

Timeline	Content	Common Core / ACT Standards Addressed	Suggested Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1 <sup>st</sup> semester	Contemporary short fiction and novel short story selections from text Context, plot, character, theme, and style in <i>The House on Mango Street</i> and <i>Lord of the Flies</i> Supplementary poems, essays, visual and audio texts  Student choice – independent reading	<b>CC:</b> RL 1-7, 9-10 RI 1-10 W 1-2, 4, 6, 9, 10 SL 1-2, 6 L 1-6  <b>ACT:</b> <u>English</u>  TOD 201, 302, 303 KLA 201, 301 Honors: TOD 402, 403 KLA 403, 404  Reading CLR 201, 202, 301, 302 IDT 201, 301 REL 201, 202, 301, 302 WME 201, 301, 302 TST 201, 301, 401 PPV 201, 301 ARG 201, 301 SYN 201, 301 Honors: CLR 401, 402, 403, 404 IDT 401, 402, 403 REL 401, 402, 403 WME 401, 402 TST 401, 402, 403, 404 PPV 401, 402 ARG 401, 402 SYN 401  Writing EXJ 302 DEV 301, 302 Honors: EXJ 402 DEV 401, 402	<b>Formative:</b> lit terms quiz short answer responses  graphic organizers quick writes dialectical notebooks / annotations group / class discussions  <b>Summative:</b> Independent reading essay + creative project In class analytical essay Mock trial / debate characterization essay multi-genre project Socratic seminar	Identify purpose of word Express ideas logically and concisely Identify meaning of text Identify how authors establish meaning Paraphrase Define words in context Analyze effects of word choice on meaning Interpret figurative language Draw connections and make comparisons between texts and passages Select evidence for position	mini lessons on lit elements and techniques graphic organizers annotating text outlining/paraphrasing listen to audio of text compare text to film think pair-share note taking and annotating model reading teacher led metacognition	lit text The House on Mango Street Lord of the Flies relevant supplementary texts
2 <sup>nd</sup> semester						

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1 <sup>st</sup> semester	<p>Reading as a writer</p> <p>The Writing Process: brainstorming, organization, drafting, revising and editing, producing</p> <p>Elements of essay: thesis, unity, organization</p> <p>Modes of Discourse: Narrative, informational essay, imaginative writing</p> <p>Grammar and mechanics: correcting common errors</p> <p>Style: Diction and tone</p>	<p>CC: RL 4-6. 9 RI 4-6 W 1-6, 8-10 SL 2, 4 L1-6</p> <p>ACT: <u>English</u> TOD 201, 301, 302, 303, 401, 402, 403 ORG 201, 301, 302, 401, 402, 403, 404, 405 KLA 201, 301, 302, 401, 402, 403, 404 SST 201, 202, 301, 302 USG 201, 202, 301, 302, 303, 304, 305, 401, 402, 403, 404 PUN 201, 301, 302, 401, 402, 403, 404</p> <p>Write EXI 201, 202, 301, 302, 401, 402 FOC 201, 301, 401, 402 DEV 201, 202, 301, 302, 401, 402 ORG 201, 202, 203, 301, 302, 303, 401, 402, 403 USL 201, 301, 401</p>	<p><b>Formative:</b> Quick writes Daily journals Peer/class review of student writing <b>Summative:</b> Narrative essays Expository Essays Creative Writing</p>	<p>Reading to learn to write Write with relevance Using appropriate transitions Developing logical organization Revising with purpose Writing with precision Using appropriate and correct punctuation Using correct verb forms Develop ideas with appropriate and specific evidence</p>	<p>Frequent low stakes writing Peer and class revision Teacher model writing Writing as a class Analyzing mentor texts for writing skills</p>	<p>Writers, Inc Selected mentor texts (essays, speeches, longform journalism, etc) that demonstrate examples of specific writing goals</p>
2 <sup>nd</sup> semester		<p>CC: ACT:</p>	<p><b>Formative:</b> <b>Summative:</b></p>			

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1 <sup>st</sup> semester	<p>Development of English language over time</p> <p>Historical context of literature</p> <p>Context, plot, character, theme, and style in <i>Beowulf</i>, <i>Grendel</i>, <i>The Canterbury Tales</i></p> <p>Supplementary poems, essays, visual and audio texts</p> <p>Connections among and within texts</p> <p>Writing about literature</p> <p>Writing to learn</p> <p>Writing process, style, mechanics</p> <p>Role of hero archetype in literature and real life</p> <p>Student choice – independent reading</p>	<p>CC: RL 1-7, 9-10 RI 1-10</p> <p>W 1-6, 9, 10</p> <p>SL 1-2, 6 L 1-6</p> <p>ACT: English TOD 401-3</p> <p>ORG 401-5</p> <p>KLA 401-4</p> <p>SST 401 USG 401-4 PUN 401-4</p> <p>Honors: TOD 501-3 ORG 501-5 KLA 501-5 SST 501-2 USG 501-3 PUN 501-4</p> <p>Reading CLR 401-4 IDT 401-3 REL 401-3</p> <p>WME 401-2 TST 401-4 PPV 401-2 ARG 401-2 SYN 401</p> <p>Honors: CLR 501-6 IDT 501-3 REL 501-5 WME 501-4 TST 501-5 PPV 501-3 ARG 501-3 SYN 501</p> <p>Writing EXI 401-2 FOC 401-2 DEV 401-2 ORI 401-3 USL 401</p> <p>Honors: EXI 501-2 FOC 501-2 DEV 501-2 ORI 501-3 USL 501</p>	<p><b>Formative:</b> Story quizzes Quick writes</p> <p>Small group discussion</p> <p>Active reading annotations Dialectical notebooks</p> <p>Student led discussion</p> <p>Topic sentence paragraphs</p> <p><b>Summative:</b> Thesis driven essay Creative project Presentations Socratic seminar</p>	<p>Active reading Vocabulary development Close reading of significant passages and poems</p> <p>Writing to learn: consistent informal writing to make connections and insights</p> <p>Paraphrasing for writing Drawing conclusions Identifying and interpreting central messages and themes Analyze word meanings Identify arguments and how authors support argument</p> <p>Writing original thesis based argumentative papers Developing specific, relevant support for argument</p>	<p>mini lessons on lit elements and techniques</p> <p>graphic organizers</p> <p>annotating text</p> <p>outlining/paraphrasing</p> <p>listen to audio of text compare text to film</p> <p>think-pair-share</p> <p>note taking and annotating</p> <p>model reading</p> <p>teacher led metacognition</p>	<p><i>Beowulf</i> <i>Grendel</i> <i>The Canterbury Tales</i></p> <p>poems, essays, visual, and audio texts that connect and interact with main texts</p>
2 <sup>nd</sup> semester		<p>CC: ACT:</p>	<p><b>Formative:</b> <b>Summative:</b></p>			

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1 <sup>st</sup> semester	<p>Historical context of literature Context, plot, character, theme, and style in <i>Catcher in the Rye</i>, <i>The Great Gatsby</i>, <i>One Flew Over the Cuckoo's Nest</i> Supplementary poems, essays, visual and audio texts</p> <p>Connections among and within texts</p> <p>Writing about literature Write to learn</p> <p>Writing process, style, grammar and mechanics</p> <p>The American Dream, the American Experience</p> <p>Slave Narratives</p>	<p>CC: RL 1-7, 9-10 RI 1-10 W 1-6, 9, 10 SL 1-2, 6 L 1-6 ACT: <u>English</u> TOD 401-3 ORG 401-5 KLA 401-4 SST 401 USG 401-4 PUN 401-4 Honors: TOD 501-3 ORG 501-5 KLA 501-5 SST 501-2 USG 501-3 PUN 501-4</p> <p>Readline CLR 401-4 IDT 401-3 REL 401-3 WIME 401-2 TST 401-4 PPV 401-2 ARG 401-2 SYN 401 Honors: CLR 501-6 IDT 501-3 REL 501-5 WIME 501-4 TST 501-5 PPV 501-3 ARG 501-3 SYN 501</p> <p>Writing EXI 401-2 FOC 401-2 DEV 401-2 ORI 401-3 USL 401 Honors: EXI 501-2 FOC 501-2 DEV 501-2 ORI 501-3 USL 501</p>	<p><b>Formative:</b> Story quizzes Quick writes Small group discussion Active reading annotations Dialectical notebooks Student led discussion Topic sentence paragraphs Nonfiction reading reflection/connection to</p> <p><b>Summative:</b> Thesis driven essay Creative project Presentations Socratic seminar Lit criticism based response</p>	<p>Active reading Vocabulary development Close reading of significant passages and poems Writing to learn: consistent informal writing to make connections and insights Paraphrasing for writing Drawing conclusions Identifying and interpreting central messages and themes Analyze word meanings Identify arguments and how authors support argument Writing original thesis based argumentative papers Developing specific, relevant support for argument</p>	<p>mini lessons on lit elements and techniques graphic organizers annotating text outlining/paraphrasing listen to audio of text compare text to film think pair-share -note taking and annotating -teacher model reading -teacher led metacognition</p>	<p><i>Catcher in the Rye</i> <i>The Great Gatsby</i> <i>One Flew Over the Cuckoo's Nest</i> poems, essays, visual, and audio texts that connect and interact with main texts</p>
2 <sup>nd</sup> semester		<p>CC: ACT:</p>	<p><b>Formative:</b> <b>Summative:</b></p>			

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1 <sup>st</sup> semester	<p>Reading as a writer</p> <p>The Writing Process: brainstorming, organization, drafting, revising and editing, producing</p> <p>College admissions essay</p> <p>Academic research</p> <p>Elements of essay: thesis driven argument; relevant and specific evidence to support thesis; organization based on strong topic sentences</p> <p>Modes of Discourse: Argument (non-literary analysis), creative writing, different informational modes</p> <p>Grammar and mechanics: correctly writing complex and compound sentences; using semicolons correctly; correct verb and adjective form; editing and revision for accuracy</p> <p>Basic rhetoric: logos, ethos, pathos; logical fallacies; speaker-audience-occasion</p> <p>Style: Advanced diction; writing for different purposes and different audiences; writing in different tones</p>	<p>CC:</p> <p>W 1-10</p> <p>SL 2, 4</p> <p>LI-6</p> <p>ACT:</p> <p>English:</p> <p>TOD 501-4, 601-3</p> <p>ORG 501-5, 601-4</p> <p>KLA 501-5, 601-4</p> <p>SST 501-2, 601-2</p> <p>USG 501-3, 601-3</p> <p>PUN 501-4, 601-4</p> <p>Writing:</p> <p>EXI 501-2, 601-2</p> <p>FOC 501-2, 601-2</p> <p>DEV 501-2, 601-2</p> <p>ORI 501-3, 601-3</p> <p>USL 501, 601</p>	<p>Formative:</p> <p>Quick writes</p> <p>Daily journals</p> <p>Peer/class review of student writing</p> <p>Summative:</p> <p>Thesis driven response</p> <p>College admissions essay</p> <p>Research project derived from high level academic sources (JSTOR, EBSCOHost, etc)</p> <p>Creative Writing</p>	<p>Reading to learn to write</p> <p>Developing strong, original thesis statements</p> <p>Supporting thesis statements with support</p> <p>Writing with relevance</p> <p>Using appropriate transitions</p> <p>Developing logical organization</p> <p>Revising with purpose</p> <p>Writing with precision</p> <p>Using appropriate and correct punctuation</p> <p>Using correct verb forms</p> <p>Develop ideas with appropriate and specific evidence</p>	<p>Frequent low stakes writing</p> <p>Peer and class revision</p> <p>Modelling research strategies and note taking</p> <p>Teacher model writing</p> <p>Writing as a class</p> <p>Analyzing mentor texts for writing skills</p>	<p>mentor texts (essays, speeches, longform journalism etc) that demonstrate examples of specific writing tasks</p> <p>Norton's Field Guide to Writing</p>
2 <sup>nd</sup> semester		<p>CC:</p> <p>ACT:</p>	<p>Formative:</p> <p>Summative:</p>			

Etym.

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1 <sup>st</sup> semester	Vocabulary building Decode unfamiliar language based on prefixes, roots, context, and background knowledge Defining words in context	CC: RL 4 RI 4 LI-6 ACT: English: KLA 401.404 USG 401-4 Writing: USL 401	Formative: Defining words in context Short responses using etym. Words Unit quizzes Summative: Unit tests Writing assignments based featuring vocab	Vocab development Variety in diction Understanding words in context	Jeopardy games Word games Peer study ACT prompts, ACT English exercises Writing exercises	Etymology text Selected supplementary readings
2 <sup>nd</sup> semester		CC: ACT:	Formative: Summative:			

Poetry

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1 <sup>st</sup> semester	Intro to poetry How to interpret poetry Word choice in poetry Rhythm, rhyme, and meaning Basic forms of poetry: sonnet Tone Common poetic devices Poetry recitation Writing poetry Poetic movements through history	<b>CC:</b> RL.1-7. 9-10 W.1-2. 4-6, 9  <b>ACT:</b> English: TOD 402-3, 502, 504 ORG 501, 504-5 KLA 403-4, 502-5  Reading: 401-4, 501-6 DT 402-3, 502-3 REL 402-3, 502-5 WME 401-2, 501-4 TST 401-4, TST 501-5 PVV 401-2, 501-3 SYN 401, 501  Writing: EVJ 401-2, 501-2 DEV 401-2, 501.2 ORI 401-3, 501-3 USL 401, 501	<b>Formative:</b> Quick writes Small group discussion Active reading annotations Dialectical notebooks Student led discussion Topic sentence paragraphs <b>Summative:</b> Thesis driven essay Creative project Presentations Socratic seminar Poetry portfolio	Deep/close reading Active reading Analyzing word choice Analyzing structure Understanding and analyzing poetic elements Writing about poetry Imaginative writing	mini lessons on poetic elements and techniques graphic organizers annotate text outlining/paraphrasing listen to audio of text poetry read a louds compare text to film think pair share note taking and annotating teacher model reading	Poetry compilations
2 <sup>nd</sup> semester		<b>CC:</b>  <b>ACT:</b>	<b>Formative:</b>  <b>Summative:</b>			

Shakespeare

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1 <sup>st</sup> semester	<p>Intro to Shakespeare</p> <p>How to read Shakespeare</p> <p>How to perform Shakespeare</p> <p>Historical context</p> <p>How to interpret Shakespeare</p> <p>Theatrical strategies</p> <p>Language choices, language density</p> <p>Cultural influence of Shakespeare</p> <p>Understanding and interacting with Shakespeare criticism</p>	<p>CC:</p> <p>RL 1-7, 10</p> <p>W 1-2, 4-5, 9, 10</p> <p>SL 1, 6</p> <p>L 1-6</p> <p>ACT:</p> <p>English:</p> <p>TOD 402-3, 502, 504</p> <p>ORIG 501, 504-5</p> <p>KLA 403-4, 502-5</p> <p>Reading:</p> <p>401-4, 501-6</p> <p>IDT 402-3, 502-3</p> <p>REL 402-3, 502-5</p> <p>WME 401-2, 501-4</p> <p>TST 401-4, TST 501-5</p> <p>PPV 401-2, 501-3</p> <p>SYN 401, 501</p> <p>Writing:</p> <p>EXI 401-2, 501-2</p> <p>DEV 401-2, 501,2</p> <p>ORI 401-3, 501-3</p> <p>USL 401, 501</p>	<p><b>Formative:</b></p> <p>Quick writes</p> <p>Small group discussion</p> <p>Active reading annotations</p> <p>Dialectical notebooks</p> <p>Student led discussion</p> <p>Topic sentence paragraphs</p> <p><b>Summative:</b></p> <p>Thesis driven essay</p> <p>Creative project</p> <p>Presentations</p> <p>Socratic seminar</p> <p>Performance</p> <p>Memorized recitation</p>	<p>Deep/close reading</p> <p>Active reading</p> <p>Analyzing word choice</p> <p>Analyzing structure</p> <p>Understanding and analyzing poetic elements</p> <p>Writing about drama</p> <p>Imaginative writing</p>	<p>mini lessons on poetic elements and techniques</p> <p>graphic organizers</p> <p>annotating text</p> <p>outlining/paraphrasing</p> <p>listen to audio of text</p> <p>poetry read a louds</p> <p>compare text to film</p> <p>think-pair-share</p> <p>note taking and annotating</p> <p>teacher model reading</p> <p>acting scenes</p>	Shakespeare anthology
2 <sup>nd</sup> semester		<p>CC:</p> <p>ACT:</p>	<p><b>Formative:</b></p> <p><b>Summative:</b></p>			



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