

Central High School

English Teaching Practicum

Mrs. Martha Ford teaches English at Central High School. She is providing a wonderful opportunity for English 430 students to observe and even assist her as she teaches. She is also inviting suggestions for possible grade-level thematic units for each block that we attend her classes.



For this semester, Blocks 9 and 11 are for 9/10-grade, and Blocks 8 and 10 are for 11/12-grade. The students attend the class daily from 8:30-2:30 (lunch 11:45-12:30).

Mrs. Ford pairs two books with a theme for each block, and the possible choices are on the back of this page. She generally waits until she gets a list of students to be certain they haven't read the books before, and she often solicits their input in the selection.

Assignment

1. Sign up for one block. (We'll create a date/time schedule later.)
Block 8 (Grades 11/12): February 1-18
Block 9 (Grades 9/10): February 22-March 11
Block 10 (Grades 11/12): March 14-30
Block 11 (Grades 9/10): April 5-22 (Yearbook)
2. Attend, observe, and assist Mrs. Ford for four hours during the three week block. Assisting Mrs. Ford could include tutoring, teaching mini-lessons, grading quizzes, evaluating papers, and assessing students.
3. Adhere to "University Expectations for an Early Field Experience" document.
4. Write a journal entry for each class visit.
5. Write a reflective essay describing possible insights you have gained through this experience about students, teaching, learning, and yourself. (750-1000 words)

Mrs. Ford's English Classes

English 9/10

Students read classic works of literature to identify theme, plot structure, and events in the novel. Literature studied in these grades can include the following:

Animal Farm

Death Watch

Farwell of Manzanar

Flowers for Algernon

Frankenstein

Lord of the Flies

The Miracle Worker

My Antonia

Night John

Of Mice and Men

In addition to reading literature, students have experience in writing. Students write one poem a day for the first five days in class. They write a series of essays in each block to build essay writing skills. Each succeeding essay develops a new writing skill—maintaining essay structure, writing in third person, using effective persuasion, etc. Essay styles include problem solving and persuasive. Sometimes students write short stories. The assignment focuses on characterization and plot structure.

English 11/12

The literature and writing projects flow together to help students make connections between reading, writing, and their lives. Below is a list of the different units I am able to offer at Central High School. Many times, students choose what they individually want to work on: this empowerment helps in motivating them to finish the credit.

The Scarlet Letter

The Crucible

A Tale of Two Cities

Les Miserables (screenplay)

The Count of Monte Cristo

Anthem

Much Ado About Nothing

Pride and Prejudice

King Lear

The Mayor of Casterbridge

“A Modest Proposal”

Literature-based essays are a nice precursor to research papers: students develop quotation and citation skills. They also help students apply the themes and lessons of literature to their lives. Magazine assignments and research papers help develop research, organization, writing, and critical thinking skills.