Shane

Shane

"Brian O'Lin"; "Tah"
Unit: "Autobiography" (4 weeks)
The Autobiography of Benjamin Franklin
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
Boulle, 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
ECT ENGLISH (Grades 1-12)

LANGUAGE

s: The
Culture
(Achilles),
Ivy's
Sir Gawain
of Poker
of Courage
Over the
of a Young
ingbird
Man and the
ning
Slavery
of Zenda
Pilot
weeks)

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

COMPOSITION

At least one composition from each lit-
terature 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

GRADE 8

143 7-18
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
(abridged)
of
the
"Hero"
"Cities in
Frontier"
"Boy
Middle
all"
UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)

LITERATURE

(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 Damonetas"
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

LANGUAGE

Unit: "The History of Language"
(Grade 8, 9, or 10)
Picture of language and continually changing:
A series of questions from foreign influences, syntax of Early Modern, Middle English, Old English

Unit: "Dialect"
Marckwardt, "Regional Variations"
McDavid, "The Dialect 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 improve clarity and exactness)
Elimination (tautology, extraneous or irrelevant)
Expansion (illustration, emphasis, repetition)
## LANGUAGE

### Unit: "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

### Unit: "Dialect"
- Marckwardt, "Regional and Social 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 syntactical elements to attain clarity and exactness of modification)
- Elimination (tautologies, extraneous or irrelevant)
- Expansion (illustration, amplification, emphasis, desirable repetition)

## COMPOSITION

### Unit: "Uses of Language"
- Directive
- Informative
- Expressive
- Contractive
- Imaginative
- Cohesive
- Composition principles

### Grade 9

#### "Uses of Language"
- Directive
- Informative
- Expressive
- Contractive
- Imaginative
- Cohesive
- Composition principles
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 Supportime"
  Longfellow, "The Children's Hour"
Direct attacks satire
  Horace, "On Avarice"
  Pope, "On Lousy Writers"
Animal fable satire
  Aesop
  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
<table>
<thead>
<tr>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Galbraith and Carey, Cheaper by 21saw notaearrawaxre.v.saqx.vimm.sarmtr,v,orn.,.....s.00menwmewmarnwrosentirmatme.c.,,mr.r. semaretrawmaee.crm...rxre....werawymmgroor,</td>
</tr>
<tr>
<td>Wilde, The Importance of Being Earnest</td>
</tr>
<tr>
<td>Shaw, Arms and the Man</td>
</tr>
<tr>
<td>Shakespeare, Twelfth Night</td>
</tr>
<tr>
<td>Plautus, The Rope</td>
</tr>
<tr>
<td>Unit: &quot;The Epic&quot;</td>
</tr>
<tr>
<td>Rees translation of The Odyssey (House translation for slower students)</td>
</tr>
<tr>
<td>Masefield, &quot;The Surprise&quot;</td>
</tr>
<tr>
<td>Grimm, &quot;The Owl&quot;</td>
</tr>
<tr>
<td>Tennyson, &quot;Ulysses&quot;</td>
</tr>
</tbody>
</table>
Cheaper by the Man's Night

An of Being

The Odyssey

In for slower

prise"
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)  
Leaves of structure (multilevel sentences)  

UNIT: "The Rhetoric of the Paragraph"  
Exposition  
Coordinate, subordinate, and mixed sequences in paragraphs
ISH (Grades 1-12)

LANGUAGE

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

COMPOSITION

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
LITERATURE

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 Pilgrimage, Canto IV, Stanzas 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, Poli Craticus
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

154
Unit: "Tragedy" (9 weeks)
Ancient: Sophocles, Oedipus the King
         Book of Job
Elizabethan: Marlowe, Doctor Faustus
Modern: Synge, "Riders to the Sea"
## LITERATURE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Authors/Works</th>
</tr>
</thead>
</table>

## LANGUAGE

<table>
<thead>
<tr>
<th>Unit</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Meaning&quot;: Looking at the Analysis of several essays to we say, to work with analog realize that there is more our own ideas</td>
<td></td>
</tr>
</tbody>
</table>

---

**UNIVERSITY OF NEBRASKA PROJECT ENGLISH (Grades 1-12)**

**LANGUAGE**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Meaning&quot;: Looking at the Analysis of several essays to we say, to work with analog realize that there is more our own ideas</td>
<td></td>
</tr>
</tbody>
</table>

**LITERATURE**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Authors/Works</th>
</tr>
</thead>
</table>
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.
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."

Human fable
Dryden, "The Nature of Menippean Satire," "Absalom and Achitophel"

Animal fable
Mandeville, "Fable of the Bees"
Dryden, The Hind and the Panther
(Grades 1-12)

GRADE 12

LANGUAGE

COMPOSITION
LITERATURE

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 revolut against society
Wordsworth, The Prelude, Books IX, XI
Blake, "Holy Thursday," "The Chimney Sweeper"
Shelly, Prometheus Unbound, Act III, Sc. IV; Act IV, Sc. 1
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"
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)

LANGUAGE

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."
lish (Grades 1-12)

College Composition and Communication, October, 1967:

materials, especially those in literature and composition ... the kind of literary

dered by the materials, the literary integrity, and the careful sequence they

eir way to mass public education, quite as much without precedent, as transformat
"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 speaking reactions as to the relevance of the history and transformational grammar that transformational grammar had helped their students' writing, but reasons underlying their students' errors, and it made students more...
Teaching Structural and Generative Grammar 566 pages developed

For High School

Formational grammar (5 days)

5 (10 days)

e-base transformations (5 - 20 days)

in phonology and morphology useful in spelling, punctuation and diction. They had mixed

ference of the history and transformational grammar to their writing. Teachers could not say

had helped their students' writing, but it did give teachers an understanding of the

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 profession
(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
Grade 7

Composition

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

Observation, Classification, Individualization

- Its Meaning and Process
- Classifying Actions
- Details for Accurate Reporting
- Individualizing, and Writer's Intention
- Individualizing, and Choice of Terms
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
In Composition

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

1. Impressions
2. Tactile Sensations
3. Sensory Impressions

4. Movement
5. Impressions; Abstractions
6. 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
<table>
<thead>
<tr>
<th>Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Article</em> (5 lessons)</td>
</tr>
<tr>
<td>Analysis (11 lessons)</td>
</tr>
<tr>
<td>Thunderbolt and Churchill 11</td>
</tr>
<tr>
<td>Evaluation (10 lessons)</td>
</tr>
</tbody>
</table>

Be developed in evaluative writing. Cational characteristics of evaluation.

Evaluative writing.
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
Ater in English (Grades 7-12) Senior High School

Writing study notes and writing problems developed around writing models to help create, or "persona", and in identifying an effective audience's way of looking at things in general and the specific subject as part of and mass media.

for four different audiences

through 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 instructi

Dr. G. Robert Carlsen, University of Iowa, in *English Journal*, October, 1

"Northwestern suggests ... attention to the steps in the writing pro

audience, and situation. There is also a healthy emphasis on establishin

that will encourage experimentation with linguistic resources instead of

than frigid correctness. These developments seem to offer the most provo
lish (Grades 7-12)

ge Composition and Communication, October, 1967: 
its ... systematic and perceptive instruction in the composing process."
ity 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 
with linguistic resources instead of the kind that fosters little more developments seem to offer the most provocative new ideas in composition."
"The Effect of a Study of Transformational Grammar on the Writing of Ninth-Graders"

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

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.
5. Relative Clause (Vb): The boy who scored the touchdown.
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.
20. Gerundive Nominal of Purpose: I have a knack for getting into trouble.
21. Abstractive Nominal: His eagerness to depart surprised me.
A 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 grader).

If the experimental and control group collected during first three months and the last 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

Relations

se (Be): I admire my English teacher, who is a scholar.

deletion and obligatory placement): A handsome lad.

se (Hae): The book which had no Index.

A book with an Index.

se (Vb): The boy who scored the touchdown.

active (by deletion and optional placement): A smiling girl.

he stepped into the building.

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.

is subject: What to visit at the Fair is a problem.

is object: My cousin knows what to visit.

of Obligation: Here is a book for you to know.

t: To appear on television is an exciting experience.

ct: I tried to answer the question intelligently.

se: The exercises are designed to help you.

inal: Tom's hot-rodding disturbed his mother.

inal 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 w
35. Adverbial Replacement (c): He is happy because she smiled at

Adverbial Expansion

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

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 is
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
are free to get an education.

I am happy that you have enrolled.

Lures are excellent for catching fish.

I am not stealing the money.

Turn the money.

be a thief.

a money.

in garage.

king.

Loc, Tem, Hot, or Man: You may go wherever you wish.

He is happy because she smiled at him.

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

ink 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).
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 (did not) enroll.

The sentence evaluation techniques consisted of three scores: structure, content, and error change (misapplication of a transformation). Another is required, use where none is needed, omission of a required...

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 their ability to produce well-formed sentences they write.
3. Statistical analysis suggests, but does not prove, that the use of generative grammar and an ability to produce well-formed sentences is associated with better writing.
4. The grammar of English is never fully mastered.
5. A knowledge of generative grammar can enable students to restructure and improve their writing.
ENGLISH (GRADES 9-10)

Surprising that we won the game.

Is a thief among us.

Going to the game?

See the mirage in the desert.

Sed him not to enroll. I didn't (did not) advise him to enroll.

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

an learn the principles of generative grammar.

ive grammar enables students to increase significantly the proportion of well-
write.

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

is never fully mastered.

ive grammar can enable students to reduce the occurrence of errors in their
LITERATURE

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"
Moyes, "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 Amie"

Unit: "Fables, Parables, and Proverbs"
Aesop, "The Fox and the Grapes,"
"The Hare and the Tortoise,"

LANGUAGE

Transformation grammar
Phrase rules
Sentence
Noun phrase
Verb phase
Main verb phrase
Auxiliary
Tense
Manner adverbials
Place adverbials
Time adverbials
Dialects
Usage (agreement and verb for)
Punctuation
Spelling: rules, the apostrophe, troublesome pairs, word list
Dictionary
UM CENTER (Grades 7-12)

GRADE 7

LANGUAGE

Transformation grammar
Phrase rules
Sentence
Noun phrase
Verb phase
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

PROVERBS

"Ballad of Hamish"
"Piper of Hamelin"
"The Rock"
"The Turtle"
"In the Floods"

"Proverbs"
"The Grapes"
"Tortoise"

COMPOSITION

Rhetoric as substance, structure, style
Journals
Observation (using the senses, description of people)
Comparison
Dialogue
Using one's own experiences in narration and description
### Literature

- "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,"
- "Dædalus,"
- "Bellerophon,"
- "Jason and the Golden Fleece,"
- "Perseus"

**Norse**
- Coolidge, "The Creation,"
- "The Fenris Wolf,"
- "Hymir'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"
shopper," "The House," "The In Favor" and the Foxes" et al.

"The Goldenaven," "The Prometheus Creates Fire to Point of Prometheus," aulalion and the

(Chinese) 1st Theme (English) (Russian)
(English) (German) (Russian)
real" Machine" 1ngorous Game"
LITERATURE

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

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"

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
(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,
  appositive,
  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
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-Exupery, 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"
LITERATURE

Unit: "The Novel"
London, The Call of the Wild
University of Oregon Curriculum Center (Grades 7-12)

Literature

Ninth grade theme = the "journey"

Unit: "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, "Whan 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"
Masefield, "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
Oregon Curriculum Center (Grades 7-12)

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

Nature

Grade theme = the "journey"
Orientation
"The Open Boat" "Fictionized Autobiography"
"Roughing It" (first 41 chapters)

"The Old Man & the Sea"
"Paul's Case"
"The Monkey's Paw"
"Haircut"
"The Cask of Amontillado"

"A Narrow Fellow In the Grass,"
"There Is No Frigate Like a Book"
"Dust of Snow," "Stopping by Woods On a Snowy Evening"
"Nearing the Snow-Line"
"I Remember, I Remember"
"When I Was One-and-Twenty"
"Jenny Kiss'd Me"
"On the Grasshopper & the Cricket,"
"First Looking Into Chapman's Homer"
"Ultima Thule"
"Eldorado"
"Winter"
"The Eagle"
"She Dwelt Among the Untrodden Ways"
"The Lake Isle of Innisfree"

Shakespeare, The Merchant of Venice

Middle Ages and the Romance Period

Tales of King Arthur

Fair Maid of Astolat
Composition

Unit: "One Day, One Time, One
Exercises on chronology
use of observations, a lively manner, desc
Writing models from Twa

Unit: "It's All In Knowing How
Process"
Explaining a process or
Writing models from Twa

Unit: "Words, Meanings, Context
Exercises which place w
contexts to show the possible for single w
Literature examples: The "Sale" by Hiles, "Jab"

Unit: "Generally Speaking"
The principles of gener quallification and sup
Models: Roosevelt's Hun
Pyle's "On the Beebe's "The Ju
Burder's "The C Thurber's "What

Unit: "Flight of Fancy"
Acquaints the student w
of view, human and no
Models: "Storm on Land,
Burton Raffel; Murph"y's "The P
Marquis's the 1
and mehtabel.

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 Hiles, "Jabberwocky" 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; Wove's "Flush,"
Murphy's "The Peregrine Falcon,"
Marquis's the lives and times of archy and mehitabel, Swift's Gulliver's Travels
University of Oregon Curriculum Center (Grades 7-12)

Literature

Unit: "Shakespeare's Julius Caesar"
- Julius Caesar
- Plutarch's Lives (Caesar, Brutus, Mark Antony)

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 Childhood, Boyhood, Youth

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"

Language

Unit: "History of English"
- Seventh Century English
- Julius Caesar
- Style, grammar, language development

Unit: "Language"
- Phrase structure rules
- Transformation rules
- Phrase structure and transformation approaches: the "reason" adverb, "verb phrases, "embedding" and transformations, "the imperative"
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 transformation approaches applied to
the "reason" adverb, complement verbs, "embedding" and conjunctive
transformations, "that-noun" clauses, the imperative

Good,

Good, I bought it"

Pretty

Pretty

Pretty

Pretty

Pretty

Pretty

Pretty

Pretty

Pretty

Pretty
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 Doke, 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 Aspects of Life"

Unit: "It's Like"
Metaphor
Models: Donne, Huxley
part of a

Unit: "See What Meanings Shakespeare"
Love's "The P
Eisele
Tennyson, Mussel, "Ozyma"

Unit: "Decis
Lesson"
deduc
Judge
Models
Adver
Benci
Aber

Unit: "It Rigs"
Imagin
Composition

Unit: "Some Achieve Greatness"

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," "Plover's Seam" (author unknown), Elseley'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
Composition Contd.

credibility within the imagined situation plausibility
**University of Oregon Curriculum Center (Grades 7-12)**

**Literature**

<table>
<thead>
<tr>
<th>Unit: &quot;Poetry&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Way of Saying</td>
</tr>
<tr>
<td>Anonymous, &quot;The Two Corbies&quot;</td>
</tr>
<tr>
<td>Blake, &quot;Holy Thursday&quot;</td>
</tr>
<tr>
<td>Browning, &quot;My Star&quot;</td>
</tr>
<tr>
<td>Dickinson, &quot;I Heard a Fly Buzz When I Died,&quot; &quot;My Life Closed Twice&quot;</td>
</tr>
<tr>
<td>Donne, &quot;A Valediction: Forbidding Mourning&quot;</td>
</tr>
<tr>
<td>Hopkins, &quot;Spring &amp; Fall: To a Young Child&quot;</td>
</tr>
<tr>
<td>Housman, &quot;To an Athlete Dying Young&quot;</td>
</tr>
<tr>
<td>Keats, &quot;The Eve of St. Agnes,&quot; &quot;To Autumn&quot;</td>
</tr>
<tr>
<td>Poe, &quot;The Raven&quot;</td>
</tr>
<tr>
<td>Robinson, &quot;Richard Cory&quot;</td>
</tr>
<tr>
<td>Shakespeare, &quot;Winter&quot;</td>
</tr>
<tr>
<td>Tennyson, &quot;Flower In the Crannied Wall&quot;</td>
</tr>
<tr>
<td>Walker, &quot;Go Lovely Rose&quot;</td>
</tr>
</tbody>
</table>

**Search for Order**

| Baker, "Sonnet to My Mother" |
| Blake, "The Tiger" |
| Donne, "Song" |
| Elliot, "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" |

**Prose Fiction**

| 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 independent and passive sentence, nominalizations, ambiguous deletions |

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

| 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
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
- Tsen, Ghosts
- Shakespeare, Macbeth
- Sophocles, Oedipus the King

Comedy
- Shaw, Major Barbara
- Sheridan, The Rivals

Unit: "Opinion in Writing"

Lessons on arriving at an effective assertion, writing
Models: Shapely's "Dil We Seven by Carpe Lewis's "The Law" Casey's "The Mas "Faith, Knowledge

Unit: "The Audience"

Knowledge and interpretation of audiences
Models: Morris's "Constitution, K The American Co Origins & Developments"
"Advice to a Ne Orwell's "Shoo

Unit: "Persuasion"

Lessons on deductive proofs, kinds of evidence as an effective appeal
Models: Henry's "Cumming's A His "Inaugural Addr Autobiography, Hoax & Other B

Unit: "Research Paper"

Theme: "The America Today"
Research guide on Nature of plagiarism, Presupposition, Fact-finding, Reliability, Thesis development, Form for fo
Composition

Unit: "Opinion in Writing & Speaking"
Lessons on arriving at an opinion, separating opinion from fact and assertion, writing honestly

Unit: "The Audience"
Knowledge and interests of specific audiences

Unit: "Persuasion"
Lessons on deductive and inductive logical proofs, kinds of evidence, psychological and emotional appeals, personal proof as an effective persuasive instrument

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
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
- Elliot, "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 Lcumin 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

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"

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 statements, appropriate choices

Unit: "The Rhetoric of Literature"

Unit: "The World of the Writer"
Lessons on searching for a meaningful topic, developing an appropriate idea, outlining, joining ideas

Unit: "The Elements of Style"
Lessons on style as creative, developing an appropriate style
Composition

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

Unit: "The Rhetoric of Literature"
Lessons on the imagined world

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
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, "Dulce et Decorem Est"
Pritchett, "The Saint"
Tennyson, "O Yet We Trust"
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 it become substance, structure, and style."
Center (Grades 7-12)

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

"...that kernel sentence patterns are about to take the place of the eight parts of
from pre-school through the senior year in high school ... classical rhetoric has
one of the composition program. The old terms of inventio, dispositio, 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 from 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 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 negative, the interrogative, passive, the emphatic
To recognize poetic inversions
To recognize determiners and how they signal nouns
To recognize and understand how adjectives and adverb enrich or fail to enrich S-V and S-V-0 sentence patterns
University Grade 7

Literature, language and composition

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

- Taming of the Girl
- The Planet
- Island
- The Winter's Dream

Activities that develop objectives in three categories, some of which are listed below:

<table>
<thead>
<tr>
<th>Reading</th>
<th>Language</th>
<th>Oral and Written Composition</th>
</tr>
</thead>
<tbody>
<tr>
<td>reduce regressions, simming of facts about setting and story-line</td>
<td>To recognize archaic language, dialects</td>
<td>To report orally on encyclopedia-researched historical backgrounds</td>
</tr>
<tr>
<td>manifest story-line</td>
<td>To recognize kernel sentence-pattern subject-verb</td>
<td>To interpret orally dialogue in literary works</td>
</tr>
<tr>
<td>discuss character</td>
<td>To recognize that meaning is signalled by word-order</td>
<td>To present a one-point speech</td>
</tr>
<tr>
<td>recognize and compose such transformations as the negative, the interrogative, the passive, the emphatic</td>
<td>To recognize such basic patterns as S-V, S-V-0, S-V-10-0, S-LV-Cn, S-LV-C adj.</td>
<td>To listen to a tape or recording as a model for oral interpretation</td>
</tr>
<tr>
<td>To recognize poetic inversions</td>
<td>To recognize determiners and how they signal nouns</td>
<td>To participate in panel discussions</td>
</tr>
<tr>
<td>To recognize imagery, fable, allegory, enrich or fail to enrich</td>
<td>To recognize and understand how adjectives and adverbs enrich or fail to enrich S-V and S-V-0 sentence patterns</td>
<td>To write a mock trial</td>
</tr>
<tr>
<td>To report orally on encyclopedia-researched historical backgrounds</td>
<td>To keep a diary or journal</td>
<td>To write dialogue for a radio play</td>
</tr>
<tr>
<td>To interpret orally dialogue in literary works</td>
<td>To compose fables, haikus</td>
<td>To contribute to a newsletter</td>
</tr>
<tr>
<td>To present a one-point speech</td>
<td>To distinguish statements of fact from statements of opinion</td>
<td>To keep a diary or journal</td>
</tr>
<tr>
<td>To listen to a tape or recording as a model for oral interpretation</td>
<td>To compose thesis statements</td>
<td>To compose fables, haikus</td>
</tr>
<tr>
<td>To participate in panel discussions</td>
<td>To develop two-phase outlines</td>
<td>To write expository-interpretive compositions</td>
</tr>
</tbody>
</table>
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
- Boulle, 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
- Verbs
- Nouns & pronouns
- Phrase markers (prepositions)
- Conjunctions and clause markers
- Sentence patterns (Roberts, B & Sentences)
- Adjectives and adverbs
- Derivational suffixes
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 inflectional ending
- Verbs
- Nouns & pronouns
- Phrase markers (prepositions)
- Conjunctions and clause markers
- Sentence patterns (Roberts, English Sentences)
- Adjectives and adverbs
- Derivational suffixes

COMPOSITION

Grade 7

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"
Eliot, "The Love Song of J. Alfred Prufrock" (Lines 15-22)
Frost, "Fire and Ice," "Nothing Gold Can Stay"
Sandburg, "Grass"
EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

LITERATURE

Unit: "Characterization"

Poetry
Brynner, "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"
Steinberg, "The Bottle Imp"
Stinetorf, "Camel Boy"
West, "A Gentleman Repays a Loan"
Wilmot-Buxton, "Rustem and Sohrab"

Short Prose Selections
Dickens, passages from David Copperfield
Hahn, "Frantie 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
Grade 8

LANGUAGE

Unit: "Semantics"
- Euphemism
- Name calling and glittering generality
- Transfer as a propaganda device
- Plain folks and bandwagon
- Persuasive techniques

Unit: "Dialects" (May be used in grade 7)
- Kinds of differences in language
- Pronunciation
- Dialect geography
- Slang
- Technical language
- Pygmalion
- Class publication

COMPOSITION

Use of literature to stimulate the development of ideas for student compositions, to identify concepts that can be applied by the students, to use literary models to solve 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

Persuasive techniques in writing
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"
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. Yamamoto"
- 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"

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)

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

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.

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.

Grade 9

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.

Grade 9

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.
"Do you Swear?" The New Republic, April 13, 1959.
Kennedy, "Let's Get Rid of College Loyalty Oaths!" Coronet, April, 1960.
Essays
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
7, "Look, July


Con," Newsweek,

id of College
net, April, 1960.

ppy Ending," "A
nse of Loss"
poiled My

icy in Three

ace Riot"
f the Family

Busy Monster,

ound by the Ties"
h the Hoe"

Roses;"

World and Me"
EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

Drama
Drama Excerpts from Ibsen's *A Doll's House*
Novels
Novels Excerpts from Burdick and Wheeler's *Fall Safe* and Sinclair's *The Jungle*
Music
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
Boulle, *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*
Center Project English (Grades 7-9)

Grade 9 (3)

O'Neill's A Doll's House

O'Neill's The Junta

Henry" (Columbia)

The Wind" (Columbia)

Merry Minuet" (Capitol)

Miner" (Folkway)

Test Song" (Folkway)

Vitus Blues" (Folkway)

Hymn" (Folkway)

Here have all the Columbia)

New of Poker Flat"

Black Sheet"

Gen Versus the Ants"

Ring of the Ocean Queen"

Rounds to Live"

New of the River"

New of Silence"

"The Valiant"

Of Oude"

Of God"

Over the River Kwai"

On Against the Sea"

For Students"

Of the Ancient Mariner"

Lived in a pretty how town"

Stenere"

Stenere of Omar Khayam
EUCLID ENGLISH DEMONSTRATION CENTER PROJECT ENGLISH (Grades 7-9)

Frost, "Stopping by Woods on a Snowy Evening"
Lindsay, "Abraham Lincoln Walks At Night"
Hasefield, "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
Ciardi, "Robert Frost: The Way to the Poem"
ENGLISH (Grades 7-9)

"At Night"

It was snowing at a tower. A soldier was on the tower.
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"
Rossetti, "Who Has Seen the Wind?"
Field, "Doorbells"
Bacmeister, "Gloshes"
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, "Nice"
Stevenson, "The Wind"
Rossetti, "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 referer)
Experimenting with sentence structure (linguistic blocks), building sentence patterns and changing word order
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

Composition

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
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"
Toosdale, "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
Lenski, The Little Auto
Burton, Mike Milligan & His Steam Shovel
Tresselt, White Snow, Bright Snow
Potter, The Tale of Peter Rabbit
Elchenberg, 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
Christmas Ring"
Night Visitors
"If I Were a King"
"Story Books","City Rain"
"
"Star"
"I Never Stay"
"
"The King's
des"
"Rain"

The poems can be found in "Annies & Arbuthnot's"

His Steam Shovel
Night Snow
Mr. Rabbit
The Moon
Ducklings
It for William
Things Are
That Could
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
Dalgliesh, 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
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
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
- Dalgliesch, 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
- Gulliot, Grisha & 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)
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)

Composition
Development of sensory awareness of pupil's world
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

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

Grades 4-6
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 and 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*
- MacGregor, *Miss Pickerell Goes to Mars*
- Strong, *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"
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 Hamlin"
Masefield, "Sea Fever"
Field, "Something Told the Wild Geese"
Frost, "Stopping by Woods"
Stevenson, "Where Go the Boats?"
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 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, neg, imperatives, sentences beginning with expletive there, the object, passives)

Double base (embedding one sentence within another, deletions, reductions, coordination)

Classification of words (for function groups)

Grammar as it relates to literature

Usage (standard and nonstandard)

Semantics (verbal context, conceptual context, physical context)

Origin of language
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

Composition

Imaginative writing dealing with mysterious, bizarre, or fantastic subjects; use of observation

Development of figurative language

Haiku, tanka, cinquain, rhymed couplets, tercet, quatrains 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
Hoody, 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
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
Elliot, Silas Marner, Adam Bede
Hawthorne, The Scarlet Letter, The House of Seven Gables
Rolvaag, 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


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 coordination and subordination
Mixed sentences, contain coordination and subordination

Vocabulary building (14,000 to the meanings of 14,000)

Synonyms

Semantics (language as symbols, communication, like referents for both listener, meaning influence and attitude and listener)

Nature of abstraction, precision

Usage (levels)

Dialects

Historical development of language

Paragraph structure and sequence paragraphs
Grades K-12

Language

- Structural expansion as related to composition
- Sentences developed by coordination, by subordination
- Mixed sentences, containing coordination and subordination
- Vocabulary building (14 words as keys to the meanings of 14,000 words)
- Synonyms
- 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)

Composition

- Narrative: student experiences, autobiographical sketch, friendly letters, verse writing, one-act play
- Description: integration with narrative and argumentative writing
- Argumentation: report writing, reviews, precis, letters of application, models, letters of complaint, essays, literary analysis

Grades 10-12

Language

- Structural expansion as related to composition
- Sentences developed by coordination, by subordination
- Mixed sentences, containing coordination and subordination
- Vocabulary building (14 words as keys to the meanings of 14,000 words)
- Synonyms
- 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)

Composition

- Narrative: student experiences, autobiographical sketch, friendly letters, verse writing, one-act play
- Description: integration with narrative and argumentative writing
- Argumentation: report writing, reviews, precis, letters of application, models, letters of complaint, essays, literary analysis

Texts:

- Om Center (Grades K-12)
- Bridge, Return
- F. Bede, The House
- North
- Courage
- Old Man & the Sea
- Ridge of San Luis Rey
- Pearl
- Frame
- Quiet on the Western
- Beloved Country
- Time & Punishment
- Twain
- (selections)
- Hemingway, Benet, London, Saki, Stevenson, Assant
- (selections)
- Mark Twain
- (selections)
- (one volume)
- (selections)
- (one volume)
- (selections)

Books from American Letters.
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
Jum Center (Grades K-12)

Thurber, Addison & Benchley

Shakespeare, Macbeth, Hamlet and the Man of

Markham, Masters, Holmes, Lanier, Lindsay, Whitman

Bunke, Browning, Burns, de la Mare, Donne, Lovelace, Milton, ey, Tennyson

Grades 10-12(2)
Appraisal

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

"Classical rhetoric has re-emerged as the backbone of the composition, dispositio, and elocutio ... become 'attention to choice of appropriate style of 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, become 'attention to choice of appropriate subjects' and 'interesting forms of
A broad study of language in grades seven through twelve. The nature of language exam 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; (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, etc.
- Audible codes: Morse, sirens, etc.
- 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 the Moon"

Unit: "The People Who Study Language"
- Language as central to human activity: scope of communications (e.g., anthropological studies)
- Hypothetical letters used to illustrate solutions to communication problems

Materials: James Marshall's Walkabout & Bowen's Return to Laughter
Grades seven through twelve. The nature of language examined in terms of three general
themes: (1) the recognized 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,
needed.

Study of Language

Keys, semaphore codes, traffic lights, e.g.
sirens, e.g.
for sounds, alphabet
language
importance of language
on Through the Looking Glass by L. Carroll and excerpts from The Story of My Life by

of Words

Venn diagrams
realization
from Samuel Johnson's Dictionary with present-day usage
The Most Dangerous Game; Hayakawa, Language In Thought and Action; Wendell,
Postman, The Language of Discovery; Swift, "A Voyage to Laputo" 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
UNIT: "Introduction to Transformational Grammar"
- Use of tree diagrams to stress part-to-whole and specific-to-general relations
- 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 structure, deep grammar, binary expansion

UNIT: "Syntactic Relationship, Introductory Materials"
- Some concepts developed: classification as an activity in abstraction, parts of speech classes being pertinent to them and therefore there are as many classifications as there are language elements humanly significant, parts of speech classes noting certain operational characteristics.
- Phrase structure rules
ammar''

to-whole and specific-to-general relationships

semantic and phonological

structure, base phrase marker, surface structure, descriptive grammarian.

y Materials''

ion 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
acteristics.
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 of 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,

266
English spelling: basis in late Middle English spelling, Middle English dialects, printing, changes in pronunciation, borrowings from other languages

Spelling

En spoken & written language

Characteristics of speech

Characteristics of written language

Varying degrees of speech formality

And the Fury; Malmstrom, Language in Society; Warren, All the King's Men

Causality

Of English sentences

Possible from a few basic transformations

Tenses and moods

An adverb of manner

Reference of nouns affected by determiner as well as by the semantic content of

Reference in subject-verb agreement similar to those operating in

Transformational rules sometimes differ from dialect to dialect, phonological

Refer to the subject of the sentence, phonological rules governing

Entire 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 communicative needs
- 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 meanings
- Word and its referent
- Referential & expressive meaning
- Status & literary custom changes and their effect on meaning
- 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.
- 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
A PROJECT ENGLISH CENTER (Grades 7-12)                          GRADE 9

Language Behaviors and Interests
- A system of human speech sounds
- Language behavior to meet a variety of communication situations
- Linking skills needed for rational responses to emotive language
- References based on age, sex, educational background, occupation, & avocation
- Language related to rural backgrounds & interests of characters

The Meaning of Words
- Meanings change
- Relationships & social values influencing change
- Referent expressive meaning
- Verbal custom changes and their effect upon meaning
- Roman invasion on meaning
- Radiation of meaning
- Tribe, and folk etymology and their effect upon meaning

Readings in Applied English Linguistics; Dean & Wilson, Essays on Language & Usage;
The American Language; Laird, The Miracle of Language

Grammar
- In the study of language
- For logic and rhetorical analysis (Aristotle and Dionysius Thrax)
- Concern for purification & preservation of language (Samuel Johnson, Robert Lowth, William
  Cuite, Thomas Sheridan)
- Historical and comparative studies (T.R. Lounsbury, Fitzedward Hall) & concern for "proper usage"
  (Readers)
- In transformational grammar (Robert S. Wachal & Noam Chomsky)

Study of the English Lexicon
- Words in new senses
- Words from established root words
- Lexical changes to historical developments (wars, scientific & technological advances, historical
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
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 interpretation
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 the role of language in a student's life
Materials: Bradbury, "The Kilimanjaro Machine," selections from the works of Hayakawa

Unit: "The Modes & Functions of Discourse"
Rhetorical uses of language
Modes of language: informing, inquiring, persuading, establishing social relationships
Student development of a model that proceeds from exposition to evocation of a reader's emotions
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 expressive language of reports
Organization of expository writing: introduction; conclusion; unity, emphasis
Modes of exposition: description, illustration, comparison & contrast,

Unit: "Learning Our Language"
Ways in which people learn language
Levels of language learning: physical bases of speech; psychological bases, morphological, and syntactic categories; cultural bases - the Whorf assumptions of language with culture, thought, personality, & reality
Materials: Brown, Words and Things, selections from works of Francis Ne...
ECT ENGLISH CENTER (Grades 7-12)

Grade 10

In Language

Language, meaning

Linguistic symbols, their referents, their interpreters, and the social milieu

Meaning

Denotation and connotation

Language

Communication model as a means of stressing the symbolization processes of language

"The Kilimanjaro Machine," selections from the works of Wendt, Vanel, Packard, Laird,

Discourse

Language

Forming, inquiring, persuading, establishing social contact, evoking

A model that proceeds from exposition to evocation

from Fogarty, Frye, John F. Kennedy, Grady, Crane, Adali Stevenson, Moss, Peter George,

Rhetoric

Persuasive language of Thomas Huxley with the expressive language of Poe

Literary writing; introduction; conclusion; unity, emphasis, coherence of the body

description, illustration, comparison and contrast, classification, causality, definition

Language

Learning: physical bases of speech; psychological bases - the perception of phonological,

and syntactic categories; cultural bases - the Whorf-Sapir hypothesis concerning relation

with culture, thought, personality, and reality

Words 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
- "Americanisma"

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 Toulmin's model)
- 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 & clauses
- Transformation of basic sentence patterns: questions, negatives, complex sentences
- Complex basic syntactic patterns of predication, complementation, modification
American English

- American English
- Major differences from the time of early colonists
- Pronunciation, vocabulary, grammar, and meanings assigned to words
- Images on American English

- Persuasive discourse
- Persuasive agent, hero, or model
- Persuasion: abstraction levels, logical & psychological methods of language manipulation

- Of Argument
- Structuring logical & reasonable discourse (Stephen Toulmin's model of "evidence-warrant-claim"
- Speech and inquiry
- Usuality, generalization, analogy
- Opinion
- Equity: clarity, internal & external consistency, verifiability

- Lloyd George, Mark Twain to be analyzed

- Elements
- Ways of combining them in word formation

- Nouns, verbs, adjectives, adverbs in phrases & sentences
- Sentence patterns: questions, negatives, complex sentences, indirect objects, predicate
- 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" & different 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
- 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 a group
- Questions for evaluating persuasive discourse
- Analysis of Douglas MacArthur's "Address to Congress"
SH CENTER (Grades 7-12)  
GRADE 12

Phonology, Morphology, & Syntax
Modern English versions of "The Prodigal Son"
Various versions of "The Lord's Prayer" & different versions of The Canterbury Tales

ral subgroups on morphology

ience
re
age or literature: ritual
ive-referential, pure-referential, pragmatic referential
objective correlative
Lord of the Flies
Implications of Language
ility
al, as a reflection of culture, as related to reality, in the process of communication

Discourse
Arke's pentad: act, scene, agent, agency, purpose
speech or article, discourse of a person, discourse of a movement
ative discourse
's "Address to Congress"
Appraisals

Dr. Albert R. Kitzhaber in College Composition and Communication:

"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."

eisen, 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