

*This document outlines the academic goals, the activities and materials used in the English I class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.*

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Week ____ to ____	(1) Reading/Vocabulary Development.		
7-12	(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	Textbook Unit 2: Short Stories p. 412-413	Sadlier-Oxford Vocabulary Workshop
19-24	(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;	Textbook Unit 4: Poetry p. 766-767	Sadlier-Oxford Vocabulary Workshop
	(C) produce analogies that describe a function of an object or its description;	Sadlier-Oxford Vocabulary Workshop	Sadlier-Oxford Vocabulary Workshop
25-30	(D) describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor, carte blanche, tete a tete, pas de deux, bon appetit, quid pro quo</i> ); and	Textbook Unit 5: Drama p. 1016-1017	Sadlier-Oxford Vocabulary Workshop
1-6	(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	Textbook Unit 1: Fiction & Non-Fiction p. 182-183	Sadlier-Oxford Vocabulary Workshop
[Type text]	(2) Reading/Comprehension of Literary Text/Theme and Genre.		
1-6	(A) analyze how the genre	Textbook Unit 1: Fiction & Non-	Characteristics Chart

	of texts with similar themes shapes meaning;	fiction * <i>The Washwoman &amp; New Directions</i>	
31-36	(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and	Textbook Unit 6: Themes in Oral Tradition * <i>The Odyssey</i>	<i>Odyssey</i> webquest: <a href="http://www.carlos.emory.edu/ODYSSEY/GREECE/home.html">http://www.carlos.emory.edu/ODYSSEY/GREECE/home.html</a>
25-30	(C) relate the figurative language of a literary work to its historical and cultural setting.	Textbook Unit 5: Drama * <i>Romeo &amp; Juliet: Romeo's "But Soft" monologue.</i>	
Weeks ___ to ___	(3) Reading/Comprehension of Literary Text/Poetry. Students Students are expected to		
19-24	A) understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	Textbook Unit 4: Poetry	
19-24	B) analyze the effects of diction and imagery (e.g., controlling images, figurative language, understatement, overstatement, irony, paradox) in poetry.	Textbook Unit 4: Poetry * <i>Poetry Collection 1 &amp; 2</i>	
	(4) Reading/Comprehension of Literary Text/Drama.		
25-30	A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	Textbook Unit 5: Drama * <i>Romeo &amp; Juliet</i>	PlayStructure Worksheet West Side Story movie
25-30	B) explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.	Textbook Unit 5: Drama * <i>Romeo &amp; Juliet (Act 3 &amp; questions)</i> * <i>Inspector General</i>	

Week — to —	(5) Reading/Comprehension of Literary Text/Fiction.		
1-6	(A) analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;	Textbook Unit 1: Fiction & Non-fiction * especially <i>Cask of Amontillado</i> and <i>Sonata for Harp and Bicycle</i>	Foreshadowing handout
25-30	(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;	Textbook Unit 5: Drama * <i>Romeo &amp; Juliet</i> (especially foils)	Characterization chart (Unit 1 worksheet) Foil worksheet
1-6; 7-12	(C) analyze the way in which a work of fiction is shaped by the narrator's point of view; and	Textbook Unit 1: Fiction & Nonfiction Textbook Unit 2: Short Stories	Characterization chart (Unit 1 worksheet)
25-30; 31-36	(D) demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature.	Textbook Unit 5: Drama * <i>Inspector-General</i> by Chekov Textbook Unit 6: Themes in Oral Tradition * <i>Odyssey</i> by Homer Introduce <i>Metamorphosis</i> by Kafka?	
	(6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students.		
1-6; 13-18	A) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding	Textbook Unit 1: Fiction and Nonfiction Textbook Unit 3: Types of Nonfiction	NonlinearPlot_Cask worksheet
1-6; 13-18	B) analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.	Textbook Unit 1: Fiction and Nonfiction ( <i>New Directions &amp; The Girl Who Can</i> ) Textbook Unit 3: Types of Nonfiction	

Week (7)  
— to Reading/Comprehension  
— of Literary Text/Sensory  
Language.

	A) understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.	Textbook Unit 5: Drama <i>*Romeo &amp; Juliet—Act 3</i> monologues, especially the scene between Romeo and Juliet	
7-12; 25-30	B) explain the role of irony, sarcasm, and paradox in literary works.	Textbook Unit 2: Short Stories <i>*The Gift of the Magi, The Interlopers</i> Textbook Unit 5: Drama <i>*Romeo &amp; Juliet</i>	Paradox handout

(8)  
Reading/Comprehension  
of Informational  
Text/Culture and History.

25-30	A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Textbook Unit 5: Drama <i>*Romeo &amp; Juliet—looking @ age of characters dependent on events &amp; period when work was written; burial of people in crypts; Romeo's exile versus death.</i>	
13-18	B) explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.	Textbook Unit 3: Types of Nonfiction	

(9)  
Reading/Comprehension  
of Informational  
Text/Expository Text.

1-6; 13-18	(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a	Textbook Unit 1: Fiction and Nonfiction <i>*Sonata of Harp and Bicycle</i> Textbook Unit 3: Types of Nonfiction Weekly News Articles	<a href="http://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf">http://depts.washington.edu/owrc/Handouts/How%20to%20Write%20a%20Summary.pdf</a>
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	position and expresses an opinion;		
13-18	(B) differentiate between opinions that are substantiated and unsubstantiated in the text;	Textbook Unit 3: Types of Nonfiction	
13-18	(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	Textbook Unit 1: Fiction and Nonfiction Textbook Unit 3: Types of Nonfiction	Prediction_Chart worksheet
13-18	(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence.	Textbook Unit 3: Types of Nonfiction Find political pieces from internet	
(10) Reading/Comprehension of Informational Text/Persuasive Text.			
13-18	(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and	Textbook Unit 3: Types of Nonfiction *Persuasive speeches (MLK, Jr. & Roosevelt)	
13-18	(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions.	Textbook Unit 3: Types of Nonfiction *MLK, Jr's "I have a dream"	
Week ___ to ___ (11) Reading/Comprehension of Informational Text/Procedural Texts.			
1-6	(A) analyze the clarity of the objective(s) of procedural text (e.g.,	Textbook Unit 1: Fiction and Nonfiction *Real-life Reading: <i>Ready to perform a task</i>	

	consider reading instructions for software, warranties, consumer publications); and		
13-18	(B) analyze factual, quantitative, or technical data presented in multiple graphical sources.	Textbook Unit 3: Types of Nonfiction *Real-life Reading	
Week ___ to ___	(12) Reading/Media Literacy.		
1-36	(A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;	Current event reports	Cnn & Bbc websites (print and/or video)
1-36	(B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);	Current event reports	Cnn & Bbc websites (print and/or video)
1-36	(C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and	Current event reports	Cnn & Bbc websites (print and/or video)
1-36	(D) evaluate changes in formality and tone within the same medium for specific audiences and purposes.	Current event reports	Cnn & Bbc websites (print and/or video)
Week ___ to ___	(13) Writing/Writing Process.		
25-30; 31-36	(A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion,	Throughout each unit Textbook Unit 5: Drama * <i>Romeo &amp; Juliet</i> Character analysis Textbook Unit 6: Themes in Oral Tradition * <i>Odyssey</i> Compare/Contrast	Paper handouts: <i>Romeo &amp; Juliet</i> Compare worksheet

	background reading, personal interests, interviews), and developing a thesis or controlling idea;		
25-30; 31-36	(B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning;	Throughout each unit Textbook Unit 5: Drama * <i>Romeo &amp; Juliet</i> Character analysis Textbook Unit 6: Themes in Oral Tradition * <i>Odyssey</i> Compare/Contrast *Compare/Contrast essay	Comparison-Contrast Fill-in Outline worksheet
25-30; 31-36	(C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed;	Throughout each unit Textbook Unit 5: Drama <i>Romeo &amp; Juliet</i> Character analysis – teacher-created handout Textbook Unit 6: Themes in Oral Tradition * <i>Odyssey</i> Compare/Contrast	Peer Edit Activity power point
25-30; 31-36	(D) edit drafts for grammar, mechanics, and spelling; and	Textbook Unit 5: Drama <i>Romeo &amp; Juliet</i> Character analysis – teacher-created handout Textbook Unit 6: Themes in Oral Tradition * <i>Odyssey</i> Compare/Contrast	Peer Edit Activity power point
25-30; 31-36	(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Textbook Unit 5: Drama <i>Romeo &amp; Juliet</i> Character analysis – teacher-created handout Textbook Unit 6: Themes in Oral Tradition * <i>Odyssey</i> Compare/Contrast	
Week _ to _	(14) Writing/Literary Texts.		
1-6	(A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, and a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot;	Textbook Unit 1: Fiction and Nonfiction *Autobiographical Narrative	

19-24	(B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and	Textbook Unit 4: Poetry	Poem & Poetry Rubric worksheets
25-30	(C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone.	Textbook Unit 5: Drama	
Weeks — to —	(15) Writing/Expository and Procedural Texts.		
25-30	(A) write an analytical essay of sufficient length that includes: (i) effective introductory and concluding paragraphs and a variety of sentence structures; (ii) rhetorical devices, and transitions between paragraphs; (iii) a controlling idea or thesis; (iv) an organizing structure appropriate to purpose, audience, and context; and (v) relevant information and valid inferences;	Textbook Unit 5: Drama * <i>Romeo &amp; Juliet</i> character analysis	Romeo and Juliet Compare handout
25-30	(B) write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include: (i) organized and accurately conveyed information; and (ii) reader-friendly formatting techniques;	Textbook Unit 5: Drama * <i>How-to Essay</i> – p. 960	
19-24	(C) write an interpretative response to an expository or a literary text (e.g., essay or review) that: (i) extends beyond a	Textbook Unit 4: Poetry * <i>Response to Literature</i> – p. 960	



	summary and literal analysis; (ii) addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices		
25-30	(D) produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.	Textbook Unit 5: Drama * <i>Romeo &amp; Juliet</i> music analysis – teacher-created assignment	Mixing It UP worksheet Mixing It Up Example power point
Weeks — to —	(16) Writing/Persuasive Texts.		
1-6	(A) a clear thesis or position based on logical reasons supported by precise and relevant evidence;	Textbook Unit 1: Fiction and Nonfiction * <i>Cask of Amontillado</i>	
13-18	(B) consideration of the whole range of information and views on the topic and accurate and honest representation of these views;	Textbook Unit 3: Types of Nonfiction p. 582-584	
13-18	(C) counter-arguments based on evidence to anticipate and address objections;	Textbook Unit 3: Types of Nonfiction p. 582-584	
13-18	(D) an organizing structure appropriate to the purpose	Textbook Unit 3: Types of Nonfiction p. 582-584	
13-18	(E) an analysis of the relative value of specific	Textbook Unit 3: Types of Nonfiction p. 582-584	

	data		
	(17) Oral and Written Conventions/Conventions		
1-36	(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another);	Glencoe Language Arts “Grammar and Language Workbook”	Purdue Owl
1-36	(B) identify and use the subjunctive mood to express doubts	Glencoe Language Arts “Grammar and Language Workbook”	
1-36	(C) use a variety of correctly structured sentences (e.g.	Daily Journal Activity Writing Assignments throughout the year	
(18) Oral and Written Conventions/Handwriting			
1-36	(A) use conventions of capitalization;	Daily Journal Activity Writing Assignments throughout the year	
1-36	(B) use correct punctuation marks including: (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information.	Daily Journal Activity Writing Assignments throughout the year	
Weeks ___ to ___			
(19) Oral and Written Conventions/Spelling.			
1-36	A) spell correctly, including using various	Sadlier-Oxford Vocabulary Workshop Glencoe Language Arts “Grammar	

	resources to determine and check correct spellings.	and Language Workbook”	
	(20) Research/Research Plan.		
25-30	(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	Textbook Unit 5: Drama p. 1002-1003	
25-30	(B) formulate a plan for engaging in research on a complex, multi-faceted topic.	Textbook Unit 5: Drama p. 1002-1003	
<u>Weeks</u> <u>— to</u> <u>—</u>	(21) Research/Gathering Sources.		
25-30	(A) follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry;	Textbook Unit 5: Drama p. 1004	
25-30	(B) organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and	Textbook Unit 5: Drama p. 1005	
25-30	(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).	Textbook Unit 5: Drama p. 1005	
<u>Weeks</u> <u>— to</u> <u>—</u>	(22) Research/Synthesizing Information.		
25-30	(A) modify the major research question as necessary to refocus the research plan;	Textbook Unit 5: Drama p. 1006	
25-30	(B) evaluate the relevance of information to the topic and determine the	Textbook Unit 5: Drama p. 1002-1006	

	reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity; and		
25-30	(C) critique the research process at each step to implement changes as the need occurs and is identified.	Textbook Unit 5: Drama p. 1002-1006	
Weeks __ to __	(23) Research/Organizing and Presenting Ideas.		
25-30	(A) marshals evidence in support of a clear thesis statement and related claims;	Textbook Unit 5: Drama p. 1002-1003	
25-30	(B) provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated point of view;	Textbook Unit 5: Drama p. 1002-1003	
25-30	(C) uses graphics and illustrations to help explain concepts where appropriate;	Textbook Unit 5: Drama p. 1002-1003	
25-30	(D) uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and	Textbook Unit 5: Drama p. 1002-1003	*Rubric used throughout year with writing assignments
1-36	(E) uses a style manual (e.g., <i>Modern Language Association, Chicago Manual of Style</i> ) to document sources and format written materials.	<i>The Bedford Handbook</i> by Diana Hacker	
Weeks __ to __	(24) Listening and Speaking/Listening.		
1-36	(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for	Daily activities	

	critical reflection and by asking questions related to the content for clarification and elaboration;		
1-36	(B) follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes; and	Daily activities	
13-18	(C) evaluate the effectiveness of a speaker's main and supporting ideas.	Textbook Unit 3: Types of Nonfiction	
(25) Listening and Speaking/Speaking.			
1-36; 25-30	A) give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	Daily journals Textbook Unit 5: Drama * <i>Romeo &amp; Juliet</i> music project Unit 2 presentations	
(26) Listening and Speaking/Teamwork.			
1-36	A) to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.	Daily & weekly group activities Unit 2 group presentations	