

SCOPE AND SEQUENCE

LE: English 7

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | STANDARDS |
|---|--|---|--|-----------|
| <p>*Text-Essential Core of Study(ECOS)</p> <p>*Writing-Personal Narrative</p> <p>*Vocabulary Development-text</p> | <p>*Identify elements of a short story</p> <p>*Identify flashback and foreshadowing</p> <p>*Reading strategies-Connecting and Predicting</p> | <p>*Reading short stories/narrative poem</p> <p>*Class discussion, practice skills</p> <p>*Word maps</p> <p>*In class writings, free writes</p> | <p>*Vocabulary tests</p> <p>*Test after each reading</p> <p>*Unit test</p> | |
| <p>*Text-(ECOS)</p> <p>*Summarize various readings-stories and articles</p> <p>*Vocabulary Development-text</p> | <p>*Analyze how characters, setting, and plot interact</p> <p>*Make inferences, draw conclusions, and synthesize</p> <p>*Summarize stories and articles</p> <p>*Use context clues to determine word meanings</p> | <p>*Reading short stories/narrative poem</p> <p>*Class discussion, practice skills</p> <p>*Word maps</p> <p>*In class writings, free writes</p> | <p>*Vocabulary tests</p> <p>*Test after each reading</p> <p>*Unit test</p> | |
| <p>*Text-(ECOS)</p> | <p>*Determine theme;</p> | <p>*Reading short</p> | <p>*Vocabulary tests</p> | |

| | | | | |
|---|--|--|---|--|
| <p>*Vocabulary Development-text</p> | <p>including multiple themes</p> <p>*Compare and contrast themes and characters</p> <p>*Understand elements of a short story</p> | <p>stories/narrative poem</p> <p>*Class discussion, practice skills</p> <p>*Word maps</p> <p>*In class writings, free writes</p> | <p>*Test after each reading</p> <p>*Unit test</p> <p>Write an imaginative short story</p> | |
| | | | | |
| | | | | |
| | | | | |

SCOPE AND SEQUENCE

LE: English 8

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | |
|------------------------|----------------------|--------------------|------------|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

SCOPE AND SEQUENCE

LE: English 9- Tri.1

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | STANDARDS |
|---|---|--|--|---|
| <p>TEXT (ECOS) Essential Course of Study (Holt-McDougal) pgs 28 - 181</p> <p>SENTENCE STRUCTURE CH 14</p> | <p>Identify plot structure / make inferences / draw conclusions from different genres / write personal narrative /</p> <p>WRITE STRONG SENTENCES</p> | <p>READING, WRITING, VOCABULARY, RESEARCH TOPICS</p> | <p>QUIZZES, TESTS, AND WRITTEN WORK</p> | <p>plot stages and conflict / sequence and time RL 5 / RL 7 / discuss SL L4, Lb 4b, L4c, L 1b,, L5b plot devices / conflict / visualize RL 4 and RL 5/ W3b, SL1, L3, L4c Irony RL 5 and RL 10 / Predict RL / synthesize RI1, RI 2, RI 7, language RI 4 / writing W 9b (RI 7) narrative poetry RL 5 / reading poetry RL 5, RL 4, RL 5, RL 10 / language coach RL 4 / discuss SL 1/ personal narrative writing W 3a-: W 4, W 5, W 10, L 2, L 3</p> |
| <p>TEXT (ECOS) pgs. 202-313</p> <p>COMMAS CH 24 PUNCTUATION CH 25</p> | <p>Identify and analyze point of view / make inferences / write an argument</p> <p>USE PUNCTUATION CORRECTLY</p> | <p>READING, WRITING, AND VOCABULARY, RESEARCH TOPICS</p> | <p>QUIZZES, REPORTS, AND WRITTEN ASSIGNMENTS</p> | <p>point of view RL 3 / character traits and motivation RL 3 / RL 6 / makin inferences RL 1/ characterization in autobiography RI 5, RI 10 / analyze perspectives RI 6 / characterization across the genres RI 7 / writing W 4, W 9 (RL 7, RI 7), W 10 / multiple meaning words L 4 / paradox L 5a descriptive details L1b / discussion SL 1a-d, SL 3, SL 4, SL 6</p> |
| <p>TEXT (ECOS) pgs. 330-423</p> <p>THE PHRASE CH 15</p> | <p>Identify and analyze setting in several different genres / cite evidence / write short story</p> <p>RECOGNIZE PHRASES- analysis words in context and be prepared to discuss with accuracy.</p> | <p>READING, WRITING, AND VOCABULARY- SOME RESEARCH</p> | <p>QUIZZES, WRITING ESSAY</p> | <p>setting RL 3, RL 4 / imagery and mood RL 4 / details in setting RL 4 flashback RL 5/ analyze imagery R 4 / setting as symbol RL 3 / analyze details RL 4 / mood RL 4 / irony RL 5 / paraphrase RL 1 / use appropriate language RL 4 / setting and mood in movies RL 7/ author's perspective RI 4, RI 6 / compare film and written versions W 9a (RL 7) / context clues L 4a / participles L1b / read primary sources RI 1. R 6 / write a short story W 3a-e, W 4, W 5, W 10</p> |
| <p>TEXT (ECOS)</p> | <p>Determine a theme and analyze development in</p> | <p>READING, WRITING, AND VOCABULARY,</p> | <p>QUIZZES, WRITING</p> | <p>themes in literature RL 2 / determine theme RL 2, RL 3 /</p> |

| | | | | |
|--|--|--|------------------------------------|--|
| pgs. 434-535 THE CLAUSE CH 16 | several genres / writing critical analysis RECOGNIZE CLAUSES - will be able to pick out clauses in each structure. | RESEARCH | | symbol RL 2 / making inferences about character RL 1, RL 3 / universal theme RL 2, RL 6 reading poetry for theme RL4 / theme across genres RL 2, RL 3 / parado. RL 4 / character analysis W 9a (RL 3) / writing for assessments W 2a-c 2f, W4, W5, W 9a (RL 1, RL 2) / vary sentence structure L1b / discussion SI 1a-d, SL 4, SL 6 |
| TEXT (ECOS) pgs. 654-721 AGREEMENT CH 18 | Identify and analyze tone and diction / analyze patterns of organization / write and informational text identify correct verb tense and person shifts | READING, WRITING, AND VOCABULARY, RESEARCH | QUIZZES, WRITING, BOOK REPORT | elements of argument RI 2, RI 5, R 8 / craft of persuasion RI 6, RI 8 / argument RI 8 / understand rhetorical devices RI 6 / summarize Ri 2 /fact and opinion RI 4, RI 8 / recognize bias Ri 8 / series of events RI 3 / sarcasm RI 4 / persuasive essay W 1a-e, W 4, W 5, W 10/ parallelism L 1a / using a dictionary L 4c / gerunds L 2, L 3 |
| <i>THE PIGMAN</i> - Paul Zindel (novel) VOCAB AND COMPREHENSION | DETERMINE THEME, SOCIAL ISSUES DISCOVERED, AND HUMAN TENDENCY | READ, VOCABULARY, COMPREHENSION, WRITING, RESEARCH | QUIZZES, WRITING ESSAY, FINAL TEST | textual evidence RL 7.1 / meaning determination RL 7.4 / central idea RI 7.2 / central idea RI 7.2 / meaning of words and phrases RI 7.4 / analyze structure RI 7.5 / trac and evaluate argument RI 7.8/ writing W 7.1, W 7.4, W 7.5 |

SCOPE AND SEQUENCE

LE: English 9- Tri.2

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | STANDARDS |
|------------------------|----------------------|--------------------|------------|-----------|
|------------------------|----------------------|--------------------|------------|-----------|

| | | | | |
|-------------------------------|---|--|---|---|
| pgs. 252-317 | ANALYZE CHARACTERS identify biography - research | VOCABULARY, RESEARCH, AND WRITING | AND III WRITING, FINAL TEST | determine word meaning RL 7.4 / determine central idea RI.7.2 / writing W.7.7 / engaging in discussion SL.7.1 / clarifying word meaning L.7.4 / latin roots L.7.4 |
| TEXT (ECOS) pgs. 1292-1313 | TO UNDERSTAND THE RESEARCH PROCESS AND APPLY RULES TO THE WRITING OF RESEARCHED WORK CITE SOURCES CORRECTLY | RESEARCHING AND WRITING PROCESS SPEAKING PROCESS | WRITING AND RESEARCH ORAL PRESENTATION | planning and focusing research W 7, W 8, W 9 / planning and focusing research SL 1a, SL 1c / writing a research paper W 2a-f, W 4, W 5, W 8, W 9, / punctuating titles L 2 / integrating quotations L 2b, L 3a |

SCOPE AND SEQUENCE

LE: English 10- Tri.1

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | STANDARDS |
|---|--|--|--|--|
| Novel, vocabulary, comparison/ contrast writing, author research, historical background - time period | DETERMINE THEME, SOCIAL ISSUES DISCOVERED, AND HUMAN TENDENCY | Reading - oral and listening, vocabulary, discussion, research | Quizzes, discussion, cumulative test, essay- research paper w/2 sources (MLA) | textual evidence RL 7.1 / meaning determination RL 7.4 / central idea RI 7.2 / central idea RI 7.2 / meaning of words and phrases RI 7.4 / analyze structure RI 7.5 / trac and evaluate argument RI 7.8/ writing W 7.1, W 7.4, W 7.5 |
| Text (ECOS) Pgs. +SUPPLEMENTS | DETERMINE A THEME IN TEXT, ANALYZE CHARACTERS, DETERMINE FIGURATIVE PHRASES, INTERPRET FIGURES OF SPEECH, ETC | READING, VOCABULARY, WRITING, COMPREHENSION ORAL PRESENTATION | QUIZZES, WRITING,AND FINAL TEST;MEMORIZA TION (36 LINES - OLD ENGLISH) | characterization of Shakespearean tragedy RL 3 / language of Shakespeare RL 9 / reading Shakespearean drama RL 2 / Shakespearean drama L 3, L 5a / create rhythm parallelism L 1a-b / compare and contrast views W 9b (RI 8) / using semicolons correctly |

| | | | | |
|--------------------------------------|---|---|---|---|
| | | | | 2a |
| TEXT (ECOS) PGS. + SUPPLEMENTS | identify forms of poetry: lyric, elegy, ode, ballad, etc... analyze poetry in depth writing poems | Oral example and practice / distinguishing / applying terminology within selections | portfolio w/ terms analyzed, literary criticism essay | form RL 10 / poetic elements RL 4 elegy, diction, paraphrase RL 4, RL 10 / support an opinion W 1b, W 9t (RL 10) / analyze poem W 2a-f, W 4, W 5, W 9a (RL 1, 4), W 10 / singular and plural possessives L1 dashes L 2 |
| | | | | |
| | | | | |
| | | | | |

SCOPE AND SEQUENCE

LE: English 10- Tri.2

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | |
|------------------------|----------------------|--------------------|------------|--|
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

SCOPE AND SEQUENCE

LE: English 11- Tri.1

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | STANDARDS |
|--|--|--|--|---|
| <ul style="list-style-type: none"> - Native American Myths - <i>The Crucible</i> | <ul style="list-style-type: none"> - Elements of storytelling - Parts of drama | <ul style="list-style-type: none"> - Note-taking - Reading Assignments | <ul style="list-style-type: none"> - Compare/Contrast Essay - Test | RL9 Knowledge of 18th century Am. lit. works; RI9 Analyze documents; RI7 Integrate and evaluate multiple sources of info; W7 Conduct short research projects; SL1 Collaborative |

| | | | | |
|---|--|---|---|---|
| | | | | discussion; RL1 Cite textual evidence; RL2 Determine theme; RL3 Analyze author choices in drama; RL5 Analyze author choice overall; L3a Vary syntax; L4a Use context; :5b Analyze nuances; R1 Cite textual evidence; R16 Determine author's POV; R17 Integrate sources; W2 Write informative text; W2b Develop topic with facts |
| - Unit One resources | - primary sources - rhetorical devices (focus on persuasion) | - Analyze famous speeches - Reading assignments - Viewing assignments | - Persuasive Essay - Persuasive Speech | RI5 Analyze and evaluate structure; RI6 Determine author's point of view or purpose; W1 Write arguments to support claims; SL1 Discuss; L3a Apply understanding of syntax to the study of texts; L4b Identify and use patterns of word changes; L4c Consult reference materials to clarify a word's etymology; L4d Verify determination of the meaning of a word or phrase L5 Demonstrate understanding of word relationships; L6 Acquire and use general academic specific words and phrases; RI4 Determine meaning of words and phrases; RI Evaluate the reasoning in seminal texts; W1a-e Write arguments to support claims in analysis with evidence; W4 Produce clear and coherent writing ; W5 Develop and strengthen writing by planning, revising, and editing ; W7 Conduct short research projects; W8 Gather information from sources; W9b Cite textual evidence; W10 Write routinely ; SL3 Evaluate a speaker' point of view, reasoning, and use o evidence; SL4 Present information |
| - Unit Two resources (Irving, Longfellow, Emerson, Thoreau, Poe) | - figurative language - satire - Tenents of transcendentalism - Gothic elements | - analyze poetry - analyze short stories - analyze short film | - In class essay | RL9 Demonstrate knowledge of foundational works of American Lit RL3 Analyze impact of author's choices; RL6 Analyzing what is directly stated and what is meant; RI7 Integrate and evaluate information; W10 Write routinely; W4 Produce writing with |

| | | | | | |
|---------|---|---|---|--|---|
| | | | | | <p>development, organization, and style; SL1 Discuss; RL1 Distinguish what is directly stated and really meant; RL4 Analyze meaning and tone; RL2 Determine two themes; W3d Write narratives; L3 Apply knowledge of language; L3a Vary syntax; L4a Multiple meaning words; L4b-c Identify and use patterns of word changes; L6 Acquire and use academic words; RL5 Analyze author's choice of structure and meaning; RL4 Analyze impact of specific word choices on meaning and tone; RI3 Analyze complex ideas; RI9 Analyze documents for themes, purposes, and rhetoric; RI2 Determine central ideas; W2b Develop the topic; W2d Use language to manage complexity; L5a Interpret figures of speech; L4l Identify and use patterns of words; RI6 Determine an author's point of view or purpose; RI4 Determine the connotative meanings; W1a-b Introduce claims; W1d-e Establish and maintain a style and tone; W3t Use narrative technique ; W3d Use words to convey a pictures; W3a-e Write narratives; W4 Produce writing; W5 Develop writing as needed by planning, revising, editing, rewriting; W10 Write routinely; SL1b Work with peers ; SL6 Adapt speech to a variety of contexts and tasks; L1 Demonstrate command of grammar;</p> |
| o il | <ul style="list-style-type: none"> - Unit Three/Four - <i>Huck Finn</i> | <ul style="list-style-type: none"> - Elements of a novel - Changes in literature due to Civil War | <ul style="list-style-type: none"> - chapter study guides - note-taking - analysis | <ul style="list-style-type: none"> - Test with in-class essay | <p>RI9 Analyze documents of historical significance; RL6 Analyze a case with point of view; RL3 Analyze impact of author's choices RI7 Integrate and evaluate information presented ; W7 Conduct short research projects; W10 Write over shorter times; SL2 Integrate multiple sources of information; SL Present Information; SL1a Prepare</p> |

| | | | | |
|--|--|--|--|--|
| | | | | <p>discussions having read and researched material; L1</p> <p>Demonstrate command of the conventions of English grammar; L1a Apply the understanding that usage is a matter of convention; RI Determine author's point of view or purpose ; RI1 Cite evidence to support inferences; SL1 Discuss; L5a Interpret figures of speech in context and analyze their role; L4d Verify the preliminary determination of a word; L6 Acquire and use general academic words; RL2 Determine two or more themes; RL9 Demonstrate knowledge of early twentieth century works; RL3 Analyze impact of specific words;; RL4 ANalyze the impact of specific word choices on meaning and tone L5b Analyze nuances in the words; L4b Identify and use patterns of word changes; RL5 Analyze author's structure; RI2 Determine central ideas and development; RI1 Analyze effectiveness of structure; W9 Draw evidence for support;L3 Apply knowledge of language; W2: f Write informative texts; W4 Produce writing appropriate to task W5 Develop and strengthen writing as needed ; W9 Draw evidence; W Use technology to produce writing; SI1b Work with peers; SL2 Integrate multiple sources; SL5 Use digital media in presentations; L3 Apply knowledge of language; L1 Demonstrate grammar; L2b Spell correctly</p> |
|--|--|--|--|--|

SCOPE AND SEQUENCE

LE: English 11- Tri.2

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | |
|------------------------|----------------------|--------------------|------------|--|
| | | | | |

| | | | | | |
|----------|--|---|---|---|--|
| <p>1</p> | <ul style="list-style-type: none"> - Unit Five - <i>The Great Gatsby</i> | <ul style="list-style-type: none"> - “Make it new” - Values of Jazz Age | <ul style="list-style-type: none"> - Note-taking - Reading/Film assignments | <ul style="list-style-type: none"> - Film Analysis | <p>RL9 Demonstrate knowledge of early twentieth century foundational works; RL3 Analyze the impact of author’s choices; RL5 Analyze how an author’s choices concerning structure contribute to aesthetic; RI Analyze documents of historical and literary significance ; RI7 Integrate and evaluate man sources to address a question; W7 Conduct short research projects; W10 Write routinely; SL1 Discuss ; RI5 Analyze and evaluate effectiveness of the expositions structure; RI6 Determine author’s point of view where the rhetoric is effective; RL4 Determine the meaning of words and phrases; RI1 Cite textual evidence to support analysis; RI2 Determine two or more central ideas of a text and analyze development; W3 Write narratives to develop imagined experiences; L1a Apply the understanding of usage; L3a Apply an understanding of syntax; L4b Identify and correctly use patterns of word changes; L6 Acquire and use accurately general academic words and phrases; RL6 Analyze what is said and what is really meant; W1 Write arguments to support claims; L3 Apply knowledge of language to understand how language functions in different contexts; L4c Consult reference materials to clarify a word; W3a,e engage and orient the reader by setting out a situation and establishing points of view L5b Synonyms; W1a-e Write arguments to support claims in analysis W4 Produce clear and coherent writing by planning; W9 Draw evidence from texts to support claims;SL1a-c Participate effectively in group discussion SL3 Evaluate a speaker’s point of view; SL4 Present information; L2b Spell</p> |
|----------|--|---|---|---|--|

| | | | | | |
|---|---|--|---|---|--|
| | | | | | correctly; L3a Vary syntax; |
| | <ul style="list-style-type: none"> - Unit Seven | <ul style="list-style-type: none"> - Elements of a research paper | <ul style="list-style-type: none"> - Process of writing a research paper | <ul style="list-style-type: none"> - Research Paper - Ind. Presentation | <ul style="list-style-type: none"> RI7 Sources; RI7 Evaluating sources; W7 Topic & Planning; W6 W8 Evaluating sources; W9 Researcher; L6 Library and Internet terms; W 2a-f, W5, W7 Planning and prewriting; W4 Drafting; W5 Revision |
| y | <ul style="list-style-type: none"> - Unit Eight - Contemporary Novels - OR drama | <ul style="list-style-type: none"> - Small group novel study | <ul style="list-style-type: none"> - Literature circles - Novel assignments | <ul style="list-style-type: none"> - Test - Group Presentation | <ul style="list-style-type: none"> RL9 Demonstrate knowledge of foundational works; RL1 Cite evidence; RL2 Determine themes and analyze development; RL3 Analyze impact of author's choices regarding how to develop a drama; RL6 Distinguish between what is directly stated and what is really meant ; RI9 Analyze documents; RI7 Integrate multiple sources; W1 Write routinely over shorter time frames; W9 Draw evidence from literary texts to support analysis; SL1 Initiate and participate in collaborative discussions; SL4 Present findings; RL4 Analyze the impact of word choices; RI3 Analyze a set of ideas; RI6 Determine an author's point of view RI4 Determine the meaning of words; RI1 Cite textual evidence to support analysis as well as inferences; W1 Write arguments to support claims; L3a Vary syntax; L Demonstrate understanding of word relationships; W2 Write informative texts to examine complex ideas; SL2 Integrate multiple sources of information presented; RI5 Analyze and evaluate the effectiveness of the structure; W8 Gather relevant information from sources; W2a-b Format to aid comprehension; W2c Establish and maintain style and tone; W4 Produce clear and coherent writing ; W5 Develop writing by planning and revising; W Use technology to publish writing |

| | | | | |
|------------------------|---|---|--|---|
| | | | | products ; SL5 Make strategic use of digital media; L2 Demonstrate command of conventions ; L3 Appl knowledge |
| -Supplemental material | - College and career application strategies | - Note-taking - Models - Independent Work | - Cover letter - Resume - Personal Statement | W2a-e Develop topic and maintain tone; W4 Clear and coherent writing; W5 Planning, revise, edit, rewrite; W10 Write routinely; L2 Command conventions; L3 Apply knowledge |

SCOPE AND SEQUENCE

LE: English 12- Literature - Tri.1

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | |
|---|---|---|---|--|
| <p>Literature Choice: ***Women,Multi-Cultural, Contemporary, World & Classic: The list below is representative, but not inclusive: Print: Various essays – both academic and popular culture (blogs, etc.) Prestwick House <u>Reading and Analyzing Non-Fiction</u>; <u>Rhetoric, Logic & Argumentation</u> <u>Beowulf</u> by Unknown poet circa 7th to 10th century <u>The Little Prince</u> by de Saint Exupery <u>12 Years a Slave</u> by Solomon Northrup <u>I am Legend</u> by Richard Matheson</p> | <ol style="list-style-type: none"> 1.Read to determine explicit and implicit information, meaning, purpose and tone. 2. Determine central ideas and themes, and analyze their development. 3. Identify key supporting details. 4. Analyze how and why individuals, ideas, and events develop and interact over the course of a text. 5.Interpret and determine technical, connotative, and figurative meaning of words, and analyze how choices shape meaning and tone. 6. Analyze the structure of | <p>Activity Choice: ***Discussion & Socratic Seminar: small group and large group; round table;; teacher led; panel & debate ***Oral and Written Analysis ***Research and Presentation; oral and written ***Reading: student and teacher ***Speaking: impromptu; planned ***Creative: symbolic and artistic representation of reading, essential questions, issues ***Viewing ***Lecture</p> | <p>Choice: ***Tests:oral and written; subjective and objective; ***Participation in class activities and lessons *** Challenge and Create: authentic assessment ***Written response, notes, powerpoint, editorial, journal, blog ***Academic Essay: Expository Choices, Lit Analysis, Argument, Persuasion</p> | |

| | | | | |
|---|--|--|---|--|
| <p><u>Tuesdays with Morrie</u> by Mitch Albom</p> <p><u>The Glass Castle</u> by Jeannette Walls</p> <p><u>While the Locust Slept</u> by Peter Razor</p> <p><u>Great Short Stories by American Women</u> by Various writers, Dover Publishing</p> <p>Excerpts from:</p> <p><u>Friday Night Lights</u> by H.G. Bissinger</p> <p><u>Dracula</u> by Bram Stoker</p> <p><u>Frankenstein</u> by Mary Shelley</p> <p><u>The Things that they Carried</u> by Tim O'Brien</p> <p><u>Fall to Grace</u> by Kerry Casey</p> <p>***Media/Film:</p> <p>Various clips and documentaries</p> <p><u>The Incredibles</u>, 2003</p> <p><u>Simon Birch</u>, 1998</p> <p><u>I am Legend</u>, 2007</p> <p><u>Iron Jawed Angels</u>, 2004</p> <p><u>The Sixth Sense</u>, 1999</p> <p><u>The Five People you Meet in Heaven</u>, 2004</p> <p><u>The Pursuit of Happyness</u>, 2006</p> <p><u>Freedom Writers</u>, 2007</p> <p><u>Forrest Gump</u> (1994) <u>The Color Purple</u> (1985)</p> | <p>texts and how those choices affect our perspective and interpretation.</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually, as well as words.</p> <p>8. Evaluate argument and claims, including validity of reasoning as well as relevance of evidence.</p> <p>9. Analyze two or more texts addressing similiar themes or issues to build knowledge and compare approaches.</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>11. Read, View, and Listen to multiple perspectives and pluralistic viewpoints.</p> <p>12. Write arguments to support claims, and use supporting evidence, or citing text.</p> | | | |
| <p>Supplemental Material</p> | <p>College and Career Application and Skill Review Readiness</p> | <p>Modelling, Examples, Review, Essays, Lists, related media</p> | <p>Workshop Based sessions to work on or conference about College application essays, scholarship application essays, personal statements, review of skills</p> | |

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

SCOPE AND SEQUENCE

LE: English 12- Writing -Tri.2

| RESOURCES/ CHAPTERS | OBJECTIVES/ GOALS | ACTIVITIES/ HOW | ASSESSMENT | |
|---|--|---|---|--|
| 1. Writing Process 2. "Six Traits of Writing" 3. <u>Writing Down the Bones</u> lessons 4. Prestwick House's <u>Reading and Analyzing Non-Fiction</u> 5. Genres - Expository, Descriptive, Narrative, Persuasive 6. Related readings, essays, media 7. EMC Publishing's <u>Expository Composition - Discovering your Voice</u> | 1. Write informative and explanatory pieces. 2. Write narratives and other creative pieces. 3. Write using the Writing Process. 4. Write a variety of Creative Non-Fiction pieces. 5. Write using effective technique, well-chosen details, well-structured sequence. 6. Write at a 12th Grade Level - Mastery Writing- incorporating the top level of the "6 Traits of Writing". | ***Create a personal Memoir "Journal of Reflection" - a collection of the students' best writing handwritten into a bound book. ***Writing Workshop ***Peer editing ***Conferencing ***Reading good writing samples ***Discussion ***Viewing related media ***Challenge and Create games using figurative language | ***Journal of Reflection Memoir ***Conferencing ready with draft ***Using the Writing Process ***Applying the 6 Traits ***Reading and Writing Lessons Tests | |
| | | | | |

| | | | | |
|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |