

# English 10

MLRs & NECAPS	Essential Knowledge	Content/Concepts/Skills	Recurring Skills
Quarter 1 & 2 R4.1, R4.2, R5.2, A2, A4, B2, B3, B4, C1, E1, E2	<b>The American Political Tradition</b>		
	Reading:	Reading:	D1, D2, R2, R3, R4, R7, R8, A1, A3, B1
	Students will examine how the clash over competing dreams/aspirations impacts relationship dynamics among members of a family/community.	Genre - Drama: <i>A Raisin in the Sun</i>	
	Students will analyze how civic action may be strengthened through inspirational speech	Genre - Non-fiction: American Historical Speeches	
	Students will analyze the effectiveness of the short story as a genre	Genre - Short Stories: Great American Authors	
	Students will utilize comprehension techniques in understanding an independent reading novel	Independent Reading Project - Student Choice	
	Students will employ various strategies to unlock the meaning of new vocabulary words.	Vocabulary: Working with 125 most common SAT words, vocabulary from texts, and vocabulary from their other courses (Traip Vocabulary Notebook)	
		Writing:	
	Students will utilize the 10-step writing process to create an analytical research essay.	Research Writing: 3-5 page, MLA research essay on an Influential American and his/her impact on society	
	Students will justify a point of view by forming an opinion, gathering supporting evidence and delivering it through public speaking	Speech Writing/Delivery: Persuasive speech on a current, controversial social/political topic	
Students will create an original short story, employing the specific components of short story writing	Creative Writing: Short story writing		
Students will utilize specific reading comprehension strategies and grammar rules to successfully complete SAT prep questions.	SAT Prep: Working with practice writing and reading SAT questions to strengthen grammar skills and critical reading skills		

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Quarter 3 & 4 R5.2, R5.3, R5.4, R6.1, A2, B2, B3, B4	<b>National Regionalism, Expansion &amp; Cultural Identity</b>		
		Reading:	D1, D2, R2, R3, R4,R7, R8, A1, A3, B1
	Students will analyze how conflict influences a character's development.	Genre - Modern Fiction: <i>The Catcher in the Rye</i>	
	Students will utilize specific techniques to analyze poetry	Genre - Poetry: American Poets	
	Students will employ comprehension and analysis strategies within literature circles to identify and trace the evolution of a theme within a novel	Genre - Fiction: Literature Circles	
	Students will utilize comprehension techniques in understanding an independent reading novel	Independent Reading Project - Student Choice	
	Students will employ various strategies to unlock the meaning of new vocabulary words.	Vocabulary: Continue vocabulary work from first semester	
		Writing:	
	Students will utilize the six traits of writing to construct a personal memoir	Memoir Writing	
	Students will utilize specific traits of poetry to analyze a poem/song of their choosing	Poetry Analysis	
	Students will analyze the development of and impact of internal and external conflict on the character development of Holden Caulfield	Literary Analysis	
	Students will apply the writing process to construct a timed essay to a prompt	SAT Prompt Timed Writing	
Students will utilize specific reading comprehension strategies and grammar rules to successfully complete SAT prep questions.	SAT Prep: Continue working with practice writing and reading SAT questions to strengthen grammar skills and critical reading skills		

# English 11

MLR & NECAPS	Essential Knowledge	Skills/Content/Concept	Assessment
Q1	<b>American Social Movements</b>		
A1, R5	Use a flexible range of strategies during and after to deepen author's message	<b>Reading</b> Genre-Young Adult Fiction	Reading Process Analysis
A2,R4,R5		Suggested text: Perks of Being a Wallflower Analyze the difference between 1st person and 3rd person narration	
		Evaluates explicit and implicit themes	Lit. Analysis
		Analyze internal and external conflict	
R8	Distinguishing fact from opinion and evaluating possible bias/propaganda or conflicting information across text	Use a flexible range of strategies before, during and after to deepen author's message Genre-Non-Fiction	
A!,R2,R3		Prohibition/Monster Articles	
		<b>Vocabulary</b>	
		Working with List 3 of Most Common SAT words	
		<b>Writing</b>	
	Students will understand the process involved in writing a research paper and will learn to properly cite sources in MLA format	Research Paper on Social Issues	5-10 page Research paper in MLA format

# English 11

MLR & NECAPS	Essential Knowledge	Skills/Content/Concept	Assessment
Q2	<b>The American Economic System</b>		
		<b>Reading</b>	
R4,R5	Making logical predictions about problems/setting, problem/solution, plot/subplots as appropriate to text	Genre-Fiction	
B1,B3		Suggested text: The Great Gatsby	Lit. Analysis
		Genre-Drama	
		Suggested text: The Glass Menagerie	
	Students analyze and interpret author's message, citing evidence when appropriate by demonstrating knowledge of style and literary elements (imagery, symbolism)		
		Explaining and Supporting logical predictions or logical outcomes and examining characterization, motivation or interactions.	
R6		Students analyze and interpret author's message, citing evidence when appropriate by demonstrating knowledge of style and literary elements (imagery, symbolism)	
		Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation	
		Genre: Non-Fiction	
		2nd Albom Article	
		Making inferences about cause/effect	
A4		Analyzing the purpose of a persuasive text by describing intended audience, and assess overall effectiveness of a text.	
		<b>Vocabulary</b>	
R2,R3		Continue developing strategies to unlock meaning	
		<b>Language Use/Mechanics</b>	
D1,D2		Students teach Singer's Seven deadly sins with interactive lessons	

# English 11

MLR & NECAPS	Essential Knowledge	Skills/Content/Concept	Assessment
B4,B3		<b>Writing</b>	
		Prompt response writing:	
	Understanding the process involved in creating an effective essay to a specific prompt.	Use college board rubrics, self scoring, peer scoring, teacher conferences.	College Essays,
		Students write academic essays that structure ideas and arguments in a sustained and logical fashion.	Practice SAT essays

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MLR & NECAPS	Essential Knowledge	Skills/Content/Concept	Assessment
Q3	<b>America on the Global Stage</b>		
		<b>Reading</b>	
R6	Students analyze and interpret author's message, citing evidence when appropriate by demonstrating knowledge of style and literary elements.	Genre-Autobiographical fiction/Memoir	Identifying and defending choices for Most important quotes
		Suggested texts: Warriors Don't Cry, Night	
R5		Analyze internal and external conflicts	
		Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation	
R4,R5		Make logical predictions about problems setting, problem/solution, plot/subplots as appropriate to text	
		Explaining and supporting logical predictions or logical outcomes and examining characterization, motivation or interactions	
		Students analyze and interpret author's message, citing evidence when appropriate by demonstrating knowledge of style and literary elements (imagery, symbolism)	
		<b>Listening and Viewing</b>	
A3	Evaluate the effective use, purposes and intended audiences of various types of informational texts	Dr. Terrence Robert's speech (non-fiction)	
		A Time to Kill	
		<b>Vocabulary</b>	
R2,R3		Complete the SAT list and have students teach the lists with interactive lessons.	
		<b>Writing</b>	
		Compare and Contrast	
		Movie Review	
E1		Students adjust listening strategies for formal and informal discussion, debates or presentations, and then evaluate the information	

# English 11

MLR & NECAPS	Essential Knowledge	Skills/Content/Concept	Assessment
Q4	<b>America on the Global Stage</b>		
		<b>Reading</b>	
R6	Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation		
R5	Explaining how the author's purpose/intent message, or theme is supported	Genre-Historical Fiction	
		Suggested text: The Things They Carried	Vignette Analysis
A2		Determine the effects of common literary devices on the style and tone of the text	
R6		Students analyze and interpret author's craft, citing evidence where appropriate demonstrating knowledge of author's style or use of literary elements	
		Genre-Film Clips (Viet Nam)	
		suggested clips: from Forrest Gump, Coming Home	
F1		Students Analyze the effectiveness of auditory, visual, and written information used to communicate in different forms of media.	
		<b>Vocabulary</b>	
		Cumulative Assessment	Vocab. Notebook
		<b>Writing</b>	
	Analyze how meaning is conveyed through diction, figurative language, repetition, and rhyme	Poetry (Writing and analysis)	Poetry Packet
A2		Compare types of poetry	
B1		Apply aspects of varied genres of rhetorical effect, strong diction, and distinctive voice	
B2		Use diction syntax, imagery and tone to create a distinctive voice	Writing Vignettes

# English 12

MLRs & NECAPS	Essential Knowledge	Content/Concepts/Skills	Assessment
Quarter 1 & 2 B1, B2, B3, B4, B5, C1, D1, D2,	<b>English Composition</b>		
		Semester 1 is all about writing with the ultimate result being the Multi-genre project as their midterm grade. Students should choose their topic early in the year and use that topic as the focus for the majority of their writing. (Carla, see Scott for ideas, as he is full of them!)	
	Students will develop a research topic, synthesize information from different sources, use the writing process and grammar and mechanics to write an academic essay.		
	Students will utilize the 6 traits of writing to create personal and creative writing pieces on a topic of their choice.	Personal Writing: Song of Myself, Personal Essay (Prompt response writing), Journal/diary writing, Letter writing, reflection pieces, etc	
	Students will use a writing process to construct all of their written work.		
	Students will write academic essays that structure ideas and arguments in a sustained and logical fashion.	Essay Writing: comprehensive essay unit (process, expository, narrative, persuasive)	
	Students will write personal communication and pieces related to educational development, career issues, and/or civic participation.		
	Students will explain and evaluate information from reading, listening, and viewing.	Analytical Writing: Quotes responses, Song/Poetry/Nonfiction article analysis, I-Search, case study/psych profile, biography/factual research, etc.	
Students will write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.			

# English 12

<b>MLRs &amp; NECAPS</b>	<b>Essential Knowledge</b>	<b>Content/Concepts/Skills</b>	<b>Assessment</b>
	Students will write persuasive essays exhibiting logical reasoning and rhetorical techniques.	Creative Writing: Prose poem, flash fiction, poetry, play/screenplay/script, I am writing, recipe/menu, imaginary conversations/interviews, fly on the wall observation, Eulogy/obituary, etc.	
		Independent book project: Independent book should be on a topic related to their multi-genre/I search project and should be used as part of their research.	
		Vocabulary: Students will effectively utilize their vocabulary from their notebooks within all of their writing pieces (requirement up to you)	

# English 12

MLRs & NECAPS	Essential Knowledge	Content/Concepts/Skills	Assessment
Quarters 3 & 4 A1, A2, R3, R4, R5, R6	<b>English Literature</b>		
		The focus of second semester is on critical reading analysis. This is where you will teach all of your novels.	
	Students will explain how the narrator's point or style is evident and affects the reader's interpretation.		
	Students will explain how the author's purpose/intent, message, or theme is supported within the text.	Genre - Science Fiction: <i>Brave New World</i>	
	Students will determine the effects of common literary devices on the style and tone of a text.	Genre - Drama: <i>Hamlet, MacBeth, Othello</i>	
	Students will evaluate the theme or themes, whether explicitly stated or implied, in a literary text.	Genre - Fiction: <i>A Christmas Carol</i>	
	Students will evaluate the effective use of a genre of literature related to its intended purpose and audience.	Genre - Monster Fiction: <i>Frankenstein, Dracula</i>	
	Students will read and evaluate texts by applying their knowledge and strategies of comprehension, vocabulary, alphabetics, and fluency.	Writing on the literature: Literary analysis, Movie Review (only 1), reflection, persuasive/position essay (this is open to you adding the best assessments for each piece of literature.)	

# English 12

MLRs & NECAPS	Essential Knowledge	Content/Concepts/Skills	Assessment
	<p>Students will demonstrate initial understanding of elements of literary texts by:</p> <ol style="list-style-type: none"> <li>1. Identifying, describing, or making logical predictions about character, setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action.</li> <li>2. Paraphrasing or summarizing key ideas/plot, with major events sequences, as appropriate to text.</li> </ol>	<p>Vocabulary: Students will continue to utilize their vocabulary notebooks, by pulling vocabulary from the texts as well as their other classes.</p>	
	<p>Students will analyze the characters' external and internal conflicts.</p>		
	<p>Students will examine characterization, motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time.</p>		
	<p>Students will analyze and interpret author's craft, citing evidence where appropriate by demonstrating knowledge of author's style or use of literary elements and devices.</p>		

# English 9

Standards MLR/NECAP	Essential Knowledge	Content/ Concepts/ Skills	Assessment
Quarter 1	<b>World Mythology</b>		
R 4.1	Students will identify steps of plot/hero journey through summarizing and compare/contrast.	Reading Genre- Mythology Gilgamesh Hercules (Honors: Beowulf) Summarizing and questioning Notes on Jungian archetypes Review Greek/Other cultural myths	Hero Journey Graphic Organizers
C1	Students will develop a research paper through the 10 step writing process.	Writing Genre- Research 3 pgs (1 bio, 2 journey) Discuss 4 basic types of writing Develop research questions, note cards, etc. Create and present a coherent set of findings that integrates paragraphing and quotations.	Hero Research Paper
R 2.1	Students will establish and keep a vocabulary notebook for SAT words, in-context words, and other content words.	Vocabulary: List 1 Set up 4-year notebook sections Begin SAT word lists (list 1) Add 5 words from each core class	List 1 Quiz Notebook Check
R 8.1	Students will understand MLA format and create a proper Work Cited Page.	Citations: 1 of 4 series: MLA Format Pretest of prior knowledge Discuss plagiarism Utilize and properly cite a variety of sources.	Work Cited Page of HRP

# English 9

Standards MLR/NECAP	Essential Knowledge	Content/ Concepts/ Skills	Assessment
Quarter 2	<b>World Religion</b>		
R 5.2/3	Students will analyze conflicts within a text and measure the affects on characters.	Reading Genre- Historical Fiction The Bronze Bow (Honors: Chapter 1 of Siddhartha)	Character Map Conflict Trackers
		Monitor comprehension	
		Identify character perspective (char. Mapping)	
		Utilize and create different QAR	
B 3	Students will create a literary analysis of a central character and a central conflict.	Draw conclusions from non-fiction pre-reading	
		Writing Genre- Analytical 6 paragraphs (~2 pgs)	Character Conflict Literary Analysis
		Deeper thesis development, outlining.	
		Previous annotation of supporting details.	
R 3.2	Students will use vocabulary from context to make connections to the outside world.	Evaluate, revise and edit a sequence of drafts.	
		Vocabulary: List 2 & 3	List Quizzes Notebook Check
		Present Keynotes List 2 & 3	
		3 assignments per list as practice	
		Add 5 words per subject	
R 8.3	Students will be able to use direct quotations properly within essay to support a point.	Bronze Bow content words	
		Citations: 2 of 4 series: Direct Quotations	Internally assessed through Literary Analysis
		Basic internal citations	

# English 9

Standards MLR/NECAP	Essential Knowledge	Content/ Concepts/ Skills	Assessment
Quarter 3	<b>World Government</b>		
R 6.1	Students will comprehend Shakespearean language through play reading, acting, and theater.	Reading Genre- Drama Julius Caesar	Julius Caesar Medium Comparison
		Protest Opinionnaire- Discuss persuasion	
		Virtual Globe Theater Walk Through	
		Rome Series: Disk 1-Episode 3	
B 4	Students will learn persuasive writing techniques.	View play and movie after reading play	
		Writing Genre- Persuasion 6-7 paragraphs (2-3pgs)	Persuasive Position Essay
		Defending a thesis	
		Lesson on linking details to points Focus on outlining and organization	
R 3.1	Students will broaden depth in synonyms/antonyms, shades of meaning, adopted Old English, etc.	Vocabulary: List 4 & 5	List quizzes Notebook Check
		Move to 10 other content words in notebook	
		Present Keynotes and continue 3 assignments each list	
		Julius Caesar vocab words in notebook	
R 8.4	Students will be able to properly use internal citations to support defending points and opposing arguments.	Citations: Internal Citations 3 of 4 part series	Work Cited Page of Persuasive Position Essay
		Review MLA format	
		Show different varieties of source int. citations	

# English 9

Standards MLR/NECAP	Essential Knowledge	Content/ Concepts/ Skills	Assessment
Quarter 4	<b>Nationalism vs. Imperialism</b>		
R 7.1	Students will recognize universal themes and utilize reading strategies for informational text reading.	Reading Genre: Non Fiction First Encounters (primary source journals) Apartheid/Anti-War/Modern current events	? New ?
		Non-fiction reading strategies (headings, ToC)	
		Analyze point of view	
		Reoccurring themes	
		Authorial intent- purpose, voice, audience	
B 1	Students will create a published work of semi-structured creative writing.	Make T-T, T-S, T-W connections	
		Writing Genre: Creative 12 poems (~12 pages/one each)	Poetry Packet
		Note poetic devices	
		Learn styles/structures of poems	
R 3	Students will finalize 1st year of vocabulary notebook with review and recollection of all seven SAT lists.	Practice forms and refine for final draft	
		Vocabulary: List 6 & 7	List quizzes Notebook Check Master Vocab Quiz ?
		Additional 10 words per other content area	
R 8.6	Students will be able to properly cite a range of sources.	Keynotes and 3 assignments each list	
		Citations: Photos, Images, Overview 4 of 4 part series	Post test for overall citations (same as pre-test)
		Citing photos, charts, graphs, songs, interviews	
		Non-traditional sources	

# English Essentials

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
	<b>Q1: Memoir</b>		
A1, A2	<p><b>For the academic year:</b> Students will develop and improve their self-knowledge as readers and writers, as well as their self-image</p>	<p><b>Reading Genre: Memoir Student Choice</b> Dialogue Journals Written or project assessment</p>	<p>Reading Fluency and Comprehension Reading Analysis Linking reading to writing Understanding themselves as a reader and writer</p>
B1, B2	<p>Students will improve basic literacy skills including reading fluency and comprehension, writing structure and style, grammar and mechanics.</p>	<p><b>Writing Genre: Short Memoir/Writer's Workshop</b> Daily Free Writes Multiple Edits of piece Authentic publication of finished piece (author's tea)</p>	<p>Elements of Writing Story/Piece Development Refinement of Technique Editing Skills</p>
D1, D2	<p>Students will examine academic behavior patterns and develop coping strategies and fundamental study skills</p>	<p><b>Basic Literacy: Ongoing throughout the academic year</b> Weekly edit activity (grammar and mechanics) Grammar mini-lessons Writing editing workshops/peer edits</p>	<p>Writing Mechanics Paper Organization Grammatical Basics Self-Editing Skills</p>
B3, B4, B5	<p>Students will develop self-monitoring and advocacy skills in regard to assignment due dates, assignment spacing, grade checking, and communication with their teachers</p>	<p><b>English Support:</b> As needed Assignment check and planning each Monday. Approximately half of class time for the academic year to work on assignments</p>	
A1		<p><b>Instructor Read-Aloud Novel: TBD</b> Class discussion of themes, central characters, writing style, and reading for comprehension strategies</p>	<p>Reading Comprehension</p>

# English Essentials

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
	<b>Q2: Persuasive</b>		
		<b>Reading Genre: Persuasive Speeches &amp; Letters</b> Dialogue Journals Written or project assessment	Reading Fluency and Comprehension Reading Analysis Linking reading to writing Understanding themselves as a reader and writer
		<b>Writing Genre: Persuasive Letters/Writer's Workshop</b> Write-To-Learn Computer Program Daily Free-Writes Workshop editing Authentic publication of finished piece (letter to a person/group of student's choice)	Defending a Thesis Linking Details to Points Focus on Outlining and Organization
		<b>Basic Literacy: Ongoing throughout the academic year</b> Weekly edit activity (grammar and mechanics) Grammar mini-lessons Writing editing workshops/peer edits	Writing Mechanics Paper Organization Grammatical Basics Self-Editing Skills
		<b>English Support:</b> As needed Assignment check and planning each Monday. Approximately half of class time for the academic year to work on assignments	
		<b>Instructor Read-Aloud Novel: TBD</b> Class discussion of themes, central characters, writing style, and reading for comprehension strategies	Reading Comprehension
		<b>Midterm Exam:</b> TBD	

# English Essentials

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
	<b>Q3: Fiction</b>		
		<b>Reading Genre: Short Stories</b> Dialogue Journals Written or project assessment	Reading Fluency and Comprehension Reading Analysis Linking reading to writing Understanding themselves as a reader and writer
		<b>Writing Genre: Short Stories/Writer's Workshop</b> Daily Free Writes Multiple Edits of piece Authentic publication of finished piece (author's tea/class book)	Elements of Writing Story/Piece Development Refinement of Technique Editing Skills
		<b>Basic Literacy: Ongoing throughout the academic year</b> Weekly edit activity (grammar and mechanics) Grammar mini-lessons Writing editing workshops/peer edits	Writing Mechanics Paper Organization Grammatical Basics Self-Editing Skills
		<b>English Support:</b> As needed Assignment check and planning each Monday. Approximately half of class time for the academic year to work on assignments	
		<b>Instructor Read-Aloud Novel: TBD</b> Class discussion of themes, central characters, writing style, and reading for comprehension strategies	Reading Comprehension

# English Essentials

Standard	Essential Knowledge	Content/Concepts	Recurring Skills
	<b>Q4: Non-Fiction</b>		
		<b>Reading Genre: Non-Fiction Choice/Biography</b> Dialogue Journals Written or project assessment	Reading Fluency and Comprehension Reading Analysis Linking reading to writing Understanding themselves as a reader and writer
		<b>Writing Genre: Non-Fiction Biography/Writer's Workshop</b> Daily Free Writes Multiple Edits of piece Authentic publication of finished piece (TBD)	Elements of Writing Story/Piece Development Refinement of Technique Editing Skills
		<b>Basic Literacy: Ongoing throughout the academic year</b> Weekly edit activity (grammar and mechanics) Grammar mini-lessons Writing editing workshops/peer edits	Writing Mechanics Paper Organization Grammatical Basics Self-Editing Skills
		<b>English Support:</b> As needed Assignment check and planning each Monday. Approximately half of class time for the academic year to work on assignments	
		<b>Instructor Read-Aloud Novel: TBD</b> Class discussion of themes, central characters, writing style, and reading for comprehension strategies	Reading Comprehension
		<b>Final Exam:</b> Portfolio Collection of Work and Reflection	