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| Plan of Study | 2017-2018 | English I |

Writing Focus:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail, and well-structured event sequences.

**Literature and Writing Timeline**:

Literature Writing Listening/Speaking

|  |  |  |
| --- | --- | --- |
| **First Semester** | **First Semester** | **First Semester** |
| Collection 1 |  |  |
|  | -Narrative Essay | -One presentation/speech per quarter |
| Collection 3 |  |  |
| Drama: *The Miracle Worker* | -Argumentative Essay |  |
| Collection 6 |  |  |
| *The Odyssey* |  |  |
|  |  |  |
| **Second Semester** | **Second Semester** | **Second Semester** |
| Collection 2 | -Research Paper |  |
|  |  |  |
| Collection 5 |  | -One presentation/speech per quarter |
| Novel:*To Kill a Mockingbird* | **-**Informative Essay |  |
|  |  |  |
| Collection 4 |  |  |
| Drama: *Romeo and Juliet* |  |  |

Book Reports – One per quarter (written or oral presentation)

Grammar Focus:

-Demonstrate command of the conventions of standard English grammar and usage

-Use Parallel structure

-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial)

- Use a semicolon to link two or more closely related independent clauses

-Verbals (gerunds, participles, infinitives)

-Use a colon to introduce a list or quotation

-Spell correctly

-Write and edit work so that it conforms to the guidelines in a style manual (e.g. MLA)

|  |  |  |
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| Plan of Study | 2017-2018 | English II |

Writing Focus:

1. Students will continue writing clear and coherent thesis statements for expository or persuasive documents, but, in addition, concentrate on writing extended textual support.
2. Sophomore students will continue writing and revising paragraphs to support a thesis, but in addition, weave sources into thesis-supported commentary
3. Writing will include revision for sentence fluency using varied sentence patterns and (prepositional, adverbial, and adjective) phrases to create cadence, rhythm, and flow, but also revise for active and passive and sincere and original voice, correct pronoun usage, correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue.

Timeline:

Literature Writing Listening/Speaking

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Semester** | | | **First Semester** | **First Semester** |
| Collection 5 | | |  |  |
| *The Tragedy of Macbeth* | | | -Research Paper | -One presentation/speech per quarter |
|  | | | -Technology |  |
| Collection 1 | | | -Shakespeare, Tudor, Renaissance, Elizabethan |  |
|  | | |  |
| Collection 3 | | | -Charity/Cause Project |  |
| **Novels –Choose among** | | |  |  |
| **English II** | **Honors English II** | | -Argumentative Paper |  |
| *Lord of the Flies* | *Lord of the Flies* | | --Business Letter |  |
| *Fahrenheit 451* | *Fahrenheit 451* | |  |  |
| **Second Semester** | | | **Second Semester** | **Second Semester** |
| Collection 4: Poetry Unit | | |  |  |
|  | | | -Informative Paper | -One presentation/speech per quarter |
| Collection 6 | | |  |  |
|  | | |  |  |
| Collection 2 | | |  |  |
| **Novels –Choose among** | | |  |  |
| **English II** | | **Honors English II** | -Narrative Paper |  |
| *Animal Farm* | | *Tale of Two Cities* | **-**Slam Poem |  |
| *Of Mice and Men* | | *Death of a Salesmen* |  |  |
| *Night* | | *Raisin in the Sun* |  |  |

Book Reports – One per quarter (written or oral presentation)

Grammar Focus:

-Demonstrate command of the conventions of standard English grammar and usage

-Use Parallel structure

-Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial)

- Use a semicolon to link two or more closely related independent clauses

-Use a colon to introduce a list or quotation

-Spell correctly

-Write and edit work so that it conforms to the guidelines in a style manual (e.g. MLA)

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| Plan of Study | 2017-2018 | English III |

Writing Focus:

1. Students will continue writing clear and coherent thesis statements for expository or persuasive documents, as well as extended text using problem/solution and cause/effect organizational patterns. In addition, juniors will write texts using comparison/contrast organizational patterns.
2. Junior students will continue writing and revising paragraphs to support a thesis, and weaving sources into thesis-supported commentary. Also, juniors will write documents analyzing how a work of literature mirrors the themes and issues of its author and historical period.
3. Writing will include revision for sentence fluency using varied sentence patterns (prepositional, adverbial, and adjective) and phrases to create cadence, rhythm, and flow, but also revise for active and passive and sincere and original voice, correct pronoun usage, correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue. In addition, students will edit and revise text for correct usage of independent and subordinate clauses, verbal and verbal phrases, semicolons and colons, as well as hyphens, dashes, and ellipses.

Literature and Writing Timeline:

Literature Writing Listening/Speaking

|  |  |  |  |
| --- | --- | --- | --- |
| **First Semester** | | **First Semester** | **First Semester** |
| Collection 1 | | Narrative Essay |  |
|  | |  | -One presentation/speech per quarter |
| Collection 3 & 4 | | Research Paper |  |
| Romantics and Transcendentalists | |  |  |
| **English III** | **H. English III** |  |  |
| *Catcher in the Rye* | *Scarlet Letter* | Book Report Journals |  |
| *The Crucible* | *Into the Wild* |  |  |
|  | *Last of the Mohicans* |  |  |
| **Second Semester** | | **Second Semester** | **Second Semester** |
| Collection 3 | |  |  |
| Whitman and Dickinson – poetry | | Argumentative Essay (Honors – Research) | -One presentation/speech per quarter |
| Collection 5: Age of Realism | |  |  |
| Twain, Crane, London | |  |  |
| Collection 6: Modern World | | Informative Essay |  |
| Cather, Hemingway, Steinbeck | |  |  |
| **English III** | **H. English III** |  |  |
| *Slaughterhouse 5* | *The Great Gatsby* |  |  |
| *Call of the Wild* | *Huck Finn* |  |  |
|  | *Grapes of Wrath* |  |  |

Book Reports – One per quarter (written or oral presentation)

Grammar Focus:

-Demonstrate command of the conventions of standard English grammar and usage

-Apply the understanding that usage is a matter of convention – can change over time

-Sentence structure

-Parallel structure

-Pronoun agreement

-Observe hyphenation conventions

-Spell correctly

-Write and edit work so that it conforms to the guidelines in a style manual (e.g. MLA)

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| Plan of Study | 2017-2018 | AP English |

Writing Focus:

1. Students will continue writing clear and coherent thesis statements for expository or persuasive documents, as well as extended text using problem/solution and cause/effect organizational patterns. In addition, juniors will write texts using comparison/contrast organizational patterns.
2. Junior students will continue writing and revising paragraphs to support a thesis, and weaving sources into thesis-supported commentary. Also, juniors will write documents analyzing how a work of literature mirrors the themes and issues of its author and historical period.
3. Writing will include revision for sentence fluency using varied sentence patterns (prepositional, adverbial, and adjective) and phrases to create cadence, rhythm, and flow, but also revise for active and passive and sincere and original voice, correct pronoun usage, correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue. In addition, students will edit and revise text for correct usage of independent and subordinate clauses, verbal and verbal phrases, semicolons and colons, as well as hyphens, dashes, and ellipses.

Literature and Writing Timeline:

Literature Writing Listening/Speaking

|  |  |  |
| --- | --- | --- |
| **First Semester** | **First Semester** | **First Semester** |
|  | Informative Essay |  |
| Collection 3 |  | -One presentation/speech per quarter |
| Jonathan Swift, Sir Thomas More |  |  |
| \*Satire | Research Paper (Argumentative Essay) |  |
| Renaissance Poetry |  |  |
| **Novels** |  |  |
| *1984* | Book Report Journals |  |
| *Brave New World* |  |  |
| **Second Semester** | **Second Semester** | **Second Semester** |
| Collection 2 | Research Paper |  |
| *Canterbury Tales* |  | -One presentation/speech per quarter |
| Collection 5 |  |  |
| Beowulf | Narrative Essay |  |
| Other Epic Poetry (*Iliad, Aeneid)* |  |  |
|  |  |  |
| Collection 4 |  |  |
| *Hamlet* | Book Report Journals |  |
|  |  |  |
|  |  |  |

Book Reports – One per quarter (written or oral presentation)

Grammar Focus:

-Demonstrate command of the conventions of standard English grammar and usage

-Apply the understanding that usage is a matter of convention – can change over time

-Sentence structure

-Parallel structure

-Pronoun agreement

-Observe hyphenation conventions

-Spell correctly

-Write and edit work so that it conforms to the guidelines in a style manual (e.g. MLA)