

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

<p><b>Reading Standards:</b> R1, R2, R3, R4, R6, R7</p> <p><b>Speaking and Listening Standards</b> SL 1a, c, d,</p> <p><b>Language Standards:</b> L3, L4a, 5a, 5b</p>	<p><b>Unit- The Crucible</b></p> <ul style="list-style-type: none"> <li>-Reading comprehension of fiction and nonfiction</li> <li>-Analysis of a drama</li> <li>-Close reading for connotation and denotation</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Cite strong &amp; thorough evidence to support analysis</li> <li>-Make logical inferences</li> <li>-Determine central ideas of a text &amp; analyze their development</li> <li>-Summarize a complex text</li> <li>-Determine the meaning of words &amp; phrases as they are used in a text</li> <li>-Analyze an author's use of writing strategies</li> <li>-Analyze different adaptations of a source text</li> <li>-Trace character development</li> <li>-Draw connections between a text and historical background</li> </ul>	<p><b>Materials</b></p> <p>The Crucible (supplemental text OR found in textbook)</p> <p>The Crucible movie</p> <p>Teacher-created materials</p> <p>Teacher selected websites and articles re the Salem Witch Trials and Arthur Miller</p>	<p><b>Assessments</b></p> <p>Homework Quizzes Participation Unit Exam</p> <p>*At least one response to text or discussion will be completed and submitted electronically</p>	<p><b>Timeline</b></p> <p><b>October- November</b></p>
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<p><b>Reading Standards:</b> R1, R2, R3, R4, R5, R6, R7, R8</p> <p><b>Writing Standards:</b> W1 a, b, c, d, e, f</p> <p><b>Speaking and Listening Standards:</b> SL 1a, 1c, 1d, SL 4</p> <p><b>Language Standards:</b> L3, L4a, L5, L6</p>	<p><b>Unit- A Nation is Born</b></p> <p>-Reading comprehension of nonfiction (especially persuasive pieces)</p> <p>-Analysis of argument</p> <p>-Close reading for connotation and denotation</p> <p>-Writing of an argument essay (writing from sources)</p>	<p><b>Skills</b></p> <p>-Cite strong and thorough evidence to support analysis</p> <p>-Make logical inferences</p> <p>-Determine central ideas of a text &amp; analyze their development</p> <p>-Determine the meaning of words in a text &amp; analyze their impact</p> <p>-Analyze the impact of structure on a persuasive piece</p> <p>-Delineate and evaluate an argument in applicable texts</p> <p>-Write an argument essay that clearly establishes a claim and supports it using valid reasoning and evidence</p> <p>-Analyze and weaken a counterclaim</p> <p>-Demonstrate understanding of figurative language and allusion</p>	<p><b>Materials</b></p> <p>Textbook: from Poor Richard’s Almanack from The Crisis, #1 Speech in the Va. Convention</p> <p>Audio resources</p> <p>Teacher-created materials</p>	<p><b>Assessments</b></p> <p>Homework Quizzes Participation</p> <p>Writing Assignment- Writing from Sources (Argument) Essay—texts will be supplied by teacher</p> <p>*This essay will be used as an assessment and/or benchmark</p> <p>*At least one response to text or discussion will be completed and submitted electronically</p>	<p><b>Timeline</b></p> <p><b>November-December</b></p>
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<p><b>Reading Standards:</b> R1, R2, R3, R4, R5, R6, R7, R8</p> <p><b>Writing Standards:</b> W2 a, b, c, d, e, f</p> <p><b>Speaking and Listening Standards:</b> SL1, a, c,</p> <p><b>LS: 1, 2, 3, 4, 5, 6</b></p>	<p><b>Unit- A Growing Nation</b></p> <p>-Reading comprehension of fiction and poetry</p> <p>-Analysis of short stories and poems</p> <p>-Close reading for connotation and denotation</p> <p>-Writing of a text analysis response</p>	<p><b>Skills</b></p> <p>-Cite strong and thorough evidence to support analysis</p> <p>-Make logical inferences</p> <p>-Determine central ideas of a text &amp; analyze their development</p> <p>-Determine the meaning of words &amp; analyze their impact</p> <p>-Analyze the impact of structure on a piece</p> <p>-Analyze authors' use of writing strategies</p> <p>-Participate effectively in collaborative discussions</p> <p>-Write a text-analysis response</p>	<p><b>Textbook</b></p> <p>"Devil and Tom Walker"</p> <p>"The Fall of the House of Usher"</p> <p>"The Oval Portrait" (supplemental and optional)</p> <p>Selected Poems:</p> <p>"A Psalm of Life"</p> <p>"The Snowstorm"</p> <p>"The First Snowfall"</p> <p>"The Tide Rises, the Tide Falls"</p> <p>"Old Ironsides"</p> <p>"Because I Could Not Stop for Death" (optional)</p> <p>Audio resources</p> <p>Teacher-created materials</p>	<p>Homework</p> <p>Quizzes</p> <p>Participation</p> <p>Midyear exam (which will include/consist of a text analysis essay)</p>	<p><b>December-January</b></p>
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<p><b>Reading Standards:</b> R1, R2, R3, R4, R5, R6, R7, R8</p> <p><b>Writing Standards:</b> W1 a, b, c, d, e, f</p> <p><b>Speaking and Listening Standards:</b> SL 1, 4, 5</p> <p><b>Language Standards:</b> L3, L4, L5, L6</p>	<p><b>Unit- Post WWI, The Roaring 20s, and <i>The Great Gatsby</i></b></p> <p>-Reading comprehension of fiction (a novel) and nonfiction (websites and articles)</p> <p>-Analysis of fiction and nonfiction</p> <p>-Close reading for connotation and denotation</p> <p>-Writing of an argument essay (writing from sources)</p>	<p><b>Skills</b></p> <p>-Cite strong and thorough evidence to support analysis</p> <p>-Make logical inferences</p> <p>-Determine central ideas of a text &amp; analyze their development</p> <p>-Analyze an author’s use of writing strategies (such as point of view, setting, characterization, foreshadowing, etc.)</p> <p>-Determine the meaning of words and analyze their impact</p> <p>-Participate effectively in collaborative discussions</p> <p>-Analyze multiple adaptations of a text</p> <p>-Delineate and evaluate an argument in applicable texts</p> <p>-Write an argument essay that clearly establishes a claim and supports it with valid reasoning and evidence</p> <p>-Analyze and weaken a counterclaim</p>	<p><i>The Great Gatsby</i> (supplemental)</p> <p><i>The Great Gatsby</i> movie</p> <p>Audio resources (optional)</p> <p>F. Scott Fitzgerald biography (video)</p> <p>Selected websites</p> <p>Teacher-created materials</p>	<p>Reading assignments</p> <p>Homework</p> <p>Quizzes</p> <p>Participation</p> <p>Unit Exam</p> <p>Writing Assignment- Writing from Sources (Argument) essay</p> <p>*texts to be supplied by teacher</p> <p>*At least one response to text or discussion will be completed and submitted electronically</p>	<p><b>February-April</b></p>
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<p><b>Reading Standards:</b> R1, R2, R3, R4, R5, R6, R7, R8</p> <p><b>Writing Standards:</b> W2 a, b, c, d, e, f</p> <p><b>Speaking and Listening Standards:</b> SL 1, 3, 4</p> <p><b>Language Standards:</b> L3, L4, L5, L6</p>	<p><b>Unit- The Great Depression and <i>Of Mice and Men</i></b></p> <p>-Reading comprehension of fiction and nonfiction (a novel, articles and a speech)</p> <p>-Analysis of fiction and nonfiction</p> <p>-Close reading for connotation and denotation</p> <p>-Writing of a text-analysis response</p>	<p><b>Skills</b></p> <p>-Cite strong &amp; thorough evidence to support analysis</p> <p>-Make logical inferences</p> <p>-Determine central ideas of a text and analyze their development</p> <p>-Analyze an author's use of writing strategies (such as setting, point of view, characterization, foreshadowing, symbolism, etc.)</p> <p>-Determine the meaning of words and analyze their impact</p> <p>-Participate effectively in collaborative discussions</p> <p>-Analyze multiple adaptations of a text</p> <p>-Write a text analysis response</p>	<p>Of Mice and Men (supplemental)</p> <p>John Steinbeck biography video (optional)</p> <p>Of Mice and Men movie (optional)</p> <p>Great Depression historical articles</p> <p>FDR's Inaugural Address</p> <p>Teacher-created materials</p>	<p>Homework Quizzes</p> <p>Participation</p> <p>Unit Exam</p> <p>Text Analysis Essay</p> <p>*Text to be supplied by teacher</p> <p>*This essay will be completed and submitted electronically.</p>	<p><b>April-May</b></p>
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<p><b>Reading Standards:</b> R1, R2, R3, R4, R6</p> <p><b>Speaking and Listening Standards:</b> SL 1</p> <p><b>Language Standards:</b> L3, L4, L5, L6</p>	<p><b>Unit- Postmodernism and <i>Montana 1948</i></b></p> <p>-Reading comprehension of fiction and nonfiction (a novel and articles)</p> <p>-Analysis of fiction and novel</p> <p>-Close reading for connotation and denotation</p>	<p><b>Skills</b></p> <p>-Cite strong and thorough evidence to support analysis</p> <p>-Make logical inferences</p> <p>-Determine central ideas of a text and analyze their development</p> <p>-Analyze an author’s use of writing strategies (such as setting, flashback, structure, characterization, symbolism, etc.)</p> <p>-Determine the meaning of words and analyze their impact</p> <p>-Participate effectively in collaborative discussions</p>	<p><b>Montana 1948 (supplemental)</b></p> <p><b>Audio resource (optional)</b></p> <p><b>Teacher-created materials</b></p>	<p><b>Homework Quizzes Participation Unit Exam</b></p>	<p><b>May-June</b></p>
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<p><b>Reading Standards:</b> R1, R2, R3, R4, R5, R6</p> <p><b>Language Standards:</b> L3, L4, L5</p>	<p><b>Unit- Regents Review</b></p> <ul style="list-style-type: none"> <li>-Reading comprehension of fiction, poetry, and nonfiction</li> <li>-Analysis of fiction, poetry, and nonfiction</li> <li>-Application of comprehension, synthesis, analysis, and writing skills</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Read, comprehend, and analyze fiction, poetry, and nonfiction</li> <li>-Determine the meaning of words and phrases as they are used in a text</li> <li>-Analyze the impact of authors' choices and writing strategies</li> <li>-Cite strong and thorough evidence to support analysis</li> <li>-Determine central ideas in a text</li> <li>-Make a claim and support it with specific and relevant evidence</li> </ul>	<p><b>Components of past CC ELA exams</b></p> <p><b>Teacher-created materials</b></p>	<p><b>Classwork/Homework Participation</b></p> <p><b>CC English Regents (to be used as the final exam)</b></p>	<p><b>June</b></p>
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