Standards	Content	Skills	Materials	Assessments	Timeline
Reading Standards: R1, R2, R4, R6 Writing Standards: W2 a, b, c, d, e, f Speaking and Listening Standards: SL1 a, c, d Language Standards: L4 a, d	Unit- Beginnings to 1750 -Reading comprehension of nonfiction and poetry -Analysis of nonfiction and poetry -Close-reading for connotation and denotation -Writing of explanatory text	-Cite strong & thorough evidence to support analysis -Make logical inferences -Determine central ideas of a text & analyze their development -Determine the meaning of words phrases as they are used in a text -Analyze an author's use of writing strategies to develop a central idea -Write a text-analysis response	Textbook: Of Plymouth Plantation "Upon the Burning of Our House" (supplemental) "To My Dear and Loving Husband" "Sinners in the Hands of an Angry God" (optional) Audio resources Teacher-created materials	Homework Quizzes Participation Writing Assignment- Text Analysis Essay on one of the following pieces: Of Plymouth Plantation, one of the Bradstreet poems, "Sinners in the Hands of an Angry God"* *This essay will be used as an assessment and/or benchmark	September

Reading	Unit- The Crucible	Skills	Materials	Assessments	Timeline
Standards:	-Reading comprehension of fiction and	-Cite strong & thorough	The Crucible	Homework	October-
R1, R2, R3, R4,	nonfiction	evidence to support	(supplemental text OR	Quizzes	November
R6, R7	-Analysis of a drama	analysis	found in textbook)	Participation	
	-Close reading for connotation and	-Make logical inferences		Unit Exam	
Speaking and	denotation	-Determine central ideas	The Crucible movie		
Listening		of a text & analyze their		*At least one response to	
Standards		development	Teacher-created materials	text or discussion will be	
SL 1a, c, d,		-Summarize a complex		completed and submitted	
		text	Teacher selected websites	electronically	
Language		-Determine the meaning	and articles re the Salem	,	
Standards:		of words & phrases as	Witch Trials and Arthur		
L3, L4a, 5a, 5b		they are used in a text	Miller		
-, = 12, 30, 50		-Analyze an author's use			
		of writing strategies			
		-Analyze different			
		adaptations of a source			
		text			
		-Trace character			
		development			
		-Draw connections			
		between a text and			
		historical background			
		Thistorical background			

Reading	Unit- A Nation is Born	Skills	Materials	Assessments	Timeline
Standards:	-Reading comprehension of nonfiction	-Cite strong and thorough	Textbook:	Homework	November-
R1, R2, R3, R4,	(especially persuasive pieces)	evidence to support	from Poor Richard's	Quizzes	December
R5, R6, R7, R8	-Analysis of argument	analysis	Almanack	Participation	
	-Close reading for connotation and	-Make logical inferences	from The Crisis, #1		
Writing	denotation	-Determine central ideas	Speech in the Va.	Writing Assignment- Writing	
Standards:	-Writing of an argument essay (writing	of a text & analyze their	Convention	from Sources (Argument)	
W1 a, b, c, d, e, f	from sources)	development		Essay—texts will be supplied	
		-Determine the meaning	Audio resources	by teacher	
Speaking and		of words in a text &			
Listening		analyze their impact	Teacher-created materials	*This essay will be used as	
Standards:		-Analyze the impact of		an assessment and/or	
SL 1a, 1c, 1d, SL 4		structure on a persuasive		benchmark	
		piece			
Language		-Delineate and evaluate			
Standards:		an argument in applicable		*At least one response to	
L3, L4a, L5, L6		texts		text or discussion will be	
		-Write an argument essay		completed and submitted	
		that clearly establishes a		electronically	
		claim and supports it		ĺ	
		using valid reasoning and			
		evidence			
		-Analyze and weaken a			
		counterclaim			
		-Demonstrate			
		understanding of			
		figurative language and			
		allusion			

Reading	Unit- A Growing Nation	Skills	Textbook	Homework	December-Janu
Standards:	-Reading comprehension of fiction and	-Cite strong and thorough	"Devil and Tom Walker"	Quizzes	ary
R1, R2, R3, R4,	poetry	evidence to support	"The Fall of the House of	Participation	
R5, R6, R7, R8	-Analysis of short stories and poems	analysis	Usher"	Midyear exam (which will	
	-Close reading for connotation and	-Make logical inferences	"The Oval Portrait"	include/consist of a text	
Writing	denotation	-Determine central ideas	(supplemental and	analysis essay)	
Standards:	-Writing of a text analysis response	of a text & analyze their	optional)		
W2 a, b, c, d, e, f		development	Selected Poems:		
		-Determine the meaning	"A Psalm of Life"		
Speaking and		of words & analyze their	"The Snowstorm"		
Listening		impact	"The First Snowfall"		
Standards:		-Analyze the impact of	"The Tide Rises, the Tide		
SL1, a, c,		structure on a piece	Falls"		
		-Analyze authors' use of	"Old Ironsides"		
		writing strategies	"Because I Could Not		
LS: 1, 2, 3, 4, 5, 6		-Participate effectively in	Stop for Death" (optional)		
		collaborative discussions			
		-Write a text-analysis	Audio resources		
		response			
			Teacher-created materials		

Reading	Unit- Post WWI, The Roaring 20s, and	Skills	The Great Gatsby	Reading assignments	February-April
Standards:	The Great Gatsby	-Cite strong and thorough	(supplemental)	Homework	
R1, R2, R3, R4,	-Reading comprehension of fiction (a	evidence to support	(cappionion)	Quizzes	
R5, R6, R7, R8	novel) and nonfiction (websites and	analysis	The Great Gatsby movie	Participation	
,,	articles)	-Make logical inferences		Unit Exam	
Writing	-Analysis of fiction and nonfiction	-Determine central ideas	Audio resources		
Standards:	-Close reading for connotation and	of a text & analyze their	(optional)	Writing Assignment- Writing	
W1 a, b, c, d, e, f	denotation	development	[`'	from Sources (Argument)	
	-Writing of an argument essay (writing	-Analyze an author's use	F. Scott Fitzgerald	essay	
Speaking and	from sources)	of writing strategies (such	biography (video)	*texts to be supplied by	
Listening	,	as point of view, setting,		teacher	
Standards:		characterization,	Selected websites		
SL 1, 4, 5		foreshadowing, etc.)			
		-Determine the meaning	Teacher-created materials	*At least one response to	
Language		of words and analyze		text or discussion will be	
Standards:		their impact		completed and submitted	
L3, L4, L5, L6		-Participate effectively in		electronically	
		collaborative discussions			
		-Analyze multiple			
		adaptations of a text			
		-Delineate and evaluate			
		an argument in applicable			
		texts			
		-Write an argument essay			
		that clearly establishes a			
		claim and supports it			
		valid reasoning and			
		evidence			
		-Analyze and weaken a			
		counterclaim			

Reading	Unit- The Great Depression and Of	Skills	Of Mice and Men	Homework	April-May
Standards:	Mice and Men	-Cite strong & thorough	(supplemental)	Quizzes	
R1, R2, R3, R4,	-Reading comprehension of fiction and	evidence to support		Participation	
R5, R6, R7, R8	nonfiction (a novel, articles and a	analysis	John Steinbeck biography	Unit Exam	
	speech)	-Make logical inferences	video (optional)	Text Analysis Essay	
Writing	-Analysis of fiction and nonfiction	-Determine central ideas		*Text to be supplied by	
Standards:	-Close reading for connotation and	of a text and analyze their	Of Mice and Men movie	teacher	
W2 a, b, c, d, e, f	denotation	development	(optional)		
	-Writing of a text-analysis response	-Analyze an author's use		*This essay will be	
Speaking and		of writing strategies (such	Great Depression	completed and submitted	
Listening		as setting, point of view,	historical articles	electronically.	
Standards:		characterization,			
SL 1, 3, 4		foreshadowing,	FDR's Inaugural Address		
		symbolism, etc.)			
Language		-Determine the meaning	Teacher-created materials		
Standards:		of words and analyze			
L3, L4, L5, L6		their impact			
		-Participate effectively in			
		collaborative discussions			
		-Analyze multiple			
		adaptations of a text			
		-Write a text analysis			
		response			

1948 -Reading comprehension of fiction and nonfiction (a novel and articles)	-Cite strong and thorough evidence to support	(supplemental)	Quizzes	
nonfiction (a novel and articles)	evidence to support			
•			Participation	
	analysis	Audio resource	Unit Exam	
-Analysis of fiction and novel	-Make logical inferences	(optional)		
-Close reading for connotation and	-Determine central ideas			
denotation	of a text and analyze their	Teacher-created		
	development	materials		
	of words and analyze			
	The state of the s			
	denotation	development -Analyze an author's use of writing strategies (such as setting, flashback, structure, characterization, symbolism, etc.) -Determine the meaning	development -Analyze an author's use of writing strategies (such as setting, flashback, structure, characterization, symbolism, etc.) -Determine the meaning of words and analyze their impact -Participate effectively in	development -Analyze an author's use of writing strategies (such as setting, flashback, structure, characterization, symbolism, etc.) -Determine the meaning of words and analyze their impact -Participate effectively in

Reading	Unit- Regents Review	Skills	Components of past CC	Classwork/Homework	June
Standards:	-Reading comprehension of fiction,	-Read, comprehend, and	ELA exams	Participation	Julie
R1, R2, R3, R4,		analyze fiction, poetry,	LLA EXAMIS	Faiticipation	
R5, R6	poetry, and nonfiction	and nonfiction	Teacher-created	CC English Regents (to be	
N3, N0	-Analysis of fiction, poetry, and	-Determine the meaning	materials	used as the final exam)	
Language		of words and phrases as		used as the illial exami	
Standards:	nonfiction	they are used in a text			
L3, L4, L5	-Application of comprehension,	-Analyze the impact of			
15, 14, 15	synthesis, analysis, and writing skills	authors' choices and			
	synthesis, analysis, and writing skins	writing strategies			
		-Cite strong and thorough			
		evidence to support			
		analysis			
		-Determine central ideas			
		in a text			
		-Make a claim and			
		support it with specific			
		and relevant evidence			

